

125

POLICE INSTITUTE  
" UNDERSTANDING "

LARRAIN  
INTER - AMERICAN  
CENTER

February 20th - March 22, 1967

Catholic University of Puerto Rico  
Ponce, Puerto Rico  
00731

NC3003786

## FOREWORD

Project "Police Institute Understanding" is a training and orientation course for major police officers for those cities bothered with minority problems with respect to the Puerto Ricans. It is designed to give not only a basic appreciation of the language but also to offer an "on the spot" orientation into the cultural patterns of the Puerto Rican people. It is felt that it is necessary not only to study the language but also to visit the people in their own environments in order to have an adequate perception of their cultural patterns. Consequently, the cooperation of the Police Department of Puerto Rico and the field trips have provided the opportunity for this kind of activity and to acquire a "new feeling" for Puerto Rico.

The purpose of the project is to assist Police Departments in establishing or improving communications with inner-city Spanish-speaking communities by introducing key personnel in the Department to the linguistic and socio-cultural aspects of the Puerto Rican life and the sociological implications of migration.

Since the influence of this type of orientation program should be appreciated on all administrative levels, an invitation was given to the Police Chiefs of the respective Departments of the program.

Foreword

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**PARTICIPANTS IN POLICE INSTITUTE UNDERSTANDING  
LARRAIN INTER AMERICAN CENTER  
FEBRUARY 20th-MARCH 22nd 1967**

<b>New York City:</b>	Chief of Staff Daniel F. Daly Captain Solomon Gross Captain Charles J. Miller Captain Anthony McNally Captain Gerald Corin Lieutenant Charles R. Rapp Lieutenant Thomas Linehan Lieutenant Charles Henry Lieutenant Thomas J. Moore
<b>Newark, N.J.:</b>	Chief Oliver Kelly Inspector Irving J. Zillmier Captain Thomas W. Martin Captain Christian J. Voltz
<b>Philadelphia:</b>	Deputy Commissioner Morton B. Solomon Captain Frederick Ruffin
<b>Baltimore:</b>	Deputy Commissioner Ralph Murdy Major William A. Harris Officer Joseph W. Goddard
<b>Miami:</b>	Major Malcolm E. Gracy Major William W. Harries
<b>Rochester, N.Y.:</b>	Chief of Police William Lombard Lieutenant George J. Richardson Sergeant Charles E. Billotti
<b>Cleveland:</b>	Chief Richard Wagner Lieutenant George E. Trammell Lieutenant Miss Erma A. Molnar
<b>Chicago:</b>	Officer Joseph E. Lump Sergeant Richard J. Dwyer

-ORIENTATION-

(1) THE NATURE OF THE PROBLEM AND NEED TO BE MET-----

it is well-known that our larger cities have been plagued with minority problems and that a new approach is called for in the solution of these social difficulties. As in all problems, but more particularly so when dealing with people and attempting to develop communications, the basic need is one of understanding. The tried and hitherto accepted tactics have been used without too much success and some imagination is called for.

(2) TARGET GROUPS OR ORGANIZATIONS AFFECTED OR BENEFITED

High-ranking officials of the Police Department of those cities which have been bothered with minority Puerto Rican problems of order. It is thought that the high-ranking officials will be able to impart to those under his influence a certain degree of the "attitude toward Puerto Ricans that he will have acquired after this experience, which will produce greater understanding. For this reason a special week for Police Chiefs is included.

(3) WHAT IT IS HOPED THE PROJECT WILL ACHIEVE---a gradual infiltration into the Department represented of an appreciation of the values of Puerto Ricans, and what cultural shocks a man undergoes who emigrates to the U.S. without understanding either the language or systems of values.

## LANGUAGE CLASS COMMITTEE REPORT

Charles Henry - Chairman

Irving Zillmier

Christian J. Voltz

Frederick Ruffin

Thomas Linehan

Joseph Goddard

### I Purpose

- a. To become cognizant of a language barrier which exists in the mind of a Puerto Rican migrant.
- b. To develop in the participants of the course a basic knowledge of conversational Spanish.

### II Method of teaching course

- a. Employment of native instructor
- b. Separation of students into small study groups
- c. Further separation based on the students ability to learn Spanish
- d. Aptitude testing and periodic analysis of student progress

### III Result

- a. Realization that gestures are a vital part of the Spanish language and could cause total misunderstanding.
- b. Intonation is a reason for misinterpretation between North American and Puerto Rican persons.

- c. Basic course stimulate a desire to pursue future Spanish courses.
- d. The course has instilled self reliance heretofore unknown because of inexperience and inability to communicate with Spanish speaking people.
- e. Provides an avenue of communication in cases of Police Emergencies.
- f. Engenders a rapport between Police and the Puerto Rican Community.

#### IV Suggestions for the future

- a. Include some police situations in the language class.
- b. Provide tape or recorded versions of situations taught in language class for individual study in each room in the dormitory.
- c. Encourage instructors to speak more slowly when giving directions to students in class.
- d. Encourage an average Puerto Rican family to invite students into their homes for conversational Spanish.
- e. Staff should encourage students to speak Spanish at all meals.
- f. Instructors should be invited to attend lunch daily and sit one at each table in an effort to stimulate use of the Spanish language.

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## SOCIO-CULTURAL ORIENTATION

The purpose of this series of lectures was to give the students back-ground knowledge and insights into the Island and its people. Special consideration was given to the effects of social change in the lives of the people and the difficulties that are occasioned by migration.

Generally, the lecturers spoke for two hours each and then answered questions for 30 minutes.

