

A CRITICAL ANALYSIS OF A POLICE-
SCHOOL LIAISON PROGRAM TO
IMPLEMENT ATTITUDINAL CHANGES IN
JUNIOR HIGH STUDENTS

Thesis for the Degree of M. S.
MICHIGAN STATE UNIVERSITY
CHARLES LEE WEIRMAN
1970

THESIS



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ABSTRACT

A CRITICAL ANALYSIS OF A POLICE-SCHOOL LIAISON PROGRAM TO IMPLEMENT ATTITUDINAL CHANGES IN JUNIOR HIGH STUDENTS

By

Charles Lee Weirman

This study consists of an examination of the attitudes which a specific group of junior high school students held toward the police prior to their exposure to a Police-School Liaison Program and again subsequent to such exposure. Its purpose was to determine how a police officer, acting in the school setting, would effect the attitudes of students after one year of exposure.

There appears to be an obvious negativism among the youth of our nation toward law enforcement and its representatives. Quite frequently the youth rebellion, seen on the campus and in the high school, centers upon the police and they become special targets for attack. The importance of finding a method of overcoming such

negativism is obvious and this study explores one possible method the police might implement.

In order to measure the attitudes of the students, The Bouma-Williams, "Attitudes Toward The Police" instrument was adapted to this study. The seventh and eighth grade students at Edmonson Junior High in the Willow Run School system were tested prior to the assignment of a Michigan State Police Trooper as a Police-School Liaison Officer. A second school, Ypsilanti East Junior High, was utilized as a control group and the same grades were tested in that school. After a period of one school year both of these groups of students were re-tested with a similar instrument and comparisons were made through the use of the statistical measurement of the "two-tailed T-test."

In order to systematize the research four hypotheses were formulated based on the two measuring scales in the instrument, the PPP scale or "Perceptions of Police Prejudice" and the PPR scale, "Perceptions of Police Reputation." These hypotheses were based upon the assumption that the Police-School Liaison Officer would affect the

attitudes of the students in the school where he was assigned and that the attitudes of the students in the control school would remain relatively constant.

Analysis of the data revealed instead the unsuspected finding that these assumptions were incorrect and that almost exactly the opposite was true. The students at Edmonson Junior High remained consistent in their attitudes toward the police for the most part while the East Junior High students demonstrated a measureable increase in their negative feelings toward the police.

The study also indicates that Negro students are more negative toward the police than their white classmates and that the negative feelings toward the police increase with age for all students.

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By

Charles Lee Weirman

A THESIS

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CHAPTER I

Introduction

A relatively new concept has been introduced to the police agencies of the United States within the recent past. Its development has been an outgrowth of Law enforcement's concern about the status of its "Community Relations" or the General Public's attitude toward the police. This new concept, Police-School Liaison, is one of a series of different types of activities that the police have entered into in their attempts to develop a more positive image with the public. It is becoming more and more common to find the traditional divisions of a police agency, patrol, traffic, training, communications, and the various investigative and support services, being joined by a new unit designated as the "Community Relations" Office. The officers assigned to such a division are frequently engaged in activities which are quite unrelated to the more traditional types of work ordinarily associated with policemen. The men are frequently found to be "different" kinds of police officers than are

usually conceptualized by the general public. They are especially selected men, engaged in non-traditional police activities because law enforcement and society have been severely shaken by the social revolution currently taking place within this nation. There has been little chance and little effort made to evaluate these activities. The purpose of this study is to examine one of these new functions, Police-School Liaison, in an attempt to determine its effectiveness.

It has become readily apparent that there are large segments of the population which look upon the police with suspicion; as representatives of a government which victimizes them. In too many instances the police are being identified as "the enemy."

The reasons offered for the development of these negative attitudes are many and varied. There has been a considerable amount of research in the general area of police community relations and the literature in this field is extensive. The development of or, as may be the actual case, the inevitable manifestation of these negative attitudes has triggered a tremendous interest in the

nature of the policeman's world. For, as Herbert Packer states in his article, Who Can Police The Police?:

A society that cannot live with or without its police is in a bad way.¹

There can be little argument offered to refute his statement; and if one reads the recent newspapers and magazines, views national television news broadcasts, or examines the main issues of the contemporary election campaigns, he has a basis for misgiving. America is concerned with the status of its "Law and Order" and with the nature of its policemen.

Federal tax dollars are being spent on an unprecedented scale to investigate the Nation's Criminal Justice System. Those who pass through it and those who manipulate it are being closely examined.

The President's Crime Commission, empanelled in July, 1965, by President Johnson, was an outgrowth of a recognition of the urgency of the Nation's crime problem and our lack of understanding about it. The resulting reports of that commission, published as "The Challenge of Crime In A Free Society," and its accompanying Task

¹Herbert L. Packer, "Who Can Police the Police?," The New York Review (September, 1966).

Force Reports, were prepared by distinguished scholars and professionals from several disciplines who labored long and diligently to increase our knowledge about the nature of crime in America. The police and their relationship with the public was an area which received a substantial amount of discussion in these documents.²

The major civil disorders which convulsed the nation in 1966 and 1967 were the initiating cause for the formation of the National Advisory Commission on Civil Disorders. The results of that body's subsequent investigations, published in March, 1968, and known popularly as The Kerner Report, again displayed a significant concern over the activities of the police and their interactions with the minority community. It notes:

We have cited deep hostility between police and ghetto communities as a primary cause of the disorders surveyed by the commission. In Newark, in Detroit, in Watts, in Harlem--in practically every city that has experienced racial disruption since the summer of 1964--abrasive relationships between police and Negroes and

² President's Crime Commission, The Challenge of Crime In A Free Society (Washington: Government Printing Office, February, 1967), Forward.

other minority groups have been a major source of grievance, tension and ultimately, disorder.³

The assassinations of Dr. Martin Luther King and Senator Robert Kennedy launched yet a third Presidential Commission to investigate the causes and methods of the prevention of violence. One of the resulting publications of that convocation centered upon the disorders that took place in Chicago during the Democratic Convention held there during the last week of August, 1968. The Walker Report, more formally titled, Rights in Conflict, graphically portrayed the animosity existing between many police officers and members of the young political activist organizations. The report was very critical of the police and used language which is still a topic of controversy when it termed the disorders:

What can only be called a police riot.⁴

In addition to these Presidential Commissions, the Federal Government has established a special division within the Justice Department which has been instrumental

³President's Commission on Civil Disorders, Report of The National Advisory Commission on Civil Disorders (New York: Bantam Books, March, 1968), p. 299.

⁴President's Commission on Civil Disorders, Report of The Causes and Prevention of Violence, Rights in Conflict (New York: Bantam Books, December, 1968), p. vii.

in funding various programs intended to upgrade and modernize law enforcement in all fifty of our States. Known initially as the Office of Law Enforcement Assistance, it was later upgraded to the Law Enforcement Assistance Administration. Its purpose is to supervise the funding of grants made through the Omnibus Crime Control and Safe Streets Act of 1968. The provisions of this bill call for the establishment of planning agencies within the States to administer and supervise the expenditure of funds granted through the act. Various bodies have been created across the nation to comply with these provisions and the State of Michigan was one of the first to so organize. Its agency, The Michigan Commission On Law Enforcement and Criminal Justice, submitted its First Comprehensive Plan For 1969-70 and made special note of its high priority for the promotion of more positive relationships between the police and young people as follows:

Thus, programs which channel youthful energies into satisfying relationships with the adult community, and toward mutual problem-solving have top priority. Those primary forces in local communities that affect a child's attitude development toward the law and his responsibilities should be identified and fostered. The schools and police departments are obvious starting points for opportunities in free and honest dialogue between adults and

youth which analyze mutual problems and maximize the chance for heightened understanding between agents of social control and youth.

School programs should underline the fact that the law is created by and for citizens, and that those who administer the law are really proxies. Teaching aids should convey a positive image of the law and those who enforce it, especially at the junior high level where the attitudinal breach between the police and students exists and is hardening. Teaching aids would best concentrate on showing young policemen in contemporary situations, and afford opportunity for law enforcement personnel and youth to discuss the everyday event "like it really is." Also, the times do direct the public school system to orient parents to the means by which they can help their children and themselves to understand, participate in, and support law enforcement. Action programs are needed in this area.⁵

This kind of concern for the apparent police-youth alienation is quite obvious in all of the aforementioned documents and it has been recognized by a nationally acknowledged spokesman for the police, Dr. Nelson A. Watson of the International Association of Chiefs of Police. In the preface to one of his many articles on the subject of police community relations he says in part:

⁵Michigan Commission on Law Enforcement and Criminal Justice, First Comprehensive Plan of 1969-70 (Lansing: June 1969), pp. 7, 8, 9.

We should be especially concerned about changing the outlook of the children of our communities. Not that we intend to abandon hope of realigning the attitudes of the older generations, but the real hope for the future lies in making supporters out of our children, today's juveniles, most of whom are certainly decent, law abiding persons, and being more pliable, are open to constructive influences. We certainly do not want them to grow up to be uncooperative "Cop Haters," but to avoid this we must make the approach to them.⁶

The subject matter of this study, the Police-School Liaison concept, is one of the new approaches which the police are utilizing in their attempt to reduce what they perceive as a growing alienation among young people toward all of the structures of social control and particularly toward the police.

A Police-School Liaison Program begins with the assignment of a police officer to a particular school or system of schools to act as both a law enforcement officer and also as a resource person and sometimes a counselor to the pupils. The officially specified or assigned duties of an officer in this position will vary considerably depending upon the department to which the officer belongs and the school system to which he is assigned. The

⁶ Nelson A. Watson, Police-Community Relations (Washington, D.C.: I.A.C.P., May, 1966), p. ii.

generally stated purpose of such a program is to instill in the pupils a greater appreciation and a better and more positive understanding of the nature of policemen and their work. It is intended that this appreciation of the nature of law enforcement and its necessity will help to decrease the incidence of juvenile delinquency. It is reportedly a format for building positive police community relations with that segment of the population just entering an age where attitudes are beginning to crystalize and where a negative attitude toward law enforcement can be most dangerous. (

Mr. George H. Shepard and Mr. Jessie James, writing in the magazine, American Education, listed five purposes for a Police-School Liaison Program:

1. To establish collaboration between the police and school in preventing crime and delinquency.
2. To encourage understanding between police and young people.
3. To improve police teamwork with teachers in handling problem youth.
4. To improve the attitudes of students toward the police.
5. To build better police community relations by improving the police image.⁷

⁷George H. Shepard and Jessie James, "Police--Do They Belong in the Schools?," American Education (September, 1967), p. 2.

These same general principles are found in most of the literature concerning the implementation of such programs, and they are also the concepts which underlie all police community relations programs, in this case made specific for a limited clientele.

A growing number of police agencies have entered or are considering entry into a liaison program with their local schools. The Flint, Michigan, Police Department, one of the originators of the concept, in cooperation with the Mott Foundation of that city, has sponsored three conferences for agencies which are interested in initiating Police-School Liaison programs. They report knowledge of 29 police departments throughout the nation which have ongoing programs as of March, 1969.⁸

These departments are using various methods, approaches, and types of personnel in their ventures. Two basic assumptions seem to have been made. First, that there is an appreciable amount of negativism on the part of the students toward the police; and second, that exposure of a police officer to the young people will

⁸ Lieutenant James H. Mills, Flint Police Department in a letter dated September 11, 1969.

automatically have a positive influence on their attitudes toward law enforcement as a whole. There has been little examination of the actual attitudes of the students by scientific means and there has been little experimentation done to accurately measure the effect of such a program upon the students.

PURPOSE OF THE STUDY

This study consists of an examination of the attitudes which a specific group of junior high school students held toward the police prior to their exposure to a Police-School Liaison Program and again subsequent to such exposure. It will report upon what variations existed among these students in both pre-exposure and post-exposure testing; between 7th and 8th grade respondents, between males and females, and between Caucasians and Negroes. It will closely examine one particular Police-School Liaison program and attempt to determine in a scientific manner if a measurable amount of negativism toward the police existed prior to the introduction of the liaison program and if there was any appreciable

change in those attitudes because of the exposure of the police officer and his program to the students.

Our police organizations have historically been limited in their capability to engage in any type of scientific evaluation of their effectiveness in dealing with people. They have customarily proceeded on a course of "educated guesses" as to which are the best methods to follow. They have received little direction or assistance from those who are more competent in the behavioral sciences. Our police departments have been relying upon the comments of school administrators and teachers and the apparent acceptance of their liaison programs by the students and their parents.

The police agencies too frequently depend upon these kinds of evaluations as their only criteria for success. This can be illustrated by the quoted statement of a San Jose, California police officer assigned to that department's Youth Prevention Unit as it appeared in an article in Law & Order magazine:

Any prevention program is hard to evaluate, especially in such a fast growing community as this. But in working with schools we have a very sophisticated evaluation system--The

children's changes in attitudes as detected by their teachers.⁹

This kind of "sophisticated evaluation system" is obviously something less than a method upon which a great deal of confidence may be placed. The International Association of Chiefs of Police takes note of this lack of really scientific evaluation methods in their comments concerning many of the presently existing police community relations programs being reported upon in a supplement to its publication, Current Approaches--Police Training and Community Relations:

There is one important factor which Mayors and Police Chiefs should keep in mind when considering the techniques and suggestions which follow: No careful scientific determination has been made of their actual effectiveness. In most cases the techniques and practices seem to have worked well, but the evaluation is largely a matter of opinion and intuition rather than objective measurement.¹⁰

⁹R. L. Nailen, "The Youth Prevention Unit," Law & Order, Vol. 15, #10 (October, 1967), p. 40.

¹⁰International Association of Chiefs of Police, Current Approaches--Police Training and Community Relations, A Supplementary Report of the International Association of Chiefs of Police and United States Conference of Mayors (Washington, D.C.), Introductory page.

These comments have validity in regard to most police community relations programs at this point in time, and in almost all cases they are true in relation to the implementation of the Police-School Liaison concept. The police just do not know if they are accomplishing what they hope to accomplish.

This obvious lack of assistance to, and ability of, the police to measure their effectiveness has been noted and commented upon by a self-styled "professional police watcher," Dr. David J. Bordua of the University of Illinois. In a paper submitted to the National Advisory Commission on Civil Disorders he observed:

We have produced highly sophisticated analyses of the social structure of factories to help managers increase production and even more sophisticated analyses of consumer behavior to help advertisers increase sales. We have almost no discussion, much less research, designed to help police produce public safety. What has been done has been done by the police themselves almost entirely.¹¹

A fellow professor, Bruce J. Terris, who acted as a consultant on the preparation of the President's Crime

¹¹David J. Bordua, "Comments on Police Community Relations" (Unpublished background paper submitted to the National Advisory Commission on Civil Disorder, 1968).

Commission Report, observed in his article, The Role of the Police:

While American business and other areas of government have been analyzing and attempting to rationalize their operations, police departments have largely been operating on the basis of common sense. Traditional methods have continued¹² with only slight and gradual modifications.

IMPORTANCE OF THE STUDY

As the author has attempted to illustrate in the foregoing material, there is a very definite need for the development of methods to accurately evaluate the effectiveness of Police Community Relations programs. Since these types of activities are largely concerned with the changing of human attitudes, this study contributes to the knowledge of the field by outlining a method which may be used to measure the attitudes of students exposed to the Police-School Liaison concept and quite possibly other similar prevention oriented programs.

¹² Bruce J. Terris, "The Role of the Police," The Annals, Vol. 374 (November, 1967), pp. 58-69.

There are continually increasing demands being made upon the police for their various services and an enforcement agency can ill-afford to assign its manpower to tasks which may not only be ineffective, but actually self-defeating. If the concept of Police-School Liaison is to be considered worthy of expansion, its necessity and effectiveness must be clearly demonstrated. "Educated Guesses" will no longer suffice.

As a secondary contribution, the study will help to identify, within its limitations, variations in attitudes held toward the police between groups of students differing in grade level, race, and sex. This kind of information will help to indicate which groups of individuals will be most or least affected by such programs and to whom more concentrated attention might be directed.

That there is a certain degree of negativism on the part of many young people toward the police cannot be denied. It is obvious to the most unsophisticated of policemen that too many of our nation's youth seem to bitterly resent them. It is a rather frightening prospect to consider a whole new generation moving into its period

of dominion only after it has adopted the synonym of "Pig" for its police officers.

Something must be done to halt the spread of such negativism. The Police-School Liaison Concept may be an effective method of doing so.

DEFINITION OF TERMS

There are three particular terms which must be clearly defined in order to provide the reader with understanding and clarification as to their meaning in relationship to this thesis.

The first, POLICE-SCHOOL LIAISON PROGRAM, has been previously described as the assignment of a police officer to a school or system of schools to act as a law enforcement officer, a resource person, and, sometimes, counselor. For the purposes of this report, the designation applies only to those police-school relationships where an officer is assigned to a school or system of schools on a full-time basis to act in all three of the above mentioned capacities. This would not include special visiting police officers, or teams of officers offering special

instruction in the schools. A Police-School Liaison Officer, as defined in this study, is one who maintains his office within the school system for at least the normal nine months of a school year on a five-day a week assignment.

The next two terms are interrelated and are used in reference to the two scales of the attitude testing instrument used in this study. These two scales are designated as PERCEPTIONS OF POLICE PREJUDICE and PERCEPTIONS OF POLICE REPUTATION. They will be referred to at a later point in this report as P.P.P. and P.P.R. respectively.

The P.P.P., or Perceptions of Police Prejudice, scale refers to those questions in the testing instrument which measure the respondent's conception of the police as being fair individuals. Such questions as, "Do you feel that police are always picking on Negroes?" or "Do you feel that policemen treat rich boys the same as poor boys?," are used to gauge this scale. It is intended to indicate the attitude of a respondent toward the police in regard to their impartiality and sense of justice.

The P.P.R., or Perceptions of Police Reputation, scale refers to those questions in the testing instrument which measure the respondent's conception of the police as

providing a valuable service to the community. It is measured by such questions as, "Do you think the police think they are "big shots" because they wear a badge?" or "Do you think that the area would be better off if there were more policemen?" This scale is intended to determine what the respondent feels about the police in regard to their general image.

Finally, this study is an examination of a Police-School Liaison Program in regard to implementation of attitudinal change. The delinquency prevention aspect of the Liaison concept is not a portion of this research except as an awareness of the possible correlation that may exist between improvement of police image and a resulting reduction of delinquent activity. This is a matter of interest to the researcher but not one pursued in this particular study, nor is the question of degree to which the program succeeds in achieving the goal of improved cooperation between the police and teacher one that is specifically examined.

OVERVIEW OF STUDY

The first chapter of this study deals with the changing social climate of the nation and establishes

the need for evaluating the Police-School Liaison Concept. In addition to presenting the problem statement and the rationale for the importance of the study, it defines certain specific terms which are germane to the research.

Chapter two is a review of the literature concerning both Police-School Liaison Programs and recent studies dealing with adolescent attitudes toward the police.

Chapter three is devoted to an explanation of the origin of this study and a definitive description of the Michigan State Police-School Liaison Program. It also spells out the hypotheses of this study.

The fourth chapter is a description of the methodology employed in the gathering of the data, an explanation of the origin of the sampling instrument, and a numerical accounting of the experimental and control school populations.

Chapter five presents the statistical analysis, the findings of the study, and the results.

The last chapter is devoted to a summarization and a statement of conclusions, along with any recommendations that may be advisable.

CHAPTER II

Review of the Literature

INTRODUCTION

As has been previously pointed out, the concept of having a full-time police officer in a school system as a Liaison Officer is a relatively new innovation for law enforcement. The police have for years had some involvement with the schools, usually in their attempts to promote various types of traffic safety. The school safety patrol programs and Green Pennant programs brought police officers into the elementary grades periodically for short sessions with the students. Many inventive police officers across the nation developed "safety magic" shows or ventriloquist dummies to sell the school children on traffic safety or bicycle safety and the like. Some driver education classes invited police officers in for a short lecture regarding the dangers a new driver had to face and what laws were most stringently enforced. Generally this has been the extent of exposure that students

have had to police officers within the school system proper until very recently.

As late as January, 1967, only two police departments were cited as having full-time police officers assigned to schools by a survey team from the National Center on Police and Community Relations at Michigan State University. In a report to the President's Commission on Law Enforcement and Administration of Justice they pointed out that while 92% of the departments they surveyed reported some liaison with the schools, only two, Flint, Michigan, and St. Louis, Missouri, had full-time officers assigned.¹

This situation is rapidly changing and an increasingly greater number of police agencies will begin experimenting with these types of programs. At present this recency has restricted the amount of reporting that has been done on the various programs. There is a decided dearth of information available in the literature

¹National Center on Police and Community Relations, Michigan State University, "A National Survey of Police and Community Relations," A Report to the President's Commission on Law Enforcement and Administration of Justice (Washington, D.C.: U.S. Government Printing Office, January, 1967), pp. 77-79.

concerning Police-School Liaison programs. Not only their newness, but the previously mentioned lack of ability on the part of police agencies to evaluate and report upon their effectiveness in dealing with people contributes to this scarcity of reviewable material. The greatest amount of information appears in various educational and law enforcement journals or, in short, unpublished brochures prepared by the few police agencies that have become involved in these programs.

HISTORY AND EXTENT OF PROGRAMS

In the author's reading as preparation for this report it appears that Flint, Michigan, can be considered the forerunner of the Police-School Liaison concept as it is used in this study. The city of Atlanta, Georgia, is reported to have had police officers assigned to their schools as early as 36 years ago. However, their duties were apparently different from what could be considered as qualifying them as a Liaison Officer, under its definition in this treatise.²

²Donald W. Robinson, "Police in the Schools," Phi Delta Kappan (February, 1967), p. 278.

The Flint Police began in the Fall of 1958 by starting a pilot program in one of their junior high schools. They were supported in this new approach to police work by the Mott Foundation of that city, a charitable organization that has devoted large sums of money to community improvement projects. This foundation subsidized the expense of the program by paying half of the officer's salary, automobile, radio, and other equipment expenses. Since this initial beginning, the Flint Police, with the continued financial support of the Mott Foundation, have increased their program to the extent of having a Liaison Officer assigned in each Junior and Senior High School in their city.³

In the Flint program the officer is made a part of what is referred to as the Regional Counseling Team. This team is comprised of the principal, dean of students, principals of the elementary schools that feed the Junior High, and the Liaison Officer. It was felt that such a combined approach to a student's anti-social behavior, whether it be caused by academic, health, social, or moral

³ Flint Police Department, "Flint Police-School Liaison Program, History and Background" (Mimeographed material prepared for mailing to interested agencies).

problems, would provide some member who had the special knowledge to coordinate the efforts of the others toward a reduction of the causes for the student's delinquency. A pamphlet prepared by the Mott Foundation, distributed to explain the Liaison Program, uses the following illustration:

Let us use the example of the child who steals a lunch. The theft is reported; the accusation is made. The child confesses to the deed. In reviewing the child's background from files kept by each member of the team the school nurse may discover that the child has a history of illness; the dean may uncover the fact that the child's grades have been declining; the community school director may be aware of the fact that he has not seen the child participating in after-school activities as he used to do; the principal may recall that the child's family has had minor disturbances in the past. The presence of a police officer with punitive power (although he may not use it in this instance) impresses the child with the seriousness of his wrong doing.

