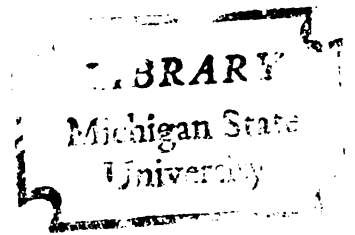


AN EXPLORATORY CASE STUDY
OF YOUTH ATTITUDES TOWARD
POLICE RECRUITMENT

Thesis for the Degree of M. S.
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ABSTRACT

AN EXPLORATORY CASE STUDY OF YOUTH ATTITUDES TOWARD POLICE RECRUITMENT

By

Bruce L. Benson

Analysis of current social conditions and a review of available literature emphasize the importance of the police recruitment problem. Methods must be found to attract competent, well-qualified personnel to the police profession.

This thesis is an exploratory study of the attitudes of young adults toward police, and especially toward police recruitment. Its purpose is to discover new ideas and insights concerning the police recruitment problem, and to provide a basis for further meaningful research.

The research was conducted at Flint Central High School and Flint Northern High School in Flint, Michigan, through the use of a 41-item questionnaire. The sample group consisted of 335 respondents, all male high school seniors.

Some of the conclusions of this exploratory study are as follows:

1. A significant relationship was found between a person's attitudes toward the police and the following factors: his race; the estimated reactions of his best friend, other friends, and best girl friend toward his becoming a policeman; whether or not he has had previous contact of a negative nature with the police; and his personal appraisal of the Police-School Liaison Program in his school. Also related to a person's attitudes toward the police, though to a lesser extent, are his father's occupation (approximate socioeconomic status) and the estimated reactions of his parents toward his entering a police career.
2. A relationship was found between the extent of the actual plans of an individual to enter a police career, and certain identifiable characteristics of that individual.

White respondents were found to be slightly more interested in a police career than blacks, but not

to a significant extent. A significantly greater interest in a possible police career was shown by those who estimated approval toward their entering police work by their best friend, other friends, best girlfriend, and favorite teacher; and by those who held more favorable impressions of the Police-School Liaison Program in their school. To a lesser extent, those who personally know a police officer, and those who feel their parents would approve of a police career, were inclined to be slightly more interested in a police career than those with opposite characteristics.

3. A very small percentage of the respondents expressed interest in police work as a possible vocation. Only 15.7 per cent of all respondents showed any interest in a police career. Only 10.2 per cent of blacks, and 18.5 per cent of whites, expressed any interest in a police career.
4. Certain factors connected with police work were identified as influential in either attracting potential applicants to a police career, or discouraging them from such a career.

"A chance to help others," "importance of the job," and "interest and excitement" were found to be the most attractive aspects of police work. Black students were also attracted by the "authority and power" of police work.

"Dangerous work," "low pay," and "police represent the Establishment" were found to be important in discouraging young adults from police careers.

5. Only 58.5 per cent of all respondents felt they were qualified to become a policeman if they wanted to. Only 56.4 per cent of blacks, and 60.8 per cent of whites, felt qualified to become policemen.
6. About 41 per cent of all respondents felt they would be wasting their talents and abilities by entering a police career. Thirty-five per cent of whites, and about 51 per cent of blacks, felt this way.
7. Many black respondents tended to feel that police departments would be discriminatory toward them

and that their communities would reject them if they became police officers.

8. A primary conclusion of this study is that there is relatively little accurate information available concerning the problem of police recruitment, while many important unanswered questions remain. There is a clear need for much more extensive research in this field.

AN EXPLORATORY CASE STUDY OF YOUTH
ATTITUDES TOWARD POLICE RECRUITMENT

By

Bruce L. Benson

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CHAPTER I

INTRODUCTION

THE PROBLEM AND ITS IMPORTANCE

✓ In recent years the recruitment of qualified personnel in the police field has become a critical problem.

The Nation's police departments are encountering serious difficulty in maintaining their forces at authorized strength. A survey conducted by the National League of Cities in 1966 disclosed that over 65 percent of the departments were 5,840 officers, or 5 percent, below authorized strength; and were 11,864 officers, or 10 percent, below preferred strength . . .

Although police departments are encountering difficulty in hiring new officers, this is not due to a dearth of applicants, but to a lack of qualified applicants. In 1961, only 22.3 percent of the applicants for positions in 368 police departments were accepted. The applicant success rate in many departments is far lower . . .

There is a critical need, therefore, for police departments to attract more acceptable applicants to careers in law enforcement. This is particularly true in light of the recommendation that educational standards be elevated and that candidates be more carefully screened to ensure acceptable emotional stability.¹

¹The President's Commission on Law, Enforcement and Administration of Justice, Task Force Report: The Police (Washington: U.S. Government Printing Office, 1967), pp. 133-134.

✓ A number of important factors have acted as strong deterrents to the police recruitment process. In recent years the police have come under increasing attack from liberal and leftist elements of the community as being symbols of injustice, oppression, conservatism, and the "Establishment." Accusations of police brutality have received widespread publicity, while physical assaults against policemen, including the killing of police officers, have continued to rise. Police salaries and promotional opportunities have long been comparatively inadequate. ✓ There are also other more subtle factors which tend to make the police career less attractive. One writer states the following:

. . . Membership in a law enforcement agency presents some handicaps to those who seek participation. The many hours of night duty are out of harmony with the normal working periods of a major segment of society, thus the service imposes a social barrier in the life of the officer. The semi-military character of police organization, the discipline and the customary use of a uniform set the officer apart from the public. Department rules regarding personal conduct follow the member on or off duty and restrict his personal freedom. The law enforcement officer is also subject to recall to duty at any time. The recall may only occur infrequently, however, because of this contingency the member is seldom completely at ease. When an officer is off-duty in the home setting he risks the

possibility of becoming involved in neighborhood disputes just because he is known to be a "cop" and is therefore subject to the entreaty of his neighbors.²

The complexity of the police officer's job has also increased considerably, creating obvious recruitment problems. The modern police officer must be familiar with stringent legal requirements and proscriptions which are undergoing constant change. He must possess practical knowledge of the current methods of criminal investigation, emergency first aid, riot control, and weapons operations. He must have the sensitivity and education to deal with countless situations of human behavior in today's complex society, involving people in all walks of life.* He must maintain the strength and stamina to perform the physical requirements of the job. He must be mature and emotionally stable to handle the tremendous authority and public responsibility which has been placed on his shoulders. Obviously, this is a job for no ordinary man. A very special, extremely competent individual is needed, and as a result police recruitment standards have risen significantly over the past few decades.

² Edward Comber, "History and Perspectives," Police Selection, Richard H. Blum, editor (Springfield, Illinois: Charles C. Thomas, 1964), pp. 12-13.

Modern police work is markedly different from that which prevailed a few generations ago. The change in standards reflects the trend in our culture as a whole during the intervening years. Each change has been an adjustment to meet growing police responsibility. As the nature and scope of law enforcement has expanded, the demands on the members of the service have become more exacting. The adequate policeman who pounded a 'beat' in the Bowery in the early days had only a whistle and club as a means of communication in contrast to the modern officer who patrols in a radio equipped motor vehicle. / Modern police service with its specialized communications and variety of transportation, with its crime laboratory staff and canine corps, with its planning and research unit and juvenile aid bureau, with its community relations unit, and its traffic education detail has moved into an operations area where effective service can evolve only if the personnel of the department is highly qualified, adequately trained, and properly supervised. / Lest the reader be of the opinion that police recruitment standards are already too high, it may be observed that the trend of history is quite clear and consistent. The highest standards that we could devise today will probably be judged inadequate by our successors within the span of a generation.³

As these personnel standards continue to rise, however, the number of potential available applicants who can meet these standards grows smaller. Also, in our present age of affluence and prosperity, a competitive labor market is offering higher rewards to these

³Ibid., p. 14.

competent, exceptional individuals. The police field must compete with business, industry, law, medicine, and the like in attracting top job applicants to its ranks.

Further compounding the police recruitment problem is the general failure of the police field to attract qualified members of minority groups, particularly blacks. A police chief expresses the situation as follows:

The problem as we see it is twofold: (1) in today's labor market . . . special efforts are being directed toward the Negro community by private industry in an effort to attract qualified applicants. These companies are able to offer outstanding starting salaries and numerous fringe benefits that place police departments in a competitive disadvantage; (2) several of our Negro applicants have expressed the opinion that many segments of the Negro community regard Negro officers as "Uncle Toms" and enforcers of a white man's justice, and are therefore hesitant to apply with a police department. Also we have not been entirely pleased with our efforts in the Negro community. Organizations such as the Urban League and the NAACP have not been able to refer many applicants to the department.⁴

A sociologist and writer makes the following observations:

⁴Task Force on Law and Law Enforcement, the National Commission on the Causes and Prevention of Violence, Law and Order Reconsidered (Washington, D.C.: U.S. Government Printing Office, 1969), p. 304.

In spite of the urgings of the Kerner Commission (Report of the National Advisory Commission on Civil Disorders, 1968), in spite of the growing and often militant demands of the black community, and in spite of the increased recruiting efforts, the programs to increase the number of Negroes on police staffs in most communities have fallen far short of expectations. The slight interest of Negro youth in the police profession is undoubtedly one of the important explanations.⁵

It is quite obvious, then, that the problem of police recruitment, with all its far-reaching ramifications, is of major importance to the police profession and its future, as well as to the American citizenry as a whole. Methods must be found to attract top qualified personnel, of all races and nationalities, to police work. At present this optimistic goal is far from reality, however, and available relevant data on the subject is extremely scarce. Many important unanswered questions arise concerning police recruitment. What type of people are attracted to police work? What are their reasons for entering this field? What are the main inducements police work has to offer top potential employees? What aspects of law enforcement tend to discourage many potential

⁵Donald H. Bouma, Kids and Cops (Grand Rapids, Michigan: William B. Eerdmans Publishing Company, 1969), p. 47.

applicants? What proportion of possible applicants is interested in pursuing a police career? What can be done to attract competent minority group members to police work? The list of unanswered relevant questions in this area is practically endless.

PURPOSE OF THE STUDY

This treatise is an exploratory, or formulative, study concerning police recruitment, [Its purpose is to discover new ideas and provide new insights into the police recruitment problem.] It attempts to gather additional relevant data on this subject, and to identify meaningful relationships between some of the variables involved. It is hoped that the results of this study will make a relevant contribution to the practical information base available on police recruitment.

Since this study is primarily of an exploratory nature no efforts will be made toward establishing firm causal hypotheses concerning relationships between all or any of the variables involved. The research data which I have collected will, however, in some cases be used to describe or portray certain characteristics of some of the

groups involved. At other times, I will attempt to suggest the frequency with which a phenomenon occurs, or with which it is associated with another variable. In either of these cases parts of this research could be properly labeled as a descriptive study. The complete study, however, remains primarily exploratory, with its major emphasis on the discovery of ideas and insights concerning police recruitment.

The study is directed specifically toward young male adults. It is this group which will, in a few years, provide the primary recruitment base from which law enforcement and other disciplines will select personnel. This sample group is explained in detail in a later chapter.

DEFINITION OF TERMS

For purposes of clarity and uniformity, several rather obvious terms should be defined regarding their use and meaning in this thesis.

ATTITUDE will here be considered as one's opinion, feelings, or disposition toward an object, person, group,

or entity. Included in this is one's beliefs about the nature of something; his evaluations of it; his views about appropriate policy with respect to it; and his tendencies to behave toward it in a certain way.⁶

POLICE is used here to represent the rather conventional meaning of the word, namely sworn law enforcement officers at the local, state, or federal levels. It is further assumed, however, that for the particular sample group used in this study, the term "police" would especially represent uniformed sworn officers, particularly at the local level.

The term RECRUITMENT is defined here from the standpoint of the sample group involved. It represents joining or enlisting in the police service for a full-time career.