Subject matter presented, name of the lecturer and the date of the presentation are summarized below:

- Feb 21 & Feb 23: INTRODUCTION TO THE HISTORY AND GEOGRAPHY OF PUERTO RICO: Prof. Marcos A. Ledee Ortiz, B.S. Ed.; LL.B., Lecturer in history at the Catholic University of Puerto Rico.
- Feb 27: PUERTO RICO: ECONOMIC PERSPECTIVES: Dr. Charles Frankenhoff, Ph.D. (Economics, Georgetown); Assistant Professor, Department of Economics, University of Puerto Rico; Director of Construction Study, Social Science Research Center, University of Puerto Rico.
- Feb 28: THE JUDICIAL SYSTEM IN PUERTO RICO: Hon. Carlos Bonaparte, LL.D. (Salamanca); District Judge of Ponce.
- March 1: THE DYNAMICS OF MIGRATION: Rt. Rev. Theodore McCarrick, Ph.D. (Sociology, Catholic University of America); President of the Catholic University of Puerto Rico.
- March 2: TEN KEYS TO LATIN AMERICA: Very Rev. James McNiff, M.M., Director, Manuel Larrain Inter-American Center; Dir. Project Understanding.
- March 2: INTRODUCTION TO La Vida by OSCAR LEWIS: Very Rev. Frederic M. Cameron, M.A., Director, Institute for Inter-Cultural Communication. Ass't Dir. and Co-or. Project Understanding.
- March 6: PUBLIC HEALTH IN PUERTO RICO: Dr. José Nine-Curt, M.D.; Assistant Dean and Head of the Department of Preventive Medicine and Public Health, School of Medicine, University of Puerto Rico; Director, Northern Area, Department of Public Health.



March 7: POLITICS IN PUERTO RICO: Rev. Marshall Winkler, Ph.D.  
(Political Science, Georgetown University), Associate  
Professor of Political Science, University of Puerto Rico.

March 8: INTRODUCTION TO THE ART COLLECTION OF THE FERRE MUSEUM:  
Dr. René Taylor, Director of the Museum of Art, Ponce.

March 13: FAMILY STRUCTURE IN PUERTO RICO: Mrs. Celia Bunker,  
M.S.S.S. (University of Chicago); Director, Instituto del  
Hogar, San Juan, P.R.; Lecturer, University of Puerto Rico.

March 14: SOCIAL AREAS OF BEHAVIOR: TRAUMA OF MIGRATION:  
Rev. Walter Janer, S.J., Ph.D. (Sociology, Fordham)

March 16: EFFECTS OF SOCIAL CHANGE ON DELINQUENCY PATTERNS IN  
PUERTO RICO: Dr. Jaime Toro Calder, Ph.D. (Sociology, Uni-  
versity of Chicago), Associate Director, Criminology Program,  
Social Science Research Center, University of Puerto Rico.

March 17 & March 18: PUERTO RICAN VALUE SYSTEMS AND ATTITUDES:  
Rev. Joseph P. Fitzpatrick, S.J., Ph.D. (Harvard), Associate  
Prof. of Sociology, Fordham University.

March 20: DYNAMICS OF MIGRATION: Rt. Rev. Theodore McCarrick  
(Part 2).

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## EFFECTS OF CULTURAL ADAPTATION

Cultural empathy is the ability to understand the logic of the customs plus the restraint not to judge them badly because they are different from our own ways. To gain empathy one does not have to go "Native" but should become involved in some way with the other culture. Many of us when we first came had preconceived ideas of the Puerto Ricans from experiences in our own localities.

A short time after our arrival we reached an empathic understanding of the problems faced by a Puerto Rican arriving at the mainland. This was made more dramatic by the fact that we arrived with money, education and an orientation and we still found communication and adaptation difficult.

Through lectures, contacts and experiences we have made the following observations that we feel would be helpful in understanding the Latin population on the mainland of the United States:

- A. Puerto Ricans belong to the Latin American culture and are now being subjected to American influence and standards of living.
- B. Latin-American "Machismo" is now being eroded by contact with American industrial patterns in which

the female is in many instances the breadwinner:

- (1) More educated women bring them into more influential and dominating positions.
- (2) This disrupts family influence and relationships.
- (3) The replacement of the "extended:" family by the "nuclear" family is a result of the industrialization extension of the network of roads which has brought more mobility of the population. This has, in turn, led to juvenile delinquency and other disorderly acts because of less control of the family structure. This situation has repeated itself on the mainland.

Many times the reason why so much conflict results between the police and people with a Latin American Background is because their "Machismo" is frustrated. For they believe that "The Man must not lose face."

We have found that the interpersonal relationships among Latin Americans are different from those of the Mainlander.

A. The jealousy of the Puerto Rican man for the woman.

No regards the woman possessively. This was much in evidence at the social functions that this group attended.

B. The possessive attitude of the husband to the wife

sometimes leads to family conflicts because the Latin American wife is now being exposed to the democratic attitudes of the main land family influence.

- C. Whenever possible, the influence of the "Compadre" or grandmother, should be used to resolve family conflicts.

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## REPORT OF THE COMMITTEE ON FIELD TRIPS

The committee feels that the field trip experience was excellent and with a few exceptions gave us a three dimensional view of Puerto Rican life. We feel they were a valuable extension of the lectures on the various phases of Puerto Rican life.

Many of the facets of Puerto Rican geography, history, economics, and culture were presented to us first hand. These trips provided us with a wealth of information which we can bring back to our respective departments and implement our training programs. These field trips altered our view of a stereotype Puerto Rican, and the island of Puerto Rico itself.

Some of the more apparent points of geography which we encountered are the following:

- 1- The steep mountains and the narrow valleys which although very scenic are difficult to traverse and in the past have tended to isolate the jíbaro. (Hill Billy)
- 2- The agriculture of the interior which we observed at Hacienda Roses.
- 3- The sugar cane industry and the life of the people engaged in this industry along the costal plaines.
- 4- The large industrial complexes in the petroleum and chemical industries which are new factors in Puerto

Rican life and economy.

- 5- The opportunity to observe the large numbers of small industries on the island and the new industries under construction.
- 6- The trip to San Juan which gave us an insight into the impact this area has on the rest of the island, and the impact of tourism on this area which is the gateway to Puerto Rico.