By coordinating their efforts and compiling their knowledge of the case, the team can guide the child into safer channels.⁴

This same brochure explains the duties of the Flint Police-School Liaison Officer as follows:

⁴The Mott Foundation, "The Police-School Liaison Program" (Brochure prepared for distribution to interested agencies).

The officer makes his headquarters in the Junior High school, not only for convenience, but also because he finds the bulk of his investigations and contacts at this level.

Before classes begin in the morning, he makes a regular patrol of elementary schools. He does this again during the noon hour and after school in order to observe infractions of safety rules or loitering by suspicious adults and older students.

He checks on the complaints that come in from the downtown juvenile bureau, relating to his area, and follows them up during the day. This may involve individual counseling with the student,⁵ or it may include conferences with the parents.

June Morrison, in an article appearing in Police magazine, cites information concerning an historical antecedent for the Flint program in the Passaic Children's Bureau of Passaic, New Jersey. This program was started in 1953 and included as staff; attendance officers, a social worker, psychologists, specialists in reading problems, and four police officers.⁶

The Flint program has been used as a pattern in many of the more recent programs being developed. The Flint Police, again in cooperation with the Mott

⁵Ibid.

⁶June Morrison, "The Controversial Police-School Liaison Programs," Police, Vol. 13, #2 (November-December, 1968), p. 12.

Foundation, have sponsored three Institutes for the Training of Police-School Liaison Officers for other departments from all over the nation. The first was held in April of 1967, the second in September of 1968, and the third in March of 1969.

Mr. Frederick Walsh, in his dissertation, "A Study of the Expectations of Secondary School Principals, Significant Others, and School-Liaison Officers for the Role of School Liaison Officer," cites the following police agencies as having added, or planning to add, Liaison Programs to their administrations; Ann Arbor, Grand Blanc township, Grand Traverse, Jackson, Pontiac, Saginaw, Three Rivers, Flint, and Birmingham, Michigan; Arlington Heights, Elk Grove, Mt. Prospect, and Wheeling, Illinois; Minneapolis and Edina, Minnesota; Tuscon, Arizona; Cincinnati, Ohio; Oxnard and Pasadena, California; Winston Salem, North Carolina; and Toronto Township, Ontario.⁷

Robinson points out in his article in Phi Delta Kappan that Atlanta, Georgia, had officers in the schools

⁷Frederick J. Walsh, "A Study of the Expectations of Secondary School Principals, Significant Others, and School Liaison Officers for the Role of School Liaison Officers" (unpublished Doctoral Thesis, Michigan State University, East Lansing, 1969), p. 2.

during the 1930's.⁸ In a telephone conversation with retired Captain Carl E. Pendell of the Flint Police Department, now working with the Mott Foundation, this author was advised that Atlanta had sent officers to one of the Liaison Institutes with the intention of modifying their existing program into one which would more closely resemble the defined School-Liaison concept.⁹

Dr. Jerry Tobias, a dynamic new director of Juvenile Services within the Bloomfield Township Police Department, has recently reorganized that department's Youth Bureau to include a Police-School Liaison Officer. In an article in The Police Chief he mentioned that the position is mutually financed by both the police department and the school board. The area's concern with youthful drug abuse problems has resulted in this officer presenting drug abuse talks to the students and having him patrol those areas in the school which might be frequented by drug users.¹⁰

⁸Robinson, loc. cit.

⁹Telephonic interview with retired Captain Carl E. Pendell, former commander of Flint Police Juvenile Division held December 3, 1969.

¹⁰Jerry J. Tobias, "Drugs in the Suburbs," The Police Chief (July, 1969), p. 28.

In a more recent article in the same magazine Dr. Tobias defines the responsibilities of his Police-School Liaison Officer as follows:

Assists school administration in quasi-police tasks.

Investigates official complaints on students in his assigned schools. (These may originate through the police department or the school.)

Assists school personnel in supervising after school and evening activities.

Assists with traffic control around schools.

Instructs in the areas of crime prevention, drug abuse and juvenile problems.

Based at senior high school; however, works in junior high and elementary schools.

Assists school staff in maintaining maximum school safety and security.¹¹

In reviewing the literature concerning the concept of Police-School Liaison, three cities have been the main focal points of interest. Each of them are relatively large cities and therefore their Liaison Programs have a greater amount of exposure, with more officers and more schools being involved. Flint, Michigan, is mentioned repeatedly as the originator of the concept and its program has been previously described.

¹¹Jerry J. Tobias, "The Suburban Youth Bureau: A Program For the 70's," The Police Chief (November, 1969), p. 28.

The second most frequently mentioned program is that of Tucson, Arizona, which has been in operation since 1963 when it began, as did most of the others, with one officer in one junior high school.¹²

In a manual developed by the Tucson Police Department which explains their program, the following duties and responsibilities are spelled out for their "School Resource Officer," the terminology used in that system:

1. Strives to increase children's understanding and respect for law enforcement through interaction with students in informal situations and activities.
2. Serves as a resource person in talks to classes and assemblies and shall involve himself in safety programs of an educational nature.
3. Reflects an understanding of the administrative responsibility (in loco parentis) of the school's staff in resolving student misbehavior.
4. Assists at school functions where large crowds are in attendance.
5. Affords a routine patrol for the protection of students off the school grounds and between home and school.

¹² Bernard T. Garmire and Kendall Bedient, "Mohammed Goes to The Mountain," The Police Chief (October, 1963), p. 8.

6. Serves the school and community as a source of information about city and community agencies involved in governmental functions.
7. Participates, at the discretion of the principal, in case conferences--especially when potential delinquency is a factor. The resource officer does not assume the function and role of the school case worker or counselor.
8. School interviews with students by the resource officer are to be conducted in the presence of the principal or his designated representative. If the interview is of an investigative nature concerning an offense which may result in removal of a child from school, the parent or guardian is to be notified in advance. Should the parent or guardian desire to be present or to have a representative present at the interview, the desire shall be complied with.
9. Keeps the principal informed concerning apprehensions of students enrolled in his school, that are affected at times other than school hours.
10. In emergency situations, in which an unlawful act of serious consequences is committed in the school, the school resource officer may take direct action to apprehend the person responsible.¹³

The most recent large city to enter into a Liaison Program is Minneapolis, Minnesota, which began its program

¹³Tuscon Police Department, "School Resource Officer Program and Guidelines" (Mimeographed material prepared for explanation of their program), Revised as of January, 1967.

in September, 1966. Contrary to most similar programs, it began with five officers being assigned to five junior high schools in their city. One obvious reason for this larger number of officers being involved initially lies in the fact that this was a federally funded project sponsored through the Office of Law Enforcement Assistance.

In a Report to Justice Department, the Liaison Program is cited as having been effective in the prevention of juvenile delinquency and the reduction of recidivism through the following:

- a) An increase in information and improvement of communication among students and their families.
- b) An increase in formation and improved communication between the schools and all other groups within the community.
- c) Earlier identification of pre-delinquent children and earlier referrals of such types.
- d) Improved communication between the police and school personnel.¹⁴

¹⁴Minneapolis Police Department, "The Police-School Liaison Program," A Final Report Submitted to the Office of Law Enforcement Assistance Regarding Their Grant #31 (Mimeographed Copy, November, 1968), p. 11.

This same final report to the Office of Law Enforcement Assistance spells out in considerable detail the responsibilities of the Minneapolis Police-School Liaison Officer and specifies that the guidelines were developed as the result of correspondence with both Flint and Tucson in regard to their programs.

The guidelines are generally the same as those found in the two previously mentioned programs but in this case they are somewhat more refined than the others. In Minneapolis the Liaison Officer has the following responsibilities.

1. The Police-Liaison Officer will meet regularly with the pupil personnel team of the school, composed of the principal, assistant principal, counselors, social workers or special services teacher, the nurse and the teachers of involved students. At times these meetings will include the students themselves. In addition to serving as a member of the pupil personnel team, he will have many informal staff contacts and access to information not available elsewhere.
2. The Police-Liaison Officer will have the opportunity to organize a Law Enforcement Education Program with student leaders in the school, the student council, or other student groups, involving students in discussion of such topics as "Why teenagers feel the way they do toward the police," "What causes Juvenile Delinquency?," "What should be done about Juvenile

Delinquency?" or "Why law enforcement?" Student participation would be encouraged in making and carrying out positive suggestion and decisions. Peer pressures thus might influence pre-delinquent and delinquent personalities in the school.

3. Because of his close association with both community and school, the Police Liaison Officer will be in a favorable position to work on many creative programs. He can work with Juvenile gang leaders in the community trying to interest them in constructive activities of a recreational or social nature.
4. He will be able to identify problems focused on young children, check school grounds for loiterers and take proper steps to correct matters conflicting with the best interests of our children.
5. He will make regular patrols of feeder elementary schools before classes begin, during the noon hour and again after school. He will check suspicious adults or automobiles near the schools and observe infractions of safety rules on routes to and from the school.
6. He will make investigations in the community at the request of the Junior High School pupil personnel team and the principals and social workers of the feeder elementary schools.
7. Although all school functions will remain under the control of the schools, by taking part in many school functions and community projects, the Liaison Officer will become better acquainted with parents and business men of the community.

8. He will be able to gain information and observe conditions inimical to the welfare of children which he can share with the pupil personnel team and the elementary school social worker or principal and to assist them in making appropriate referrals to community agencies.
9. He will be able to serve as a valuable member of the pupil personnel team and contribute helpful information regarding families, neighborhoods and known individuals in the community.
10. He will be able to confer with parents, neighbors, and other members of the community on pre-delinquent behavior.
11. He will be available as a resource person for law enforcement and juvenile court procedures. He will be in a position within the school to develop a better understanding and have more pertinent information to contribute to juvenile court when legal action is necessary.
12. He will be able to deal with truancy as a member of the pupil personnel team and to recommend procedures and actions designed to prevent delinquency.
13. His understanding and close association, both in the school and in the community, with youngsters who have committed delinquent acts will serve as a deterrent to recidivism.
14. He will be able to make referrals to appropriate school personnel for parents or other community members who might be reluctant to approach the schools themselves.
15. In instances of petty larceny, assault, destruction of property, breaking and entering,

auto thefts and runaways, he will still serve in his normal police capacity. Although stationed in the school, he will still be available to all members of the community outside of the school.

16. The principal, as administrator of the school, will be responsible for coordinating the efforts of the Police-School Liaison Officer in and for the school. The officer will not have authority for discipline within the school, leaving to school authorities the enforcements of school rules and regulations. His legal responsibilities in the community will be unchanged.¹⁵

THE REPORTED PROS AND CONS OF
THE POLICE-SCHOOL LIAISON
CONCEPT

This new concept of having a police officer assigned directly to a school system has not been universally accepted as the final answer to the problem of Juvenile Delinquency. The larger portion of school personnel reaction to the program has obviously been favorable or their involvement with the police would have ceased. In each instance where the program was initiated it appears to have remained and in most instances has been

¹⁵Ibid., pp. 12-16.

expanded upon. However, there has been strong public reaction against the program by some organized groups, most notably in the Tucson area.

The Christian Century, a newspaper in that region begins an Editorial on the Tucson Program with the following observation:

Since January 1963 public school authorities in Tucson, Arizona and the city's police department have jointly sponsored a program designed to appeal to all persons interested in reduced delinquency, improved school-police liaison, widened education and the prevention of adult crimes. At first glance the program--called School Resource Officer--seems wholesome and innocent enough to be included in the mother-country-God category. But there is more to this operation than meets the casual eye--something ominous, perhaps sinister

The story then goes on to cite some of the reasons for opposition that have been identified by various groups; Invasion of the privacy of the home, indiscriminate interrogation of students who are neither suspects nor offenders, interrogation of students without the supervision or presence of school authorities or parents, the establishment of a network of informers among the students, the use of police officers rather than trained school personnel as disciplinarians, use of unprotected minors as a source for data regarding the activities and opinions of parents and

neighbors, harassment through continual surveillance and frequent questioning of juveniles with a history of delinquency, and the misuse of the educational process for police purposes.¹⁶

George Shepard and Jesse James, both former police officers now working in H.E.W.'s Children's Bureau, writing in American Education also express doubts as to such a program's potential for success. Their primary concern is if this kind of activity on the part of the police can effectively change the student's attitude. They cite the theory of attitudes being deep-seated and being formed by a great variety of experiences in the home, school, neighborhood and elsewhere. These attitudes are both positive and negative, or are in various degrees between and are difficult to change without an understanding of the reasons, rewards, and punishments that went into their formation. These authors further cite a psychology professor who maintains that by the time police officers have direct contact with the students their attitude may be so solidly

¹⁶ Editorial in The Christian Century, July 13, 1966.

entrenched as to be difficult to change even under the most ideal circumstances.¹⁷

Joseph Stocker, a representative of the Arizona Education Association, writing in School Management, presents both sides of the argument in his article, "Cops In The School House, How They Help--and Hurt." He points out Tucson's reduced crime experience that has been observed in both decreased crime reporting and the lower numbers of broken windows and similar juvenile crimes occurring. He likewise cites case histories where the officers involved themselves with students in such a way as to assist them in finding foster homes or places of employment. He illustrates the support that the program has received from both the Superintendent of Schools and the School Board in that they have voted for expansion of the program and have resisted the efforts of the American Civil Liberties Union to obtain a Court Order to knock out the program.

¹⁷George H. Shepard and Jessie James, "Police, Do They Belong in the Schools?," American Education (September, 1967), pp. 2-4.

Stocker also quotes some of the individual negative reactions that have been reported from school guidance counselors, psychologists, ministers, and housewives, who primarily object to the concept because they feel the school and the police are incompatible with each other. His final observation seems to sum up his approach to the program.

It's an improbable marriage--the police department and the public schools. But improbable marriages sometimes have a way of surviving.¹⁸

Steve Emerine, a staff writer for the magazine Law & Order, recounts the history of the Tucson School Resource Officer program in his article "Police In the Schools." He speaks of the American Civil Liberties Union by citing a letter written by Dr. Robert Morrow, Superintendent of District 1 of the Tucson School System to Attorney General Nicholas Katzenbach which stated:

We feel that it (the SRO program) has contributed greatly to reducing juvenile delinquency and to increasing the understanding between our young people and law enforcement agencies. The placement of officers in key schools, where they have an opportunity to know and become

¹⁸ Joseph Stocker, "Cops In the School House--How They Help--and Hurt," School Management (May, 1968), pp. 47-50.

known to the pupils as friends, has done a great deal to solve the problems of many of our boys and girls.

Emerine also cites James Vogler, a school staff psychologist, as reporting that cooperation between school officials and School Resource Officers had resulted in the solving of many cases which otherwise would have wound up in Juvenile Court. This same cooperation also resulted in easing many home situations which were the underlying cause of some of the student's delinquency according to the psychologist.¹⁹

The cities of Flint and Minneapolis have, in all probability, received some criticism for their involvement with this kind of program; however, the negative type of comment does not appear in the published literature in regard to these cities. Most of the material describing these particular programs has been prepared by those involved and they have not detailed the criticisms which may have been made.

Newspaper articles, written about the School-Liaison programs, are the most common source of

¹⁹ Steve Emerine, "Police In the Schools," Law & Order, Vol. 15, No. 8 (August, 1967), pp. 8-18.

information concerning the reactions of the public to the concept. As has been previously mentioned, the city of Ann Arbor, Michigan, is involved in a Liaison Program and the April 25, 1968 issue of the Ann Arbor Daily News carries a story which outlines criticism directed at that program by the then president of the local chapter of the National Association for the Advancement of Colored People. In this instance the Policeman-Counselor at the high school was referred to as a "joke" and a "threat." The N.A.A.C.P. did not object to a person being hired to keep order in the school building but it seriously questioned the propriety of the officer questioning students without the presence of a lawyer.

The article went on to point out that the school superintendent and the president of the school board defended the officer, saying that he was in the school for the protection of the students and his major responsibility was the prevention of illegal activities and the establishment of a wholesome attitude on the part of students toward law enforcement.²⁰

²⁰ News article in the Ann Arbor Daily News, April 25, 1968.

The Michigan State Police-School Liaison program has received very little actual news coverage and only one article has been published in a magazine concerning the program. The one critical report that has been noted appeared in a Letters To The Editor Column in the Benton Harbor News-Palladium of March 21, 1967. This letter was written prior to the establishment of the program near that city and was written as a rejection of the use of a State Police Officer in the local schools. The main thrust of the objection was against the use of "the Gestapo--like State Police" rather than local officers being employed. The writer contended that if armed officers were really needed in the schools then the use of local officers would be more advisable as they were "usually better trained, more humane, and were subject to local criticism."²¹

The one published article relating to the State Police program appeared in the Michigan Police Journal and was concerned primarily with the Benton Harbor position. The article, written by the editor of the Journal

²¹Letter To the Editor, in the Benton Harbor News-Palladium, March 21, 1967.

from information furnished by this author, details the objectives of the program and spells out some of the duties of the officer. It makes a special note of the favorable reception of the program by quoting the statement of a school principal who maintains

the use of State Troopers as "School Cops" has proven most successful and that the Benton Harbor School District is better off than it was before the program started.²²

Robinson's article in Phi Delta Kappan, which was previously cited, makes an interesting observation in regard to the criticisms of the Police-School Liaison programs where he said:

While many of these hazards may constitute real and present dangers, the briefs prepared in opposition to School Resource Officer notably failed to cite examples of such abuses in practice, although a pilot program had operated in at least one Tucson school for over three years. Just as the School Resource Officer program is aimed largely at delinquency prevention, the opposition arguments rest largely on preventing the possibility of abuse or misuse.²³

²²E. B. Wilson, "'School-Cop' Idea Wins High Praise," Michigan Police Journal, Vol. XXXVIII, No. 3 (March, 1968), p. 11.

²³Robinson, loc. cit.

It appears that fear of the police, which is one of the targets for change in a Police-School Liaison program, is the primary reason for criticism of the concept. The detractors do not base their opposition upon actual transgressions, but rather upon their perceptions of supposed police oppression. That is not to say that their fears could not be based on valid reasons and proven turpitude on the part of the police. There are too many obvious examples of law enforcements' ineptitude in working with juveniles in the past to hold that such fears are completely groundless. The fact remains that the literature does not reflect actual reported malfeasance on the part of Police-School Liaison Officers.

Dr. Donald H. Bouma, whose research in the field of adolescent attitudes toward the police became a major factor in this study, points out another source of criticism of these types of programs. In a book jointly authored with James Hoffman, The Dynamics of School Integration: Problems and Approaches in a Northern City, it was stated in the following way:

It is interesting to observe that on the one hand people often want simplistic answers for the resolution of tough and complex problems, and on the other hand reject the specific,

although partial, things that can be done now to alleviate the problem because they do not meet all of the problem. Demands and hopes for "solutions" of problems often stand in the way of excellent "ameliorative" or "alleviative" endeavors. In social action programs the best is often the worst enemy of the good. Pointing to a better way may serve to raise our sights, but it also serves the conservator of the status quo by giving him a pious reason for doing nothing.²⁴

This would appear to be a valid observation. In many instances the absolutely perfect solution to a perplexing problem cannot be found and the remedies applied toward its solution are only stop gap measures at best. These measures, however, do alleviate the problems to some degree and are certainly more desirable than doing nothing. The threat of arrest and punishment is obviously not the final answer to the problem of criminal activity but it has served as a valuable deterrent for a considerable period of time and will continue to be the main implement used against developing illegal behavior until a more efficient tool is found. The point is, new methods must be explored and evaluated if we are to progress. Our

²⁴Donald H. Bouma and James Hoffman, The Dynamics of School Integration: Problems and Approaches in a Northern City (Grand Rapids, Michigan: William B. Eerdmans Co., 1968), p. 51.

knowledge comes in bits and pieces through trial and error. That is the purpose of this study, to examine a possible new tool.

Dr. Bouma, speaking of the Police-School Liaison concept in his recent book, "Kids and Cops," A Study in Mutual Hostility, expresses his argument in favor of trying these programs in the following manner:

Of course, attitudes are hard to change, but that does not mean the effort to change is futile. Of course, highly-trained professionals are to be recommended for changing attitudes, but that does not mean that a lesser trained person can effect no change. Of course, not all police officers are conditioned or qualified to work successfully with young people, but that does not mean that none is. Of course, there is a shortage of police officers, but that doesn't mean you halt recruitment efforts. Of course, the task of developing better relationships between police and the students is a responsibility of all kinds of community people and agencies, but that doesn't mean that the school should wait until all other aspects of the community have tooled up for the job.

Of course, there are legal complications, but where can one find an area of life today that is not beset with them. Of course, the ideal plan for restructuring the attitudes of youth toward police and law enforcement is not yet off the drawing boards, but that doesn't mean that nothing can be done to siphon some of the hate out²⁵ of the relationships between kids and cops.

²⁵ Donald H. Bouma, Kids and Cops, A Study in Mutual Hostility (Grand Rapids, Michigan: William B. Eerdmans Co., 1969), pp. 145-146.

SIMILAR POLICE IN THE SCHOOL PROGRAMS

The introductory chapter of this study cited the recognition of the necessity for establishing some method of developing communication between the police and our young people in order to reduce the negative adolescent attitudes which are apparently so evident. This recognition has been the initiating factor in the development of several different kinds of programs by the police to reach these youngsters in their schools.

A monthly report circulated by the International City Manager's Association describes several of these types of programs.

The St. Louis, Missouri program, mentioned earlier, begins in Headstart pre-school classes when a patrolman comes to talk to the children about various aspects of pedestrian safety. It continues in grades one through four with more advanced talks and films on the same topic. In grades five through eight there is an introduction into instruction on the roles and duties of a police officer with a tour of police headquarters. Other St. Louis activities include: A "Say Hi" program

which gives membership cards to school children who wave or yell "hi" to policemen they see, and in high school a professional football player from the St. Louis Cardinals acting with a regular police officer narrates a film on police work.

The New York City Police are experimenting in the development of training courses for elementary school teachers to teach their students about the responsibilities of the police. This entails composition and drawing assignments for the children on the role of policemen.

The Washington, D.C. police conduct intensive four-day courses, with field trips, on police work in the sixth grade of high-crime area schools in one of their precincts.

In Kansas City, the police have developed a number of two-man, integrated teams which visit the various high schools on an informal basis to discuss students' conceptions of law enforcement.²⁶

²⁶ International City Manager's Association, "Police-Community Relations Programs," Management Information Service Report, Report No. 268 (November, 1967), p. 13.