HYPOTHESES

Since this study is basically an exploratory one, its purpose is not to prove or disprove a definite

⁶Claire Selltiz et al., Research Methods in Social Relations (New York: Holt, Rinehart, and Winston, Inc., 1964), p. 146.

specific, pre-formulated hypothesis. To quote a competent research text:

Whether or not the nature of the anticipated relationships can be stated explicitly --i.e., whether or not they can be expressed as hypotheses in the formulation stage of an inquiry--depends largely on the state of knowledge in the area under investigation. Scientific research can begin with well-formulated hypotheses, or it can formulate hypotheses as the end product of the research.⁷

Once again, this study is a strongly inquisitive one, attempting to discover new insights and seek out possible relevant relationships regarding police recruitment. Correspondingly, my hypotheses are of a quite general nature, relating to the research instrument which was used and to its possible significant findings. The following hypotheses are offered as basic guidelines for the further development and explanation of this research:

Hypothesis I

There tends to be a significant relationship between the attitudes of an individual or group toward the police, and certain identifiable characteristics of that

⁷Ibid., p. 39.

individual or group such as race, scholastic level, socio-economic status, peer group attitudes, previous contact with the police, and other factors.

Hypothesis II

Young adults tend to perceive their own attitudes toward police as being much more favorable than those of their friends. This hypothesis is utilized specifically as a further study of similar previous research.

Hypothesis III

There is a relationship between the extent of the actual plans of an individual or group to enter a police career, and certain identifiable characteristics of that individual or group.

Hypothesis IV

Certain factors connected with police work can be identified as influential in either attracting potential applicants to a police career, or discouraging them from such a career.

OVERVIEW OF THE STUDY

The initial chapter of this thesis describes the problem selected for study and explains the purpose and importance of this particular research. Several types are explicitly defined which are especially relevant to the topic at hand, and the basic hypotheses are presented.

The second chapter provides a review of the literature concerning both the subject of police recruitment and also several recent attitudinal studies concerning youth and the police.

Chapter three is concerned with the research methodology which was used. This consists of a discussion of the sample group; a description of the research instrument used, including its justification as to reliability and validity; and a brief account of the procedures involved in administering the questionnaire and collecting the data.

Chapter four presents the complete analysis of the data and findings of the study.

Chapter five is a realistic appraisal of some of the limitations of this research.

Chapter six offers possible conclusions to be drawn from the study, and presents extensions and implications for further research.

CHAPTER II

REVIEW OF THE LITERATURE

As with some other topics which are narrowly limited in scope, there is a striking scarcity of available literature dealing with Youth Attitudes Toward Police Recruitment. We must therefore analyze several related topics to provide a proper background.

TRADITIONAL SOURCES

There are, for example, a number of books in the more or less traditional vein dealing with police personnel and recruitment. Among these are Police Personnel Administration by V. A. Leonard,⁸ and Police Selection edited by Richard H. Blum.⁹ In addition, there is a larger number of standard police administration texts,

⁸V. A. Leonard, Police Personnel Administration (Springfield, Illinois: Charles C. Thomas, 1970), 132 pp.

⁹Richard H. Blum, editor, Police Selection (Springfield, Illinois: Charles C. Thomas, 1964), 252 pp.

often containing one or more chapters on police recruitment. Probably the best known of these is Police Administration, by O. W. Wilson.¹⁰

COMMISSION REPORTS

Several recent government commissions, whose commission members, staff members, consultants and advisors are among the most competent and authoritative in the field, have produced reports dealing with the police and to a lesser extent, police recruitment. These include Task Force Report: The Police, from the President's Commission on Law Enforcement and Administration of Justice,¹¹ and Law and Order Reconsidered, a staff report to the National Commission on the Causes and Prevention of Violence.¹²

¹⁰O. W. Wilson, Police Administration (New York: McGraw-Hill Book Company, 1963), 528 pp.

¹¹The President's Commission on Law Enforcement and Administration of Justice, Task Force Report: The Police (Washington: U.S. Government Printing Office, 1967), 239 pp.

¹²Task Force on Law and Law Enforcement, The National Commission on the Causes and Prevention of Violence, Law and Order Reconsidered (Washington, D.C.: U.S. Government Printing Office, 1969), 606 pp.

All of the above sources emphasize the magnitude and significance of the police recruitment problem, and offer various suggestions for constructive change. But very few, if any, of these sources base their conclusions or recommendations on a thorough analysis of the group who will soon be entering the labor market in search of a career. Young adults represent the personnel of the future for the police and other employment groups. Any meaningful improvements in police recruitment must be undertaken with them in mind.

ATTITUDE STUDIES

Recent studies of adolescent attitudes toward the police have illuminated this subject to a certain extent. Most notable among these, in my opinion, is a book by sociologist Donald H. Bouma entitled Kids and Cops.¹³ This study was an analysis of the attitudes of junior high school students toward the police, and further analysis of these attitudes compared with what police officers

¹³ Donald H. Bouma, Kids and Cops (Grand Rapids, Michigan: William B. Eerdmans Publishing Co., 1969), 168 pp.

thought the attitudes would be. A very brief listing of the major findings of this study, as summarized in Law and Order magazine, are as follows:

1. Almost without exception, the police felt the attitudes of inner-city youth to be much more negative toward the police and law enforcement than they actually were.
2. While inner-city youth did hold more negative feelings about police fairness than other youth, the differences were not nearly as great as the officers thought.
3. Inner-city youth have a much higher conception of police efficiency and a much stronger notion that crime does not pay than the officers felt was true.
4. The police were far too pessimistic in their perception of the amount of cooperation in law enforcement they would receive from inner-city youth.
5. The only area in which police gave inner-city youth credit for more positive attitudes than in fact they held was that involving the possibilities of bribing an officer.¹⁴

Relating the study more directly to police recruitment in his book Kids and Cops, Prof. Bouma relates the following findings:

A large majority of the students (70 per cent) feel that policemen are "pretty nice

¹⁴Donald H. Bouma, "Police Perceptions of Youth Hostility," Law and Order, Vol. 18, No. 9 (September, 1970), p. 46.

guys," although fewer than half of the Negro students feel that way. When asked specifically whether they thought the police were mean, only 15 per cent answered affirmatively. While just over half of the respondents thought being a policeman was a "pretty good job for an intelligent guy," only eight per cent of them wanted to be a police officer when they grew up.

The fact that only three per cent of the Negro youth had any desire to be a policeman some day is quite significant in view of intensified efforts in many police agencies today to recruit more Negro officers. A smaller study done by the author ten years ago found almost 20 per cent of Negro youth expressing an interest in becoming a policeman.¹⁵

Dr. Robert Portune of the University of Cincinnati, in cooperation with the Cincinnati Police Department and the public schools, conducted a study of 1,000 Cincinnati junior high school pupils in 1965-1966. His findings indicated that the attitudes of junior high school students toward law enforcement officers are most directly influenced, either positively or negatively, by their own contacts with the police. This was found to be an even more important influence than the attitudes of their friends or their parents.¹⁶

¹⁵Bouma, op. cit., pp. 46-47.

¹⁶Robert Portune, The Law and Law Enforcement, A Manual for Teachers of the Junior High School Social

DISSERTATIONS

Several Master's theses also deal with closely related subjects, and help to provide meaningful background information relating to this study of police recruitment. Charles Lee Weirman's dissertation entitled, "A Critical Analysis of a Police-School Liaison Program to Implement Attitudinal Changes in Junior High Students,"¹⁷ revealed in part that Negro students are more negative toward the police than white students, and that students' feelings toward the police tend to become more negative with age.¹⁸

John Edward Russell, in his Master's thesis, "An Exploratory Case Study on Police Recruitment and Minority Groups,"¹⁹ has conducted a detailed case study of a Studies (Cincinnati, Ohio: University of Cincinnati, 1968).

¹⁷Charles Lee Weirman, "A Critical Analysis of a Police-School Liaison Program to Implement Attitudinal Changes in Junior High Students" (unpublished Master's thesis, Michigan State University, East Lansing, Michigan, 1970), 231 pp.

¹⁸Ibid., Abstract, p. 3.

¹⁹John Edward Russell, "An Exploratory Cast Study of Police Recruitment and Minority Groups" (unpublished Master's thesis, Michigan State University, East Lansing, Michigan, 1969), 134 pp.

particular community and its police department's recruitment program with respect to minority group members. His conclusions represent a somber indictment of that police department and most police departments in general. Of additional interest is his comment concerning relevant data available in this field: "The status of the police literature concerning recruitment reflects neither the in-depth considerations of recruitment generally, nor concern for relevant variables applicable to minority groups particularly."²⁰

²⁰Ibid., Abstract, p. 2.

CHAPTER III

METHODOLOGY

THE SAMPLE GROUP

I have selected as my sample group all male senior students in two of the four public high schools in the city of Flint, Michigan. The schools studied are Flint Central High School and Flint Northern High School. This provides a possible base group of 517 male seniors. Approximately 262 of these students attend Flint Central High School, and 255 attend Flint Northern High School. Out of this group, questionnaires were completed and returned by 163 respondents from Flint Central High School, and 172 respondents from Flint Northern High School, resulting in a total sample group of 335 male high school seniors.

I have limited the sample to males for purposes of practicality in administering the study, and also because males comprise the vast majority of actual operational police ranks. I have decided to study only senior students, partly, again, to limit the sample group to a

workable size. I also feel that, although this age group certainly has not finalized their career plans, many of their attitudes, especially concerning the police, are firmly fixed.²¹

THE RESEARCH INSTRUMENT

The research instrument which was used to gather and record all data is a seven-part questionnaire, constructed in a clear and somewhat simple style, which could be completed by the student within approximately eight minutes. It consists of 41 questions, and has a self-explanatory first page with clear instructions.

I feel that the questionnaire has been a very suitable instrument for my particular research purposes. Considering the rather large number of subjects tested, it was relatively easy and quick to administer, and has also involved a minimal amount of expense. School officials passing out the forms answered no questions and gave no instructions. Consequently, it is felt that the simple, standardized instructions on the first page of the

²¹Bouma, Kids and Cops, op. cit., p. 45.

questionnaire have provided some uniformity among the high number of measurements taken, and have increased the reliability of the research. It is also hoped that the respondents have had confidence in the anonymity of the questionnaire, and have felt free to express their true views and opinions.

Two of the 41 questions are open-ended questions. They appear at the end of the questionnaire, and are worded as follows:

Which one suggestion would you make, which you feel is needed most, to improve the police as they operate today?

Please use this space to make any comments you may feel are appropriate.

These two questions are intended primarily for future study, and will not be considered in this analysis.

The other 39 of the 41 questions are "fixed-alternative" type questions. This insured uniformity among types of responses, and was quick and relatively inexpensive to analyze, eliminating coding procedures, training of coders, and the like.²² Hopefully, these

²²Claire Selltiz et al., Research Methods in Social Relations (New York: Holt, Rinehart, and Winston, 1964), p. 258.

structured questions have also helped to clarify the meanings of my questions, making clear the dimension along which the answers were sought, and requiring each respondent to make a judgment about his attitude or opinion, rather than leaving this up to an interviewer or coder.²³

The possible alternative answers are constructed in a Likert-type summated scale,²⁴ enabling me to quantify a subject's scores in a particular area, and to group subjects according to high scorers and low scorers concerning a particular characteristic, such as "general opinions about the police." Most of the alternatives consist of the following:

- a. Strongly agree.
- b. Agree.
- c. Undecided.
- d. Disagree.
- e. Strongly disagree.

This type of scale is an ordinal scale, enabling the ranking of individuals in terms of the favorableness of their attitude toward a given object. Such a scale is suited to the quantitative methods of analysis I have used, which are discussed in greater detail in Chapter IV.

²³Ibid., p. 259.

²⁴Ibid., p. 366.

A description of the seven-part questionnaire is now in order. The actual complete questionnaire is contained in the Appendix at the end of this paper.