In addition to the geographic knowledge we gained, a more important aspect was the personal contacts we had with Puerto Ricans from various walks of life. Some of these people we met were: Jíbaros working at the Hacienda Roses, truck drivers and refinery workers at the Sugar Central, technicians at the Union Carbide Plant, small shop keepers and townspeople in the small towns, University students and faculty members at the different schools we visited, government and police officials throughout the island, VESPRAs workers and trainees, and the inmates and staff at the highly publicized CISLA narcotics treatment center of Dr. Ramírez.

The committee would like to make the following suggestions for future group field trips:

- 1- Visit the Ponce Police Station first.

Reason: To establish contact with the local police officials whereby interested U.S. Officers could make arrangement to ride in a patrol car or revisit the

station on their free time. Photographs of the participating officers could be taken at this time for immediate release.

- 2- Visits to other police facilities could be held to a minimum. A visit to the Police Academy, the headquarters in San Juan, the Ponce headquarters, a local station in the mountain in Adjuntas, and a Highway Patrol station would give us an adequate view of the Police organization of Puerto Rico.

Reason: If you have seen one Police Station you have seen them all.

- 3- Briefing of the officer before they leave the bus as to the time of departure.

Reason: Eliminate delays.

- 4- Fewer stops with longer time spent at each stop.

Reason: This would give us more time to mingle with the people and make more contacts.

- 5- Arrange dinners with small groups of officers 2 to 4 in a group with bilingual families in the Ponce area.

Reason: Closer personal contact with the people.

- 6- Other areas which could be included in a tour are housing projects and public aid facilities in hospitals.

Reason: To see the type of housing and medical aid available to the Puerto Rican here.

7- Disseminate information to the officers in the group as to other areas of Puerto Rican life which could be observed on an individual basis, ie., Cock-Fights, Don Q distillery, theaters and plays, etc.

Reason: More opportunity for individual contacts.

It is the opinion of this committee that the field trips are a valuable part of this program and should be included in any future program.

Maj: Malcolm Gracy

Capt: Solomon Gross

Capt: Anthony McNally

Lt: George Trammell

Lt: Irma Molnar

Sgh: Richard Dwyer



## A P P L I C A T I O N

The members of the committee reporting on APPLICATION are:

Sgt. Charles Billotti, Rochester P.D.  
Maj. William Harries, Miami P.D.  
Maj. William Harris, Baltimore P.D.  
Capt. Charles J. Miller, N.Y.C. P.D.  
Capt. Gerald Corin, N.Y.C. P.D.  
Officer Joseph Lumpp, Chicago, P.D.

This report deals solely with the mechanics of the possible application of the knowledge gained during this program into our respective departments and cities.

The following points are offered for consideration.

### **I TRAINING**

- a. In Service
- b. Recruit
- c. Roll Call
- d. Closed Circuit T.V.
- e. Tape Recordings of speeches for further use
- f. Bulletins
- g. Spanish phrases booklet. (Improve or add to)

### **II COMMUNITY GROUPS**

- a. Talks at Community Council meetings
- b. Personal contacts with members of the community council
- c. Personal contact with people with complaints, requests and community problems. (Such as against Police Officer)
- d. Visits and talks with groups
  1. Students
  2. Civic Groups
  3. Clubs (P.R.)
  4. Business people (P.R.)
- e. Spanish language information booklet including traffic information to be distributed to the Spanish-speaking community. (Two-way street must develop understanding both ways)

### III MASS MEDIA

News Releases, T.V. and radio coverage thru respective department channels. (Publicity Photos)

### IV PRINTED MATERIAL

Certain selected printed material received during this program to be reprinted and distributed to the entire departments. World of spirits, Family Life, etc., Laws relating to Puerto Rico.

### V EXCHANGE PROGRAMS

- a. Police academies training officers (P.R. & States)
- b. Other police officers-others could gain from this experience gained by us and allowance for wives to be here last week of schedule at students cost.
- c. Continuance of present program

### VI RECOMMENDATIONS

- a. Superiors of respective departments to consider recruitment possibilities in P.R.
- b. Special reduced rate vacations and tours in P.R. for police personnel of respective depts.  
Tours not to be centered in San Juan alone, but should be arranged to enable tourist to see All of the island, because San Juan offers only one culture of Puerto Rican life.

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Cultural understanding is not merely a matter of liking people or getting along with the "locals" in a superficial sense. It has to do with perceiving what various things (words, gestures, actions, food, personal relationships etc.) mean to the person of the other culture and, just as importantly, what these same things mean to you.

The following are additional cultural attitudes of the Puerto Rican in which the subject matter does not differ from ours but the values placed upon it do:

- 1) The slower pace,- isesta time- and the unimportance placed upon time schedules.- They say "why the rush? What will you do with the time saved?"

- 2) Children are cherished and even spoiled. A lost child for whom the police may be searching, may be safely tucked in for the night by a family who found him.

- 3) Latin Americans are very demonstrative and take sudden drastic action to defend their honor. Also the many facial, arm and body gestures used to express their thoughts may be misunderstood as insulting movements.

- 4) Because of the ease and cheapness of air transportation, the culture of those who shuttle back and forth is not changed much.

- 5) Crime and it's parasite, narcotic addiction, exist as a problem as they do in any civilized country where a rapid change was made from an agricultural economy to an industrial one.

6) They enjoy music and dancing and take any opportunity to celebrate, -a Saint's day, birthday, etc., etc. They think that noise should not bother people.

7) They are gregarious and have gathered in public town-squares for centuries. The Insular government has even installed TV sets in some Squares. The motive of a large gathering with active gestures and speech should not be misinterpreted.

8) Consensual unions were for centuries a way of life for many Latin Americans. Many of these unions are as enduring as legal marriages. This type of "marriage" is on the decline. This is a custom that is difficult to understand by most policemen whose cultural background in this area causes a clash of values.

Conclusion: one hour in Puerto Rico--away from the Gold Coast--gives one a better understanding of Puerto Rican culture and attitudes than reading tomes of authoritative books. One may ask "Are these the same people living back in my precinct?" The answer, of course, is "Yes, they are."