The President's Crime Commission Task Force Report on Police, in which most of this above information is to be found, also illustrates the activities of the Gilroy, California, police as participating in a month-long law enforcement teaching unit for grades five through eight, featuring posters, student interviews with policemen, essay contests, panel discussions, and precinct tours. San Diego furnishes qualified police instructors on specific police topics such as curfew regulations, arrest laws, and the use of force.²⁷

An article appearing in The Police Chief magazine, written by Sheriff Peter J. Pitchess of Los Angeles County, outlines his department's program called, "Adopt A Deputy." In this activity a deputy is "adopted" by a school in an area which he regularly patrols so that he can develop a continuity of rapport with both the students and the community. He establishes this rapport in a three (3) phase program in which there is an orientation (first visit) where the program is explained and the officer introduced. The second phase consists of a series

²⁷ President's Crime Commission, Task Force Report: The Police (Washington: Government Printing Office, February, 1967), pp. 160-161.

of class discussions, generally in regard to traffic safety, the hazards of association with strangers, and similar topics. This is followed by the third phase in which the adopted deputy displays some of the various types of equipment in use by his department and arranges for tours of the Sheriff's Station facilities. This program, being reported upon in November of 1968, had been introduced into 96 local California schools at that time.²⁸

Another California based program dealing with police and schools is one under the auspices of the Orange County Sheriff's Department. In this instance the police sponsor an annual conference in which delegates from forty-five of the county's high schools attend. The delegates are selected by the various school administrators with the intent that they be representative of a cross section of all of the students. Some are from the county's delinquency schools. The stated objectives for the program are to learn what the youth feel about law enforcement, to educate them in regard to law enforcement

²⁸ Peter J. Pitchess, "Adopt A Deputy," The Police Chief (November, 1968), pp. 36-37.

responsibilities, practices, and policies, and to create a positive relationship of understanding between the police and youth. Twenty separate workshops are held in the all-day session. Each one is conducted by a non-police adult, a school administrator, a clergyman or other layman, and a student leader. A police officer is assigned to each session as a resource person to answer questions and to provide the police viewpoint. According to the article describing the program, each conference has been definitely successful with the young people asking for more of them with greater representation of delinquent and pre-delinquent youths.²⁹

Across the nation in Massachusetts there is another example of police officers attempting to bridge the hostility gap. In this case the program was initiated and sponsored by school personnel in a special summer session held for disadvantaged children from socially deprived families. The course was intended to aid, not only educationally, but also to improve the social attitudes of the children in the age group of 6 to 13. Two

²⁹ Bill Duncan, "Talk-Ins With Young People," Law and Order (Vol. 16, No. 2, February, 1968), pp. 23-25.

police officers from the Snug Harbor Massachusetts Police Department became teachers' aides for the session and they worked with students on their lessons in the classroom, went with them on field trips, and participated in recreational activities. To help the students better understand the workings of the police, the officers demonstrated a number of police services including the patrol car, police boat, ambulance, dogs from the canine corps, and conducted a field trip to the police station. The pupils were also taken on similar trips to the State House where they learned the process by which bills became law; to a court where they saw a trial, and to the County House of Corrections where an inmate described his prison life. The article describing this program, which appeared in the National Education Journal, again points out the lack of knowledge on how successful the program was. It states:

Changing social attitudes is, in the main, very difficult. We have reason to believe, however, that close personal contact with the patrolmen has made a difference.³⁰

³⁰Daniel Malvesta and Eugene L. Ronayne, "Cops In The Classroom," National Educational Journal (December, 1967), p. 71.

The term, "Juvenile-Liaison Officer" has now become international; however, the meaning appears to be somewhat different in England. The city of Liverpool has a number of police officers that are known as Juvenile-Liaison Officers but they are not connected with a school system in any way. A news article in the Christian Science Monitor describes that department's program as more of a probationary type of relationship. The officers are assigned to work with young people between the ages of 11 and 17 who have committed a criminal act for which they could have received some type of court sentence. The police have the discretion of not taking the youngster to court but to assign him to a Juvenile-Liaison Officer. The idea being that the officer will help steer the youngster from further criminal activities. The chief Constable must approve of these assignments and then the officer meets with the youngster on a regular basis for up to nine months. This kind of supervision also means contacting the parents in an attempt to determine the cause of the trouble and to work out the problems of the family. The article goes on to state that this concept has not been overwhelmingly accepted by the other police

agencies in England, pointing out that of the 117 police forces existing there only 35 have similar divisions. Liverpool is named as the pioneer in "Juvenile Liaison" work.³¹

England does have police involvement in its schools, however. Correspondence directed to Mr. Arthur Brandstatter of the Michigan State University School of Police Administration from the Assistant Chief Constable of the city of Bolton, England, outlines the operation of what is referred to as the Scholar/Police Relationship Scheme in that city.

This plan was an outgrowth of a governmental study held in 1962 known as the Royal Commission Report on Police. This commission recommended that the departments explore the possibility of introducing instruction into school curriculums on the duties and functions of the police and their need of help from ordinary citizens. The concept also received the endorsement of the Home Secretary and he suggested it be implemented on a local basis.

³¹News article in The Christian Science Monitor, January 23, 1968, p. 6.

The plan or scheme, as the English use the word, was the result of joint meetings between the Chief Education Officer, the Bolton Teachers Consultative Committee, and the Chief Constable. It entails the assignment of one police officer to a school for a "Police Fortnight" (two week period), during which the children are told that the purpose of his visit is to bring about good citizenship and respect for law through friendship and understanding. During the officer's time at the school other visits are made by a "Panda" car, a detective officer, a policewoman, a motorcyclist, and a police cadet. There are also demonstrations in self-defense techniques and first aid. The children are invited to prepare their own "Police Exhibition" which features models, sketches, scrap books, and essays dealing with police work.

The scheme also takes the older student into consideration when these Juvenile-Liaison Officers make appearances at the "Technical College." In many instances this is the first time these young people have had an opportunity to meet a police officer in circumstances which would encourage meaningful discussion. It allows the officer to outline the function of the police and

permits the students to pose pertinent questions to the officer.³²

The English, like their American cousins, appear to suffer from the same lack of having a proven way to determine if they are effective. The last paragraph of the scheme outline is titled conclusions and it could have been written about several of the other programs which have been previously discussed. It reads:

Measured by enthusiasm, interest and relationship the Scheme is undoubtedly a success and scores of letters have been written by head teachers, the Education Authority, members of the public and by the children themselves, all of them favorable, but the full advantage can only be measured long term. There have been cases where children who have participated in the Scheme have made use of the '999' system to notify the police in case of accident and crime. It will be appreciated also that some of the pupils come from unfortunate homes, some of them children of parents convicted of the most serious offenses and from a very unstable background. Initially, some of these children refuse to acknowledge the police officer at the commencement of "Police Fortnight" but during the fortnight change completely in their attitudes toward him. Some of the schools, too, have a high percentage of immigrant children and the scheme plays no small part in contributing to the relationship

³² Bolton, England Police, in correspondence to Arthur Brandstatter, dated July 10, 1969.

that exists between Police and immigrant as well as the public generally.³³

There are many other similar programs being initiated or are already in existence which have not been reported upon. Their purpose is almost universally the same, to improve the image of the police officer with the younger generation. The programs vary in type, dimension, sophistication, and content but they are all attempts to promote some mutual exposure of a police officer to school children in the non-threatening atmosphere of the classroom.

POLICE-SCHOOL PROGRAMS
INCORPORATING AN
EVALUATION METHOD

In any discussion of this type of police activity the work of Dr. Robert Portune of the University of Cincinnati must be granted special emphasis. His work in developing testing methods to determine adolescent attitudes toward the police has probably received more attention, by the police community, than any other similar project.

³³Ibid.

He began his work in 1965-66 with a pilot study of 1,000 Cincinnati junior high school pupils in relationship to their attitudes toward the police and law enforcement. His research revealed that the attitudes of early adolescents toward law enforcement officers are most strongly influenced by any direct police contacts they may have. Even though his study indicated that the mean attitudes, as measured on his specially constructed scale, were in the favorable range, these attitudes could be better defined as not unfavorable rather than positively favorable. He also found that police contacts invariably resulted in adverse reactions, even among those pupils who were in the not-unfavorable group. His research demonstrated that the major portion of the study group lacked a clear understanding of the mission and function of law enforcement and that this lack of understanding was a major factor in the student's unfavorable reactions to any type of police contact.³⁴

This initial study was the beginning of further investigation into the adolescents' attitudes toward the

³⁴Robert Portune, The Law and Law Enforcement, A Manual for Teachers of the Junior High School Social Studies (Cincinnati, Ohio: University of Cincinnati, 1968), p. iii.

police and Dr. Portune was assisted in this research by a grant from the then existing Office of Law Enforcement Assistance. A portion of the final report that was submitted to that agency is very germane to this study and it is cited as follows:

The Cincinnati research had shown, among other things, that junior high school curricula lacked a formal approach to the study of law and law enforcement. With some minor exceptions, such as haphazard assembly programs, casual invitations to law enforcement officers to address individual classes, and infrequent safety campaigns, the junior high school program did not have either the units or the materials that would foster favorable attitudes toward police. Where any attempt was made, no evaluation was attempted, no measure of success could be determined; on the contrary, the complete absence of scientific control over police-school cooperative programs, and the complete lack of reliable evaluation of such programs, was one of the consistent factors characteristic of all such endeavors, not only in Cincinnati, but in other cities where such programs existed.³⁵

With these funds made available, twelve selected social studies teachers and twelve Cincinnati police officers met over the course of 23 weeks and jointly developed a series of what has been termed "Curriculum

³⁵Law Enforcement Assistance Administration, "The Cincinnati Police-Juvenile Attitude Project," L.E.A.A. Project Report (Project #052), Washington, D. C., U.S. Department of Justice, p. 11.

Units" to be taught in the 7th, 8th, and 9th grades during regular social studies classes. They had as guidelines for this development the suggestions and expertise of a group of educators and top police officials who had met earlier to define what they believed would favorably influence the students toward the police and how it might be taught.

Upon completion of the units, they were placed in the social studies classes in twelve selected junior high schools to be taught on either a two or six weeks basis. In each case the students who were receiving the units and those designated as a matching control group were pre-tested using Dr. Portunes A.T.P. attitudes scale.

Following the completion of the school units, all of the students, both those who had taken part in the instruction and the control groups, were re-tested in order to determine whether any significant changes had occurred. The data was analyzed by means of two statistical programs. In the first, an analysis of variance in mean scores of the various sub-groups of students was conducted. In the second an item analysis of the responses offered on the scale was made. In both instances the analysis showed

conclusively that introduction to the curriculum units had brought about significant, favorable changes in the attitude scales. At the same time the control students either did not change or they changed in an unfavorable direction.³⁶

Dr. Portune's research and the curriculum units have received wide-scale exposure and his efforts have triggered the instituting of similar programs in different parts of the nation.

The Lansing, Michigan Police Department has adopted the general format of Dr. Portune's work in their "Community Youth Citizenship Project." In this instance police officers, working in conjunction with social studies teachers from the local junior high schools, met together in a series of workshops in which they formulated the outline for a series of classroom activities which could be presented over a period of four weeks to the ninth graders of that city. The general objectives of these activities were described as:

³⁶Ibid., pp. 5-6.

1. Prevention of crimes through understanding and communication between law enforcement agencies and the youth of the community.
2. To improve the image and stereotype of the police, family, school personnel and youth by promoting a better understanding of the part each plays in society.
3. To aid in the betterment of our society through the understanding of the rights and responsibilities of citizenship.³⁷

There was also a recognized need for an evaluation method to determine the effectiveness of these classroom activities and research assistance was sought from the School of Police Administration at Michigan State University.

In this instance the researchers, Martin A. Miller, Knowlton W. Johnson, and John Snyder developed a

³⁷ National Center on Police and Community Relations, An Examination of Attitudes and Perceptions Toward The Compliance System, a mimeographed report submitted to the Lansing Police and Board of Education, Michigan State University, East Lansing, Appendix A, p. 3.

comprehensive attitude testing instrument which was a combination of various techniques which they had investigated for this specific study. Their survey vehicle included the following types of data collection instruments.

Critical Problems Survey.--The students were asked to write out a description of what they considered the two most serious problems teachers and policemen have in their order of importance. This was not specified as common to both teachers and policemen.

Sentence Completion Technique.--The beginning part of a sentence was furnished with the student requested to complete the sentence; such as, "A Judge is . . ."

The Clark Attitudes Toward The Legal Institutions Scale.--This is a special attitude scale developed by Clark and Wenninger in 1964. The students were asked to identify the degree to which they agree with statements concerning the legal process such as: "A person should obey the laws no matter how much one has to go out of the way to do it." (SA) strongly agree, (A) agree, (U) uncertain, (D) disagree, and (SD) strongly disagree.

The Rokeach Value Survey.--The students being asked to rank, in order of importance, 18 instrumental values (e.g. broadminded, clean, forgiving, responsible), and 18 terminal values (e.g. a comfortable life, equality, freedom, salvation, etc.).

The Portune Attitude Toward Police Scale.--The students were asked to identify their reaction to certain statements by degree. The statements either praised or condemned the police such as, "Police keep the city good." (SA) strongly agree, (A) agree, (U) uncertain, (D) disagree, and (SD) strongly disagree.

An Information Sheet.--Where the children were asked to furnish their age, grade, sex, race, favorite school subject and activity, parent's occupation, and outside of school activities and organizations.

Police Contact Survey.--Subjects were asked to indicate prior contact with police by responding to seven items regarding degree of positive or negative contact. Respondents indicated from "very often" to "no"; the extent of friendship with police officers, degree of being roughed up, the extent of being helped with problems, the degree of pleasant communication, the degree of being

stopped on the street, the extent of being picked up, and the extent of being arrested. This instrument was a modification of the one used to evaluate the Youth Service Corps of the Detroit Police Department (1966).

Incident Survey.--Where the subject is asked to identify the degree to which they have committed various misdemeanors. An example question would be: "Drive a car without a driver's license or permit?" Very Often, Several Times, Once or Twice, and No.³⁸

This very sophisticated instrument was then used in a test-retest format in three of the Lansing City Junior High Schools. Two of these were designated as experimental schools and the third as a control school with over one thousand students taking part. The pre-testing was completed in all three schools and then the police-teacher team presented their four-week instruction to the students. This included field trips to the courts and class participation in a mock trial with attorneys from the prosecutor's office and private practice offices taking part as resource persons.

³⁸Ibid., pp. 23-26.

The students were also exposed to the legislative process with a city councilman making an appearance before the class to explain how the various statutes and ordinances became law. The influences of the mass media upon public opinion were also examined when representatives of the news media appeared before the classes and entered into question and answer sessions.³⁹

During this period the officers who were acting as instructors played only that role and did not act as an enforcement officer. They came to the school for a particular period to present a class to one group of students. If some kind of trouble did develop in the schools, a regular patrol was called or detectives were summoned from the Youth Division.⁴⁰ This is cited to demonstrate the difference between this sort of program and the Liaison concept.

The results of the very diversified methods of evaluation of this program are of interest. Probably the

³⁹ Ibid., Appendix A, p. 5.

⁴⁰ Sgt. Donald Dufore, Lansing Police Officer assigned to Community Youth Citizenship Project in interview with author, April, 1969.

most notable finding was that the pupils were heavily positive in their attitudes toward the police and law enforcement as a whole. The researchers found the students to be more anti-school, anti-teacher than anti-police, court, or law.

They also found that they could not make a definite determination as to the effectiveness of the four-week instruction program. They experienced a shift in the attitudes of the two experimental schools with each going in opposite directions. There was some question as to whether the cause of this dichotomy might not have been due to a change in the procedure of administering the questionnaires to the experimental group that shifted to a more negative stance. This group was re-tested in large numbers and it was felt that this may have changed the students' approach to answering the questions in the instrument.

The third determination of the research was that the students did not seem as sure of their position after having been exposed to the program. They were definitely less polarized in their attitudes than they had been

previously and it appeared as though the program had taught them to look at things in a more realistic manner.⁴¹

The Los Angeles Police Department, frequently recognized as one of the most progressive of the large metropolitan police agencies, has been involved in a limited program of building better public relations in the schools of that city since 1965. Dr. Robert Derbyshire, writing in the Journal of Criminal Law, Criminology and Police Science, reported on his Evaluation of the Los Angeles "Policeman Bill Program" in June 1968.

In this program the officer concentrates on the youngsters of first, second, and third grades of the elementary schools. His presentation deals with describing some of the duties of policemen, and the responsibility of citizens for assuming control over their own behavior. He uses visual aids such as chalk boards for demonstrating street crossing safety procedure and the methods which the children can use to protect themselves from loiterers around their schools. The officer demonstrates the use of his handcuffs, and brings the children out to see his

⁴¹National Center On Police and Community Relations, op. cit., pp. 131-132.

patrol car, and listen to the police radio. At the end of his visit each child is given the "Policeman Bill" brochure which describes and reinforces in either elementary English or Spanish some of the previously presented aspects of the policeman's role.⁴²

It would appear from the above passage that this could properly be termed a "limited program" when compared to some of the other more ambitious projects which have been previously described. However, the Los Angeles Police Department has taken an important step in their program. They have scientifically evaluated its effect on the students. They know what they are accomplishing.

The police department requested that Dr. Derbyshire examine their program for its effectiveness and his study was funded by a National Institute of Mental Health Grant issued through the Welfare Planning Council of Los Angeles.

The methodology of the study was to have a third grade class of 3 different schools having different ethnic

⁴²Robert L. Derbyshire, "Children's Perceptions of The Police: A Comparative Study of Attitudes and Attitude Change," The Journal of Criminal Law, Criminology and Police Science, Vol. 50, No. 2 (June, 1968), pp. 183-190.

populations, i.e. largely Negro, largely Mexican-American, and mostly middle-class Caucasian, draw a picture of a policeman doing his work. This picture was requested by their teacher approximately two weeks before "Policeman Bill" came to the school. The teacher was careful not to suggest any of the policeman's tasks but asked the children to draw what they thought policemen did. "Policeman Bill," one of three officers then assigned to the program, came to the class thereafter and presented his program. Three days after his visit the same request was made of the children and they again drew their 12 x 16-inch pictures based on their current conceptions of what the police officer's work consisted of.

Each picture was evaluated simultaneously by four independent raters, three of them were fourth-year resident psychiatrists and the fourth was Dr. Derbyshire. The raters compared the pictures on a series of seven, seven-point scales indicating the degree that each picture expressed aggressiveness, authoritarianism, hostility, kindness, goodness, strength, and anger. The composite mean scores of the four raters provided the mean score for each dimension of character.⁴³

⁴³Ibid., p. 186.

The findings of these raters are about what one might expect. Both Negro and Mexican-American children differed significantly from upper middle-class Caucasian youngsters as to their perceptions of the police. The Negro and the Mexican-American saw the policeman's tasks as aggressive, negative, and hostile, while the white children saw the officer as significantly more pre-occupied with tasks being neutral, non-aggressive and assisting.⁴⁴

The research also tended to prove that the "Police-man Bill" program was accomplishing its intended mission because the researcher felt he had validated its effectiveness. The author's comments are worthy of direct quote:

Personal contact with policemen under informal, non-threatening conditions, significantly reduces children's antipathy. The duration of reduction in police negativity is not determined by the present study. Hopefully, this program has lasting effects. However, experience of others who have researched attitudes and attitude change suggests that changes of this nature last only until future negative experiences.⁴⁵

⁴⁴ Ibid., p. 187.

⁴⁵ Ibid., p. 188.

Dr. Derbyshire makes one more observation in his article which should be noted. He expresses the opinion of this author when he writes:

This research evidences the need for the police to introduce more persuasive methods of social control, particularly within lower-class communities. If the children in this study can change their attitudes (even temporarily) after only one short contact with the "Policeman Bill" program, then a more intensive program, not only with grammar school children but with adolescents and adults, should change police-community relations in these lower-class areas of the city.⁴⁶

The Chicago Police Department has a somewhat similar police-school relationship in their "Officer Friendly" program. The Chicago program, like most of those previously discussed, began as an experimental project and grew to the point of having 20 policemen assigned as "Officer Friendly" to 789 public, Catholic, Lutheran, Greek, and Hebrew Day schools making contacts with approximately 300,000 children in the Spring of 1968. At that time plans were being formulated to extend the program into

⁴⁶Ibid., p. 189.

the fourth through eighth grades with an additional 20 officers being assigned to act as "Officer Friendly."⁴⁷

The Chicago Police Department was assisted in the development of this program by funds obtained from the Sears-Roebuck Foundation which has recently been involved in similar projects for the development of more positive police-community relations across the nation. The reaction to this type of program has been extensive as it has been reported that "Officer Friendly" is now a part of the elementary curriculum in Wichita, Kansas; Houston, Texas; Atlanta, Georgia; Miami, Florida; Milwaukee, Wisconsin; Oakland, California; Seattle, Washington; Schaumburg, Skokie, Evanston, and Joliet, Illinois.⁴⁸

The "Officer Friendly" program is, like the "Policeman Bill" series, aimed at the primary grades. Whereas, "Policeman Bill" makes one visit, "Officer Friendly" calls at the school three times. The program is quite systematized with a planned, three-phased program being used.

⁴⁷ Barbara F. Johnson, Consultant with Chicago Board of Education in a form letter and evaluation sheet directed to Chicago School Personnel (mimeographed) Chicago Board of Education, April, 1968.

⁴⁸ Ibid.

In the first instance the teacher is requested to build up the childrens' interest by telling them they are going to have a surprise visit from one of their community helpers. They guess who it might be in riddle type games and after they guess it is a policeman, they try to name all of the things policemen do and prepare a number of questions they want to ask the officer when he arrives. A special project is encouraged; for instance, the identification of safe routes to follow to and from school for each of the children.

"Officer Friendly" then arrives and is introduced to the children and answers their questions and talks about their special projects. He tells them he is going to return later and show them some of the things he uses in his work and explain to them some of the other things that policemen do. The teacher continues to maintain the children's interest in the project by developing poster displays, or having the children write compositions about the police officer.

On his second visit "Officer Friendly" has a regular lesson unit dealing with the police officer as a community helper and he depicts some of these functions

by use of flash cards, a miniature traffic light, and his personal equipment; handcuffs, baton, and uniform. He likewise distributes coloring and reading books about the police and other take-home materials. The teacher again maintains interest by having the class write a thank you letter and by writing and illustrating compositions emphasizing the things the officer spoke of in his visits.

The third visit by "Officer Friendly" consists of a demonstration of either a motorcycle or patrol car by the officer and an inspection of the children's coloring books and other projects. He presents certificates to them as Junior Citizens which stresses that the pupil is also a community helper. He will also leave take-home materials for the parents which explains the program and more materials for the pupils to remind them to observe, cooperate, and respect.⁴⁹

The literature concerning this program does not indicate any scientific attitudinal testing of the students; however, the various area Superintendents,

⁴⁹Chicago Police Department, "Officer Friendly" Teacher's Manual developed to explain programs to involved teachers in the program. (Sears-Roebuck Foundation), Chicago, Illinois, 1968.

Principals, and Primary Grade Teachers were requested to respond to a short questionnaire which measured their evaluation of the results of "Officer Friendly" calling at the various schools. The evaluation consisted of six questions which called for short objective answers. The following is a simplified version of those questions.

"Did the objectives and understandings of the program correspond with the needs and interests of the children?"

"Did the visual materials such as bulletin boards, pictures, coloring books, and other hand out materials improve understanding and increase the interest of the children in the basic concepts being stressed in the resource unit?" "Did the officer succeed in channeling the interest and enthusiasm of the children toward achieving a better knowledge of the police department and their own role as a contributing citizen?" "Did the printed curriculum unit assist in creating materials and ideas for classroom experience and activities?" "Was the overall program successful with the children?"⁵⁰

The final results of this study are not presented in the literature available to this author. However, the

⁵⁰Barbara F. Johnson, op. cit., p. 3.

"Officer Friendly" program has been used as a model in several other cities including Washington, D.C. Therefore, it would appear that the overall evaluation by the school personnel was positive.