As previously mentioned, the first page is a clear, simple instruction page which enables the questionnaire to be self-administered. It appeals to the student to make a relevant contribution to a critical subject, and to express his own frank, honest opinions. It also seeks to ensure the student of the anonymous and confidential nature of the questionnaire. This introductory page to the questionnaire is listed on the following page.

Following this introductory page are the first six actual parts of the questionnaire, which contain the dependent variables of the study. Part one consists of the first ten questions, and concerns the general attitudes of the individual toward the police. These ten questions are, for the most part, adapted from Donald Bouma's study Kids and Cops,²⁵ and from Robert Portune's study of Cincinnati youth.²⁶ Similar questions appear frequently in other youth attitudinal studies. I have slightly altered

²⁵Bouma, op. cit., pp. 46-51.

²⁶Portune, op. cit.

TABLE 1

INTRODUCTORY PAGE TO QUESTIONNAIRE

I need your help. I am a graduate student at Michigan State University, and I'm doing a research paper on the opinions and attitudes of young adults concerning the police. My research group to be interviewed includes all male seniors in your high school. Many people are constantly expressing what THEY THINK are your views on this subject. Now is the time for you to speak for yourself, express yourself, and offer your own true feelings and opinions on police matters.

Do not sign your name. To ensure unhindered responses, it is best that you remain anonymous. Several general information questions are asked concerning your age, sex, course of study, etc., to help me interpret the results. These questions, however, cannot and will not be used to identify you in any manner. This survey is completely confidential, and is not connected in any way with your school or police department. It will be seen and used only by the researchers at Michigan State University.

IT ONLY TAKES ABOUT 8 MINUTES TO COMPLETE THIS ENTIRE FORM. Your personal opinions are very important, so please be frank and honest. Always choose the answer which best describes your feelings on each question. Please work quickly, answer your honest, first reactions to the questions, and turn in the completed form at once. I thank you for your assistance in this important matter.

several of these questions to fit my particular purposes. This ten-question scale, which is designed to determine general attitudes toward the police, is listed as follows:

TABLE 2
SCALE TO DETERMINE GENERAL ATTITUDES
TOWARD POLICE

-
-
- ✓ 1. Do you think people would be better off without the police?
 - a. Strongly agree (Yes!).
 - b. Agree (Probably).
 - c. Undecided (Not sure).
 - d. Disagree (Probably not).
 - e. Strongly disagree (No!).

 - ✓ 2. Do you think that police are mean?
 - a. Strongly agree.
 - b. Agree.
 - c. Undecided.
 - d. Disagree.
 - e. Strongly disagree.

 - ✓ 3. If you needed a policeman's help, would you ask for it?
 - a. Strongly agree.
 - b. Agree.
 - c. Undecided.
 - d. Disagree.
 - e. Strongly disagree.

 - 4. Do you think that being a policeman is a good job for a capable and intelligent guy?
 - a. Strongly agree.
 - b. Agree
 - c. Undecided.
 - d. Disagree.
 - e. Strongly disagree.

TABLE 2 (continued)

5. Do you think that policemen are pretty nice guys?

- a. Strongly agree.
- b. Agree.
- c. Undecided.
- d. Disagree.
- e. Strongly disagree.

6. Do you think that the city would be better off if there were more policemen?

- a. Strongly agree.
- b. Agree.
- c. Undecided.
- d. Disagree.
- e. Strongly disagree.

7. Do you think the police get criticized too often?

- a. Strongly agree.
- b. Agree.
- c. Undecided.
- d. Disagree.
- e. Strongly disagree.

✓ 8. Do you think police accuse you of things you didn't even do?

- a. Strongly agree.
- b. Agree.
- c. Undecided.
- d. Disagree.
- e. Strongly disagree.

✓ 9. Do you think that the police think they are "big shots" because they wear a badge?

- a. Strongly agree.
- b. Agree.
- c. Undecided.
- d. Disagree.
- e. Strongly disagree.

TABLE 2 (continued)

-
- ✓ 10. Do you think most policemen are unfair in their dealings with young people?
- a. Strongly agree.
 - b. Agree.
 - c. Undecided.
 - d. Disagree.
 - e. Strongly disagree.
-

Part two concerns the student's perception of the general attitudes of his friends toward the police. It consists of questions eleven through thirteen and is included primarily to relate to previous research conducted by Prof. Bouma. This section will be explained in detail in Chapter IV. These questions are listed as follows:

TABLE 3

SCALE OF PERCEPTION OF FRIENDS'
ATTITUDES TOWARD POLICE

-
11. Do most of your friends think the police are pretty nice guys?
- a. Strongly agree.
 - b. Agree.
 - c. Undecided.
 - d. Disagree.
 - e. Strongly disagree.

TABLE 3 (continued)

-
12. Do your friends think that people would be better off without the police?
- a. Strongly agree.
 - b. Agree.
 - c. Undecided.
 - d. Disagree.
 - e. Strongly disagree.
13. Do most of your friends feel the police get criticized too often?
- a. Strongly agree.
 - b. Agree.
 - c. Undecided.
 - d. Disagree.
 - e. Strongly disagree.
-

Part three consists of one question regarding actual career plans and intentions concerning police work. Possible answers are on a continuum, ranging from "I definitely plan to become a policeman," to "I am certain I will definitely never enter a police career." It is intended as a simple, straightforward question to determine degrees of interest in a possible police career. The following question appears as it does in the questionnaire:

TABLE 4

CAREER PLANS CONCERNING POLICE WORK

-
-
14. Which of the following best describes your career plans at this time concerning police work?
- a. I definitely plan to become a policeman.
 - b. I might someday consider a possible career in police work.
 - c. No idea whatsoever.
 - d. I probably will never enter a police career.
 - e. I am certain I will definitely never enter a police career.
-

Part four includes eight questions, numbers 15 through 22, which deal with various factors concerning police work which could operate to attract an individual toward a police career or discourage him from one. It is intended to identify possible significant reasons for interest or disinterest in a police career. These do not form a summated scale of any kind, as in parts one and two, but are intended for independent, individual analysis. The questions are listed as follows:

TABLE 5

ATTRACTING OR DETRACTING FACTORS

-
-
15. Do you think you are qualified to become a policeman if you wanted to?
- a. Strongly agree.
 - b. Agree.
 - c. Undecided.
 - d. Disagree.
 - e. Strongly disagree.
16. Do you think you would be wasting your talents and abilities by entering police work as a career?
- a. Strongly agree.
 - b. Agree.
 - c. Undecided.
 - d. Disagree.
 - e. Strongly disagree.
17. Do you consider police work as a challenging profession?
- a. Strongly agree.
 - b. Agree.
 - c. Undecided.
 - d. Disagree.
 - e. Strongly disagree.
18. Do you think a police career offers a good chance to help people?
- a. Strongly agree.
 - b. Agree.
 - c. Undecided.
 - d. Disagree.
 - e. Strongly disagree.

TABLE 5 (continued)

-
19. Do you think a career in police work is a good way to personally attack some of our country's social problems?
- a. Strongly agree.
 - b. Agree.
 - c. Undecided.
 - d. Disagree.
 - e. Strongly disagree.
20. Do you think minority group members who are police officers receive fair treatment and advancement opportunities within most police departments?
- a. Strongly agree.
 - b. Agree.
 - c. Undecided.
 - d. Disagree.
 - e. Strongly disagree.
21. Do you think police work offers good opportunities for advancement?
- a. Strongly agree.
 - b. Agree.
 - c. Undecided.
 - d. Disagree.
 - e. Strongly disagree.
22. Do you feel that police officers who are members of minority groups are rejected by their communities?
- a. Strongly agree.
 - b. Agree.
 - c. Undecided.
 - d. Disagree.
 - e. Strongly disagree.
-

In a similar vein, part five is aimed at determining what the student considers the most attractive aspect

of a police career. It consists of one question, which is quite self-explanatory:

TABLE 6
MOST ATTRACTIVE ASPECT OF POLICE CAREER

-
-
23. What do you consider the one most attractive aspect of a police career?
- a. Interest and excitement.
 - b. Authority and power.
 - c. Chance to help others.
 - d. Security.
 - e. Good pay and benefits.
 - f. Importance of the job.
-

Conversely, part six tries to determine the aspect or quality which would be most influential in discouraging a student from a possible police career. It could be thought of as the least attractive aspect of police employment:

TABLE 7
LEAST ATTRACTIVE ASPECT OF POLICE CAREER

-
-
24. Which of the following would be most important in discouraging you from entering a police career?
- a. Low pay.
 - b. Low prestige.
 - c. Poor advancement opportunities.
 - d. Dangerous work.
 - e. Poor working conditions (hours, etc.).
 - f. Police represent the Establishment.
-

Part seven consists of the independent variables necessary for my research study. It includes a list of distinguishing factors of each individual subject. In analysis, these factors are tested against the previously-mentioned dependent variables for possible statistical significance. These are the categories of distinguishing factors, questions 25 through 39:

25 . Age:

- a. 16 or younger.
- b. 17.
- c. 18.
- d. 19 or older.

26 . Race:

- a. White.
- b. Black.
- c. Mexican-American.
- d. Other (please specify) _____.

27 . Approximate grade point average in high school:

- a. A or A-.
- b. B+, B, or B-.
- c. C+, C, or C-.
- d. D+, D, or D-.
- e. E.

28 . Church attendance:

- a. Usually go to church or Sunday school.
- b. Usually don't go to church or Sunday school.

29 . Do you plan to go to college?

- a. Yes.
- b. Not sure.
- c. No.

30. Father's occupation:

- a. Professional, business, or white collar.
- b. Skilled or semi-skilled worker.
- c. Unskilled worker.
- d. Father unemployed.
- e. No father in family.

How do you think the following persons would react
if you expressed interest in becoming a policeman?

31. Your best friend:

- a. He would strongly approve.
- b. He would approve.
- c. Not sure.
- d. He would disapprove.
- e. He would strongly disapprove.

32. Your other friends:

- a. They would strongly approve.
- b. They would approve.
- c. Not sure.
- d. They would disapprove.
- e. They would strongly disapprove.

33. Your parents:

- a. They would strongly approve.
- b. They would approve.
- c. Not sure.
- d. They would disapprove.
- e. They would strongly disapprove.

34. Your best girl friend:

- a. She would strongly approve.
- b. She would approve.
- c. Not sure.
- d. She would disapprove.
- e. She would strongly disapprove.

35. Your favorite teacher:
- a. Strongly approve.
 - b. Approve.
 - c. Not sure.
 - d. Disapprove.
 - e. Strongly disapprove.
36. Do you know any individual police officer as a personal friend?
- a. Yes.
 - b. No.
37. Are you, or have you ever been, a Police Cadet, Community Service Officer, or Police Service Officer?
- a. Yes.
 - b. No.
38. Have the police ever asked you any questions because they said you did something wrong (not counting traffic violations)?
- a. Yes.
 - b. No.
39. What is your general opinion of the value of the Police-Liaison Program in your school, as far as benefit to the students is concerned?
- a. Very worthwhile and beneficial for students.
 - b. Somewhat beneficial.
 - c. Not sure.
 - d. Not very beneficial.
 - e. Has no worth or value for students.
 - f. I am not familiar with the Police-Liaison Program.

The last two questions, as mentioned previously, are intended for future use, and will not be considered in this study.

Several steps have been taken to increase the reliability of the measurement procedures used.²⁷ Great care has been taken to reduce any possible sources of error, and to make the measurements as uniform as possible. The relative homogeneity of the sample group with regard to certain factors has already been discussed. In addition, certain steps were taken to make the actual testing process more uniform. Questionnaires were delivered to the two high schools in advance, and they were kept secret until actually administered. All students participating completed the questionnaire in the same school day, each student doing so within a fifteen-minute homeroom-type situation. School officials passing out the forms were to answer no questions and give no instructions. Each student was introduced to the questionnaire and instructed as to its use by reading the same simple, standardized instructions on the first page of the questionnaire. All students received the same questionnaire, including the same instructions, the same questions, and the same answer alternatives. The questionnaires were picked up at the end of each homeroom, leaving respondents

²⁷Selltiz, op. cit., p. 182.

no opportunity for discussion before turning them in.