Frank Rosenblum  
Charles Rapp  
Thomas Martin  
George Richardson  
Thomas Moore

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April 17, 1967

Reverend James McNiff  
Institute for Intercultural Communication  
Catholic University of Puerto Rico  
Ponce, Puerto Rico 00731

Dear Father McNiff:

I must apologize for the delay in writing to you to express my sincere thanks and appreciation for the opportunity in spending a week in Puerto Rico. One of the reasons for the delay was the enclosed report to our commissioner of Public Safety which I thought you might be interested in from one of those involved in the program.

Our Lieutenant George Richardson and Sergeant Charles Billotti are presently at work to apply some of their knowledge on Puerto Rican culture and language in improving the climate between the Puerto Rican community and our Police Bureau. Last week in a meeting with ten representatives of our Puerto Rican community, Sgt. Billotti was outstanding in conversing with them in Spanish, and they were indeed extremely pleased.

I consider my week in Puerto Rico a bright spot in my career as a law enforcement officer. Not only were the tours and various locations we visited most interesting and informative, but the association with you, your staff and other employees at the institute was an education in itself. Please extend my sincere thanks to your staff. I do hope that in the event you or they visit the City of Rochester that you will look in on our Police Bureau.

With warm personal regards and best wishes, I remain

Sincerely,

W. M. Lombard  
Chief of Police

WML:bml  
Enc.

April 13, 1967

W. M. Lombard, Chief of Police  
Mark H. Tuohey, Jr., Commissioner of Public Safety  
Law Enforcement Seminar - Puerto Rico

Enclosed please find report of Lieutenant George Richardson and Sergeant Charles Billotti regarding their attendance at the Police Institute for Understanding at the Lorrain Inter-American Center, Catholic University, Ponce, Puerto Rico, February 20 through March 22, 1967. This writer was privileged to join our two officers and 22 other police officers attending this seminar for the last week, March 15 - 22, 1967. Other police officials attending this same period were Chief of Staff Danie J. Daly, New York City Police Department; Chief of Police Oliver Kelley, Newark, New Jersey Police Department; Deputy Commissioner Ralph Murdy, Baltimore Police Department; and Chief of Police Richard Wagner, Cleveland Police Department.

This week-long period was a wonderful opportunity to observe training of law enforcement officers from the States in the language and cultural knowledge of Puerto Ricans. On March 16, we sat in the classroom to observe the manner in which the officers were being instructed in conversational Spanish. In the early afternoon of March 17, our group flew from Ponce to San Juan where an interesting late afternoon and evening was spent with the Secretary of State and other officials of Puerto Rico as well as with the Superintendent of the Puerto Rican Police and some staff members. On March 18, our group was given the use of a police vehicle and a driver and toured the San Juan area covering the slums as well as the affluent sections of the community and the historical and cultural centers. On March 19, our group left San Juan in the early afternoon returning by air to Ponce which is a twenty minute flight. An interesting afternoon was spent with members of law enforcement and also viewing an important sports activity in Puerto Rico, Cockfights. On that Sunday evening of much interest to this writer was a traditional activity in Puerto Rico whereby a concert was held in the square attended by hundreds of people from the community in which women of marriageable ages in their best Sunday attire promenade about the square while being ogled by the male segment of the community. On March 20 through the 22, we devoted our time to touring Ponce, attending an afternoon session at the Language Laboratory of Catholic University and bull sessions with the officers in attendance and the officials of the Institute. We also sat in on lectures made to the group by invited Puerto Rican dignitaries and priests.

Of interest to this writer are the following observations:

The stable Puerto Ricans are very nationalistic in their thinking and have no desire to move from their homeland.

It appears that those that do move to the States are of low economic status with limited education, and for the most part, from the rural areas of Puerto Rico.

The Puerto Rican family is of a solid family structure, even those observed in slum conditions, and for the most part, have a great deal of respect for their parents, elders and other people's person and property.

Like any other ethnic group, there is a small percentage who are responsible for the community ills of crime and deterioration. It appears their greatest problem deals with larcenies, burglaries, and in the city of San Juan, assaults.

The Puerto Rican parents are very protective of their daughters and the husbands of their wives. The history of going to the extremes and affording such protection is well documented.

It appears that there is much emphasis on the part of the Puerto Rican to better educate himself, particularly in the cities of Ponce and San Juan. It was interesting to observe the youngsters attending the elementary and high schools of Ponce throughout the entire day, the evening hours with full classrooms up until 9:00 P. M. in which adults participated as well as on Saturdays. The students were well mannered and well dressed. It was reported that there is still a considerable majority of the populace with limited educational background, and those with high education are being looked upon as the spokesmen and leaders of the community. The women appear to be more interested in education than the men. The English language is not a mandatory subject in the school systems.

The Puerto Rican citizen, for the most part, desires to retain their historical values. The educated and progressive, a minority group, although desiring intelligence recognize that the survival of Puerto Rico and the progress of their territory is dependent upon the United States. The officialdom for Puerto Rico, for the most part, is a very young and progressive thinking group. The only large natural resource is cane sugar and the tourist trade.

This week-long seminar has enlightened this writer to understand how the Puerto Rican who settles in our community creates problems for themselves and for the community as a whole:

1. Puerto Rican ghettos will be established in any community where they settle because of necessity brought about by the language barrier and their cultural background.
2. The uneducated and non-skilled have difficulty in obtaining employment because of the language barrier and lack of skills thereby resorting to menial tasks. In a community such as ours, such employment does not afford the head of the household sufficient monies to support the family resulting in the wife and older members of the family seeking employment. Without the parental guidance necessary in the homes, the younger members become potential delinquents causing crime problems in the community.
3. Under the laws of Puerto Rico, the age of consent for a female is 14 years compared to the laws of our state at 18 years. It can be easily seen how this can cause a problem in the community as to the moral conduct of the Puerto Rican male which in some instances would result in police investigation whereby arrest action can be initiated.
4. The Puerto Rican males are great . for loitering on the streets, and it is part of their cultural background to feast their eyes on the female sex which in Puerto Rico is accepted by the women, but in our neighborhoods could be the basis for a complaint to the police bureau of a molesting or attempted molesting of a female.