Previous mention has been made of the Minneapolis Police Department's Police-School Liaison Program and that it was partially funded through the then existing Office of Law Enforcement Assistance of the Justice Department. One of the requirements of the federal grant was an evaluation of the program and the final report submitted by Minneapolis Police to the Justice Department outlines the methodology and results of the evaluation system used in that project.

In this case the five junior high schools where Liaison Officers were assigned and two control schools which had not experienced the Liaison Program were chosen for the evaluation study. The student attitudes were tested by the use of a paired-comparison questionnaire which was given to a sample of the seventh, eighth, and ninth grade students at each of the seven schools. Another questionnaire was given to the administration and staff at each of the schools where an officer had been assigned and

the officers themselves were asked for their impressions on various aspects of the program.⁵¹

The particular instrument used for testing the students' attitudes consisted of 28 pairs of statements which concerned the police. One in each of these pairs of statements was less favorable toward the police than the other though both might be critical of the police. The student was asked to choose the one in each pair which he agreed with most. The same statements were to be found in the choices offered but in different combinations.⁵²

The tests were administered to the students at the various schools on only one occasion so there was no test, re-test format employed. The idea being to compare the attitudes of the students who had had contact with a Liaison Officer to those of the students who had not. The results which were reported are, in this author's opinion, less than a resounding trumpeting of success.

⁵¹Minneapolis Police Department, "The Police-School Liaison Program," A Final Report Submitted to the Office of Law Enforcement Assistance Regarding Their Grant #31 (mimeographed copy, November, 1968), p. A-2.

⁵²Ibid., p. A-24.

The researchers found first that in the majority of cases the older children exhibited a more negative attitude toward the police than their younger counterparts. In three of the five experimental schools the ninth grades showed a significantly poorer attitude toward the police than their comparison group in one of the control schools. They likewise found that of the 15 different points upon which comparisons were made the second control school had poorer attitudes toward the police, but they considered only 8 of the 15 as great enough to be considered significant. With these kinds of results the researchers felt:

It seems reasonable to conclude that with the possible exception of the older children, students in the five junior highs with Liaison Officers had about the same attitude toward the police as the students in the average junior high. However, students in the central city junior high had considerably poorer attitudes toward the police than did students in the schools with Liaison Officers.⁵³

The questions about such evaluation results seem obvious in this case. If there has been no change in the attitudes of the children having liaison experience compared to those not having it, has the officer been

⁵³ Ibid., pp. A-3 and A-4.

effective? Similarly, it might easily be expected that the student attitudes of a central city junior high would be more negative than those of the experimental schools unless one or more of them had students of comparable socio-economic backgrounds. The original design of the program called for three of the five experimental schools being similar to the central city control school. If they were, then the program would appear to have been successful.

The results of the school personnel evaluations were much more obvious and gratifying. A total of ten questions were asked with the last question asking for an overall reaction to the placement of the officer in the building. The other nine questions dealt with specific aspects concerning the function of the officer. The response to each question was scored on a four-point scale, and an average score determined for each. The final results indicated the staff reaction to the program was very positive in all five junior highs.⁵⁴

The officers who had been involved in the program were also queried as to their reactions to its success

⁵⁴Ibid., p. A-8.

and the advisability of continuation and expansion. In all five instances they expressed satisfaction with the concept and requested to be allowed to continue on as a Liaison Officer.⁵⁵

The Flint, Michigan Police-School Liaison program has already been designated as one of the forerunners in the development of the liaison concept, having been initiated in 1958. However, it had been in existence for 11 years before any scientific study was made of its impact. Mr. Frederick J. Walsh reported upon the role of the Flint Police School-Liaison Officer in his doctoral thesis, "A Study of The Expectations of Secondary School Principals, Significant Others, and School-Liaison Officers for the Role of School-Liaison Officer," which he submitted in the summer of 1969. This study, while certainly a scholarly one, examined the attitudes of the adults involved in the liaison program rather than those with whom it was primarily concerned, the children.

Dr. Walsh's study concerned itself with an examination of the role of a School-Liaison Officer as perceived by secondary school principals, teachers, guidance

⁵⁵ Ibid., pp. A-16-17.

counselors, and the liaison officers themselves. He was concerned with any convergent or divergent concepts which might be held between the four different groups of individuals who were professionally interreacting within the program.⁵⁶

He developed a questionnaire which examined the possible various conceptions of the role of a liaison officer in four different areas of involvement:

- 1 - Law Enforcement: - such functions as: patrolling school buildings and grounds; detecting and apprehending juvenile suspects; making secondary school personnel aware of juvenile offenders; acting as a consultant in law enforcement; and enforcing the law in the secondary schools.
- 2 - Community Relations: - such functions as: conferring with parents, teachers, counselors, and principals of students displaying pre-delinquent or delinquent behavior; working with community groups to prevent delinquency; attending group meetings to acquaint them with the School-Liaison Officer Program; and promoting better understanding between police and youth.
- 3 - Education-Related: - such functions as: being placed in the Guidance Department; wearing plain-clothes in the secondary

⁵⁶ Frederick J. Walsh, "A Study of the Expectations of Secondary School Principals, Significant Others and School-Liaison Officers for the Role of School-Liaison Officers" (Unpublished Doctoral Thesis, Michigan State University, East Lansing, Michigan, 1969), Abstract, p. 1.

schools; working with principals and teachers to enforce discipline; being placed in a secondary building; attending dances and parties in the school; examining the cumulative records of students.

- 4 - Program Continuation: - should the School-Liaison Officer Program continue to function in the secondary schools?⁵⁷

His findings indicate that there was a substantial convergence of expectations among the four groups tested as to the liaison officer's role in performing the selected law enforcement functions, the community relations functions and for continuation of the program. He likewise determined that there was a measurable amount of divergence regarding the officer's role in the selected education-related functions. This later finding was the only notable area of divergence to be discovered and it represented only a minority opinion.⁵⁸

The recommendations made by Dr. Walsh as a result of his study are pertinent to this report and are offered here for the reader's consideration in regard to any Police-School Liaison Program.

⁵⁷ Ibid., p. 51.

⁵⁸ Ibid., Abstract, p. 3.

He recommends the reexamination of the education-related functions of the liaison officer by both the school personnel and the police department. He suggests the police command officers and supervisory staff re-evaluate the present liaison officer selection process. He recommends a periodic assessment of the program every three years by a combined group representing the board of education, the teachers association, and the police department. This review being particularly cognizant of changing legal opinions and judicial decisions regarding juveniles. He further advocates an in-depth, in-service training program to acquaint all secondary school personnel with the various aspects of the School-Liaison Program and the primary functions of the officers.⁵⁹

These recommendations seem advisable and worthy of note in any joint police-school relationship. Distilled, they simply signify the necessity for a mutual responsibility and interest in the development and administration of such programs. The school, as well as the police have a vested interest in producing socially responsible as well as socially conscious young citizens

⁵⁹Ibid., p. 141.

and their concomitant concerns can best be served by working together.

CHAPTER III

Origin of The Study And The Hypotheses

The author of this study has been a practicing police officer for a period of seventeen years. Since 1966 he has been the Commanding Officer of the Community Relations/Juvenile Section of the Michigan State Police and in that capacity he has been deeply involved in the initiation, development, and implementation of the Department's Police-School Liaison Program. The importance of determining if this program is really effective has been of some concern since its inception. Therefore, the opportunity to conduct this study was indeed very welcome when it presented itself during the course of the author's graduate studies.

In order to assist the reader in understanding the operation of the State Police-School Liaison Program the author will present an outline of its development, implementation, activities, and objectives at this point so that the reader will be furnished with an understanding of what the program entails.

FIRST POLICE-SCHOOL
LIAISON POSITION

The State Police began their involvement in Police-School Liaison activities in September, 1966. It began when an invitation was extended to the Department by administrative personnel of the Beecher School System which is located on the Northern perimeter of the City of Flint, Michigan. These school officials, having observed the Flint Police Department's Police-Counselor program, were interested in the implementation of a similar project within the Beecher District. They presented their proposal to the Director of State Police and it was agreed to initiate the program on a trial basis. The Beecher School Administrators suggested some minor modifications in the program from that of the Flint Police and these were built into the project. An officer was selected for the position and after a short training period with the Flint Police he began his assignment at Beecher.

The initial reactions to the program were all quite positive, with commendatory letters from school officials, police authorities, and court personnel being received. Parents and other neighborhood residents

verbally complimented the officer and his efforts suggesting that this type of activity could be used in most large schools. These types of comments lead to the consideration of further expansion of the program and new locations were sought out.

The State Police, as a matter of policy, have not ordinarily operated within the corporate limits of a city which has its own law enforcement agency. The department therefore did not attempt to enter school systems which were located inside the larger cities of the State. However, they were desirous of entering schools which were racially integrated and which were located near these urban centers. There was also some consideration given to the geographical locations of the systems they would enter because the Department's Police-School Liaison involvement had been considered as primarily a demonstration project for other police agencies and exposure was important.

SECOND POLICE-SCHOOL
LIAISON POSITION

The second liaison position was established in May of 1967, at the Hull, Bard, and Boyington Schools which are located on the Eastern edge of the city of Benton Harbor, Michigan. These three schools, housing K through 9th grades are a part of the Benton Harbor system but are located outside of the city limits and draw the major portion of their students from families which are non-city residents. In this instance State Police Officers appraoched the school administration with their proposal and brought with them a representative of the Beecher School personnel to present the educator's viewpoints of the program. The Benton Harbor officials agreed to enter into the project and a second officer was chosen, given some training time with the first Liaison Officer and then began his assingment.

THIRD POLICE-SCHOOL
LIAISON POSITION

In January of 1968, the author contacted School Administrators of the Willow Run School System which is

located on the Eastern outskirts of the city of Ypsilanti, Michigan. The nature of the Police-School Liaison Program was explained to them and arrangements were made to make a formal presentation before the school board. Again school personnel from the Beecher System appeared to explain the program and its value from the school officials' outlook.

It is worthy of note to point out that the concept of this study had been agreed upon by this time and Willow Run was chosen as the school in which the Police-School Liaison Program would be evaluated if the school board accepted the proposal.

The evaluation procedure which the author hoped to follow was also presented to the board at the same time as the initial presentation and it was readily accepted along with the program.

The Police-School Liaison Officer, chosen for this particular position, was not selected by the same process as had been his predecessors. Trooper Robert Beadle was brought to the author's attention by another of the officers within the Community Relations/Juvenile Section. He certainly had all of the qualifications that were sought in the other officers but he was not selected by the usual

process. He was not however chosen specifically for this assignment. He and another officer, who had appeared in a prior interview, were selected at the same time to fill the Willow Run position and the Benton Harbor position which was being vacated because the original officer there was being promoted. Trooper Beadle was given a choice of assignments between the two positions as was the other candidate and they both requested to be assigned rather than make the selection themselves. The final assignment of Trooper Beadle to Willow Run was made primarily because his previous assignment location had been Pontiac which made commuting more convenient for him. This is an important point to make at this time because the author wishes to stress that Trooper Beadle is representative of all of the other officers who are selected for the State Police-School Liaison Officer positions.

FOURTH AND FIFTH POLICE-SCHOOL LIAISON POSITIONS

The fourth and fifth school systems, in which the liaison program was started, began their involvement in September, 1968, where again the police officials

approached the schools. The Reeths-Puffer Schools and the Bridgeport Schools had been selected as possible locations for the Liaison Program because of their locations and school populations. The Reeths-Puffer system is located on the Northern perimeter of Muskegon, Michigan, and the Bridgeport System is located to the Southeast of Saginaw, Michigan. Again the practice of having administrative personnel from one of the schools where the program was already established make a portion of the presentation was followed. In both instances the school boards accepted the proposals and the officers selected for these two positions began their assignment in December of 1968. These two schools have been the final positions filled to this time, although several requests from other school districts have been received for this type of police service.

The surface reaction to these Police-School Liaison Positions for the most part has been very favorable. When the information of the assignment of an officer to the Benton Harbor Schools was first carried in the newspaper there were some initial negative comments made. However, since that time there has been no outright

criticism of the program. It would appear, as has been outlined previously, that most of the adults believe the program has merit. Hopefully, this research will determine to some degree what the individuals, whom it most directly affects, think of the program.

SELECTION OF MICHIGAN STATE POLICE-SCHOOL LIAISON OFFICERS

One of the first considerations in the selection of officers for this type of assignment was the need for men with some formal education. This quality was considered almost essential because of the milieu that they would be working in. They were entering an environment where nearly all of their co-workers would have the advantage of a college education. Teachers, counselors, social workers, and probate court personnel would be in constant contact with the men and it was considered important that they have some college experience and be willing and interested in continuing their education.

A second consideration was the age and police experience of the officers who would be chosen. It was considered quite important that these men be young enough

so that the students could readily identify with them. There was a definite intention that the men should project more of an "older brother" rather than a "father" type of image. This presented somewhat of a problem in locating candidates because it was also considered important that the officer have sufficient police experience to be knowledgeable and competent in law enforcement procedures. A minimum of two years police experience was considered the very least that would be acceptable for the position and the maximum range was set at seven years.

With these two primary considerations established, the procedure has been to make a survey of the educational backgrounds of officers of the trooper rank who have between two and seven years of departmental experience. The type and amount of education is considered in identifying potential candidates. For instance a man with three years of sociology and education would be more likely to be acceptable than someone with a degree in mechanical drafting. The heaviest weight was given to courses dealing in the behavioral sciences as opposed to the arts or the natural sciences.

A prospective list of candidates would be developed, usually consisting of approximately fifteen to twenty names. Letters would be sent to these men informing them of the position, outlining its responsibilities, defining the type of personnel being sought and advising that they could appear at an interview at a later date if they were interested in making application. Past experience has been that about one half of the potential candidates will reply affirmatively.

The next step in the selection process has been the interview board. In the first instance, when selecting a man for the Beecher School position, a command officer from the Flint Police Department who was familiar with their Police-School Liaison Programs sat as a board member. Since that time the board has consisted of the author, his assistant, and either one or two experienced liaison officers in the State Police program. Their knowledge of the nature of the job and its requirements helps in the selecting of competent personnel. There are, of course, several other considerations that must be made in selecting a Police-School Liaison Officer for this program and the interview board is an important step

in determining if a candidate has the necessary qualities to meet these considerations.

One of the most important of these qualities is an ability to work independently, without close supervision. The liaison officer has very little direct supervision and he must be relied upon to identify problem areas and to take corrective action without direction.

He must be an ambitious officer who works well at something he has an interest in and who enjoys using his own initiative. The interview board has the opportunity of reviewing a candidate's service file and this very frequently will indicate a sufficiency of this quality or a lack of it.

A similarly important consideration is the candidate's interest and ability in public speaking. These men are required to do a great deal of this type of work before various types of audiences and they must therefore be proficient in speaking and developing their own subject material. They are requested to present an impromptu explanation of why they would like to become a Liaison Officer and why they feel they are qualified for the position to the interview board when they appear before it.

Their past experience in this field is also reviewed along with any educational training they may have received in public speaking.

The last two qualities that are examined by the interview board are not as simple to objectively measure as the others. The candidates are questioned extensively as to their attitudes toward the juvenile offender and what corrective measures should be taken for or against him. Along with this, there is an investigation into the officer's racial prejudices, his understanding of minority group relationships with both the police and the school.

He is queried about his experiences as far as working with youth is concerned. Such things as involvement with church youth groups, little league teams, boy scouts, big brothers, or similar activities are considered advantageous. He is also asked to recount some of his past experiences with Negroes or other minority groups in his work.

In sum, the interview board attempts to examine the candidates as to their abilities, their past experiences, their expectations, and their attitudes and convictions in regard to the field of law enforcement.

A check list is used by all of the interview board members which rates each candidate in the following categories; personal appearance, composure, academic background, public relations, racial tolerance, interest in field, overall personality, and motivation. Each board member makes an evaluation of the candidate according to his own biases and assigns a numerical value from 0-10 in the different categories. This assist him in reaching a final rating on each candidate.

This interview board is scheduled in such a manner as to allow for approximately one hour for each applicant to appear before it. The officers appear consecutively over a two-day period so that each can be freshly compared with the others. Very frequently candidates are identified from one interview, and while not being chosen for the first assignment, will be selected for a subsequent position. It should be pointed out that while there are only five positions it has been necessary to find four replacement officers because the original officers were promoted to new Juvenile Detective positions. Therefore, this process has been used to identify nine (9) men as Police-School Liaison Officers.

ADMINISTRATION OF THE POLICE-
SCHOOL LIAISON PROGRAM

The Michigan Department of State Police is considerably different in its administrative structure than one would find in a Metropolitan Police Department. This is primarily because of the large geographical area over which it has jurisdiction. For administrative purposes the State has been divided into eight different districts which are commanded by officers of Captain's rank. These men are responsible for supervision over a number of Posts which are commanded by officers of the rank of Sergeant. The number of posts per district varies from one district which has only four posts to the largest district which has 13. These command officers have immediate supervisory responsibility over the field activities of the School Liaison Officers.

The Community Relations/Juvenile Section, which is located at the Departmental Headquarters in East Lansing, has a staff function in the administration of the Liaison program. This section is responsible for the selection, placement, training, equipping, and programming of the men in the schools. The Police-School Liaison

Officer is assigned, however, to the Post nearest to the school in which he is located and therefore comes under the direct supervision of the Post Commander and his District Commander in regard to his work schedule, daily activities, and official deportment.

This dichotomy of administration is further aggravated by the provision of having the Liaison Officer work with the approval of the school administrator. Therefore, an officer in this position is really accountable to three different sources of direction, the Community Relations/Juvenile Section Commander, the Post Commander, and the Superintendent of the school system. This particular problem is one which has no apparent solution for this department and is mentioned in this treatise only for the consideration of a reader contemplating the initiation of a similar program.

The Police-School Liaison Officer is paid entirely by the Department of State Police. He is issued a plain vehicle which is radio-equipped and which is assigned to the post he is at. His office is located at the school system to which he is attached, most frequently in a junior high building if at all possible. The school

usually furnishes all of his office equipment but it can be supplied by the department. The only cost to the school system involved in the Liaison program is reimbursement to the officer for his continued college education. This would consist of tuition and book fees. The men usually take one or two classes per term or semester, preferably during the evening hours. Since the officers have been chosen for their academic backgrounds, they generally enroll in work-related courses in the behavioral sciences rather than basic courses through which they have already progressed.

This assignment to the school system continues through the summer months at all five schools. The men take part in the various special education classes at the schools; driver education, adult education, special tutorial classes, and recreation programs. They maintain as much contact with the school population as possible by remaining directly within the school district. Their greatest involvement has been through the summer recreation programs and driver education classes. They will also maintain liaison with local police agencies in their areas and will assist these departments, as well as the

State Police, in complaint investigations within the school district boundaries. They are also involved in other police duties at the discretion of the District and Post Commanders.

Another portion of this summer period is devoted to program preparation for the coming year. The officers are encouraged to develop various types of educational programs in the fields of safety, good citizenship, and law enforcement, and they use the summer months to collect and develop suitable materials for these programs. Their vacation leave likewise is scheduled during this time period.

ACTIVITIES AND OBJECTIVES OF POLICE-SCHOOL LIAISON OFFICERS

The duties of the men involved in this program are varied and subject to a considerable amount of individuality depending upon the officer and the school system to which he is assigned.

They are first of all still a police officer and as such they investigate the crimes which occur within and around their schools. These investigations cover

such things as burglary, malicious destruction of property, shoplifting, larceny, assault, extortion, weapons violations, arson, sex offenses, alcohol and drug abuse, and similar crimes. They do not enforce school discipline codes nor do they act as disciplinarians. They establish a policy with the school administrators whereby they investigate only those crimes which are referred to them by the school and clear any type of court action with the school administrators prior to initiating such action.

In any of these investigations the primary concern is for the prevention of the development of further criminality. The officers seek to identify the offender and make some type of a disposition which will best suit this purpose. There is frequently a joint counseling session with the school administrators, the parents, and the officer, with no court action being taken. If conditions are such that a court must take action then the officer will carry through on the case at the direction of the school officials.

The School Liaison Officer also acts as a coordinator for other police officers who wish to investigate a

crime committed outside of the school system by pupils of his school. All other police officers wishing information about school personnel contact the Liaison Officer for assistance. Local police officers find the Liaison man to be a valuable source of information in these instances.

The Liaison Officer also investigates crimes committed against the students; child molestation, child neglect, child abuse, incest, and rape cases are referred to him by the school administrators. Counselors and teachers who suspect such crimes have a trustworthy authority that they can work with in the investigation of such suspicions. The officer is part of the counselling team of the school principal, the nurse, the counselor, and police officer who attempt to work out solutions for the particular problems facing some of their students. Pupils frequently will come to the officer with problems they have at home or with other students which they would not discuss with a regular school counselor. This trust has been developed only because these men have made it a point not to betray the confidence of a student who has volunteered information. The officer makes it very clear

that he is a police officer and that he may be forced to take some official action if the information warrants it. A confession, volunteered after this kind of warning, is one intended to clear a conscience and is seldom acted upon.

Along this same line the officers have found that they can effectively discuss some types of problems in small T-group meetings which they regularly schedule. A particular day, after school, is T-group day and several young boys are invited to come in and have a discussion about any subject of their choice. This can range from preparations to become a professional athlete to drug abuse with the officer acting as a resource person. Mutual problems discussed anonymously in such a setting are sometimes successfully worked out.

In most of these aforementioned duties the officer maintains contacts with the parents or guardians of students exhibiting anti-social behavior patterns, and also with those parents who are the main contributors to such behavior. He offers his assistance and solicits theirs in coping with the problems that are causing the trouble for the student. In doing this the officer is opening up

new avenues of communication, and hopes to create within the parents an increased awareness and sense of responsibility toward the law and its enforcement as it effects them and their children.

In connection with these activities the officer maintains files containing information regarding the students he has contacted in the course of his work. These files are used to determine the extent of a student's delinquent behavior. The developing pattern of anti-social activity can be observed in these files and as a result more attention may then be directed to the individual student.

Basically, these officers are concerned with the prevention of delinquency through the determination of causes and the treatment of those causes. This is much more important than just apprehension for the reason of the student's delinquency. To merely supply an adult authoritative figure who will take the time to listen to, counsel, and aid in the solving of their problems is often enough to guide the youth away from delinquent conduct.

In addition to their police functions, the officers act as resource persons within the schools. They

present different types of programs for the entire school population. They concentrate on several types of safety programs in the lower grades using films, posters, and other types of visual aid programs. Some of the subjects covered are traffic safety, bicycle safety, water safety, gun safety, instruction concerning child molesters, and the safety procedures to use in the event of a tornado. In these programs the officers are attempting to impress the children with their concern for the students' welfare and likewise to furnish them with valid safety information.

In the intermediate grades the officers have programs dealing with various police functions, and those laws which are most frequently violated by this age group. The specific program "You and the Law" uses both visual aids and classroom talks to familiarize the students with what the laws are and their responsibilities under those laws. It explains the different functions of the components of the criminal justice system; the police, the courts and corrections. The senior high school groups have presentations on drug and alcohol abuse, motor vehicle law and procedures, and more sophisticated

presentations of the "You and the Law" program. In all of these programs the officer presents material which is appropriate for discussion. Often youth gets its ideas concerning the police function and law enforcement from street corner gangs that are equally ill-informed. Many times distorted, negative impressions, both of the laws and of the police officers who enforce them, are the result. Through these classroom discussions and the question and answer periods, the students may be furnished with a more proper perspective.