Considering the uniformity effected throughout these procedures, it is assumed that the research measurements are reliable to a reasonable degree.

The research instrument utilized is also assumed to be pragmatically valid, for several reasons. First of all, some of the questions used are quite standard questions which have evidenced their validity in other attitudinal studies, notably those of Robert Portune and Donald Bouma, which have been discussed previously. In addition, however, many of the questions used involve direct techniques, with "obvious" relevance of the questions to the characteristics they are intended to measure.²⁸ These questions can be said to have "face validity"; that is, "the relevance of the measuring instrument to what one is trying to measure is apparent 'on the fact of it.'"²⁹

PROCEDURES

A very brief accounting should be given of the basic procedures undertaken to effect this research.

²⁸ Ibid., p. 311.

²⁹ Ibid., pp. 164-165.

After the questionnaire was constructed, it was initially administered to 27 male college freshmen enrolled in a freshman police administration course.³⁰ This pre-test resulted in several changes in the questionnaire for purposes of clarity. It also established an average administration time for the questionnaire of about eight minutes. The questionnaires were then printed in final form, and administered in the schools in a one-day period. Each of the 335 completed questionnaires was then keypunched onto a standard I.B.M. computer card by staff members of the Flint Police Department, Traffic Bureau. Statistical analyses were then performed by computer and by manual methods.

³⁰ The class is "Administrative Concepts," PLA 162, and is taught at Genesee Community College, Flint, Michigan, by Officer Charles Krug of the Flint Police Department.

CHAPTER IV
ANALYSIS OF DATA

EXPLANATIONS OF PERSONAL
CHARACTERISTICS

A proper beginning for the analysis of this data is to briefly explain the independent variables, or "personal characteristics," against which the dependent variables in the study were tested. These items are numbered 25 through 39 in the original questionnaire.

25. Age:

- a. 16 or younger.
- b. 17.
- c. 18.
- d. 19 or older.

Due to the extreme homogeneity of the sample group with respect to age, this item was found to have no relevance whatsoever in this study. It will therefore be excluded from further consideration.

26. Race:

- a. White.
- b. Black.
- c. Mexican-American.
- d. Other (please specify) _____.

Of the 355 respondents, only 4 of these were Mexican-American, and only 8 identified themselves in the "other" category. Since these very small numbers are not conducive to meaningful statistical analysis, all racial analyses will be concerned only with the white and black categories.

27. Approximate grade point average in high school:

- a. A or A-.
- b. B+, B, or B-.
- c. C+, C, or C-.
- d. D+, D, or D-.
- e. E.

28. Church attendance:

- a. Usually go to church or Sunday school.
- b. Usually don't go to church or Sunday school.

29. Do you plan to go to college?

- a. Yes.
- b. Not sure.
- c. No.

The above three questions regarding grades, church attendance, and college plans are self-explanatory, and need no special comments.

30. Father's occupation:

- a. Professional, business, or white collar.
- b. Skilled or semi-skilled worker.
- c. Unskilled worker.
- d. Father unemployed.
- e. No father in family.

20

21

22

23

This question is intended to determine the respondent's approximate socioeconomic status. Because of several limitations, which will be discussed later in Chapter V, it is regarded as a very rough indicator at best.

How do you think the following persons would react if you expressed interest in becoming a policeman?

31. Your best friend:

- a. He would strongly approve.
- b. He would approve.
- c. Not sure.
- d. He would disapprove.
- e. He would strongly disapprove.

32. Your other friends:

- a. They would strongly approve.
- b. They would approve.
- c. Not sure.
- d. They would disapprove.
- e. They would strongly disapprove.

33. Your parents:

- a. They would strongly approve.
- b. They would approve.
- c. Not sure.
- d. They would disapprove.
- e. They would strongly disapprove.

34. Your best girl friend:

- a. She would strongly approve.
- b. She would approve.
- c. Not sure.
- d. She would disapprove.
- e. She would strongly disapprove.

35. Your favorite teacher:

- a. Strongly approve.
- b. Approve.
- c. Not sure.
- d. Disapprove.
- e. Strongly disapprove.

The purpose of the previous five questions is to determine the significance of the attitudes of various people with whom the student is generally closely associated, and the impact which these people's attitudes have on the attitudes and plans of the student. "Other friends" refers basically to the student's peer group. "Best friend" and "best girl friend" are thought to be especially significant members of his peer group. "Parents" and "favorite teacher" are obvious terms.

36. Do you know any individual police officer as a personal friend?

- a. Yes.
- b. No.

Question 36 is self-explanatory.

37. Are you, or have you ever been, a Police Cadet, Community Service Officer, or Police Service Officer?

- a. Yes.
- b. No.

It was felt that previous or current contact with the police as an actual member of some sort might strongly affect an individual's attitudes or career plans concerning the police.

38. Have the police ever asked you any questions because they said you did something wrong (not counting traffic violations)?
- a. Yes.
 - b. No.

This question was aimed at determining previous negative contact with the police. It is stated in a very indirect manner, so as not to be interpreted by the respondent as an invasion of privacy. For example, questions such as "Have you ever been arrested by the police?" would be clearly out of line in this type of a study. In addition, traffic violations have been excluded because, particularly in a warning situation, they would not necessarily represent contact with the police in a negative atmosphere.

39. What is your general opinion of the value of the Police-Liaison Program in your school, as far as benefit to the students is concerned?
- a. Very worthwhile and beneficial for students.
 - b. Somewhat beneficial.
 - c. Not sure.
 - d. Not very beneficial.

- e. Has no worth or value for students.
- f. I am not familiar with the Police-Liaison Program.

This question is included because of the extensive efforts by the Flint Police Department to maintain good rapport with the students in the two schools being studied. Each of these schools, along with other schools in the city of Flint, retains a full-time Police-School Liaison Officer provided through the joint cooperation of the Flint Police Department and the Mott Foundation, a charitable organization of that city. This Liaison Officer is a sworn full-time police officer who works in the school both independently, and also as a member of a counseling team, to deal with student anti-social behavior. It was assumed that a student's attitudes toward the police and his career plans concerning a police vocation would be influenced by his impressions of the Police-School Liaison Program.

ANALYSIS OF ATTITUDES TOWARD THE POLICE

We begin with an analysis of the first ten questions and their relationship to the independent variables

involved in the study. These ten questions are intended to produce a scale to determine an individual's general opinions and attitudes toward the police. The questions are reproduced below:

1. Do you think people would be better off without the police.
2. Do you think that the police are mean?
3. If you needed a policeman's help, would you ask for it?
4. Do you think that being a policeman is a good job for a capable and intelligent guy?
5. Do you think that policemen are pretty nice guys?
6. Do you think that the city would be better off if there were more policemen?
7. Do you think the police get criticized too often?
8. Do you think police accuse you of things you didn't even do?
9. Do you think that the police think they are "big shots" because they wear a badge?
10. Do you think most policemen are unfair in their dealings with young people?

In each comparison, the respondents have been placed into one of two groups regarding their attitudes toward the police. The group labeled "high" represents

those respondents whose total score for these ten questions is above the mean score. The "low" group represents those whose total score is at or below the mean score for these ten questions. For purposes of simplification, this scale of "attitudes toward the police" will hereafter be referred to as ATP.

In comparing race with ATP, Table 8 shows that 64.9 per cent of the white students, compared with only 33 per cent of black students, had "high" or more favorable attitudes toward the police; while 35.1 per cent of white respondents, and 67 per cent of blacks, had lower attitudes toward the police.

TABLE 8
PERCENTAGE COMPARISON OF ATP WITH RACE

	ATP	
	High	Low
Whites	64.9%	35.1%
Blacks	33%	67%

In comparing these two factors on a contingency table, as depicted in Table 9, we see that the chi-square

TABLE 9
CONTINGENCY TABLE COMPARING ATP WITH RACE

	ATP		
	High	Low	Total
Race	<u>135</u> 111.8	<u>73</u> 96.2	208
	<u>37</u> 60.2	<u>75</u> 51.8	112
Total	172	148	320

Chi-square = 29.74091

Degrees of freedom = 1

Chi-square significance = < .001

Contingency coefficient = .29154

Unused or undefined = 15

Underlined cell no. = observed frequency

Other cell no. = expected frequency

is very high, showing significance at less than the .001 level. This indicates a very high degree of significance in the differences shown. The contingency coefficient, though not excessively high, is meaningful. This figure represents the degree of association between the two factors. As a rough example of its meaning, if we divide this figure by .707 (to equate it with a correlation

coefficient) and square the result (.4), we get a degree of association of about .16. In other words, about 16 per cent of the attitudes toward the police are due to the factor of race.

Table 10 compares ATP with the variable "father's occupation," by percentages. A pattern can be seen here which suggests that the students of upper socioeconomic levels have attitudes more favorable to the police than those of lower socioeconomic levels.

TABLE 10
PERCENTAGE COMPARISON OF ATP WITH
FATHER'S OCCUPATION

Father's Occupation	ATP	
	High	Low
Professional, etc.	64.8%	35.2%
Skilled	56.4%	43.6%
Unskilled	35.3%	64.7%
Unemployed	22.2%	77.8%
No father	42.9%	57.1%

Table 11, on the following page, shows this even more clearly. The chi-square here is less than .01. The

contingency coefficient, again, is not extremely high, but for social science research it does show some association.

TABLE 11
CONTINGENCY TABLE COMPARING ATP WITH
FATHER'S OCCUPATION

		ATP		
		High	Low	Total
Father's Occupation	Professional, etc.	<u>70</u> 57.5	<u>38</u> 50.5	108
	Skilled	<u>66</u> 62.3	<u>51</u> 54.7	117
	Unskilled	<u>18</u> 27.1	<u>33</u> 23.9	51
	Unemployed	<u>2</u> 4.8	<u>7</u> 4.2	9
	No Father	<u>18</u> 22.3	<u>24</u> 19.7	42
	Total	174	153	327

Chi-square = 18.178

Degrees of freedom = 4

Chi-square significance = < .01

Contingency coefficient = .2294811

Unused or undefined = 8

Underlined cell no. = observed frequency

Other cell no. = expected frequency

Table 12 deals with a person's estimate of his best friend's reaction to his entering a police career, compared with his ATP according to percentages. For purposes of analysis, the "strongly approve" and "approve" items have been combined into one approval category, and the "strongly disapprove" and "disapprove" responses have been combined into one disapproval category.

TABLE 12
PERCENTAGE COMPARISON OF ATP WITH
BEST FRIEND'S ESTIMATED REACTION

Best Friend	ATP	
	High	Low
Approve	72.7%	27.3%
Not sure	53.6%	46.4%
Disapprove	35.5%	64.5%

The significance of this relationship is shown in Table 13. A chi-square of less than .001 shows very strong significance, and the contingency coefficient shows a fair amount of association. This comparison emphasizes the tremendous impact of peer group opinion on one's own attitudes at this age.