The following suggestions are made:

1. Continuing our Spanish classes for police officers which is necessary to overcome the language barrier.
2. An understanding on the part of our police officers as to some of the hand-waving or expressions of the Puerto Ricans which could be misinterpreted as being of a derogatory nature but, in fact, would not be.
3. Emphasis in our school systems directed to the Puerto Rican students with special instructions in the English language. Night schools should be set up for Puerto Rican adults along the same lines.
4. Consideration for one or two small areas in the Puerto Rican community of our city as a park or square.



5. An information center whereby the Puerto Rican newcomer to the community can be immediately contacted for assistance in housing, employment and education. Perhaps this is already in effect by settlement houses, but it would seem that the city administration could be actively engaged in the program.
6. Every effort must be made to seek out leadership in the Puerto Rican community of our city and establish close lines of communication with such leadership and our Police Bureau. Such leadership does not require long standing residence in the community but should require a good grasp of the English language.
7. Our Police Bureau will solicit our participation in Puerto Rican affairs in the community involving speaking engagements, policing their special events where large groups may congregate and to protect the person and property of all gathered and the involvement of our Police Community Services Unit in dealing personally with problem families and problem youths. To accomplish this, we must have the advice, counsel and direction of the Puerto Rican leadership.
8. Emphasis in in-service training of our police personnel to treat the Puerto Rican courteously and with respect and dignity in any dealings with them. This has already been discussed at previous sessions of in-service training and at special sessions dealing with human relations, but because of the growing Puerto Rican community, it must be more intensely carried out.
9. The distribution to all police personnel of a booklet on questions and answers in English and in Spanish in basic problems in which our police become involved while serving the Puerto Rican community to cope with the language barrier and improve the services of our Police Bureau to the Puerto Rican community. Also, more extensive handout material by our Police Bureau in the Spanish language dealing with crime and community problems so that the Puerto Rican can better understand what services are available and the manner in which he can be served by the police and other official offices in the field of criminal justice.

Respectfully submitted,

W. M. Lombard  
Chief of Police

WML:bml

April 8, 1967

Universidad Catolica  
Ponce, Puerto Rico  
Monsignor McNiff

Dear Padre:

Hola Que Tal. I hope you are finding the same success in your continuing projects, as I believe resulted from our sojourn.

Enclosed is a copy of what I intend to mimeo and distribute to the men of my command. Although it is brief by comparison with what I brought back, I am sure you can understand that even this may be too much to absorb under the circumstances. Also enclosed is a copy of a report to Chief Daly.

I was on T. V. March 30m 1967 in N. Y. C. and I believe that the entire Metropolitan area of approximately 14 million people could have been listening if they wanted to. It was on C. B. S., channel 2 and they did 15 minutes from 6:30PM to 6:45PM and about 8 minutes from 11:22PM to 11:30PM.

They mentioned the name "Project Understanding" and gave due credit to Catolica Universidad and the Intercultural Institute, and showed me in the dormitory with its spartan atmosphere, and also in the classroom with Sr. Juan Quinones and Irma Perez. The Program also included a 3-5 minute talk by me on the Project in which I stated that it added a "New Dimension of Feeling" to the already existing one of knowing. Narrator was impressed with this because he repeated the phrase several times.

I have received nothing but favorable comment and after slicing away the personal and subjective accolades, most people (and this is approximately 50 people who mentioned it) felt that this was a valuable project and were quite impressed with the fact that it was not a junket.

The Puerto Rican people in my precinct were very impressed with the effort, but did voice objection to C. B. S. concentrating on the seamy side of Puerto Rico and New York. I spoke to the producer, Dick Clark and he acknowledged receiving some complaints. Several days ago they made amends by showing "Operation Bootstrap" indicating Puerto Rico and its people in a very good light.

Will you be kind enough to give my regards and thanks and those of my family to Father Schiavone and Cameron for those efforts that made our stay so happy.

Hasta Luego,

Sol Gross.

April 4, 1967

From: Commanding Officer, 23rd Precinct.

To: Chief of Staff

Subject: RESUME ON PARTICIPATION IN THE POLICE INSTITUTE AT THE INTER-AMERICAN CENTER, PONCE, PUERTO RICO.

1. Between February 20, 1967 and March 22, 1967, the undersigned was selected to attend the Police Institute at the Inter-American Center of Catholic University, Ponce, Puerto Rico. Pursuant to Chief of Staff Memorandum #305, the following is an account under requested headings and the results of this participation.

2. a. The attached schedule for the Police Institute has a complete listing of all subjects covered.

b. In addition to the aforementioned schedule listing the points of interest, attached is a summary of the report of the committee on Field Trips which goes into a detailed evaluation.

c. This course was of enormous benefit to me as a Commanding officer. The past five months, having worked with people of Puerto Rican descent in the 23rd Precinct, I thought that I was knowledgeable in Puerto Rican character. This course has given me a new three-dimensional look. I found that Puerto Rico was not 103rd Street in East Harlem.

Puerto Rico is a country with a long civilized history, Latin American standards of deportment and social relationships. Puerto Ricans are courteous, ambitious, and are progressing rapidly in the same lines as the United States. I understand what it means to be a foreigner in a strange country, unable to speak the language, unskilled, improperly attired for the weather.