The officers also maintain contacts outside of the school system. They make several public appearances each year before P.T.A.s, service clubs, church fellowships, civic gatherings, youth clubs, and civil rights groups. There is always an interplay of ideas at such gatherings and the officer is selling the idea of community service and responsibility.

The Liaison Officer also works with the several other agencies in his area which are mutually concerned with the problems of juvenile crime and social unrest. These would include contacts with local police, juvenile courts, social agencies, mental health bureaus, churches,

and similarly concerned private organizations. The officer gains an operational knowledge of each and learns to coordinate his efforts with these other agencies to better effect the treatment of troubled children. He also assures them that more than an apprehension and detention type interest is being taken by the police in dealing with the problem of juvenile delinquency.

In all of these various contacts the School Liaison Officer projects an image of an intelligent, concerned, and involved policeman which is the most effective type of police community relations program.

HYPOTHESES OF THE STUDY

The Michigan State Police-School Liaison Program was designed and is intended to improve the image of the police held by young people in the schools where the officers are assigned. The purpose of this study is to determine if the program is successful in its operation. In order to systematize the research, the following hypotheses and assumptions are offered as guidelines for determining if the presence of a specially chosen police

officer, working in an educational setting, has an influence on the attitudes of pupils after one year of exposure.

Hypothesis I

There will be a measurable change from the pre-exposure test results when compared with the post-exposure test results in regard to the students' perceptions of police prejudice as a result of the introduction of a Police-School Liaison Officer into the school system.

A. Assumptions

1. The basis for most of the students' attitudes and impressions about the unjust nature of police officers is based upon hearsay information, much of which is false.
2. The exposure of a police officer to the student body on a relatively constant basis will bring about a change in their perceptions as to the prejudice or fairness of the police as a whole.

Hypothesis II

There will be a measurable change from the pre-exposure test results when compared with the post-exposure test results in regard to the student's perceptions of police reputation, as a result of the introduction of a Police-School Liaison Officer into the school system.

A. Assumptions

1. Most students gain their impressions and attitudes about the police profession from outside sources and those who have had infrequent contacts with the police. Much of what they are exposed to is negative in nature.
2. The association with a School Liaison Officer on a relatively constant basis, in the non-threatening atmosphere of the school setting, will change the perceptions of the students in regard to the general image of the police as a whole.

Hypothesis III

There will be little, if any, measurable change from the pre-exposure test results when compared with the post-exposure test results on the police prejudice scale when measuring the attitudes of students of a school which has not had the experience of having a Police-School Liaison Officer assigned.

A. Assumptions

1. The basis for most of the students' attitudes and impressions about the police comes from false hearsay information and others who have had short outside contacts with the police. Most of this information is negative in nature.
2. These impressions and attitudes will remain fairly constant within a large group of students unless there is some meaningful exposure of a police officer to a majority of the group or there is a localized happening involving the police which effects a major portion of that group.

Hypothesis IV

There will be little, if any, measurable change from the pre-exposure test results when compared to the post-exposure test results on the police reputation scale when measuring the attitudes of students of a school which has not been engaged in the Police-School Liaison Program.

- A. The assumptions listed under hypothesis III are likewise the basis for hypothesis IV.

CHAPTER IV

Methodology

This study is concerned with only one School Liaison Officer in one school system and the effects he may or may not have had upon the attitudes of students in two of the grades within that school system. Its results, however, should be generally applicable to the concept of the Police-School Liaison Program.

Willow Run was chosen as the location of this study only because its School Board had invited the Michigan State Police to assign one of its School Liaison Officers into its system at the same time that this author was seeking a suitable subject for the study. There was no singling out of this particular area as being more advantageous to the study for any reason, or that its students were of a more representative type for the purposes of the research. There was no choice of this system as opposed to the other four schools where the State Police have other Liaison Officers assigned. Willow Run became

the target of inquiry only because it entered into the liaison program at the most propitious time.

This school system is located on the Northeastern edge of the city of Ypsilanti, Michigan, and could be considered as generally representative of the type of suburban school system found near other industrial urban centers in Michigan. It is a relatively new school system, having been created after World War II. It has new physical facilities with modern school buildings separated throughout its district. In the 1968-69 school year it had an overall school population of 4335. The seventh and eighth grades within the system are housed in the Edmonson Junior High School which is centrally located in regard to the rest of the school buildings.

CONTROL GROUP

The author felt that the utilization of a control group in this type of research would add to its credence and he was very fortunate to find the officials of East Junior High School, located within the city of Ypsilanti, willing to assist in this experiment. The proximity and very similar ecological characteristics to Edmonson

Junior High made East Junior High's student body an ideal control group.

The primary purpose for the use of a control group was an attempt to establish some method of recording changes in student attitude regarding the police which were not associated with the Liaison Program. The possibility of some exterior, localized occurrence which would affect the students' attitudes concerning the police was always present. Such things as a major civil disorder which required extensive police action might affect the students' outlook. A widely publicized major crime or charges of police corruption or brutality could have some type of an effect upon the attitudes of both the control group and the experimental group. By measuring the attitudes of the control group prior to the introduction of the Liaison Officer to the experimental group and then re-examining their attitudes again at the end of the one year time lapse, the author hoped to record any noticeable attitudinal changes which might have occurred. If such a change was observed in the way the control group felt about the police, it would indicate that this same change should be considered in the analysis of any modifications

in the attitudes which the Edmonson students exhibited toward the police.

These two schools, Edmonson and East Junior High are physically separated by approximately (3) three miles. Their school populations are much the same in character in that the students come from families which are primarily supported by factory wage earners. There are no extreme differences in racial proportions and the ratio of sexes is quite comparable.

PRE-EXPOSURE TEST

The first step was to administer the testing instrument to the experimental group at the Edmonson Junior High School. This was done on the morning of June 5, 1968, in order to establish a pre-exposure measurement of student attitudes toward the police. The author had previously contacted the principal of the school and had worked out arrangements for this testing. The questionnaires were distributed to all of the teachers of seventh and eighth grade classes by student hall monitors. The principal then used a public address system to advise all

TABLE 1

A COMPARISON PROFILE OF EDMONSON JUNIOR HIGH SCHOOL
AND YPSILANTI EAST JUNIOR HIGH SCHOOL
(1968-1969 SCHOOL YEAR)

	Edmonson Junior High	East Junior High
Total Number Seventh Graders	313	234
Total Number Eighth Graders	312	290
Total Number Seventh Grade Males	154	124
Total Number Seventh Grade Females	159	110
Total Number Eighth Grade Males	174	151
Total Number Eighth Grade Females	138	139
Percentage Negro School Population	23%	23%
Number of Suspensions For Discipline Problems in 68-69 School Year	10	20

of the students and the teachers as to the procedure to follow in completing the instrument. There was no identification as to it being a police questionnaire but it

was referred to as having come from Michigan State University.

The principal advised that there were no right or wrong answers and the students were not to sign the tests. He requested that they answer the questions in complete honesty and to be sure they completed all parts of the questionnaire.

The testing was completed in approximately 25 minutes and 590 instruments were returned to the office by various students from each of the classes and then given to the author. This number represented the entire student complement of the seventh and eighth grades present on that date.

On October 9, 1968, identical questionnaires were delivered to East Junior High School in Ypsilanti. The principal requested that they be left with him to be administered by the various homeroom teachers on the following morning. Since the author could not be present when they were actually administered he requested that the same procedure be followed in that school as was used at Edmonson previously. The principal agreed to do so and the tests were administered in that fashion the

following morning, again to all seventh and eighth grade students present. The Willow Run Liaison Officer, Tpr. Beadle, was given 402 questionnaires on the afternoon of October 10, 1968, which were delivered to the author later in the week.

TABLE 2
NUMBER OF VALID PRE-EXPOSURE TESTS
ADMINISTERED AT EXPERIMENTAL AND
CONTROL SCHOOLS

	Edmonson Junior High	Ypsilanti East Junior High
Total Number Seventh Graders	295	198
Total Number Eighth Graders	277	190
Total Number Males	274	186
Total Number Females	298	202
Total Number Negroes	102	70
Total Number Caucasian	470	318

Tpr. Robert Beadle began his assignment as School Liaison Officer at the Willow Run School System on

September 3, 1968. His office was located in the Edmonson Junior High School building and he attempted to concentrate the majority of his work in this school. He was the only Liaison Officer assigned to the system during that school year.

POST-EXPOSURE TEST

On June 2, 1969, the author returned to Edmonson Junior High School and the post-exposure questionnaire was administered in exactly the same manner as was the initial test. On this occasion a total of 507 completed questionnaires were returned to him.

It should be noted at this point that the seventh graders of that school had not completed the original instrument as they had been sixth graders at the time it was administered the previous year. Similarly, the eighth graders, at the time of the first testing had now become ninth graders. This introduced the necessity of expanding the study to the ninth grade at the Willow Run High School. It was felt that the same groups of students should be

tested after the one-year period rather than making the comparison by just grade level.

In order to compare the attitudes of the ninth graders, a quantity of post-exposure questionnaires were delivered to the Willow Run High School where arrangements were made to have them completed during the homeroom period on the following day. Not all of the ninth graders received this examination due to scheduling difficulties encountered by the school officials. However, Trooper Beadle retrieved 100 of these tests and delivered them to the author at a later time.

The control school, East Junior High, was also contacted on June 2, 1969, and their officials again followed the same format of administration of the tests as they had in the past by delivering the instruments to the homeroom teachers and having the students complete them on the following morning. Tpr. Beadle received 378 completed questionnaires from the school principal and relayed them to the author.

All of these questionnaires, from both the control and experimental groups and the pre- and post-exposure periods, were sorted and categorized by the author. They

TABLE 3

NUMBER OF VALID POST-EXPOSURE TESTS
ADMINISTERED AT EXPERIMENTAL AND
AND CONTROL SCHOOLS

	Edmonson Junior High	Ypsilanti East Junior High
Total Number Seventh Graders	279	203
Total Number Eighth Graders	212	165
Total Number Ninth Graders	92	--
Total Number Males	271	170
Total Number Females	312	198
Total Number Negroes	98	48
Total Number Caucasian	485	320

were also examined to locate instruments which were not sufficiently complete or had multiple answers in the same category. These invalid instruments were removed from the rest because they would not be adaptable to analysis.

TABLE 4
NUMBER OF INVALID QUESTIONNAIRES REMOVED
FROM ORIGINAL SAMPLE

	Original Number	Number Removed
<u>Edmonson Junior High</u>		
Seventh Grade Pre-exposure Test	305	10
Eighth Grade Pre-exposure Test	285	8
Seventh Grade Post-exposure Test	288	9
Eighth Grade Post-exposure Test	219	7
Ninth Grade Post-exposure Test	100	8
<u>East Junior High</u>		
Seventh Grade Pre-exposure Test	206	8
Eighth Grade Pre-exposure Test	196	6
Seventh Grade Post-exposure Test	208	5
Eighth Grade Post-exposure Test	170	5
Totals	1977	66

DESCRIPTION OF
MEASUREMENT INSTRUMENT

The questionnaire used in this research was one very similar to an instrument developed by Dr. Donald H. Bouma, Professor of Sociology at Western Michigan University, and his associates, Mr. Donald Williams and

Mr. Thomas Schade, which they designated as "The Youth Attitude Toward the Police Test." The author personally contacted Dr. Bouma and received his permission to use the instrument for this research. Please refer to Appendix A for Dr. Bouma's written authorization.

The primary difference between the Bouma questionnaire and the one used in the pre-test phase of this study is that those questions dealing with student attitudes toward school personnel contained in the Bouma questionnaire was deleted from the one employed by this researcher. Likewise some of the questions requested of the student concerning himself were also deleted from the author's version of the instrument. This would include such things as the respondent's age, the length of time he had lived in the area, and the occupation of his parent or guardian. In addition to this, the heading was changed to indicate the interested university was Michigan State rather than Western Michigan.

The post-exposure instrument remained the same as the pre-test except that it had been observed that frequently Negro males had crossed out the designation BOY and had written in MAN. The new questionnaire, therefore,

depicted sex as male or female rather than boy or girl. An additional ten (10) questions were formulated by the author which were designed to measure the amount of awareness which the experimental group had regarding the Liaison Officer and his duties. These questions were intended to determine if there had been any direct contact between the student and the officer and in what manner that contact had taken place. These additional ten (10) questions were not, of course, used at East Junior High. They were intended to be used for informational purposes and were not included in the statistical comparisons.

Please refer to Appendices B, C, D, and E for examples of the original Bouma instrument, the pre-exposure test, the post-exposure test, and the additional ten (10) questions formulated by the author.

As has been previously noted, Dr. Donald H. Bouma began his research into the attitudes of the juveniles toward the police in a study he conducted among students of a junior high school in the city of Grand Rapids, Michigan in 1957.¹

¹Donald H. Bouma, Donald Williams, and Thomas Schade, "Youth Attitudes Toward the Police; A Study of

This initial research was followed by additional similar studies in 1967 in the cities of Grand Rapids and Muskegon Heights. In this project he and his associates, Williams and Schade, utilized the instrument which had been adopted for this study.

Bouma and his staff examined the attitudes of just under 2,000 junior high school students in these two cities in an attempt to measure any differences in the attitudes toward the police that might exist between Negroes and middle-class whites. There was no introduction of a police contact similar to a Liaison Officer, in an attempt to determine if the attitudes might be changed. The results of his study, which was sponsored in part by the Michigan Crime Commission, appeared in an unpublished manuscript titled "Youth Attitudes Toward the Police, A Study of Two Michigan Cities," released in August, 1967.²

The author of this study also contacted Mr. Donald Williams, who was the primary architect of their

Two Michigan Cities," Western Michigan University, 1967 (unpublished manuscript).

²Ibid., p. 10.

instrument, and was advised as to the procedure he followed in the development of their questionnaire.

Mr. Williams related how he had collected questions and the basic concept of questions and had adapted them into their instrument. He cited the following as his sources for the questions; Bouma's study of Grand Rapids junior high students in 1957; Chapman's study of 133 delinquent and 133 non-delinquent boys in Dayton, Ohio, in 1953; and Portune's study of junior high school students in Cincinnati.

The instrument was pre-tested by being administered to a sample of elementary and junior high school students in various schools in Western Michigan to ascertain its effectiveness and efficiency. These students ranged from the second grade to the ninth grade, and included both Negro and Caucasian students from a wide array of socio-economic backgrounds.

Mr. Williams further explained how he had developed his questions in a manner which would measure two (2) separate scales in the questionnaire. These scales are designated as the P.P.P. scale, which represents perceptions of police prejudice, and the P.P.R. scale, which

represents perceptions of police reputation. Expressed in a different way these would be P.P.P. representing police fairness and P.P.R. representing the general image of the police.³

These two scales were constructed by the matrix rotation method. The reliability coefficients were obtained through the split-half technique with prophecy correction. Williams advised that coefficients of .820 and .794 were recorded for the P.P.P. scale and the P.P.R. scale respectively. Both of these levels exceeded the level of .75 which had been judged as acceptable prior to the reliability test.⁴

IMPLEMENTATION OF MEASURING INSTRUMENT IN PRESENT STUDY

The foregoing description of Dr. Bouma's instrument and how he and his associates developed and tested the two scales of the test, perceptions of police

³See page 18 of introductory chapter.

⁴Information received from Mr. Donald Williams in personal interview, June 11, 1969.

prejudice and perceptions of police reputation, has been offered to illustrate its adaptability to this study.

The hypotheses of this research have been predicated upon the concept that this instrument will measure the attitudes of students as they relate to the police. There were no modifications made to the test which would change its basic intent and it should therefore have retained its reliability and validity in this research.

The 1911 measurable, or valid, questionnaires were delivered to the Data Processing Section of the Michigan State Police where the various data were transferred to punch cards and the electronic analysis made. All of the computations were processed on the Burroughs B-5500 computer which is the heart of the State Police system. There was an initial computer run made in which all of the information was placed on tape. The computer was then programmed to perform simple two-tailed T-tests for the purpose of establishing the level of confidence on the data.

The .05 level of significance was selected as the criterion for the acceptance or rejection of a relationship. In order for one of the hypotheses to be accepted,

the change in post-exposure test results from the pre-exposure test results will have to be significant at, at least, the .05 level of confidence.

The analysis of the data will, of course, go beyond merely discussing whether or not the changes that relate to the four hypotheses were significant at the stated level. There will be illustrations offered as to various comparisons and correlations that will be made beyond the pre-exposure and post-exposure results of testing with the general populations of the two schools. The following is a list of the various comparisons and correlations that will be reported upon.

COMPARISONS AND CORRELATIONS

The comparisons and correlations will be made on both the P.P.P. and the P.P.R. scales in each case. The following is a description of those comparisons in which the simple two-tailed T-test will be used.

1. There will be a gross comparison of the Willow Run pre-exposure and post-exposure tests, and

similar comparisons of both tests for East Junior High.

2. A comparison will be made of the pre-exposure test results of the two grades in relation to the post-exposure test results of the two grades at both the experimental and control schools.
3. The data will then be reduced into comparisons of the various differences in grade, race, and sex as follows:

PRE-EXPOSURE TEST		POST-EXPOSURE TEST	
Willow Run 7th Grade Male	to	Willow Run 8th Grade Male	
Willow Run 7th Grade Female	to	Willow Run 8th Grade Female	
Willow Run 8th Grade Male	to	Willow Run 9th Grade Male	
Willow Run 8th Grade Female	to	Willow Run 9th Grade Female	
Willow Run 7th Grade Negro	to	Willow Run 8th Grade Negro	
Willow Run 7th Grade White	to	Willow Run 8th Grade White	
Willow Run 8th Grade White	to	Willow Run 9th Grade White	
Willow Run 8th Grade Negro	to	Willow Run 9th Grade Negro	

PRE-EXPOSURE TEST		POST-EXPOSURE TEST	
Willow Run Males, Pre-exposure	to	Willow Run Males, Post-exposure	
Willow Run Females, Pre-exposure	to	Willow Run Females, Post-exposure	
Willow Run Negroes, Pre-exposure	to	Willow Run Negroes, Post-exposure	
Willow Run Whites, Pre-exposure	to	Willow Run Whites, Post-exposure	

4. These same comparisons will then be repeated for the control school, East Junior High, in the same categories, except in this instance 7th grade will be compared to 7th grade and 8th to 8th.*
5. There will be comparisons of white attitudes toward the police as opposed to Negro attitudes toward the police at both the pre-exposure and post-exposure test periods at Willow Run.
6. There will be an analysis made of the answers given to the questions which appeared on the additional sheet that the students at Willow Run

*This 7th grade to 8th grade and 8th grade to 9th grade is applicable only to Willow Run sample because of the difference in time of the collection of the data.

completed at the post-exposure testing phase.⁵
These questions deal primarily with the students'
amount of awareness of the Liaison Officer pro-
gram and how much exposure took place.

⁵See Appendix E.

CHAPTER V

Analysis of The Data

This chapter will present an analysis of the data that was collected as a result of the pre-exposure and post-exposure comparisons of the attitude measuring instruments administered at Willow Run and East Junior High Schools. It will also present illustrative tables which indicate the amount of awareness the students at Willow Run had of the Police-School Liaison Officer after his year of exposure within that school system.

The four hypotheses will be restated and their acceptance or rejection will be determined, along with an illustration of the data relevant to each hypothesis. The .05 level of confidence was the pre-determined criterion for the acceptance or rejection of a hypothesis and in these particular comparisons any T-value over 1.960 is deemed to be significant at, at least the .05 level of confidence. This level of confidence was established by the utilization of the simple, two-tailed T-test as the statistical measuring device.

The major thesis of this study was that there would be a significant difference in the attitudes of students toward the police as a result of the introduction of a Police-School Liaison Officer into the Willow Run School system. In order to measure this variable, the control group technique was utilized and the quite similar East Junior High 7th and 8th grade students served as the control group for the study. This chapter will report on all of the various combinations of comparisons made between the two schools.

The following tables will illustrate the exact comparison being made, i.e. school, grade level, sex, race, the number of students involved, which of the two Bouma scales (Perceptions of Police Prejudice or Perceptions of Police Reputation) is being measured, the T-value correlation and the confidence level when deemed to be significant.

As has been previously stated, the .05 level of confidence was pre-determined as being the criterion for rejection or acceptance of a hypothesis and that level was established by a T-value of 1.960 or more. The author believes that, for practical purposes, there are

a number of comparisons which are important and therefore significant at, at least the .20 level of confidence in this study and when this level or below is established it will be pointed out as significant. It should also be noted that when a T-value is cited as a negative figure it indicates an increase in positive attitudes toward the police and likewise a positive T-value figure indicates a negative attitude toward the police.

All of the various implications of the significant (.20) comparisons and correlations will be discussed extensively in Chapter VI. The purpose of this chapter is to present the reader with graphic illustrations of the results of the analysis of the data.

EXAMINATION OF HYPOTHESES

Hypothesis I:

There will be a measurable change from the pre-exposure test results when compared with the post-exposure test results in regard to the student's perceptions of police prejudice as a result of the introduction of a Police-School Liaison Officer into the school system.

TABLE 5

TOTAL WILLOW RUN SCHOOL POPULATION COMPARING PRE-
EXPOSURE TO POST-EXPOSURE RESULTS (N=1156)

Scale	T-Value	Confidence Level
Prejudice	0.73	---

As can be seen from Table 5, there was no significant change on the police prejudice scale when the pre-exposure and post-exposure comparisons were made at the Willow Run School. Therefore, the hypothesis that there will be a measurable change from the pre-exposure test results when compared with the post-exposure test results in regard to the student's perceptions of police prejudice as a result of the introduction of the Police-School Liaison Officer into the school system was rejected.

TABLE 6

TOTAL WILLOW RUN SCHOOL POPULATION COMPARING
PRE-EXPOSURE TO POST-EXPOSURE RESULTS (N=1156)

Scale	T-Value	Confidence Level
Reputation	0.57	---

Hypothesis II:

There will be a measurable change from the pre-exposure test results when compared with the post-exposure test results in regard to the students' perception of police reputation as a result of the introduction of the Police-School Liaison Officer into the school system.

As can be seen from Table 6, there was not a significant change on the police reputation scale when the pre-exposure and post-exposure comparisons were made at the Willow Run School.

Therefore, because the pre- and post-test relationships were not significant, the hypothesis that there will be a measurable change in the pre-exposure test results compared with the post-exposure test results in regard to the students' perception of police reputation as a result of the introduction of the Police-School Liaison Officer into the school system was rejected. The implications of the rejection of the first two hypotheses will be discussed in Chapter VI.

Hypothesis III:

There will be little, if any, measurable change from the pre-exposure test results when compared with the post-exposure test results on the police prejudice scale when measuring the attitudes of students of a school which has not had the experience of having a Police-School Liaison Officer assigned.

TABLE 7

TOTAL EAST JUNIOR SCHOOL POPULATION COMPARING
PRE-EXPOSURE TO POST-EXPOSURE RESULTS (N=756)

Scale	T-Value	Confidence Level
Prejudice	2.10	.05

$P < .05$ with $T = 1.960$ for d.f. = 754.