TABLE 13

CONTINGENCY TABLE COMPARING ATP WITH
BEST FRIEND'S ESTIMATED REACTION

		ATP		
		High	Low	Total
Best Friend's Reaction	Approve	<u>56</u> 40.1	<u>21</u> 36.9	77
	Not Sure	<u>74</u> 72	<u>64</u> 66	138
	Disapprove	<u>38</u> 65.8	<u>69</u> 51.2	107
	Total	168	154	322

Chi-square = 30.936

Degrees of free dom = 4 (figured on expanded table)

Chi-square significance = < .001

Contingency coefficient = .2960614

Unused or undefined = 13

Underlined cell no. = observed frequency

Other cell no. = expected frequency

Tables 14 and 15 also show the importance of peer group approval or disapproval in affecting the ATP of the student. It is interesting to note, however, that although the relationship is significant for "other friends," it is not quite as intense as the "best friends"

TABLE 14
PERCENTAGE COMPARISON OF ATP WITH OTHER
FRIENDS' ESTIMATED REACTION

Other Friends	ATP	
	High	Low
Approve	76.5%	23.5%
Not sure	55.7%	44.3%
Disapprove	38.9%	61.1%

TABLE 15
CONTINGENCY TABLE COMPARING ATP WITH
OTHER FRIENDS' ESTIMATED REACTION

		ATP		
		High	Low	Total
Other Friends' Reaction	Approve	<u>39</u> 26.61	<u>12</u> 24.39	51
	Not sure	<u>78</u> 73.04	<u>62</u> 66.96	140
	Disapprove	<u>51</u> 68.35	<u>80</u> 62.65	131
	Total	168	154	322

Chi-square = 21.97618

Degrees of freedom = 2

Chi-square significance = < .001

Contingency coefficient = .25258

Unused or undefined = 13

Underlined cell no. = observed frequency

Other cell no. = expected frequency

comparisons. Apparently the opinions of the student's best friend hold a very special importance.

The next four tables, Tables 16 through 19, deal with similar relationships between ATP and the estimated reactions of "parents" and "best girlfriend" concerning entering a police career. These two categories are described together because they are very similar in the amount of significance shown. Both chi-squares are fairly close: "parents" being considerably less than the .01 level, and "girlfriend" being slightly less than the .001 level. And both contingency coefficients, .21424 and .21213 respectively, do show a small degree of association. But note that both parents and best girlfriend emerge as far less significant influences on the student's ATP than his other friends, and especially his best friend.

TABLE 16

PERCENTAGE COMPARISON OF ATP WITH
PARENTS' ESTIMATED REACTION

Parents	ATP	
	High	Low
Approve	62.5%	37.5%
Not sure	40.6%	59.4%
Disapprove	50%	50%

TABLE 17

CONTINGENCY TABLE COMPARING ATP WITH
PARENTS' ESTIMATED REACTION

		ATP		Total
		High	Low	
Parents' Reaction	Approve	<u>85</u> 70.94	<u>51</u> 65.06	136
	Not sure	<u>43</u> 55.29	<u>63</u> 50.71	106
	Disapprove	<u>41</u> 42.77	<u>41</u> 39.23	82
	Total	169	155	324

Chi-square = 11.68863

Degrees of freedom = 2

Chi-square significance = < .01

Contingency coefficient = .18657

Unused or undefined = 11

Underlined cell no. = observed frequency

Other cell no. = expected frequency

TABLE 18

PERCENTAGE COMPARISON OF ATP WITH BEST
GIRLFRIEND'S ESTIMATED REACTION

Best Girlfriend	ATP	
	High	Low
Approve	68.4%	31.6%
Not sure	51%	49%
Disapprove	40.3%	59.7%

TABLE 19
CONTINGENCY TABLE COMPARING ATP WITH BEST
GIRLFRIEND'S ESTIMATED REACTION

		ATP		Total
		High	Low	
Girlfriend's Reaction	Approve	<u>52</u> 38.96	<u>24</u> 37.04	76
	Not sure	<u>60</u> 59.47	<u>56</u> 56.53	116
	Disapprove	<u>50</u> 63.57	<u>74</u> 60.43	124
	Total	162	154	316

Chi-square = 14.9089

Degrees of freedom = 2

Chi-square significance = < .001

Contingency coefficient = .21213

Unused or undefined = 19

Underlined cell no. = observed frequency

Other cell no. = expected frequency

In Table 20, the percentages shown present a clear illustration of the impact of having had previous contact with the police in a negative atmosphere. Those who had had such a previous negative contact with the police tended to have much less favorable attitudes toward the police, while those who had experienced no such contact tended to have more favorable attitudes toward the police.

TABLE 20

PERCENTAGE COMPARISON OF ATP WITH PREVIOUS
NEGATIVE CONTACT WITH POLICE

	ATP	
	High	Low
Previous negative contact	42.9%	57.1%
No prev. neg. contact	70.8%	29.2%

The extent of this difference is shown in Table 21, where the chi-square is considerably less than the .001

TABLE 21

CONTINGENCY TABLE COMPARING ATP WITH
PREVIOUS NEGATIVE CONTACT WITH POLICE

		ATP		
		High	Low	Total
Negative Contact with Police	Previous Negative Contact	<u>85</u> 105.8	<u>113</u> 92.2	198
	No Previous Negative Contact	<u>85</u> 64.2	<u>35</u> 55.8	120
	Total	170	148	318

Chi-square = 23.383

Degrees of freedom = 1

Chi-square significance = < .001

Contingency coefficient = .2617145

Unused or undefined = 17

Underlined cell no. = observed frequency

Other cell no. = expected frequency

level. Again the contingency coefficient, though not extremely high, does show some association.

The last meaningful relationship here concerns a comparison of ATP with the student's evaluation of the Police-School Liaison Program. As expected, those with more favorable impressions of the Police-School Liaison Program also held more favorable attitudes toward the police, and vice versa.

TABLE 22
PERCENTAGE COMPARISON OF ATP WITH
RATING OF LIAISON PROGRAM

Rating of Liaison Program	ATP	
	High	Low
Beneficial	66.2%	33.8%
Not sure	53.6%	46.4%
Not beneficial	32.8%	67.2%

This is brought out still further in Table 23, which shows a chi-square of less than the .001 level, and a contingency coefficient of .23937.

Of additional interest concerning this particular comparison, however, is the sixth answer choice provided

TABLE 23
CONTINGENCY TABLE COMPARING ATP WITH
RATING OF LIAISON PROGRAM

		ATP		
		High	Low	Total
Rating of Liaison Program's Value	Beneficial	<u>49</u> 38.83	<u>25</u> 35.17	74
	Not sure	<u>59</u> 57.73	<u>51</u> 52.27	110
	Not Beneficial	<u>19</u> 30.44	<u>39</u> 27.56	58
	Total	127	115	242

Chi-square = 14.71129

Degress of freedom = 2

Chi-square significance = <.001

Contingency coefficient = .23937

Unused or undefined = 93

Underlined cell no. = observed frequency

Other cell no. = expected frequency

for this question, number 39, on the questionnaire. This choice read, "I am not familiar with the Police-Liaison Program." A total of 65 students, representing 21.2 per cent of the students responding to the question, replied that they were not familiar with the program. When this is added to the respondents in the "not sure" category, it

results in a total of 175 students, or 57 per cent of the entire group, who were either not sure of the value of the Police-School Liaison Program for students, or else were not even familiar with the program. Perhaps this indicates the need for a publicity program of some sort, to familiarize the students with the Police-School Liaison Program and its potential benefits for them.

A number of factors, when compared with ATP, were found to have no meaningful significance. These include a respondent's high school grade point average; whether or not he usually attends church or Sunday school; whether or not he plans to attend college; the expected reaction of his favorite teacher if he decided to enter a police career; whether or not he knows a police officer as a personal friend; and whether or not he is or has ever been a Police Cadet, Community Service Officer, or Police Service Officer.

PERCEPTION OF FRIENDS' ATTITUDES TOWARD THE POLICE

Prof. Donald Bouma, in his book Kids and Cops, makes the following observations concerning a student's perception of his friends' attitudes toward the police:

Dramatic differences were noted in the way students said they felt about the police and their perceptions of how their friends felt. While 44 per cent of the students thought the police treated Negro and white people alike, only 21 per cent of them felt that their friends thought that way. Seventy per cent of the students thought police were "pretty nice guys," but only 39 per cent of them felt this thought was held by their friends

On all eight items yielding comparable data, the students saw themselves as being less antagonistic toward the police and more willing to cooperate in reporting offenses than they perceived their friends as being.³¹

Prof. Bouma then goes on to suggest some possible explanations for this occurrence.

Questions 11 through 13 were included in my study as a further check on Prof. Bouma's findings. These questions read as follows:

11. Do most of your friends think the police are pretty nice guys?
12. Do your friends think that people would be better off without the police?
13. Do most of your friends feel the police get criticized too often?

³¹Donald H. Bouma, Kids and Cops (Grand Rapids, Michigan: William B. Eerdmans Publishing Co., 1969), p. 61.

No specific comparisons have been made, either by percentages or contingency tables, between these three questions, representing "perception of friends' attitudes toward the police," and the 10-question "attitudes toward the police" scale. It is interesting, however, to compare the mean scores of these two scales. The 10-question ATP scale has a possible total score range from 10 to 50, with 50 representing the most favorable attitudes toward the police. The mean score on this scale for all 335 respondents was 26.80. The three-question scale representing perception of friends' attitudes toward the police has a possible total score from 3 to 15. The mean score here for all 335 respondents was 9.42. If we express each of these figures in terms of 100 possible points, the ATP mean score is 53.6 (per 100 possible points), while the perception of friends' attitudes toward the police is scored as a much higher mean of 62.8 (per 100 possible points). These findings are directly conflicting with those of Prof. Bouma.

It should be emphasized that such a comparison in this study has many limitations. Only three isolated questions are used to determine friends' perceived attitudes toward police, which forms an extremely limited

scale. Further, this is a comparison of mean scores only. Many other methods of comparison could be performed. Indeed, this one aspect, a comparison of one's attitudes with those attitudes he imputes to his friends, could provide the entire basis for a very detailed comparative research study. But the fact that my findings concerning this matter are not at all consistent with Prof. Bouma's findings may indicate the need for further, more intensive research.

ANALYSIS OF CAREER PLANS REGARDING POLICE WORK

Item 14 of the questionnaire provides the central focus of this entire paper. It is concerned with actual career plans in regard to police work, and is worded as follows:

14. Which of the following best describes your career plans at this time concerning police work?
 - a. I definitely plan to become a policeman.
 - b. I might someday consider a possible career in police work.
 - c. No idea whatsoever.
 - d. I probably will never enter a police career.
 - e. I am certain I will definitely never enter a police career.

For analytical purposes, responses "a" and "b" will be combined to indicate interest in a police career, and responses "d" and "e" will be combined to indicate disinterest in a police career.

Table 24 shows the number and percentages of all respondents concerning interest in a police career. A rather small percentage, 15.7 per cent, are definitely or possibly interested in a future career in police work. The not sure category includes 18.2 per cent, while 66.1 per cent are definitely or probably disinterested.

TABLE 24
FREQUENCY AND PERCENTAGE COMPARISON OF
POSSIBLE POLICE CAREER WITH
ALL STUDENTS

All students	Possible Police Career			Total
	Interest	Not sure	Disinterest	
Number	49	57	207	313
Per Cent	15.7%	18.2%	66.1%	100%

A division of this group along racial lines produces some rather surprising results, as shown in Table 25. One would expect blacks to be much less interested in a police career than whites, but this is the case only to a

very slight extent. When this difference is analyzed on a contingency table, as depicted in Table 26, it is shown that no highly significant difference exists between whites and blacks regarding plans for careers in police work. The chi-square here is only between .02 and .01, and the contingency coefficient shows little association. Both blacks and whites show only a slight interest in a possible police career.

TABLE 25

PERCENTAGE COMPARISON OF POSSIBLE
POLICE CAREER WITH RACE

Race	Possible Police Career		
	Interest	Not sure	Disinterest
Whites	18.5%	15.1%	66.3%
Blacks	10.2%	24.1%	65.7%

Analysis of career plans according to grade point average indicates a slightly higher interest in police work among the C-range students than among those in the A and B ranges. Table 28 shows, however, that this difference is not statistically significant.