All this information and experience should enable me to transmit with more authority my feelings about the Puerto Rican in my command and to the men who must service them.

d. The Police Department has accrued enormous benefits. My own personal contact with Puerto Ricans has deepened favorably. For example, when I came back to work, the Puerto Rican community Council was holding a meeting in the Precinct. When they heard I was in the station house, they disbanded the meeting. For a half hour we discussed mutual points of interest, areas that they had lived in in Puerto Rico and places we both knew in common. It is hoped that this good will can be maintained. In addition, personal inquires amongst neighbors, friends, and associates

resulted in nothing but praise for what was felt as a positive approach of the Police Department. They had seen the press and C. B. S. television coverage (it was on C. B. S. on March 30th, for 15 minutes at 6:30 p.m. and for 5 minutes at 11:20 p.m.) and almost unanimously were of the opinion that this effort by the Police Department to understand the community was not a "boondoggle" or a "junket"; and

e. The experience gained here will be utilized as follows:

1. I have already advised people of Puerto Rican descent who are active in the Precinct that I would be available for speaking engagements.
2. I am preparing material for dissemination to the men under my command.
3. I have already spoken at roll calls about how this trip to Puerto Rico has altered what tends to become a nearsighted view of Puerto Ricans or for that matter, any minority group.
4. I intend to request my Community Council that a program of communication between Community Councils of East Harlem and comparable citizen police groups in Puerto Rico be initiated.

f. The foremost method of conveying lessons learned in human relationship is by personal example. In addition, attached is a survey of information gained which in the opinion of the undersigned is pertinent and which will be reduced subsequently into memorandum book leaflets plus roll call training.

g. The lessons learned can be used for the benefit of the entire department. In view of the fact that we have close to one million Puerto Ricans in New York City, the undersigned feels that a minimum of one unit training session over television be devoted. The proposed syllabus can be easily formed from the lecture classifications indicated in the attached "Schedule for Police Institute." The department can use this trip as an indication to all minority groups of our continuing effort to promote better communication with the community.

h. Several comments:

1. Future sessions should include one command officer from the Police Academy who would be in a better position to position to evaluate the academic aspects.

2. The department should sponsor, in conjunction with the line organizations, vacations at the officer's expense for police families to Puerto Rico. This can be done in conjunction with line organizations.
3. Have Puerto Rican policemen assigned to airline terminals in New York with appropriate information relative to laws and ordinances plus printed material on how to get along in a big city like New York.
4. One minute spot announcements under the name of the Police Commissioner on spanish radio stations of which there are several already, of Police-Citizens Problems.
5. Work out some training program to recruit in Puerto Rico itself qualified Puerto Ricans who are acceptable except for English deficiency. The training should attempt to make them acceptable in English speaking and writing. This suggestion is proposed with the knowledge that 30% of Puerto Rican budget is devoted to education and Puerto Rican high schools are to graduate many boys and girls who would find police work in New York stimulating and well paying.

Solomon Gross  
Captain

**POLICE INSTITUTE  
INTER-AMERICAN CENTER  
PONCE, PUERTO RICO**

**EVALUATION OF POLICE INSTITUTE  
1967**

A. Using the scale of 1-5 points, indicate your evaluation of the lecture course:

1. usefulness of subject treated
2. presentation of speaker

(Usefulness)

(Presentation)

Language Course	( )	Juan Quiñones	( )
Lectures on Language Structure, Methodology, etc.	( )	Juan Quiñones	( )
History of Puerto Rico	( )	Marcos A. Ledee	( )
Vespra: Community Development in Puerto Rico	( )	Andrés Gómez	( )
Introduction to Economics in Puerto Rico	( )	Charles Frankenhoff	( )
Family Structure in Puerto Rico	( )	Mrs. Celia Bunker	( )
Dynamics of Migration	( )	Theodore McCarrick	
Public Health in Puerto Rico	( )	Dr. José Nine-Curt	( )
Political Structure in Puerto Rico	( )	Marshall Winkler	( )
Art and Culture in Puerto Rico	( )	René Taylor	( )
Effects of Social Change on Delinquency Behavior	( )	Jaime Toro-Calder	( )
Social Areas of Behavior Trauma in Migration	( )	Walter Janer	( )

Attitudes and Value Systems of  
Puerto Rico

( )

Joseph Fitzpatrick

( )

Indicial System in Puerto Rico

( )

Carlos Bonaparte

( )

CISLA - Work of Center

( )

Dr. Ernesto Capelló

( )

B. Using scale of 1-5 indicate the usefulness of the field trips:

1. Barranquitas

( )

2. Mayaguez

( )

3. San Juan

( )

C. Using scale of 1-5, indicate how your stay here has made you aware  
of Puerto Rican Culture ( )

D. Make general evaluation of the following, using scale of 1-5:

1.. Language

( )

2. Lectures

( )

3. Presentation of Culture

( )

4. Field Trips

( )

5. Over-all evaluation

( )

E. Has the program been profitable for you? Explain:

F. What did you expect from the course that you did not get?

G. Remarks

1. Positive aspects of course
2. Negative Aspects of course

H. Suggestions for improvements

I. Additional remarks



POLICE INSTITUTE - INTER-AMERICAN CENTER  
PONCE, PUERTO RICO  
EVALUATION OF POLICE INSTITUTE - 1967

A- LECTURES

The scale 1-5 points indicates the evaluation of the lecture course.

<u>LECTURER</u>	<u>LECTURE</u>	<u>PRESENTATION</u>					<u>USEFULNESS</u>				
Juan Quiñones	Language Course	1	2	3	4	5	1	2	3	4	5
Juan Quiñones	Lectures on Language Structure Methodology, etc.	1	4	4	4	15	6	5	3	10	10
Marcos A. Ledee	History of Puerto Rico	2	2	10	7	3	1	1	4	8	10
Andrés Gómez	Vespra: Community Development in Puerto Rico	2	3	10	6	3	1	4	5	6	8
Charles Frankenhoff	Introduction to Economics in Puerto Rico	2	10	7	5	5	1	6	13	4	4
Mrs. Celia Bunker	Family Structure in Puerto Rico	2	12	8	4	4	6	4	14	14	14
Theodore McCarrick	Dynamics of Migration	2	2	22	22	22	4	4	20	20	20
Dr. José Nine-Curt	Public Health in Puerto Rico	2	10	8	4	4	3	13	5	3	3
Marshall Winkler	Political Structure in Puerto Rico	3	12	6	3	3	3	11	6	4	4
René Taylor	Art and Culture in Puerto Rico	5	10	5	4	4	5	10	6	3	3