As Table 7 illustrates, there was a significant negative (T-Value) relationship at the .05 level of confidence on the police prejudice scale when the pre-exposure and post-exposure comparisons were made at East Junior High.

Therefore, they hypothesis that there will be little, if any, measurable change from the pre-exposure test results when compared with the post-exposure test

results on the police prejudice scale when measuring the attitudes of students of a school which has not had the experience of having a Police-School Liaison Officer assigned was rejected.

Hypothesis IV:

There will be little, if any, measurable change from the pre-exposure test results when compared to the post-exposure test results on the police reputation scale when measuring the attitudes of students of a school which has not been engaged in the Police-School Liaison Program.

TABLE 8

TOTAL EAST JUNIOR SCHOOL POPULATION COMPARING
PRE-EXPOSURE TO POST-EXPOSURE RESULTS (N=756)

Scale	T-Value	Confidence Level
Reputation	2.31	.05

$P < .05$ with $T = 1.960$ for d.f. = 754.

As Table 8 illustrates, there was a significant negative (T-Value) at the .05 level of confidence on the police reputation scale when the pre-exposure and post-exposure comparisons were made at East Junior High.

Therefore, the hypothesis that there will be little, if any, measurable change from the pre-exposure test results when compared with the post-exposure test results on the police reputation scale when measuring the attitudes of students of a school which has not been engaged in the Police-School Liaison Program was rejected. The implications of the rejection of these two hypotheses will be discussed in Chapter VI.

SPECIFIC COMPARISONS AND CORRELATIONS

The following tables are being presented to illustrate the specific comparisons which were made in regard to grade level, race, sex, and school. As has been previously pointed out, while the .05 level of significance was pre-determined to be the measure of acceptance of the four hypotheses, the author feels some of the following comparisons are important and significant at the .20 level

and below. Where these confidence levels are found they will be pointed out and more extensive discussion will be presented in Chapter VI.

TABLE 9

COMPARISON OF PRE-EXPOSURE 7TH GRADE TO POST-EXPOSURE 8TH GRADE AT WILLOW RUN (N=507)

Scale	T-Value	Confidence Level
Prejudice	-0.44	---

The table illustrates that there was not a significant change on the police prejudice scale when the pre-exposure and post-exposure comparisons were made of the 7th-8th grade at the Willow Run School.

TABLE 10

COMPARISON OF PRE-EXPOSURE 7TH GRADE TO POST-EXPOSURE 8TH GRADE AT WILLOW RUN (N=507)

Scale	T-Value	Confidence Level
Reputation	-1.87	.10

$P < .10$ with $T = 1.645$ for d.f. = 505.

The table illustrates there was a significant positive (T-Value) relationship at the .10 level of

confidence on the police reputation scale when the pre-exposure and post-exposure comparisons were made of the 7th-8th grade at the Willow Run School.

It may be noted in this instance that there was an increase in the positive attitudes of the 7th grade students between the pre-exposure and post-exposure testing on the police reputation scale.

TABLE 11

COMPARISON OF PRE-EXPOSURE 8TH GRADE TO POST-EXPOSURE 9TH GRADE AT WILLOW RUN (N=369)

Scale	T-Value	Confidence Level
Prejudice	3.06	.01

$P < .01$ with $T = 2.576$ for d.f. = 367.

The table illustrates there was a significant negative (T-Value) relationship at the .01 level of confidence on the police prejudice scale when the pre-exposure

TABLE 12

COMPARISON OF PRE-EXPOSURE 8TH GRADE TO POST-EXPOSURE 9TH GRADE AT WILLOW RUN (N=369)

Scale	T-Value	Confidence Level
Reputation	0.80	---

and post-exposure comparisons were made of the 8th-9th grade at the Willow Run School.

The table illustrates there was not a significant change on the police reputation scale when the pre-exposure and post-exposure comparisons were made of the 8th-9th grade at the Willow Run School.

TABLE 13

COMPARISON OF PRE-EXPOSURE 7TH GRADE TO POST-EXPOSURE 7TH GRADE AT EAST JUNIOR HIGH (N=401)

Scale	T-Value	Confidence Level
Prejudice	1.03	---

The table illustrates there was not a significant change on the police prejudice scale when the pre-exposure and post-exposure comparisons were made of the 7th grade at the East Junior High.

TABLE 14

COMPARISON OF PRE-EXPOSURE 7TH GRADE TO POST-EXPOSURE 7TH GRADE AT EAST JUNIOR HIGH (N=401)

Scale	T-Value	Confidence Level
Reputation	1.57	.20

$P < .20$ with $T = 1.282$ for d.f. = 399.

The table illustrates there was a significant negative (T-Value) relationship at the .20 level of confidence on the police reputation scale when the pre-exposure and post-exposure comparisons were made of the 7th grade at the East Junior High.

TABLE 15

COMPARISON OF PRE-EXPOSURE 8TH GRADE TO POST-EXPOSURE 8TH GRADE AT EAST JUNIOR HIGH (N=355)

Scale	T-Value	Confidence Level
Prejudice	1.86	.10

$P < .10$ with $T = 1.645$ for d.f. = 353.

The table illustrates there was a significant negative (T-Value) relationship at the .10 level of confidence on the police prejudice scale when the pre-exposure and post-exposure comparisons were made of the 8th grade at the East Junior High.

TABLE 16

COMPARISON OF PRE-EXPOSURE 8TH GRADE TO POST-EXPOSURE 8TH GRADE AT EAST JUNIOR HIGH (N=355)

Scale	T-Value	Confidence Level
Reputation	1.63	.20

$P < .20$ with $T = 1.282$ for d.f. = 353.

The table illustrates there was a significant negative (T-Value) relationship at the .20 level of confidence on the police reputation scale when the pre-exposure and post-exposure comparisons were made of the 8th grade at the East Junior High.

TABLE 17

COMPARISON OF PRE-EXPOSURE 7TH GRADE MALES TO
POST-EXPOSURE 8TH GRADE MALES AT WILLOW RUN (N=245)

Scale	T-Value	Confidence Level
Prejudice	0.69	---

The Table illustrates there was not a significant change on the police prejudice scale when the pre-exposure and post-exposure comparison were made of the 7th-8th grade males at the Willow Run School.

TABLE 18

COMPARISON OF PRE-EXPOSURE 7TH GRADE MALES TO
POST-EXPOSURE 8TH GRADE MALES AT WILLOW RUN (N=245)

Scale	T-Value	Confidence Level
Reputation	-1.39	.20

$P < .20$ with $T = 1.282$ for d.f. = 243.

The table illustrates there was a significant positive (T-value) relationship at the .20 level of confidence on the police reputation scale when the pre-exposure and post-exposure comparisons were made of the 7th-8th grade males at the Willow Run School.

TABLE 19

COMPARISON OF PRE-EXPOSURE 7TH GRADE FEMALES TO
POST-EXPOSURE 8TH GRADE FEMALES AT WILLOW RUN (N=262)

Scale	T-Value	Confidence Level
Prejudice	-1.11	---

The table illustrates there was not a significant change on the police prejudice scale when the pre-exposure and post-exposure comparisons were made of the 7th-8th grade females at the Willow Run Schools.

TABLE 20

COMPARISON OF PRE-EXPOSURE 7TH GRADE FEMALES TO
POST-EXPOSURE 8TH GRADE FEMALES AT WILLOW RUN (N=262)

Scale	T-Value	Confidence Level
Reputation	-1.21	---

The table illustrates there was not a significant change on the police prejudice scale when the pre-exposure and post-exposure comparisons were made of the 7th-8th grade females at the Willow Run Schools.

TABLE 21

COMPARISON OF PRE-EXPOSURE 8TH GRADE MALES TO
POST-EXPOSURE 9TH GRADE MALES AT WILLOW RUN (N=164)

Scale	T-Value	Confidence Level
Prejudice	1.55	.20

$P < .20$ with $T = 1.282$ for d.f. = 162.

The table illustrates there was a significant negative (T-Value) relationship at the .20 level of confidence on the police prejudice scale when the pre-exposure and post-exposure comparisons were made of the 8th-9th grade males at the Willow Run Schools.

TABLE 22

COMPARISON OF PRE-EXPOSURE 8TH GRADE MALES TO
POST-EXPOSURE 9TH GRADE MALES AT WILLOW RUN (N=164)

Scale	T-Value	Confidence Level
Reputation	-0.23	---

The table illustrates there was not a significant change on the police reputation scale when the pre-exposure and post-exposure comparisons were made of the 8th-9th grade males at the Willow Run Schools.

TABLE 23

COMPARISON OF PRE-EXPOSURE 8TH GRADE FEMALES TO POST-EXPOSURE 9TH GRADE FEMALES AT WILLOW RUN (N=205)

Scale	T-Value	Confidence Level
Prejudice	2.83	.01

$P < .01$ with $T = 2.576$ with d.f. = 203.

The table illustrates there was a significant negative (T-Value) relationship at the .01 level of confidence on the police prejudice scale when the pre-exposure and post-exposure comparisons were made of the 8th-9th grade females at the Willow Run Schools.

TABLE 24

COMPARISON OF PRE-EXPOSURE 8TH GRADE FEMALES TO POST-EXPOSURE 9TH GRADE FEMALES AT WILLOW RUN (N=205)

Scale	T-Value	Confidence Level
Reputation	1.61	.20

$P < .20$ with $T = 1.282$ with d.f. = 203.

The table illustrates there was a significant negative (T-Value) relationship at the .20 level of confidence on the police reputation scale when the pre-exposure and post-exposure comparisons were made of the 8th-9th grade females at the Willow Run School.

TABLE 25

COMPARISON OF PRE-EXPOSURE 7TH GRADE NEGROES TO
POST-EXPOSURE 8TH GRADE NEGROES AT WILLOW RUN (N=86)

Scale	T-Value	Confidence Level
Prejudice	.012	---

The table illustrates there was not a significant change on the police prejudice scale when the pre-exposure and post-exposure comparisons were made of the 7th-8th grade Negroes at the Willow Run Schools.

TABLE 26

COMPARISON OF PRE-EXPOSURE 7TH GRADE NEGROES TO
POST-EXPOSURE 8TH GRADE NEGROES AT WILLOW RUN (N=86)

Scale	T-Value	Confidence Level
Reputation	.04	---

The table illustrates there was not a significant change on the police reputation scale when the pre-exposure and post-exposure comparisons were made of the 7th-8th grade Negroes at the Willow Run Schools.

TABLE 27

COMPARISON OF PRE-EXPOSURE 7TH GRADE WHITES TO
POST-EXPOSURE 8TH GRADE WHITES AT WILLOW RUN (N=418)

Scale	T-Value	Confidence Level
Prejudice	-0.43	---

The table illustrates there was not a significant change on the police prejudice scale when the pre-exposure and post-exposure comparisons were made of the 7th-8th grade Whites at the Willow Run Schools.

TABLE 28

COMPARISON OF PRE-EXPOSURE 7TH GRADE WHITES TO
POST-EXPOSURE 8TH GRADE WHITES AT WILLOW RUN (N=418)

Scale	T-Value	Confidence Level
Reputation	-1.98	.05

$P < .05$ with $T = 1.960$ for d.f. = 416.

The table illustrates there was a significant positive (T-Value) relationship at the .05 level of confidence on the police reputation scale when the pre-exposure and post-exposure comparisons were made of the 7th-8th grade Whites at the Willow Run Schools.

TABLE 29

COMPARISON OF PRE-EXPOSURE 8TH GRADE WHITES TO
POST-EXPOSURE 9TH GRADE WHITES AT WILLOW RUN (N=307)

Scale	T-Value	Confidence Level
Prejudice	3.58	.001

$P < .001$ with $T = 3.291$ with d.f. = 305.

The table illustrates there was a significant negative (T-Value) relationship at the .001 level of confidence on the police prejudice scale when the pre-exposure and post-exposure comparisons were made of the 8th-9th grade Whites at the Willow Run School.

TABLE 30

COMPARISON OF PRE-EXPOSURE 8TH GRADE WHITES TO
POST-EXPOSURE 9TH GRADE WHITES AT WILLOW RUN (N=307)

Scale	T-Value	Confidence Level
Reputation	0.71	---

The table illustrates there was not a significant change on the police reputation scale when the pre-exposure and post-exposure comparisons were made of the 8th-9th grade Whites at the Willow Run School.

TABLE 31

COMPARISON OF PRE-EXPOSURE 8TH GRADE NEGROES TO POST-EXPOSURE 9TH GRADE NEGROES AT WILLOW RUN (N=59)

Scale	T-Value	Confidence Level
Prejudice	2.37	.02

$P < .02$ with $T = 2.326$ with d.f. = 57.

The table illustrates there was a significant negative (T-Value) relationship at the .02 level of confidence on the police prejudice scale when the pre-exposure and post-exposure comparisons were made of the 8th-9th grade Negroes at the Willow Run Schools.

TABLE 32

COMPARISON OF PRE-EXPOSURE 8TH GRADE NEGROES TO POST-EXPOSURE 9TH GRADE NEGROES AT WILLOW RUN (N=59)

Scale	T-Value	Confidence Level
Reputation	2.39	.02

$P < .02$ with $T = 2.326$ with d.f. = 57.

The table illustrates there was a significant negative (T-Value) relationship at the .02 level of confidence on the police reputation scale when the pre-exposure and post-exposure comparisons were made of the 8th-9th grade Negroes at the Willow Run Schools.

TABLE 33

COMPARISON OF ALL MALES AT WILLOW RUN IN
PRE- AND POST-EXPOSURE (N=546)

Scale	T-Value	Confidence Level
Prejudice	0.74	---

The table illustrates there was not a significant change on the police prejudice scale when the pre-exposure and post-exposure comparisons were made of the all males at the Willow Run Schools.

TABLE 34

COMPARISON OF ALL MALES AT WILLOW RUN IN
PRE- AND POST-EXPOSURE (N=546)

Scale	T-Value	Confidence Level
Reputation	0.96	---

The table illustrates there was not a significant change on the police reputation scale when the pre-exposure and post-exposure comparisons were made of all males at the Willow Run Schools.

TABLE 35

COMPARISON OF ALL FEMALES AT WILLOW RUN IN
PRE- AND POST-EXPOSURE (N=610)

Scale	T-Value	Confidence Level
Prejudice	0.34	---

The table illustrates there was not a significant change on the police prejudice scale when the pre-exposure and post-exposure comparisons were made of all females at the Willow Run Schools.

TABLE 36

COMPARISON OF ALL FEMALES AT WILLOW RUN IN
PRE- AND POST-EXPOSURE (N=610)

Scale	T-Value	Confidence Level
Reputation	0.28	---

The table illustrates there was not a significant change on the police reputation scale when the pre-exposure

and post-exposure comparisons were made of all females at the Willow Run Schools.

TABLE 37

COMPARISON OF ALL NEGROES AT WILLOW RUN IN
PRE- AND POST-EXPOSURE (N=200)

Scale	T-Value	Confidence Level
Prejudice	0.26	---

The table illustrates there was not a significant change on the police prejudice scale when the pre-exposure and post-exposure comparisons were made of all Negroes at the Willow Run Schools.

TABLE 38

COMPARISON OF ALL NEGROES AT WILLOW RUN IN
PRE- AND POST-EXPOSURE (N=200)

Scale	T-Value	Confidence Level
Reputation	0.63	---

The table illustrates there was not a significant change on the police reputation scale when the pre-exposure and post-exposure comparisons were made of all Negroes at the Willow Run Schools.

TABLE 39

COMPARISON OF ALL WHITES AT WILLOW RUN IN
PRE- AND POST-EXPOSURE (N=947)

Scale	T-Value	Confidence Level
Prejudice	0.80	---

The table illustrates there was not a significant change on the police prejudice scale when the pre-exposure and post-exposure comparisons were made of all whites at the Willow Run Schools.

TABLE 40

COMPARISON OF ALL WHITES AT WILLOW RUN IN
PRE- AND POST-EXPOSURE (N=947)

Scale	T-Value	Confidence Level
Reputation	-0.87	---

The table illustrates there was not a significant change on the police reputation scale when the pre-exposure and post-exposure comparisons were made of all whites at the Willow Run Schools.

TABLE 41

COMPARISON OF PRE-EXPOSURE 7TH GRADE MALES TO
POST-EXPOSURE 7TH GRADE MALES AT EAST JUNIOR HIGH
(N=183)

Scale	T-Value	Confidence Level
Prejudice	-0.52	---

The table illustrates there was not a significant change on the police prejudice scale when the pre-exposure and post-exposure comparisons were made of the 7th grade males at the East Junior High School.

TABLE 42

COMPARISON OF PRE-EXPOSURE 7TH GRADE MALES TO
POST-EXPOSURE 7TH GRADE MALES AT EAST JUNIOR HIGH
(N=183)

Scale	T-Value	Confidence Level
Reputation	0.45	---

The table illustrates there was not a significant change on the police reputation scale when the pre-exposure and post-exposure comparisons were made of the 7th grade males at the East Junior High School.

TABLE 43

COMPARISON OF PRE-EXPOSURE 7TH GRADE FEMALES TO
POST-EXPOSURE 7TH GRADE FEMALES AT EAST JUNIOR HIGH
(N=218)

Scale	T-Value	Confidence Level
Prejudice	1.84	.10

$P < .10$ with $T = 1.645$ for d.f. = 216.

The table illustrates there was a significant negative (T-Value) relationship at the .10 level of confidence on the police prejudice scale when the pre-exposure and post-exposure comparisons were made of the 7th grade females at the East Junior High School.

TABLE 44

COMPARISON OF PRE-EXPOSURE 7TH GRADE FEMALES TO
POST-EXPOSURE 7TH GRADE FEMALES AT EAST JUNIOR HIGH
(N=218)

Scale	T-Value	Confidence Level
Reputation	1.75	.10

$P <$ with $T = 1.645$ for d.f. 216.

The table illustrates there was a significant negative (T-Value) relationship at the .10 level of confidence on the police reputation scale when the pre-exposure

and post-exposure comparisons were made of the 7th grade females at the East Junior High School.

TABLE 45

COMPARISON OF PRE-EXPOSURE 8TH GRADE MALES TO
POST-EXPOSURE 8TH GRADE MALES AT EAST JUNIOR HIGH
(N=173)

Scale	T-Value	Confidence Level
Prejudice	1.21	---

The table illustrates there was not a significant change on the police prejudice scale when the pre-exposure and post-exposure comparisons were made of the 8th grade males at the East Junior High School.

TABLE 46

COMPARISON OF PRE-EXPOSURE 8TH GRADE MALES TO
POST-EXPOSURE 8TH GRADE MALES AT EAST JUNIOR HIGH
(N=173)

Scale	T-Value	Confidence Level
Reputation	1.05	---

The table illustrates there was not a significant change on the police reputation scale when the pre-exposure

and post-exposure comparisons were made of the 8th grade males at the East Junior High School.

TABLE 47

COMPARISON OF PRE-EXPOSURE 8TH GRADE FEMALES TO
POST-EXPOSURE 8TH GRADE FEMALES AT EAST JUNIOR HIGH
(N=182)

Scale	T-Value	Confidence Level
Prejudice	1.49	.20

$P < .20$ with $T = 1.282$ for d.f. = 180.

The table illustrates there was a significant negative (T-Value) relationship at the .20 level of confidence on the police prejudice scale when the pre-exposure and post-exposure comparisons were made of the 8th grade females at the East Junior High School.

TABLE 48

COMPARISON OF PRE-EXPOSURE 8TH GRADE FEMALES TO
POST-EXPOSURE 8TH GRADE FEMALES AT EAST JUNIOR HIGH
(N=182)

Scale	T-Value	Confidence Level
Reputation	1.33	.20

$P < .20$ with $T = 1.282$ for d.f. = 180.

The table illustrates there was a significant negative (T-Value) relationship at the .20 level of confidence on the police reputation scale when the pre-exposure and post-exposure comparisons were made of the 8th grade females at the East Junior High School.

TABLE 49

COMPARISON OF PRE-EXPOSURE 7TH GRADE NEGROES TO
POST-EXPOSURE 7TH GRADE NEGROES AT EAST JUNIOR HIGH
(N=63)

Scale	T-Value	Confidence Level
Prejudice	1.33	.20

$P < .20$ with $T = 1.282$ for d.f. = 61.

The table illustrates there was a significant negative (T-Value) relationship at the .20 level of confidence on the police prejudice scale when the pre-exposure and post-exposure comparisons were made of the 7th grade Negroes at the East Junior High School.

TABLE 50

COMPARISON OF PRE-EXPOSURE 7TH GRADE NEGROES TO
POST-EXPOSURE 7TH GRADE NEGROES AT EAST JUNIOR HIGH
(N=63)

Scale	T-Value	Confidence Level
Reputation	0.76	---

The table illustrates there was not a significant change on the police reputation scale when the pre-exposure and post-exposure comparisons were made of the 7th grade Negroes at the East Junior High School.

TABLE 51

COMPARISON OF PRE-EXPOSURE 7TH GRADE WHITES TO
POST-EXPOSURE 7TH GRADE WHITES AT EAST JUNIOR HIGH
(N=336)

Scale	T-Value	Confidence Level
Prejudice	1.00	---

The table illustrates there was not a significant change on the police prejudice scale when the pre-exposure and post-exposure comparisons were made of the 7th grade whites at the East Junior High School.

TABLE 52

COMPARISON OF PRE-EXPOSURE 7TH GRADE WHITES TO
POST-EXPOSURE 7TH GRADE WHITES AT EAST JUNIOR HIGH
(N=336)

Scale	T-Value	Confidence Level
Reputation	1.75	.20

$P < .20$ with $T = 1.282$ for d.f. = 334.

The table illustrates there was a significant negative (T-Value) relationship at the .20 level of confidence on the police reputation scale when the pre-exposure and post-exposure comparisons were made of the 7th grade whites at the East Junior High School.

TABLE 53

COMPARISON OF PRE-EXPOSURE 8TH GRADE WHITES TO
POST-EXPOSURE 8TH GRADE WHITES AT EAST JUNIOR HIGH
(N=300)

Scale	T-Value	Confidence Level
Prejudice	2.38	.02

$P < .02$ with $T = 2.326$ for d.f. = 298.

The table illustrates there was a significant negative (T-Value) relationship at the .02 level of confidence on the police prejudice scale when the pre-exposure and post-exposure comparisons were made of the 8th grade whites at the East Junior High School.

TABLE 54

COMPARISON OF PRE-EXPOSURE 8TH GRADE WHITES TO
POST-EXPOSURE 8TH GRADE WHITES AT EAST JUNIOR HIGH
(N=300)

Scale	T-Value	Confidence Level
Reputation	2.29	.05

$P < .05$ with $T = 1.960$ for d.f. = 298.

The table illustrates there was a significant negative (T-Value) relationship at the .05 level of confidence on the police reputation scale when the pre-exposure and post-exposure comparisons were made of the 8th grade whites at the East Junior High School.

TABLE 55

COMPARISON OF PRE-EXPOSURE 8TH GRADE NEGROES TO
POST-EXPOSURE 8TH GRADE NEGROES AT EAST JUNIOR HIGH
(N=55)

Scale	T-Value	Confidence Level
Prejudice	0.17	---

The table illustrates there was not a significant change on the police prejudice scale when the pre-exposure and post-exposure comparisons were made of the 8th grade Negroes at the East Junior High School.