TABLE 26
CONTINGENCY TABLE COMPARING POSSIBLE POLICE
CAREER WITH RACE

Race	Possible Police Career			
	Interest	Not Sure	Disinterest	Total
White	<u>38</u> 36.7	<u>31</u> 37.3	<u>136</u> 135.6	205
Black	<u>11</u> 12.3	<u>26</u> 19.7	<u>71</u> 71.4	108
Total	49	57	207	313

Chi-square = 12.62347

Degrees of freedom = 4

Chi-square significance = $< .02, > .01$

Contingency coefficient = .19677

Unused or undefined = 22

Underlined cell no. = observed frequency

Other cell no. = expected frequency

TABLE 27
PERCENTAGE COMPARISON OF POSSIBLE POLICE
CAREER WITH GRADE POINT

Grade Point	Possible Police Career		
	Interest	Not Sure	Disinterest
A-range	10.7%	17.9%	71.4%
B-range	10.2%	14.1%	75.7%
C-range	18.6%	20.3%	61.1%

TABLE 28
CONTINGENCY TABLE COMPARING POSSIBLE CAREER
WITH GRADE POINT

		Possible Police Career			
Grade Point		Interest	Not Sure	Disinterest	Total
	A	<u>3</u> 4.24	<u>5</u> 5.03	<u>20</u> 18.73	28
	B	<u>11</u> 16.2	<u>15</u> 19.24	<u>81</u> 71.56	107
	C	<u>34</u> 27.56	<u>37</u> 32.73	<u>111</u> 121.72	182
	Total	48	57	212	317

Chi-square = 7.30374

Degrees of freedom = 4

Chi-square significance = < .20, > .10

Contingency coefficient = .1500

Unused or undefined = 18

Underlined cell no. = observed frequency

Other cell no. = expected frequency

It was found that a number of factors did show a fairly strong relationship with a person's plans to enter a police career. The following seven contingency tables, Tables 29 through 35, show that a young adult's career plans regarding police work are significantly related with

TABLE 29

CONTINGENCY TABLE COMPARING POSSIBLE POLICE
CAREER OF BEST FRIEND'S ESTIMATED REACTION

		Possible Police Career			
		Interest	Not Sure	Disinterest	Total
Best Friends's Reaction	Approve	<u>25</u> 11.66	<u>11</u> 13.85	<u>41</u> 51.5	77
	Not Sure	<u>14</u> 20.59	<u>30</u> 24.45	<u>92</u> 90.95	136
	Disapprove	<u>9</u> 15.75	<u>16</u> 18.7	<u>79</u> 69.55	104
	Total	48	57	212	317

Chi-square = 25.93707

Degrees of freedom = 4

Chi-square significance = < .001

Contingency coefficient = .27495

Unused or undefined = 18

Underlined cell no. = observed frequency

Other cell no. = expected frequency

TABLE 30
 CONTINGENCY TABLE COMPARING POSSIBLE POLICE
 CAREER WITH OTHER FRIENDS '
 ESTIMATED REACTION

		Possible Police Career			
		Interest	Not Sure	Disinterest	Total
Other Friends' Reaction	Approve	<u>16</u> 7.41	<u>9</u> 8.99	<u>25</u> 33.6	50
	Not Sure	<u>21</u> 20.61	<u>28</u> 25	<u>90</u> 93.4	139
	Disapprove	<u>10</u> 18.98	<u>20</u> 23.02	<u>98</u> 86	128
	Total	47	57	213	317

Chi-square = 18.96953

Degrees of freedom = 4

Chi-square significance = < .001

Contingency coefficient = .23748

Unused or undefined = 18

Underlined cell no. = observed frequency

Other cell no. = expected frequency

TABLE 31

CONTINGENCY TABLE COMPARING POSSIBLE POLICE
CAREER WITH BEST GIRLFRIEND'S
ESTIMATED REACTION

		Possible Police Career			
		Interest	Not Sure	Disinterest	Total
Girlfriend's Reaction	Approve	<u>25</u> 11.9	<u>12</u> 13.3	<u>38</u> 50	75
	Not Sure	<u>15</u> 18	<u>23</u> 20.2	<u>76</u> 75.9	114
	Disapprove	<u>9</u> 19.2	<u>20</u> 21.6	<u>93</u> 81.3	122
	Total	49	55	207	311

Chi-square = 50.741

Degrees of freedom = 16 (figured on expanded table)

Chi-square significance = < .001

Contingency coefficient = .3745235

Unused or undefined = 24

Underlined cell no. = observed frequency

Other cell no. = expected frequency

TABLE 32

CONTINGENCY TABLE COMPARING POSSIBLE POLICE
CAREER WITH FAVORITE TEACHER'S
ESTIMATED REACTION

		Possible Police Career			
		Interest	Not Sure	Disinterest	Total
Favorite Teacher's Reaction	Approve	<u>32</u> 21.7	<u>22</u> 24.7	<u>86</u> 93.6	140
	Not Sure	<u>14</u> 21.8	<u>30</u> 24.9	<u>97</u> 94.3	141
	Disapprove	<u>2</u> 4.7	<u>3</u> 5.3	<u>25</u> 20	30
	Total	48	55	208	311

Chi-square = 44.106

Degrees of freedom = 16 (figured on expanded table)

Chi-square significance = < .001

Contingency coefficient = .3524270

Unused or undefined = 24

Underlined cell no. = observed frequency

Other cell no. = expected frequency

TABLE 33

CONTINGENCY TABLE COMPARING POSSIBLE POLICE
CAREER WITH PARENTS' ESTIMATED REACTION

		Possible Police Career			
Parents' Reaction		Interest	Not Sure	Disinterest	Total
	Approve	<u>29</u> 20.58	<u>18</u> 24.36	<u>87</u> 89.05	134
	Not Sure	<u>12</u> 16.13	<u>29</u> 19.09	<u>64</u> 69.78	105
	Disapprove	<u>8</u> 12.29	<u>11</u> 14.55	<u>61</u> 53.17	80
	Total	49	58	212	319

Chi-square = 15.34998

Degrees of freedom = 4

Chi-square significance = < .01, > .001

Contingency coefficient = .21424

Unused or undefined = 16

Underlined cell no. = observed frequency

Other cell no. = expected frequency

TABLE 34

CONTINGENCY TABLE COMPARING POSSIBLE POLICE
CAREER WITH RATING OF LIAISON PROGRAM

		Possible Police Career			
Rating of Liaison Program's Value		Interest	Not Sure	Disinterest	Total
	Beneficial	<u>14</u> 11.24	<u>9</u> 13.97	<u>49</u> 46.79	72
	Not Sure	<u>17</u> 17.02	<u>29</u> 21.16	<u>63</u> 70.83	109
	Not Beneficial	<u>6</u> 8.74	<u>8</u> 10.87	<u>42</u> 36.39	56
	Total	37	46	154	237

Chi-square = 8.80222

Degrees of freedom = 4

Chi-square significance = < .01, > .001

Contingency coefficient = .18920

Unused or undefined = 98

Underlined cell no. = observed frequency

Other cell no. = expected frequency

TABLE 35
CONTINGENCY TABLE COMPARING POSSIBLE POLICE
CAREER WITH KNOW COP

		Possible Police Career			
Know Cop		Interest	Not Sure	Disinterest	Total
	Yes	<u>38</u> 28.9	<u>40</u> 34.2	<u>110</u> 125	188
	No	<u>11</u> 20.1	<u>18</u> 23.8	<u>102</u> 87	131
	Total	49	58	212	319

Chi-square = 16.266

Degrees of freedom = 4 (figured on expanded table)

Chi-square significance = < .01, > .001

Contingency coefficient = .2202663

Unused or undefined = 16

Underlined cell no. = observed frequency

Other cell no. = expected frequency

the approval of his best friend, other friends, best girl-friend, favorite teacher, and to a lesser extent, his parents concerning his becoming a police officer. The student's evaluation of the Police-School Liaison Program

is also a somewhat significant factor, to a lesser extent, as is knowing a police officer as a personal friend.

Factors having no significance in this area are usual church attendance; plans to attend college; father's occupation; experience as a Police Cadet, Community Service Officer, or Police Service Officer; and previous negative contact with the police.

ATTRACTING OR DISCOURAGING FACTORS

It is assumed that certain factors connected with police work can be identified as influential in either attracting potential applicants to a police career, or discouraging them from such a career. To provide some information concerning this assumption, questions 15 through 22 were included in the questionnaire. These are not to be interpreted as definite causal factors for an individual's interest or disinterest in a police career. They may, however, give some indications as to the possible importance of some influences which could affect a person's choosing, or not choosing, a police career.

In the tables for questions 15 through 22, the "strongly agree" and "agree" responses have been grouped into one agreement category, and the "disagree" and "strongly disagree" responses have been combined into one category indicating disagreement. Responses to these questions are indicated in percentages. Only a few independent variables are shown, which seem to have some relevance.

Table 36 shows that 58.5 per cent of all students responding felt they were qualified to become policemen, while 20 per cent did not feel qualified, and 21.5 per cent were not sure.

When these figures are analyzed according to race, we see that 60.8 per cent of white students and 56.4 per cent of blacks felt qualified to become policemen, while 18.6 per cent of whites and 20.9 per cent of blacks did not. There is some difference shown here, but it is not very extensive.

Finally, viewing these figures according to grade point of the respondent, we see that while B-students had the highest percentage who felt qualified to become policemen, A-students had the smallest percentage of

students who did not feel qualified. C-students generally tended to feel less qualified to become policemen than the other two groups.

TABLE 36
ESTIMATE OF WHETHER QUALIFIED TO BECOME
A POLICEMAN

15. Do you think you are qualified to become a policeman if you wanted to?			
	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>
All students	58.5%	21.5%	20%
Whites	60.8%	20.6%	18.6%
Blacks	56.4%	22.7%	20.9%
A-students	62.9%	29.7%	7.4%
B-students	65.7%	14%	20.3%
C-students	53%	24.1%	22.9%

Questionnaire items 16 and 17 are somewhat related, dealing with the challenge of a police career. According to Table 38, most of the students consider police work to be a challenging profession. When the question is directed more personally, however, as shown in Table 37, a sizeable percentage of the students felt that they would be wasting their talents and abilities if they themselves

TABLE 37

POLICE WORK AS WASTE OF TALENTS AND ABILITIES

16. Do you think you would be wasting your talents and abilities by entering police work as a career?

	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>
All students	41.1%	22.1%	36.8%
Whites	35%	22.1%	42.9%
Blacks	51.3%	20.8%	27.9%
A-students	55.5%	26%	18.5%
B-students	43.5%	21.3%	35.2%
C-students	38%	21.8%	40.2%

TABLE 38

POLICE WORK AS CHALLENGING PROFESSION

17. Do you consider police work as a challenging profession?

	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>
All students	63.3%	16.6%	20.1%
Whites	69.4%	13.8%	16.8%
Blacks	52.7%	21.9%	25.4%
A-students	71.4%	14.3%	14.3%
B-students	55.6%	22.2%	22.2%
C-students	65.5%	13.9%	20.6%

entered a police career. The grade-point pattern in Table 37 is especially interesting. The presumably brighter students with higher grade-point averages tended to be in greater agreement with the statement that they would be wasting their talents and abilities in police work.

Questions 18 and 19 are also somewhat related, dealing with helping people and solving social problems. We see in Table 39 that the great majority of students think police work offers a good chance to help people. Again, however, when this idea is directed more personally toward the individual, as shown in Table 40, the extent of agreement is reduced. A sizeable percentage of students felt that a police career is "a good way to personally attack some of our country's social problems"; but this personally-directed question received less favorable responses than question 18, which asks for a more impersonal evaluation of police work as offering a chance to help people. Perhaps the word "personally" in question 19 provides the key to the difference in responses to the two similar questions.