# Continuation

## A- LECTURES

### LECTURER

Jaime Toro-Calder	Effects of Social Change on Delinquency Behavior	—	3	13	5	3	—	1	5	7	11
Walter Janer	Social Areas of Behavior Trauma in Migration	—	1	2	3	18	—	—	4	2	18
Joseph Fitzpatrick	Attitudes and Value Systems in Puerto Rico	—	—	—	2	22	—	—	1	4	19
Carlos Bonaparte	Judicial System in Puerto Rico	1	6	8	6	4	—	2	11	4	7
Dr. Ernesto Capell6	CISLA-- Work of Center	—	2	3	4	5	1	2	3	4	5
Dr. Fred Curlin, M.D.		—	9	6	4	5	1	9	5	4	5
		6	—	9	7	2	11	8	3	1	1

B- USEFULNESS OF THE FIELD TRIPS

1. Barranquitas	1	2	1	2	19
	1	2	3	4	5
2. Mayaguez	—	1	3	5	15
3. San Juan	—	—	2	2	20

C- AWARENESS OF PUERTO RICAN CULTURE

	—	—	1	7	16
--	---	---	---	---	----

D- GENERAL EVALUATION OF THE FOLLOWING:

1. Language	—	1	2	5	16
2. Lectures	—	1	5	14	4
3. Presentation of Culture	—	—	—	16	8
4. Field Trips	—	—	2	4	18
5. Over-all Evaluation	—	—	1	14	9

F. Did you get from the Course what you expected?

Yes - 24

Reservations:

1. No idea what to expect
2. Not enough explanation of purpose of Course before arrival.

No - 1 (Language)

G. Remarks:

1. Positive aspects of Course

- a. no answer
- b. Material well prepared and presented
- c. Good Language Course and Field Trips
- d. Knowledge of Puerto Rico and motivation

7  
5 11  
1

2. Negative aspect of Course

- a. nothing
- b. Not enough personal contact with Puerto Ricans
- c. Lack of unity in lectures
- d. Visited too many Police Stations
- e. Language Lab a waste of time
- f. Course too long

9  
4 2 2 1 2  
4 2 1 2

g. Course too short

1

h. No visits to Court Rooms

1

i. Not enough free time

1

j. Worked more than 8 hours a day

1

H. Suggestions for improvements:

1. Reduce course to 2 or 3 weeks.

2. More police situations.

3. Field trips in smaller groups.

4. More contact with Puerto Ricans in daily life situations.

5. Complete booklet of all lectures.

6. Brochure to explain course.

7. Short crash language program before coming to the Institute.

8. More emphasis on language and longer language classes.

9. Forty hours a week.

10. Increase course from 4 to 6 weeks.

11. Longer notice in Police Department to prepare for trip.

12. Lectures one and a half hours at most with printed lecture.

13. Two Round-table discussions per week.

14. Language tapes should be based on class lessons.

15. More and immediate publicity for home city.

I. Additional Remarks

1. Specific publicity for each metropolitan group weekly.

2. Institute should be regularly scheduled to allow Departments to make plans for sending more officers.

3. Language study should be oriented to Police matters.

4. Families of Police officers should be brought down for period of indoctrination.

5. U. S. Police should have opportunities to accompany Puerto Rican police on tour of duty, night-time and day-time.

6. Panel discussion with lecturers having similar subjects.

7. One hour discussion should immediately follow each lecture.

8. Form committees at beginning of course to give reports on various topics relating to special police problems.

CATHOLIC UNIVERSITY OF PUERTO RICO

PONCE, PUERTO RICO

LARRAIN INTER-AMERICAN CENTER

REPORT ON THE POLICE INSTITUTE LANGUAGE PROGRAM

Submitted to Rev. James McNiff

by

Johnny Quiñones

This report is primarily concerned with an evaluation of the Spanish Program of the Police Institute at the Inter-American Center. It encompasses, nevertheless, a variety of aspects ranging from a statement on the objectives of language program to a description of the materials, methodology and teaching techniques used in the program. A description of the language background, aptitudes and attitudes of the students is also included.

OBJECTIVES OF THE LANGUAGE PROGRAM. One of the general objectives of the Police Institute was to introduce key personnel who were working in Spanish-speaking communities in the U.S.A. to the linguistic aspects of Puerto Rican culture. This would hopefully establish or improve communications with these communities.

We should emphasize the work introduce because our goal was not to provide the students with a means to acquire one of the often mentioned levels of language proficiency, although we were not as pessimistic as to discard the possibility that some of the students would be in the way to the acquisition of this goal as a result of the Spanish program they were going to take. The main reason for not having this goal was the short duration of the Institute. The students were going to spend a very limited time in contact with the language in a teaching context. The primary linguistic objective was then to awaken an awareness for some aspects of the reality of lan-



guage. One of the things we wanted them to acquire was a better understanding of one of the principal causes of problems for the Puerto Ricans living in the United States: the language barrier. One does not know how difficult it is to learn a foreign language or to live in a strange language situation until this is experienced. Another thing that we hoped would come as the result of the language program was a favorable attitude towards language learning, so that the officers would encourage other police personnel in their departments to a closer confrontation with Puerto Rican culture by taking courses in Spanish. We also set as a goal to provide the students with the facility to convert written symbols into sounds. This was done by explanations and readings of texts in the classroom.

STUDENT LANGUAGE BACKGROUND AND ALLOCATION TO CLASSES. The students were all male adults with the exception of one. The average age was approximately forty-five years and a half.

Except for the two students who came from Chicago, none of the students had taken a good language course recently. Those who had taken Spanish in High School or college had forgotten it completely.

A language ability test was administered to all the students before the course started. This test showed a wide range of language-learning ability among the student body. The score in the aptitude test and the language background were used as the two main criteria for placing the students into groups. The grouping made on the basis of the aptitude test

were not premanent; individual students were shifted to another group on the basis of actual class performance.

#### EVALUATION OF THE STUDENTS AND THEIR PERFORMANCE

There were differences, sometimes big differences, between what we had expected from some of the students in class performance-using the aptitude test and a scale of interest as criteria- and their actual performances. This might be attributed to such factors as: lack of application, bad study habits, lack of interest in the study of Spanish and discour- age for having such a "heavy" over-all Institute program. Many of the students of course did better than we expected and the majority of them were very interested in the language program and studied hard. A proof of this is that fifteen students were put at the "very good" or "good" category in language performance in the classroom by the instructors.