TABLE 56

COMPARISON OF PRE-EXPOSURE 8TH GRADE NEGROES TO
POST-EXPOSURE 8TH GRADE NEGROES AT EAST JUNIOR HIGH
(N=55)

Scale	T-Value	Confidence Level
Reputation	-0.55	---

The table illustrates there was not a significant change on the police reputation scale when the pre-exposure and post-exposure comparisons were made of the 8th grade Negroes at the East Junior High School.

TABLE 57

COMPARISON OF ALL MALES AT EAST JUNIOR HIGH
IN PRE- AND POST-EXPOSURE (N=356)

Scale	T-Value	Confidence Level
Prejudice	0.53	---

The table illustrates there was not a significant change on the police prejudice scale when the pre-exposure and post-exposure comparisons were made of all males at the East Junior High School.

TABLE 58

COMPARISON OF ALL MALES AT EAST JUNIOR HIGH
IN PRE- AND POST-EXPOSURE (N=356)

Scale	T-Value	Confidence Level
Reputation	1.12	---

The table illustrates there was not a significant change on the police reputation scale when the pre-exposure

and post-exposure comparisons were made of all males at the East Junior High School.

TABLE 59

COMPARISON OF ALL FEMALES AT EAST JUNIOR HIGH
IN PRE- AND POST-EXPOSURE (N=400)

Scale	T-Value	Confidence Level
Prejudice	2.40	.02

$P < .02$ with $T = 2.326$ for d.f. = 398.

The table illustrates there was a significant negative (T-Value) relationship at the .02 level of confidence on the police prejudice scale when the pre-exposure and post-exposure comparisons were made of all females at the East Junior High School.

TABLE 60

COMPARISON OF ALL FEMALES AT EAST JUNIOR HIGH
IN PRE- AND POST-EXPOSURE (N=400)

Scale	T-Value	Confidence Level
Reputation	2.22	.05

$P < .05$ with $T = 1.960$ for d.f. = 398.

The table illustrates there was a significant negative (T-Value) relationship at the .05 level of confidence on the police reputation scale when the pre-exposure and post-exposure comparisons were made of all females at the East Junior High School.

TABLE 61

COMPARISON OF ALL NEGROES AT EAST JUNIOR HIGH
IN PRE- AND POST-EXPOSURE (N=118)

Scale	T-Value	Confidence Level
Prejudice	1.16	---

The table illustrates there was not a significant change on the police prejudice scale when the pre-exposure and post-exposure comparisons were made of all Negroes at the East Junior High School.

TABLE 62

COMPARISON OF ALL NEGROES AT EAST JUNIOR HIGH
IN PRE- AND POST-EXPOSURE (N=118)

Scale	T-Value	Confidence Level
Reputation	0.26	---

The table illustrates there was not a significant change on the police reputation scale when the pre-exposure and post-exposure comparisons were made of all Negroes at the East Junior High School.

TABLE 63

COMPARISON OF ALL WHITES AT EAST JUNIOR HIGH
IN PRE- AND POST-EXPOSURE (N=636)

Scale	T-Value	Confidence Level
Prejudice	2.42	.02

$P < .02$ with $T = 2.326$ for d.f. = 634.

The table illustrates there was a significant negative (T-Value) relationship at the .02 level of confidence on the police prejudice scale when the pre-exposure and post-exposure comparisons were made of all whites at the East Junior High School.

TABLE 64

COMPARISON OF ALL WHITES AT EAST JUNIOR HIGH
IN PRE- AND POST-EXPOSURE (N=636)

Scale	T-Value	Confidence Level
Reputation	2.89	.01

$P < .01$ with $T = 2.576$ for d.f. = 634.

The table illustrates there was a significant negative (T-Value) relationship at the .01 level of confidence on the police reputation scale when the pre-exposure and post-exposure comparisons were made of all whites at the East Junior High School.

TABLE 65
COMPARISON OF WHITE ATTITUDES TO NEGRO ATTITUDES
AT WILLOW RUN AT PRE-EXPOSURE TEST (N=571)

Scale	T-Value	Confidence Level
Prejudice	9.86	.001

$P < .001$ with $T = 3.291$ with d.f. = 569.

The table illustrates there was a significant negative (T-Value) relationship at the .001 level of confidence when comparisons were made of white attitudes to Negro attitudes at Willow Run at pre-exposure tests. Negroes felt much more negative at the pre-test toward police on the police prejudice scale.

TABLE 66
COMPARISON OF WHITE ATTITUDES TO NEGRO ATTITUDES
AT WILLOW RUN AT PRE-EXPOSURE TEST (N=571)

Scale	T-Value	Confidence Level
Reputation	7.33	.001

$P < .001$ with $T = 3.291$ with d.f. = 569.

The table illustrates there was a significant negative (T-Value) relationship at the .001 level of confidence when comparisons were made of white attitudes to Negro attitudes at Willow Run at pre-exposure tests. Negroes felt much more negative at the pre-test toward police on the police reputation scale.

TABLE 67

COMPARISON OF WHITE ATTITUDES TO NEGRO ATTITUDES
AT WILLOW RUN AT POST-EXPOSURE TEST (N=576)

Scale	T-Value	Confidence Level
Prejudice	9.66	.001

$P < .001$ with $T = 3.291$ for d.f. = 574.

The table illustrates there was a significant negative (T-Value) relationship at the .001 level of confidence when comparisons were made of white attitudes to Negro attitudes at Willow Run at post-exposure tests. Negroes felt much more negative at the post-test toward police on the police prejudice scale.

TABLE 68

COMPARISON OF WHITE ATTITUDES TO NEGRO ATTITUDES
AT WILLOW RUN AT POST-EXPOSURE TEST (N=576)

Scale	T-Value	Confidence Level
Reputation	8.75	.001

$P < .001$ with $T = 3.291$ for d.f. = 574.

The table illustrates there was a significant negative (T-Value) relationship at the .001 level of confidence when comparisons were made of white attitudes to Negro attitudes at Willow Run at post-exposure tests. Negroes felt much more negative at the post-test toward police on the police reputation scale.

EXAMINATION OF STUDENT AWARENESS
OF POLICE-LIAISON OFFICER

The following ten tables are presented to illustrate the results of tabulating the answers given to the additional ten questions which the students at Willow Run answered at the post-exposure testing period. These questions were intended to determine the amount of awareness the students had of the Liaison Officer, the type of

exposure they may have had to him, and what their feelings were, toward him, in relation to other police officers.

The tables will restate the question as it appeared on the instrument and will illustrate the answers by grade level, sex, and race. In most instances the exact number of a particular answer will be given as well as the percentile of students answering in the same manner. The total number of the sample also will be shown. In two of the questions multiple answers were possible and in tables 4 and 5 only the number of responses in each category are furnished.

These tables have additional significance to the study because they illustrate the amount of influence the officer might have been able to achieve through the number of his contacts with the various grades, sexes, and races. These figures will be used, in part, to explain the significance of the preceding comparison tables in the summary presented in Chapter VI.

TABLE 69

QUESTION 1. DID YOU KNOW THERE WAS A POLICEMAN ASSIGNED TO WILLOW
RUN SCHOOLS LAST YEAR?

	7th		8th		9th		Male		Female		White		Negro		Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Yes	139	50	110	52	48	52	142	52	155	50	231	48	63	64	3	43
No	122	44	96	45	38	41	118	44	138	44	220	46	33	34	3	43
Not Sure	17	6	6	3	6	7	10	4	19	6	27	6	1	1	1	5
No Answer	1						1						1			
Totals	279		212		92		271		312		478		98		7	

TABLE 70

QUESTION 2. HAS THAT POLICEMAN EVER TALKED TO ONE OF YOUR CLASSES?

	7th		8th		9th		Male		Female		White		Negro		Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Yes	231	83	156	74	21	23	201	74	207	66	334	70	69	70	5	71
No	34	12	41	19	65	71	60	22	80	26	113	24	25	26	2	29
Not Sure	14	5	14	7	6	7	10	4	24	8	30	6	4	4		
No Answer			1						1		1					
Totals	279		212		92		271		312		478		98		7	

TABLE 71

QUESTION 3. HAS THAT POLICEMAN EVER TALKED TO YOU ALONE WITH NO ONE ELSE AROUND?

	7th		8th		9th		Male		Female		White		Negro		Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Yes	57	20	50	24	11	12	75	28	43	14	98	21	19	19	1	14
No	218	78	156	74	80	87	191	70	263	84	371	78	77	79	6	86
Not Sure	4	1	6	3	1	1	5	2	6	2	9	2	2	2		
No Answer																
Totals	279		212		92		271		312		478		98		7	

TABLE 72
 QUESTION 4. WHEN HE TALKED TO YOUR CLASS, WHAT DID HE TALK ABOUT?

	7th	8th	9th	Male	Female	White	Negro	Other
Safety	136	77	15	104	124	185	40	3
Police Work	162	106	17	138	147	239	42	4
Laws	155	108	18	137	144	231	48	2

TABLE 73

QUESTION 5. IF YOU TALKED TO HIM ALONE DID HE COME TO YOU OR
DID YOU GO TO HIM?

	7th	8th	9th	Male	Female	White	Negro	Other
You to Him	29	32	2	35	28	53	10	
Him to You	41	31	9	58	23	63	17	1
Did Not Talk Alone	195	131	39	153	212	293	67	5
No Answer	55	49	51	83	72	132	21	1

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TABLE 74

QUESTION 6. DID THIS POLICEMAN EVER TALK TO YOU ABOUT SOMETHING
THAT WAS WRONG THAT YOU DIDN'T DO?

	7th		8th		9th		Male		Female		White		Negro		Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Yes	64	23	51	24	13	14	86	32	42	13	103	22	24	24	1	14
No	191	68	142	69	55	60	162	60	226	72	324	68	59	60	5	71
Not Sure	17	6	10	5	4	4	12	4	19	6	20	4	10	10	1	14
No Answer	7	3	9	4	20	22	11	4	25	8	31	6	5	5		
Totals	279		212		92		271		312		478		98		7	

TABLE 75

QUESTION 7. DID THIS POLICEMAN EVER TALK TO YOU ABOUT SOMETHING
THAT WAS WRONG THAT YOU DID DO?

	7th		8th		9th		Male		Female		White		Negro		Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Yes	40	14	31	15	5	5	60	22	16	5	62	13	14	14		
No	224	80	161	76	60	65	186	69	259	83	365	76	74	76	6	86
Not Sure	9	3	11	5	5	5	13	5	12	4	18	4	6	6	1	14
No Answer	6	2	9	4	22	24	12	4	25	8	33	7	4	4		
Totals	279		212		92		271		312		478		98		7	

TABLE 76

QUESTION 8. HAVE YOU HAD ANY CONTACTS WITH POLICE OFFICERS OTHER
THAN THE POLICEMAN AT THE SCHOOL?

	7th		8th		9th		Male		Female		White		Negro		Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Yes	137	49	114	54	42	46	167	62	126	40	252	53	36	37	5	71
No	134	48	85	40	37	40	90	33	166	53	198	41	56	57	2	29
Not Sure	6	2	12	6	5	5	12	4	11	4	19	4	4	4		
No Answer	2	1	1		8	9	2	1	9	3	9	2	2	2		
Totals	279		212		92		271		312		478		98		7	

TABLE 77

QUESTION 9. DO YOU THINK THE POLICEMAN AT THE SCHOOL IS
DIFFERENT THAN MOST OTHER POLICEMEN?

	7th		8th		9th		Male		Female		White		Negro		Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Yes	107	38	90	42	39	42	113	42	123	39	185	39	46	47	5	71
No	138	48	94	44	30	33	123	45	136	44	221	46	37	38	1	14
Not Sure	37	13	28	13	19	21	35	13	49	16	68	14	15	15	1	14
No Answer					4	4			4	1	4	1				
Totals	279		212		92		271		312		478		98		7	

TABLE 78

QUESTION 10. DO YOU LIKE THE POLICEMAN AT THE SCHOOL BETTER
THAN OTHER POLICEMEN?

	7th		8th		9th		Male		Female		White		Negro		Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Yes	108	39	112	53	20	22	116	43	124	40	198	41	40	41	2	29
No	83	30	53	25	30	33	87	32	79	25	133	28	30	31	3	43
Not Sure	84	30	47	22	35	38	66	24	100	32	137	29	27	28	2	29
No Answer	4	1			7	8	2	1	9	3	10	2	1	1		
Totals	279		212		92		271		312		478		98		7	

SUMMARY OF CHAPTER V

The major point of interest to be noted in this summary is, of course, the necessity for the rejection of all four of the hypotheses. These hypotheses had been formulated to act as guidelines for testing the concept that a police officer would positively affect the attitudes of students in a school where he was assigned as a Police-School Liaison Officer.

The analysis of the data has disclosed the not uncommon finding that these four hypotheses were not sufficient to suitably test this concept. A fifth hypothesis should have been included along with the original four which would have allowed for this contingency. This suggested fifth hypothesis is offered now as a post-analysis guideline for discussion.

POST-ANALYSIS HYPOTHESIS V

There will be a significant difference in the nature and rate of change in the attitudes of the students toward the police when a comparison is made between the

attitudes of the students of the experimental school and those of the control school.

A. Assumption

1. If there are any appreciable changes in the attitudes of the students of either school toward the police, these changes should be directly attributable to the introduced variable of the Liaison Officer being in the experimental school.

In general the data presented in this chapter has not indicated an increase in positive attitudes at Willow Run but more of a "holding its own" when compared to the obviously more negative attitudes of the students at the control school, East Junior High. The data indicates that the Liaison Officer definitely influenced the attitudes of 8th grade males at Willow Run by increasing their positive attitudes toward the police during the time period of exposure. This was notably the only group that was so positively affected.

The awareness data offers some insight into the reasons for the effectiveness of the officer with this

group. The responses to the questions concerning the amount of exposure the students had to the Liaison Officer indicates that the youngsters in the 7th and 8th grades had many more contacts with the officer and therefore were more affected by his presence.

The various specific comparisons that were made also have definite implications to the study. For instance the more negative attitudes of the females at both schools was an interesting development which had not been anticipated prior to the analysis of the data.

There are a number of specific points developed by this data which requires more extensive discussion and this will be presented in the Summary Chapter number VI.

CHAPTER VI

Summary of Results and Discussion

STRUCTURE OF THE STUDY

This study was an investigation into the effectiveness of a particular Police-School Liaison Program in the Willow Run School System near the city of Ypsilanti, Michigan. A control group, the 7th and 8th grade students at East Junior High, located within Ypsilanti was used to measure the variable of the exposure of the Liaison Officer to the experimental group for a time period of one school year. A total of 1,977 students were tested with an attitudinal measuring questionnaire developed by Dr. Donald H. Bouma and his associates. This instrument incorporated two scales to measure the respondent's attitude toward police prejudice and police reputation. The test, re-test method of research was used in both schools. Ten additional questions were answered in the experimental school to determine the amount of awareness the students had of the Liaison

program. Of the 1977 completed questionnaires that were received, 66 had to be discarded because they were not sufficiently complete to be adaptable to analysis. The specific breakdown of numbers can be found, in Tables 1, 2, and 3.

SUMMARY OF HYPOTHESES

The purpose of the Police-School Liaison concept is to improve the image of the police held by young people in the schools where the officers are assigned. This study was intended to determine if the program at the Willow Run schools was accomplishing this purpose. In order to systematize the research four hypotheses were formulated, based on a review of the literature in the field.

Hypothesis 1. There will be a measurable change from the pre-exposure test results when compared with the post-exposure test results in regard to the students's perceptions of police prejudice as a result of the

introduction of a Police-School Liaison Officer into the school system.

Hypothesis 2. There will be a measurable change from the pre-exposure test results when compared with the post-exposure test results in regard to the student's perceptions of the police reputation as a result of the introduction of a Police-School Liaison Officer into the school system.

Hypothesis 3. There will be little, if any, measurable change from the pre-exposure test results when compared with the post-exposure test results on the police prejudice scale when measuring the attitudes of students of a school which has not had the experience of having a Police-School Liaison Officer assigned.

Hypothesis 4. There will be little, if any, measurable change from the pre-exposure test results when compared with the post-exposure test results on the police reputation scale when

measuring the attitudes of students of a school which has not been engaged in a Police-School Liaison Program.

In each case analysis of the data resulted in a rejection of each of the four original hypotheses. The simple, two-tailed T-test was selected as the statistical measuring device and the .05 level of significance had been pre-determined to be the acceptable level of confidence for either acceptance or rejection of an hypothesis.

In the case of the first two hypotheses the necessary level of significance was not reached and there was no measurable change in the attitudes of the students at Willow Run from the pre-exposure test when compared to the post-exposure test results. The attitudes of the students toward the police remained fairly constant.

In the case of the latter two hypotheses there was a very noticeable shift of attitudes on the part of the students at East Junior High. The respondents became much more negative in their attitudes toward the police during the time period from the pre-exposure testing to the post-exposure testing.

Because of these findings, the author has introduced a fifth hypothesis as a result of the unexpected rejection of the initial four. This hypothesis, which appears at the end of the Analysis Chapter V, might well have been included initially to cover the development of these unexpected, yet very interesting and highly significant results of the research. It will be restated here as a guideline for discussion purposes.

Hypothesis 5. There will be a significant difference in the nature and rate of change in the attitudes of the students toward the police when a comparison is made between the attitudes of the students of the experimental school and those of the control school.

This hypothesis, had it been advanced with the original four would have been statistically significant at the .05 level of confidence as illustrated by Tables 5, 6, 7, and 8.

A change did occur in the student attitudes toward the police but it occurred, not in the experimental school as had been expected, but rather in the control school

which had not had the influence of the Liaison Officer. There was a very definite increase in negative attitudes toward the police in the control school. On the other hand the students of the experimental school, with few exceptions, remained relatively constant in their attitudes toward the police.

The previous research of Dr. Bouma, reported in his Youth Attitudes Toward the Police, indicates that as the junior high school student becomes older, he becomes more antagonistic toward the police. His study found that age and antagonistic attitudes toward the police were directly related--as age increased, so did antagonism.¹

This phenomenon is certainly exhibited in this study, with the more negative attitudes toward the police showing a definite increase at the higher grade level in both schools. It is also demonstrated by the obvious increase in negative attitudes at the control school as the students became one year older. This may well be an

¹Donald H. Bouma, Donald Williams, and Thomas Schade, "Youth Attitudes Toward the Police: A Study of Two Michigan Cities" (Unpublished study, Western Michigan University, Department of Sociology, 1967), p. 6.

example of adolescent rebellion against authority which appears to be a part of the maturation process.

The finding that the control group became more negative toward the police while the experimental group remained fairly constant does not indicate that the Liaison Officer was not successful in positively affecting the attitudes of the Willow Run students. It might rather be interpreted to mean that had the Liaison Officer not been present the Edmonson students, like the East Junior High students, would have become more negative toward the police during the same time period. As has been expressed previously, the officer "held his own" at Willow Run. This research finding has an important significance and will be commented upon later in this chapter.

SIGNIFICANT SPECIFIC COMPARISONS

A number of the results of the specific comparisons which were made had been anticipated. However, as in the case of the four original hypotheses, there were also some unexpected outcomes which were surprising. The

comparisons made at both the pre- and post-exposure periods between the attitudes of Negroes and whites toward the police reflected the findings of previous studies and were anticipated results. The Negroes were much more negative toward the police than the whites at both testing phases.² This finding duplicates those reported by Dr. Bouma.

A surprise findings was the increase in negative attitudes toward the police held by the females of both schools. Whereas the 7th and 8th grade males at East Junior High remained relatively stable in their attitudes toward the police, the females of those grades became significantly more negative in their attitudes between the two test periods.³ The females of the 9th grade at Willow Run were also found to be more negative in their attitudes toward the police than were their male classmates.⁴

The most obvious, positively affected group in the study were the 8th grade males at Willow Run. In this

²See Tables 65 through 68.

³See Tables 41 through 48.

⁴See Tables 21 through 24.

instance the attitudes of these boys became significantly more positive toward the police during the school year and their exposure to the Liaison Officer. While the 8th grade females did not change in attitude significantly, they did score a more positive relationship which indicates they, unlike their 9th grade sisters, did not become more negative toward the police.⁵

The above findings give added indication that the Police-School Liaison Officer was in fact successful in his attempts to improve the police image with the students at Willow Run. As has been pointed out previously, the initial testing at Willow Run was done at the Edmonson Junior High school in June of 1968 in the 7th and 8th grades at that school. The post-exposure testing was done in June of 1969 and again the 7th and 8th grades at Edmonson were tested as well as the 9th grade at Willow Run Senior High. This was necessitated by the fact that the 7th and 8th graders tested initially had become 8th and 9th graders at the post-testing period. In order to test the same students, the 9th grade had to be included in the study.

⁵See Tables 18 through 20.

The Liaison Officer was housed at Edmonson Junior High and made most of his contacts with the students of that building as opposed to having little contact with the 9th graders in the Senior High School. This is reflected in the responses to the awareness questions that were answered at the post-exposure testing. Over three-quarters of the Edmonson students replied that the officer had spoken to one of their classes as opposed to less than a quarter of the 9th graders replying affirmatively to that same question.⁶

This seems to indicate that if the officer has the exposure, he can affect the students' attitudes toward the police in a positive manner. In the comparison of the entire pre-exposure 7th grade to post-exposure 8th grade at Willow Run there was a significant positive change for the class attitude toward the police reputation. In the 9th grade class, where the officer seldom had any contact, the class attitude toward the police on the prejudice scale became significantly more negative.⁷

⁶See Table 70.

⁷See Tables 10-11.

This amount of exposure also apparently affects the attitudes of the students as far as differentiation between the Liaison Officer and other police officers is concerned. The 8th grade students at Edmonson Junior High were at least twice as positive in their opinions about the Liaison Officer in regard to other policemen as were the 9th graders. That is, twice as many of the 7th and 8th graders liked the Liaison Officer better than other policemen when compared to the attitudes of the 9th graders.⁸

GENERAL OBSERVATIONS

It is apparent that the students of East Junior High became more negative in their attitudes toward the police during the experimental period regardless of grade, sex, and race. Although there were differences in the degree of significant relationships ranging from .20 to .01, it was consistently found that the East Junior High students became more negative in their attitudes when compared to their counterparts at Willow Run.

⁸See Table 78.

The importance of the use of the control group to this study is most obvious in this regard. Had the East Junior High group not been incorporated into the research, there would have been only the increase in positive attitudes of the 8th grade males at Willow Run to demonstrate the effectiveness of the Liaison Officer.

It may well be that the introduction of a Liaison Officer into a school system would be beneficial if he accomplished nothing more than the neutralization of growth of the students' antipathy toward the police. This apparently natural phenomenon of student development of negative feelings toward authority has been demonstrated in prior research and has been again manifested in this study. The Police-School Liaison concept might be considered as a method of counter-balancing this adolescent characteristic. The results of this study certainly suggests further research into the subject.

The unexpectedly more negative attitudes toward the police held by the females of both schools has already been discussed. It is restated here only to allow for the supposition that the girls may, because of their more rapid maturation at this period in their life, be

reflecting the attitudes of their older companions. The author has frequently found that Junior High girls mimic the life styles of their elders more than the males of that same age level. Another possible explanation may be that the Liaison Officer spent more of his time in direct contact with the males. He participated in sports with the boys and held informal group conversations with them; activities not undertaken with the girls.