TABLE 39

POLICE WORK AS A CHANCE TO HELP PEOPLE

18. Do you think a police career offers a good chance to help people?			
	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>
All students	73.7%	16.2%	10.1%
Whites	76.6%	15.1%	8.3%
Blacks	67.9%	19.3%	12.8%

TABLE 40

POLICE WORK TO ATTACK OUR COUNTRY'S SOCIAL PROBLEMS

19. Do you think a career in police work is a good way to personally attack some of our country's social problems?			
	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>
All students	49.5%	25.7%	24.8%
Whites	52.7%	23.9%	23.4%
Blacks	43.7%	30%	26.3%

We now skip to question 21, which deals with the respondent's estimate of police work's promotional opportunities. Only a small percentage, roughly one-third, of

the students feel that police work offers good opportunities for advancement. The "undecided" group here is very large, however, indicating that a great many students are simply not familiar enough with this aspect of police work to have definite opinions about it.

TABLE 41
ESTIMATES OF POLICE CAREER'S OPPORTUNITIES
FOR ADVANCEMENT

21. Do you think police work offers good opportunities for advancement?			
	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>
All students	33.6%	40.4%	26%
Whites	34.6%	44.4%	21%
Blacks	32.4%	32.5%	35.1%

Questions 20 and 22 deal with estimated reactions toward minority group police officers, both within the police department and within their home communities. The large "undecided" group in Table 42 indicates, again, that the students have little knowledge of the internal workings of police departments. What is especially important here, however, is the fact that Table 42 and Table 43 both

TABLE 42
ESTIMATE OF DISCRIMINATION WITHIN
POLICE DEPARTMENTS

20. Do you think minority group members who are police officers receive fair treatment and advancement opportunities within most police departments?			
	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>
All students	34.1%	43.7%	22.2%
Whites	40.9%	47.3%	11.8%
Blacks	20.7%	40.6%	38.7%

TABLE 43
ESTIMATE OF MINORITY GROUP POLICEMAN'S
REJECTION BY HIS COMMUNITY

22. Do you feel that police officers who are members of minority groups are rejected by their communities?			
	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>
All students	33.4%	34.1%	32.5%
Whites	28.1%	36.4%	35.5%
Blacks	42.3%	29.8%	27.9%

emphasize the pessimistic outlook of blacks concerning a police career. Only a small percentage of blacks feel that they would receive fair treatment and advancement

opportunities as a police officer, while about 42 per cent of black respondents feel that becoming a policeman would bring about a corresponding rejection by their community.

POLICE WORK'S MOST
ATTRACTIVE ASPECT

In order to determine what the students consider to be the most attractive aspect of a police career, a direct question was asked to that effect, with six possible answers which were felt might be important. The following three tables, Tables 44 through 46, rank the responses according to all students, whites, and blacks, and indicate the percentages for each response. The altruistic motivation "chance to help others" is the definite most frequent choice in all three tables. Note the other differences, however, between whites and blacks. "Interest and excitement" was the second most important aspect of police work for white respondents, while black respondents selected "authority and power" in this position. In addition, blacks tended to place a slightly higher importance on the "security" of a police career, with 8.4 per cent selecting this category, compared with 1.6 per cent of whites.

TABLE 44

POLICE CAREER'S MOST ATTRACTIVE ASPECT
FOR ALL STUDENTS

23. What do you consider the one most attractive aspect of a police career?	
	<u>All students</u>
Chance to help others	45.3%
Interest and excitement	19.2%
Importance of the job	15%
Authority and power	12.4%
Good pay and benefits	4.2%
Security	3.9%

TABLE 45

POLICE CAREER'S MOST ATTRACTIVE ASPECT
FOR WHITE STUDENTS

23. What do you consider the one most attractive aspect of a police career?	
	<u>White students</u>
Chance to help others	47.1%
Interest and excitement	25.9%
Importance of the job	16.4%
Authority and power	6.3%
Good pay and benefits	2.6%
Security	1.6%

TABLE 46
POLICE CAREER'S MOST ATTRACTIVE ASPECT
FOR BLACK STUDENTS

23. What do you consider the one most attractive aspect of a police career?	
	<u>Black students</u>
Chance to help others	41.1%
Authority and power	22.4%
Importance of the job	14%
Security	8.4%
Interest and excitement	8.4%
Good pay and benefits	5.6%

POLICE WORK'S MOST
DISCOURAGING ASPECT

Question 24 was included in the questionnaire to determine the aspects of police work most likely to discourage an individual from a police career. Tables 47 through 49 list the results. The respondents as a whole tended to select "dangerous work" more frequently than any other category. For white students, however, "low pay" was selected most frequently. This contrasts sharply with only 8.7 per cent of black students being concerned with low pay. Of slightly less importance than "dangerous

TABLE 47

POLICE CAREER'S MOST DISCOURAGING ASPECT
FOR ALL STUDENTS

24. Which of the following would be most important in discouraging you from entering a police career?	
	<u>All students</u>
Dangerous work	30.2%
Low pay	22.9%
Police represent the Establishment	17%
Poor advancement opportunities	12.2%
Poor working conditions (hours, etc.)	9%
Low prestige	8.7%

TABLE 48

POLICE CAREER'S MOST DISCOURAGING ASPECT
FOR WHITE STUDENTS

24. Which of the following would be most important in discouraging you from entering a police career?	
	<u>White students</u>
Low pay	32.8%
Dangerous work	25.3%
Police represent the Establishment	14.4%
Poor working conditions (hours, etc.)	10.9%
Poor advancement opportunities	9.2%
Low prestige	7.5%

TABLE 49
POLICE CAREER'S MOST DISCOURAGING ASPECT
FOR BLACK STUDENTS

24. Which of the following would be most important in discouraging you from entering a police career?	
	<u>Black students</u>
Dangerous work	38.5%
Police represent the Establishment	20.2%
Poor advancement opportunities	15.4%
Low prestige	10.6%
Low pay	8.7%
Poor working conditions (hours, etc.)	6.7%

work" and "low pay" is the opinion that "police represent the Establishment." Seventeen per cent of all respondents felt that this category would be most important in discouraging them from police work.

CHAPTER V

LIMITATIONS OF THE STUDY

In order to keep this treatise consistent with high standards of ethics and honesty, several limitations of the study should be mentioned.

The nature of the research instrument used presents some disadvantages. According to an authoritative research text, fixed-alternative questions may tend to force an opinion statement on an issue about which the respondent has no definite opinion. The "undecided" choices were included to alleviate this condition to some extent. Further, a fixed-alternative question may not adequately represent a respondent's opinion, "because none of the choices corresponds exactly to his position, or because they do not allow for qualification."³²

Secondly, question 30 of the questionnaire has some limitations. It is reproduced for discussion as follows:

³² Claire Selltiz et al., Research Methods in Social Relations (New York: Holt, Rinehart, and Winston, Inc., 1964), p. 260.

30. Father's occupation:

- a. Professional, business, or white collar.
- b. Skilled or semi-skilled worker.
- c. Unskilled worker.
- d. Father unemployed.
- e. No father in family.

This question was intended to determine the respondent's approximate socioeconomic standing. However, resources did not permit an open-ended question, with later coding of responses into one of the five groups. Consequently, this question may at best be considered a very rough approximation of socioeconomic level. Many high school seniors may not be fully aware of what their father's job entails. They may know only that "he works at Buick," or that "he works at Chevrolet Manufacturing." Or the classifications provided may not be entirely clear to the respondent. For example, a student whose father works on an assembly line at a factory may tend to label him a skilled or semi-skilled worker on this question, rather than using the term "unskilled worker" with its rather derogatory implications. Finally, a single choice for this question could include two different extremes. The term "father unemployed" could be selected by the student whose father is a wealthy retired businessman, as

well as by the lower socioeconomic individual whose father is unable to find work. Similarly, "no father in family" could include a ghetto resident with no legal father, or a boy whose deceased father had made financial provisions for his family in the event of his death.

The validity of questionnaire item 38 is also disputable, and is reproduced as follows:

38. Have the police ever asked you any questions because they said you did something wrong (not counting traffic violations)?
- a. Yes.
 - b. No.

This is an indirect question which seeks to ascertain whether the respondent has ever had any contact of a negative nature with the police. No statistical tests have been performed, however, to prove whether the question is a valid representation of that concept.

Finally, the sample group involved presents some limitations. Of the 517 male seniors in the two high schools studied, 335, or 64.8%, completed and returned the questionnaire. It is assumed that some of the non-respondents were absent from school on the day in which the questionnaires were distributed. It is further

assumed that a small percentage of male seniors did not have a homeroom scheduled for that particular day. The reasons for the remaining majority of non-respondents, however, could be apathy, sheer laziness, or a defiant refusal to be involved in anything concerning the police. If the latter is true to any great extent, some of the most meaningful data could have gone unrecorded.

CHAPTER VI
CONCLUSIONS, IMPLICATIONS, AND
EXTENSIONS OF RESEARCH

CONCLUSIONS

The following conclusions can be drawn from the results of this research study:

1. Concerning Hypothesis I, which states in part:

"There tends to be a significant relationship between the attitudes of an individual or group toward the police, and certain identifiable characteristics of that individual or group."

A significant relationship was found between a person's attitudes toward the police and the following factors: his race; the estimated reactions of his best friend, other friends, and best girlfriend toward his becoming a policeman; whether or not he has had previous contact of a negative nature with the police; and his personal appraisal of the Police-School Liaison Program in his school.

Also related to a person's attitudes toward the police, though to a lesser extent, are his father's occupation (approximate socioeconomic status) and the estimated reactions of his parents toward his entering a police career.

Factors found to have no relationship to an individual's attitudes toward the police are his grade point; whether or not he usually attends church or Sunday school; whether or not he plans to attend college; the estimated reactions of his favorite teacher toward his entering a police career; whether or not he personally knows a policeman; and prior or current experience as a Police Cadet, Community Service Officer, or Police Service Officer.

2. Concerning Hypothesis II: "Young adults tend to perceive their own attitudes toward police as being much more favorable than those of their friends."

In a very limited analysis, no support was generated for this hypothesis. In fact, this limited

data suggests just the opposite: that the young adults responding in this research tended to perceive their friends' attitudes toward the police as being more favorable than their own.

3. Concerning Hypothesis III: "There is a relationship between the extent of the actual plans of an individual or group to enter a police career, and certain identifiable characteristics of that individual or group."

White respondents were found to be slightly more interested in a police career than blacks, but not to a significant extent. A significantly greater interest in a possible police career was shown by those who estimated approval toward their entering police work by their best friend, other friends, best girl friend, and favorite teacher; and by those who held more favorable impressions of the Police-School Liaison Program in their school. To a lesser extent, those who personally know a police officer, and those who feel their parents would approve of a police career, were inclined

to be slightly more interested in a police career than those with opposite characteristics.

Factors found to have no relationship to a person's interest or disinterest in a police career are usual attendance at church or Sunday school; plans to attend college; father's occupation (approximate socioeconomic status); previous negative contact with the police; and prior or current experience as a Police Cadet, Community Service Officer, or Police Service Officer.

4. A very small percentage of the respondents expressed interest in police work as a possible vocation. Only 15.7 per cent of all respondents showed any interest in a police career. Only 10.2 per cent of blacks, and 18.5 per cent of whites, expressed any interest in a police career.
5. Concerning Hypothesis IV: "Certain factors connected with police work can be identified as influential in either attracting potential applicants to a police career, or discouraging them from such a career."

"A chance to help others," "importance of the job," and "interest and excitement" were found to be the most attractive aspects of police work. Black students were also attracted by the "authority and power" of police work.

"Dangerous work," "low pay," and "police represent the Establishment" were found to be important in discouraging young adults from police careers.

6. Only 58.5 per cent of all respondents felt they were qualified to become a policeman if they wanted to. Only 56.4 per cent of blacks, and 60.8 per cent of whites, felt qualified to become a policeman.
7. About 41 per cent of all respondents felt they would be wasting their talents and abilities by entering a police career. Thirty-five per cent of whites, and about 51 per cent of blacks, felt this way.
8. Many black respondents tended to feel that police departments would be discriminatory toward them

and that their communities would reject them if they became police officers.