The negative feelings of the Negroes, also previously mentioned was not unexpected. It is interesting to note that there was not a significant change in the post-exposure 8th grade Negroes at Willow Run although their white classmates exhibited a significant positive increase in their attitudes toward the police.⁹ Conversely, at East Junior High, there was no significant change in the attitudes of 8th grade Negroes toward the police during the experimental period but the white 8th graders of that school became significantly more negative toward the police.¹⁰ It can be generally stated that the

⁹See Tables 25 through 28.

¹⁰See Tables 53 through 56.

Negroes of both schools were negative in their attitudes toward the police at the pre-exposure test and these negative attitudes did not change significantly during the experimental period.

These negative feelings on the part of Negroes are worthy of special mention at this point. The Liaison Officer has reported that he can frequently work with Negro students and has developed a number of established friendships with some of these youngsters. In other cases he finds a formidable barrier erected between himself and the Negro student which is maintained by that student. Again the reader's attention is directed to the awareness questions in which almost 50% of the Negro students felt that the School-Liaison Officer was different from other policemen while only 39% of the white students indicated a similar attitude.

It would appear that some Negro students have developed such a defensive posture in regard to the police that they find it nearly impossible to accept an officer on a friendly basis. This does not mean that they cannot be persuaded to change this outlook, only that it may be more difficult to reach some Negro children in a Liaison program than it would be to reach most whites.

The data collected in this study and its analysis has indicated that the concept of placing a police officer into a school system in an attempt to influence the attitudes of children toward the police is worthy of further consideration. While the evidence of extensive attitudinal change was not overwhelming, it did illustrate that the officer could, with sufficient exposure, change the negative impressions youngsters hold toward the police to a more positive image. More importantly, it demonstrated that an officer in such a program could neutralize the development of antagonistic attitudes toward the police. The specific comparisons illustrated where the officer had been most and least successful in his efforts with different grade levels, sexes, and races. The awareness questions responses have been presented as validation for some of the conclusions extended by this author.

INDEPENDENT OBSERVATIONS

The writer has attempted to maintain all of the recognized scientific standards in this study and the evaluations made were on a true scientific basis.

However, it should be pointed out that there have been many subjective and non-measurable complimentary and laudatory comments made about the success of the Police-School Liaison Officer program at Willow Run. These comments, by parents, teachers, school administrators, and the students themselves speak highly of the amount of success that the Officer has enjoyed. The most outstanding example of this kind of praise appeared in the form of a petition forwarded to the Director of the Michigan State Police which bore the signatures of over 200 students, teachers, and parents. This petition requested that the Liaison Officer be allowed to remain within the school system when it appeared that he was going to be transferred for promotional purposes. The petitioners were further supported by both telephonic and written communications from administrators, teachers, and counselors within the Willow Run system directed to both Colonel Davids, Director of the Department, and this author which similarly requested that he be allowed to stay. They felt his contribution to the school, the children, and the community had been so great that they would "lose too much ground" to sufficiently recover if he left at that time.

Many more examples of a similar nature could be offered from the other schools in which the Liaison program is in operation. However, they, like the preceding example, are subjective and can hardly be termed a "sophisticated evaluation." In this instance the individuals who are most affected by the Police-School Liaison Concept, the students themselves, were polled in an objective, scientific manner. Their responses seem to indicate that if the program is not an overwhelming success, it certainly deserves further investigation and consideration.

LIMITATIONS OF THE STUDY

To say that there were limitations to this study is an oversimplification. At this point the author has many more questions which have developed because of the limits of this research. First, only the 7th and 8th grades were polled when the officer has contact with everyone in the school system and several others exterior to it, teachers, other students, counselors, administrators, parents, businessmen in the area and other police agencies. Their reactions to the program would be most beneficial in such an investigation.

A second glaring limitation was the one-year period of exposure. This was an arbitrary choice for the experimental period and in the opinion of the author was of too short a duration. The officer had to become established within the system and learn what was possible and what was not, how to meet the students, what programs were most beneficial, and how to best relate to the majority of the students. A much more meaningful study would now be possible because the Liaison Officer is well established, having developed his programs and methods of contact into a more efficient format.

The difficulty of not having uniformly collected the pre-exposure data must be commented upon also. The problem of the pre-exposure 8th grade at Willow Run becoming 9th graders at post-exposure time caused technical problems with the study and detracted from its value because of the lack of contact the 9th graders had with the Liaison Officer. Had the pre-exposure test been administered in September 1968 instead of June 1968 the results would have been more meaningful to the intended research.

This study only reported the changes that occurred in the students' attitudes toward the police in a comparison of their pre-exposure scores with their post-exposure scores. A more meaningful picture would have been possible if the initial attitudes had been reported with the variations then existing delineated. The post-exposure testing might then have been illustrated in the same way and then the comparisons made. This would have offered a clearer picture as to the varying degrees of negativism that existed between grade levels, sexes, and races.

The Bouma instrument used for this research is in itself a most efficient document but the anonymously completed questionnaire always has the inherent drawback of being fictionalized. With young adolescents the reasons for falsely reporting true attitudes and impressions are myriad and this, while not an obvious problem in this study, bears mention.

Because of some of these limitations and the continuing "need to know" which is so obvious in law enforcement today, further examination of the Police-School Liaison concept is being pursued. The Michigan State Police, through a research grant from the Law Enforcement

Assistance Administration's direct grant program, "Exercise Acorn" is continuing further evaluation of the Liaison concept. Dr. Donald H. Bouma, mentioned repeatedly in this report, has been retained to study the concept in two other school systems where the program is in operation. His research, which has been broadened to include other grades, the school administrative personnel and community people will hopefully offer more particular information about the validity of the Police-School Liaison Concept.

This study has verified that there is a development of negativism toward the police in junior high school students. It has also illustrated one method of combating this growing antagonism toward law enforcement and its representatives. In summation, it has pointed up the great necessity for the police to be concerned with the attitudes of the persons they will be policing.

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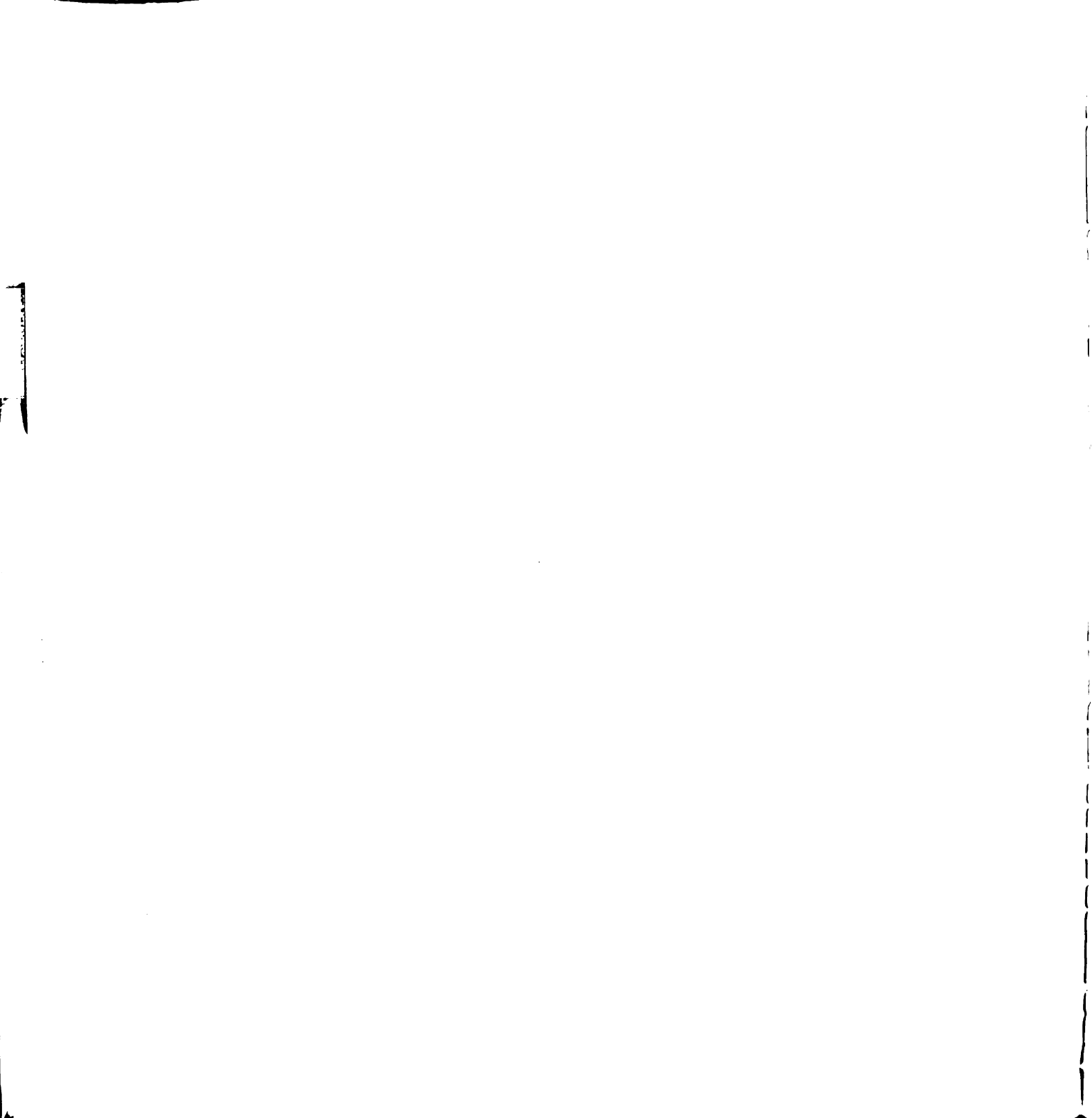
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APPENDIX A
WESTERN MICHIGAN UNIVERSITY

SCHOOL OF LIBERAL ARTS AND SCIENCES
DEPARTMENT OF SOCIOLOGY

KALAMAZOO, MICHIGAN 49001

May 13, 1968

Sgt. Charles L. Weirman
Juvenile Section
Michigan State Police
East Lansing, Michigan

Dear Sgt. Weirman:

Authorization is hereby granted to use the instrument, Attitudes Toward The Police (dwb-w; 1967 Revision) for the research project you have in mind. Credit should be given in any written reports of the project.

Sincerely yours,

Donald H. Bouma
(jd)

Donald H. Bouma
Professor of Sociology

DHB:jad

APPENDIX B

ATTITUDES TOWARD THE POLICE

(Bouma - Williams; 10-67 Rev.)

Western Michigan University is interested in how people feel about the police. Your thoughts about the police are very important. You do not have to put your name on your paper and there are no right or wrong answers. Just put down the answer you think is best. For example:

1. Do you think that policemen are pretty nice guys?
Yes _____ No _____ Not sure _____
2. Do you think that the city would be better off if there were more policemen?
Yes _____ No _____ Not sure _____
3. Do you think that the police try not to arrest innocent people?
Yes _____ No _____ Not sure _____
4. Do you feel that police are always picking on Negroes?
Yes _____ No _____ Not sure _____
5. Do you think that police don't even give you a chance to explain?
Yes _____ No _____ Not sure _____
6. Do you feel that policemen treat rich boys the same as poor boys?
Yes _____ No _____ Not sure _____
7. Would you like to be a policeman when you grow up?
Yes _____ No _____ Not sure _____
8. Do you think that the police have it in for, or pick on, young people?
Yes _____ No _____ Not sure _____

Appendix B (Cont.)

9. Do you feel that most policemen would let you buy your way out of trouble?
Yes____ No____ Not sure____
10. Do you thing that the police think they are "big shots" because they wear a badge?
Yes____ No____ Not sure____
11. Do you think that police are always picking on the guy who has been in trouble before?
Yes____ No____ Not sure____
12. Do you think that being a policeman is a good job for an intelligent guy?
Yes____ No____ Not sure____
13. Do you feel that policemen treat all people alike?
Yes____ No____ Not sure____
14. Do you think that the police are mean?
Yes____ No____ Not sure____
15. Do you think that the police can steal and get away with it?
Yes____ No____ Not sure____
16. If you needed help, would you go to the policemen?
Yes____ No____ Not sure____
17. Do you think that the police treat Negro and white people alike?
Yes____ No____ Not sure____
18. Would you call the police if you saw someone break into a store?
Yes____ No____ Not sure____
19. Would you call the police if you saw a friend stealing a car?
Yes____ No____ Not sure____

Appendix B (Cont.)

20. Would you tell the clerk if you saw a friend take some small items from a store without paying for them?
Yes____ No____ Not sure____
21. Would you tell the police if you saw someone commit a murder?
Yes____ No____ Not sure____
22. Do you think criminals usually get caught?
Yes____ No____ Not sure____
23. Do you think police accuse you of things you didn't even do?
Yes____ No____ Not sure____
24. Do you think police treat members of all churches alike?
Yes____ No____ Not sure____
25. Do you think police treat all nationalities alike?
Yes____ No____ Not sure____
26. Do you think the police get criticized too often?
Yes____ No____ Not sure____
27. Do you think the police are strict in one district and not in another?
Yes____ No____ Not sure____
28. Do you think people would be better off without the police?
Yes____ No____ Not sure____
29. Do you think teachers and principals treat all pupils alike?
Yes____ No____ Not sure____
30. Do you think that the teachers and principals treat Negro and white students alike?
Yes____ No____ Not sure____

Appendix B (Cont.)

31. Do you feel that teachers and principals treat rich students the same as poor students?
Yes_____ No_____ Not sure_____
32. Do you think that teachers and principals are pretty nice guys?
Yes_____ No_____ Not sure_____
33. Do you think that being a teacher is a good job for an intelligent guy?
Yes_____ No_____ Not sure_____
34. Do your friends think that the police treat Negro and white people alike?
Yes_____ No_____ Not sure_____
35. Do your friends feel that policemen treat rich boys and poors alike?
Yes_____ No_____ Not sure_____
36. Do your friends think that policemen are pretty nice guys?
Yes_____ No_____ Not sure_____
37. Do your friends think people would be better off. without the police?
Yes_____ No_____ Not sure_____
38. Would your friends call the police if they saw someone break into a store?
Yes_____ No_____ Not sure_____
39. Would your friends call the police if they saw a friend steal a car?
Yes_____ No_____ Not sure_____
40. Would your friends tell the clerk if they saw a friend take some small items from a store without paying for them?
Yes_____ No_____ Not sure_____

Appendix B (Cont.)

41. Would your friends tell the police if they saw someone commit a murder?
Yes____ No____ Not sure____
42. Do your parents think people would be better off without the police?
Yes____ No____ Not sure____
43. Do your parents feel that the police treat Negro and white people alike?
Yes____ No____ Not sure____
44. Do your parents think that the police treat rich people and poor people alike?
Yes____ No____ Not sure____
45. Do your parents think that the police are pretty nice guys?
Yes____ No____ Not sure____
46. If they needed help, would your parents call the police?
Yes____ No____ Not sure____

SOME THINGS ABOUT MYSELF

47. Boy____; Girl____; 48. Age____. 49. Grade____.
50. White____; Negro____; Other____.
51. What school did you attend in the 6th grade?_____
52. How long have you lived in this city? _____years.
53. Where did you live before you moved here?
City_____ State_____

Appendix B (Cont.)

54. Have the police ever asked you any questions because you did something wrong?
Yes_____ No_____ Not sure_____
55. Do you usually go to church or Sunday School?
Yes_____; No_____.
56. Occupation of parent or guardian_____.

APPENDIX C

ATTITUDES TOWARD THE POLICE

Michigan State University is interested in how people feel about the police. Your thoughts about the police are very important. You do not have to put your name on the paper and there are no right or wrong answers. Just put down the answer you think is best. Please answer all of the questions.

1. Do you think that policemen are pretty nice guys?
Yes_____ No_____ Not sure_____
2. Do you think that the area would be better off if there were more policemen?
Yes_____ No_____ Not sure_____
3. Do you think that the police try not to arrest innocent people?
Yes_____ No_____ Not sure_____
4. Do you feel that police are always picking on Negroes?
Yes_____ No_____ Not sure_____
5. Do you think that police don't even give you a chance to explain?
Yes_____ No_____ Not sure_____
6. Do you feel that policemen treat rich boys the same as poor boys?
Yes_____ No_____ Not sure_____
7. Would you like to be a policeman when you grow up?
Yes_____ No_____ Not sure_____
8. Do you think that the police have it in for, or pick on, young people?
Yes_____ No_____ Not sure_____

Appendix C (Cont.)

9. Do you feel that most policemen would let you buy your way out of trouble?
Yes____ No____ Not sure____
10. Do you think that the police think they are "big shots" because they wear a badge?
Yes____ No____ Not sure____
11. Do you think that police are always picking on the guy who has been in trouble before?
Yes____ No____ Not sure____
12. Do you think that being a policeman is a good job for an intelligent guy?
Yes____ No____ Not sure____
13. Do you feel that policemen treat all people alike?
Yes____ No____ Not sure____
14. Do you think that the police are mean?
Yes____ No____ Not sure____
15. Do you think that the police can steal and get away with it?
Yes____ No____ Not sure____
16. If you needed help, would you go to the policemen?
Yes____ No____ Not sure____
17. Do you think that the police treat Negro and white people alike?
Yes____ No____ Not sure____
18. Would you call the police if you saw someone break into a store?
Yes____ No____ Not sure____
19. Would you call the police if you saw a friend stealing a car?
Yes____ No____ Not sure____

Appendix C (Cont.)

20. Would you tell the clerk if you saw a friend take some small items from a store without paying?
Yes _____ No _____ Not sure _____
21. Would you tell the police if you saw someone commit a murder?
Yes _____ No _____ Not sure _____
22. Do you think criminals usually get caught?
Yes _____ No _____ Not sure _____
23. Do you think police are paid enough money?
Yes _____ No _____ Not sure _____
24. Do you think police accuse you of things you didn't even do?
Yes _____ No _____ Not sure _____
25. Do you think police treat members of all churches alike?
Yes _____ No _____ Not sure _____
26. Do you think police treat all nationalities (Polish, Dutch, Spanish, Italian) alike?
Yes _____ No _____ Not sure _____
27. Do you think teachers and principals treat all pupils alike?
Yes _____ No _____ Not sure _____
28. Do you think the police get criticized too often?
Yes _____ No _____ Not sure _____
29. Do you think the police are strict in one district and not in another?
Yes _____ No _____ Not sure _____
30. Do you think people would be better off without the police?
Yes _____ No _____ Not sure _____

Appendix C (Cont.)

SOME THINGS ABOUT YOURSELF PLEASE

1. Boy_____ Girl_____
2. Seventh grade_____ Eighth grade_____
3. White_____ Negro_____ Other_____
4. Did you attend this school last year? Yes_____ No_____
5. Have the police ever asked you any questions because
you did do something wrong?
Yes_____ No_____ Not sure_____
6. Do you usually go to church or Sunday school?
Yes_____ No_____
7. Do you belong to a Boy or Girl Scout Organization?
Yes_____ No_____
8. Do you enjoy playing sports (baseball, swimming,
tennis, volleyball, etc.)?
Yes_____ No_____

THANK YOU

APPENDIX D

ATTITUDES TOWARD THE POLICE

Michigan State University is interested in how people feel about the police. Your thoughts about the police are very important. You do not have to put your name on the paper and there are no right or wrong answers. Just put down the answer you think is best. Please answer all of the questions.

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2. Do you think that the area would be better off if there were more policemen?
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3. Do you think that the police try not to arrest innocent people?
Yes____ No____ Not sure____
4. Do you feel that police are always picking on Negroes?
Yes____ No____ Not sure____
5. Do you think that police don't even give you a chance to explain?
Yes____ No____ Not sure____
6. Do you feel that policemen treat rich boys the same as poor boys?
Yes____ No____ Not sure____
7. Would you like to be a policeman when you grow up?
Yes____ No____ Not sure____
8. Do you think that the police have it in for, or pick on, young people?
Yes____ No____ Not sure____

Appendix D (Cont.)

9. Do you feel that most policemen would let you buy your way out of trouble?
Yes____ No____ Not sure____
10. Do you think that the police think they are "big shots" because they wear a badge?
Yes____ No____ Not sure____
11. Do you think that police are always picking on the guy who has been in trouble before?
Yes____ No____ Not sure____
12. Do you think that being a policeman is a good job for an intelligent guy?
Yes____ No____ Not sure____
13. Do you feel that policemen treat all people alike?
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14. Do you think that the police are mean?
Yes____ No____ Not sure____
15. Do you think that the police can steal and get away with it?
Yes____ No____ Not sure____
16. If you needed help, would you go to the policemen?
Yes____ No____ Not sure____
17. Do you think that the police treat Negro and white people alike?
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18. Would you call the police if you saw someone break into a store?
Yes____ No____ Not sure____
19. Would you call the police if you saw a friend stealing a car?
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Appendix D (Cont.)

20. Would you tell the clerk if you saw a friend take some small items from a store without paying?
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22. Do you think criminals usually get caught?
Yes____ No____ Not sure____
23. Do you think police are paid enough money?
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26. Do you think police treat all nationalities (Polish, Dutch, Spanish, Italian) alike?
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27. Do you think teachers and principals treat all pupils alike?
Yes____ No____ Not sure____
28. Do you think the police get criticized too often?
Yes____ No____ Not sure____
29. Do you think the police are strict in one district and not in another?
Yes____ No____ Not sure____
30. Do you think people would be better off without the police?
Yes____ No____ Not sure____

Appendix D (Cont.)

SOME THINGS ABOUT YOURSELF PLEASE

1. Male_____ Female_____
2. Eighth grade_____ Ninth grade_____
3. White_____ Negro_____ Other_____
4. Did you attend this school last year? Yes_____ No_____
5. Have the police ever asked you any questions because
you did do something wrong?
Yes_____ No_____ Not sure_____
6. Do you usually go to church or Sunday school?
Yes_____ No_____
7. Do you belong to a Boy or Girl Scout Organization?
Yes_____ No_____
8. Do you enjoy playing sports (baseball, swimming,
tennis, volleyball, etc.)?
Yes_____ No_____

NEXT PAGE PLEASE

APPENDIX E

ATTITUDES TOWARD THE POLICE

Page 2

1. Did you know there was a policeman assigned to the Willow Run Schools last year?
Yes_____ No_____ Not sure_____
2. Has that policeman ever talked to one of your classes?
Yes_____ No_____ Not sure_____
3. Has that policeman ever talked to you alone with no one else around?
Yes_____ No_____ Not sure_____
4. When he talked to a class, what did he talk about?
Safety_____ Police Work_____ Laws_____
5. If you talked to him alone did he come to you or did you go to him?

Him to You_____ You to Him_____
Did not talk alone_____
6. Did this policeman ever talk to you about something that was wrong that you didn't do?
Yes_____ No_____ Not sure_____
7. Did this policeman ever talk to you about something that was wrong that you did do?
Yes_____ No_____ Not sure_____
8. Have you had any contacts with police officers other than the policeman at the school?
Yes_____ No_____ Not sure_____

Appendix E (Cont.)

9. Do you think that the policeman at the school is different than most other policemen?

Yes_____ No_____ Not sure_____

10. Do you like the policeman at the school better than other policemen?

Yes_____ No_____ Not sure_____

THANK YOU

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