IMPLICATIONS OF RESEARCH

While causes and reasons were not specifically probed in this exploratory study, it is proper to comment on several possible implications of the research results. First of all, one notices the strong influence of peer group opinion on a young adult's attitudes toward the police, and on his career plans concerning police work. This is particularly true regarding very special peer group members, such as his best friend and best girlfriend. Perhaps a very effective police recruiting and information program at the high school level would be one started and operated by high school students themselves. This might be tactfully accomplished through willing high school students with very subtle initiation and marginal support by the police department.

Another strong influence on a student's attitudes and career plans concerning the police is his evaluation of the Police-School Liaison Program in his school. This program is obviously a very important influence on those

who come in contact with it, yet over 20 per cent of the respondents are not familiar with the program, and another 35 per cent are undecided in their opinions about it.

Perhaps an extensive publicity campaign is needed to familiarize students with the Police-School Liaison Program, its aims, and its possible benefits to students. Perhaps also this program could be further utilized to disseminate information regarding law enforcement and its opportunities.

It is surprising that "low pay" was such a prominent discouraging factor, especially for white students, since the police department in that city offers very competitive wages and benefits. In fact, with the newest wage increase, a starting recruit there will soon receive a basic salary of over \$11,000 per year, plus numerous fringe benefits. It was also noticed that a high proportion of "undecided" responses were recorded on matters regarding internal police operations, such as promotional opportunities. Both these observations suggest that perhaps many young adults know very little about police work, the types of police careers available, and the compensations and advantages it has to offer. If the proper

knowledge and information were distributed to these young adults, they might become much more interested in police careers.

Many respondents expressed the belief that they would be wasting their talents and abilities by choosing a police career. Two important changes might be needed here. First of all, the police field should make special efforts to recognize and utilize the talents of gifted young people. Secondly, recruitment advertising could publicize the police field as a challenging opportunity for socially concerned young adults. Many respondents expressed interest in police work as a means of helping others, which it definitely can be. This theme could be properly exploited to appeal to the many gifted young people who are concerned about their fellow man.

This study emphasizes the beliefs of young blacks that, as a policeman, they would be discriminated against by their police department and rejected by their community. It is of prime importance that police departments upgrade themselves to incorporate the fairest of employment practices and opportunities, and work toward gaining the trust and respect of minority groups in the community.

EXTENSIONS OF RESEARCH

The most apparent results of this research are the many indications that more research is needed. The findings here concerning the relationship of one's attitudes toward the police with his perceptions of his friends' attitudes toward the police are very inconclusive. The many factors which might attract an individual to a police career or discourage him from one deserve additional study. An extremely important research area would be "What could be done to make the police field more receptive and more attractive to gifted young adults?" Further study might also discover ways to constructively utilize the more significant influences on young adults, such as peer group opinion and contacts between these people and the police.

It is hoped that this research will help to generate many additional questions in the mind of the reader concerning police recruitment, and provide some incentive to search for relevant information and meaningful solutions for this timely and important problem.

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APPENDIX

Complete Questionnaire

Used in This Study

I need your help. I am a graduate student at Michigan State University, and I'm doing a research paper on the opinions and attitudes of young adults concerning the police. My research group to be interviewed includes all male seniors in your high school. Many people are constantly expressing what THEY THINK are your views on this subject. Now is the time for you to speak for yourself, express yourself, and offer your own true feelings and opinions on police matters.

Do not sign your name. To ensure unhindered responses, it is best that you remain anonymous. Several general information questions are asked concerning your age, sex, course of study, etc., to help me interpret the results. These questions, however, cannot and will not be used to identify you in any manner. This survey is completely confidential, and is not connected in any way with your school or police department. It will be seen and used only by the researchers at Michigan State University.

IT ONLY TAKES ABOUT 8 MINUTES TO COMPLETE THIS ENTIRE FORM. Your personal opinions are very important, so please be frank and honest. Always choose the answer which best describes your feelings on each question. Please work quickly, answer your honest, first reactions to the questions, and turn in the completed form at once. I thank you for your assistance in this important matter.

FOR EACH QUESTION, PLEASE CIRCLE THE LETTER IN FRONT OF THE ONE
ANSWER YOU BELIEVE IS BEST.

1. Do you think people would be better off without the police?
 - a. Strongly agree (Yes!).
 - b. Agree (Probably).
 - c. Undecided (Not sure).
 - d. Disagree (Probably not).
 - e. Strongly disagree (No!).
2. Do you think that the police are mean?
 - a. Strongly agree.
 - b. Agree.
 - c. Undecided.
 - d. Disagree.
 - e. Strongly disagree.
3. If you needed a policeman's help, would you ask for it?
 - a. Strongly agree.
 - b. Agree.
 - c. Undecided.
 - d. Disagree.
 - e. Strongly disagree.
4. Do you think that being a policeman is a good job for a capable and intelligent guy?
 - a. Strongly agree.
 - b. Agree.
 - c. Undecided.
 - d. Disagree.
 - e. Strongly disagree.
5. Do you think that policemen are pretty nice guys?
 - a. Strongly agree.
 - b. Agree.
 - c. Undecided.
 - d. Disagree.
 - e. Strongly disagree.
6. Do you think that the city would be better off if there were more policemen?
 - a. Strongly agree.
 - b. Agree.
 - c. Undecided.
 - d. Disagree.
 - e. Strongly disagree.

7. Do you think the police get criticized too often?
- a. Strongly agree.
 - b. Agree.
 - c. Undecided.
 - d. Disagree.
 - e. Strongly disagree.
8. Do you think police accuse you of things you didn't even do?
- a. Strongly agree.
 - b. Agree.
 - c. Undecided.
 - d. Disagree.
 - e. Strongly disagree.
9. Do you think that the police think they are "big shots" because they wear a badge?
- a. Strongly agree.
 - b. Agree.
 - c. Undecided.
 - d. Disagree.
 - e. Strongly disagree.
10. Do you think most policemen are unfair in their dealings with young people?
- a. Strongly agree.
 - b. Agree.
 - c. Undecided.
 - d. Disagree.
 - e. Strongly disagree.
11. Do most of your friends think the police are pretty nice guys?
- a. Strongly agree.
 - b. Agree.
 - c. Undecided.
 - d. Disagree.
 - e. Strongly disagree.
12. Do your friends think that people would be better off without the police?
- a. Strongly agree.
 - b. Agree.
 - c. Undecided.
 - d. Disagree.
 - e. Strongly disagree.
13. Do most of your friends feel the police get criticized too often?
- a. Strongly agree.
 - b. Agree.
 - c. Undecided.
 - d. Disagree.
 - e. Strongly disagree.

14. Which of the following best describes your career plans at this time concerning police work?
- a. I definitely plan to become a policeman.
 - b. I might someday consider a possible career in police work.
 - c. No idea whatsoever.
 - d. I probably will never enter a police career.
 - e. I am certain I will definitely never enter a police career.
15. Do you think you are qualified to become a policeman if you wanted to?
- a. Strongly agree.
 - b. Agree.
 - c. Undecided.
 - d. Disagree.
 - e. Strongly disagree.
16. Do you think you would be wasting your talents and abilities by entering police work as a career?
- a. Strongly agree.
 - b. Agree.
 - c. Undecided.
 - d. Disagree.
 - e. Strongly disagree.
17. Do you consider police work as a challenging profession?
- a. Strongly agree.
 - b. Agree.
 - c. Undecided.
 - d. Disagree.
 - e. Strongly disagree.
18. Do you think a police career offers a good chance to help people?
- a. Strongly agree.
 - b. Agree.
 - c. Undecided.
 - d. Disagree.
 - e. Strongly disagree.
19. Do you think a career in police work is a good way to personally attack some of our country's social problems?
- a. Strongly agree.
 - b. Agree.
 - c. Undecided.
 - d. Disagree.
 - e. Strongly disagree.

20. Do you think minority group members who are police officers receive fair treatment and advancement opportunities within most police departments?
- a. Strongly agree.
 - b. Agree.
 - c. Undecided.
 - d. Disagree.
 - e. Strongly disagree.
21. Do you think police work offers good opportunities for advancement?
- a. Strongly agree.
 - b. Agree.
 - c. Undecided.
 - d. Disagree.
 - e. Strongly disagree.
22. Do you feel that police officers who are members of minority groups are rejected by their communities?
- a. Strongly agree.
 - b. Agree.
 - c. Undecided.
 - d. Disagree.
 - e. Strongly disagree.
23. What do you consider the one most attractive aspect of a police career?
- a. Interest and excitement.
 - b. Authority and power.
 - c. Chance to help others.
 - d. Security.
 - e. Good pay and benefits.
 - f. Importance of the job.
24. Which of the following would be most important in discouraging you from entering a police career?
- a. Low pay.
 - b. Low prestige.
 - c. Poor advancement opportunities.
 - d. Dangerous work.
 - e. Poor working conditions (hours, etc.).
 - f. Police represent the Establishment.

Please answer the following questions. Once again, this information will not, in fact cannot, be used to identify you in any way. It is essential, however, in order to properly evaluate and analyze the opinions you have expressed on the previous pages.

25. Age:

- a. 16 or younger.
- b. 17.
- c. 18.
- d. 19 or older.

26. Race:

- a. White.
- b. Black.
- c. Mexican-American.
- d. Other (please specify) _____.

27. Approximate grade point average in high school:

- a. A or A-.
- b. B+, B, or B-.
- c. C+, C, or C-.
- d. D+, D, or D-.
- e. E.

28. Church attendance:

- a. Usually go to church or Sunday school.
- b. Usually don't go to church or Sunday school.

29. Do you plan to go to college?

- a. Yes.
- b. Not sure.
- c. No.

30. Father's occupation:

- a. Professional, business, or white collar.
- b. Skilled or semi-skilled worker.
- c. Unskilled worker.
- d. Father unemployed.
- e. No father in family.

How do you think the following persons would react if you expressed interest in becoming a policeman?

31. Your best friend:
 - a. He would strongly approve.
 - b. He would approve.
 - c. Not sure.
 - d. He would disapprove.
 - e. He would strongly disapprove.
32. Your other friends:
 - a. They would strongly approve.
 - b. They would approve.
 - c. Not sure.
 - d. They would disapprove.
 - e. They would strongly disapprove.
33. Your parents:
 - a. They would strongly approve.
 - b. They would approve.
 - c. Not sure.
 - d. They would disapprove.
 - e. They would strongly disapprove.
34. Your best girl friend:
 - a. She would strongly approve.
 - b. She would approve.
 - c. Not sure.
 - d. She would disapprove.
 - e. She would strongly disapprove.
35. Your favorite teacher:
 - a. Strongly approve.
 - b. Approve.
 - c. Not sure.
 - d. Disapprove.
 - e. Strongly disapprove.
36. Do you know any individual police officer as a personal friend?
 - a. Yes.
 - b. No.
37. Are you, or have you ever been, a Police Cadet, Community Service Officer, or Police Service Officer?
 - a. Yes.
 - b. No.

38. Have the police ever asked you any questions because they said you did something wrong (not counting traffic violations)?
- a. Yes.
 - b. No.
39. What is your general opinion of the value of the Police-Liaison Program in your school, as far as benefit to the students is concerned?
- a. Very worthwhile and beneficial for students.
 - b. Somewhat beneficial.
 - c. Not sure.
 - d. Not very beneficial.
 - e. Has no worth or value for students.
 - f. I am not familiar with the Police-Liaison Program.
40. Which one suggestion would you make, which you feel is needed most, to improve the police as they operate today?
41. Please use this space to make any comments you may feel are appropriate.

This concludes the questionnaire. Thank you for your patience and your cooperation. It is hoped that the opinions you have expressed will lead to greater understanding of how young adults feel about the police, and possibly produce much-needed solutions to relevant problems in this area.

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