#### MATERIALS, METHODOLOGY, TEACHING TECHNIQUES, TIME ALLOTMENT AND TEACHING STAFF.

The materials used were based on the FSI BASIC SPANISH Course. Other materials, such as lists of basic vocabulary, expressions to be avoided, and commonly used gestures used in Puerto Rico, were also prepared. These materials were in accord with the objectives of the Spanish program; for this reason the students were not given materials specially designed for policemen. It is felt, however, that if a future course is planned with higher goals in mind, other materials should be prepared in which vocabulary and phrases that are used by the policeman on the beat are used.

The methodology and teaching techniques followed the general guidelines of the audio-lingual approach in which limitation of a native model and practice of basic patterns of the language obtained from basic dialogs are emphasized. The students also went to the language laboratory for special drills on pronunciation and review of the materials used in the classroom.

The students were in class during the morning from Monday to Thursday. They also had lectures on different aspects of language.

The instructors were all native Puerto Ricans who were specially trained for the program. They were encouraged to be in contact with the students as much as possible so that the students could practice the language. We were very successful in this and most of the students used the opportunity very well.

FINAL REMARK:

The only negative thing I can say about the Police Institute is that we had such a short time to work on the materials. I think that everything else was wonderful and very well planned.

## APPENDIX 1

### LIST OF LECTURES

1. The Nature of Language and language learning
2. The Methodology of Language teaching
3. The Vowel System of Spanish
4. The Consonantal System of Spanish
5. The Language Situation in Puerto Rico
6. On the Process of Bilingualism
7. The Sociocultural context in Language Teaching

RESULT OF THE APTITUDE TEST (MODERN LANGUAGE ASSOCIATION  
APTITUDE TEST)

	<u>PERCENTILE</u>	<u>ANALYSIS</u>
Billotti	15	75 : 2
Corin	50	70 : 1
Dwyer	30	65 : 2
Goddard	1	60 : 2
Gracy	25	55 : 2
Gross	60	50 : 3
Harries	20	_____
Harris	5	12
Henry	40	_____
Linehan	50	40 : 1
Lumpp	70	30 : 2
Martin	60	25 : 1
McNally	75	20 : 1
Miller	55	15 : 2
Molnar	1	10 : 2
Moore	30	5 : 1
Rapp	55	1 : 2
Richardson	15	_____
Rosenblum	65	12
Ruffin	75	Above 50% = 12
Solomon	50	Below 50% = 12
Trammell	10	
Voltz	10	
Zillmier	65	

# APPENDIX 3

## CLASSIFICATION OF THE STUDENTS BY THE INSTRUCTORS

(according to the performance in the classroom)

Billotti .....Very good  
 Corin .....Very good  
 Dwyer .....Very good  
 Goddard .....Poor  
 Gracy .....Average  
 Gross .....Very good  
 Harries .....Very good  
 Harris .....Below Average  
 Henry .....Average  
 Linehan .....Very good  
 Lump .....Very good  
 Martin .....Average  
 McNally .....Below Average  
 Miller .....Very good  
 Molnar .....Below Average  
 Moore .....Average  
 Rapp .....Below Average  
 Richardson.....Poor  
 Roseblum.....Average  
 Ruffin .....Average  
 Solomon .....Below Average  
 Trammell .....Poor  
 Voltz .....Average  
 Zillmier .....Poor

### ANALYSIS

Very good = 8  
 Average = 7  
 Below Average = 5  
 Poor = 4

# APPENDIX 4

## RESULT OF FINAL ACHIEVEMENT TEST

Billotti ..... A  
 Corin..... B  
 Dwyer..... B  
 Goddard..... F  
 Gracy..... C  
 Gross..... B  
 Harries..... C  
 Harris..... D  
 Henry..... B  
 Linehan..... B  
 Lumpp..... B  
 Martin..... -  
 McNally..... B  
 Miller..... B  
 Molnar..... C  
 Moore..... C  
 Rapp..... C  
 Richardson..... D  
 Rosenblum..... B  
 Ruffin..... C  
 Solomon..... -  
 Trammell..... C  
 Voltz..... D  
 Zillmier..... F

### ANALYSIS

A = 1

B = 9

C = 7

D = 3

F = 2

---

22

### KEY TO LETTERS

A = Excellent

B = Very good

C = Average

D = Below Average

F = Failure

## APPENDIX 5

### ANALYSIS OF LANGUAGE EXPERIENCE QUESTIONNAIRE

1. Only two students reported to come from families in which a language other than English was spoken.
2. Eighteen students reported to have studied one or more languages in high school.

German : 2  
French : 5  
Latin : 5  
Spanish : 4

---

18

3. Six students reported to have studied a language in college;

Spanish : 4  
German : 1  
French : 1

4. Four students reported to have been engaged in special Spanish programs. (two were already included in #3)
5. Description of the students of the interest they had in studying Spanish:

Strongly interested : 13  
Rather interested : 5  
Mildly interested : 4  
Rather uninterested : 2

---

24

6. Answer to the question: "Do you think Spanish is necessary for a policeman working in your city?"

Yes without qualifications : 9

Yes, for better performance of duties and/or better relations with the community.....: 6

Yes (desirable but not necessary....: 3

Yes, but in certain areas : 5

Undecided : 1



## STAFF EVALUATION OF LECTURE SERIES OF PROJECT UNDERSTANDING

### I Evaluation of the goals of the lecture series

The goals of the lecture series may be summarized:

- 1) To introduce the students to the historic and socio-economic development of Puerto Rico.
- 2) To examine the cultural patterns of Puerto Rican life thus providing a frame of reference for the students by which to interpret behavioral patterns of migrants to the mainland.
- 3) To discover the effects of social change and the difficulties occasioned by migration to a new culture.

Understanding implies, among other things, an intellectual comprehension of the factors that have gone into the creation of what is known as a people's culture. Since it is culture that very much determines behavior, the latter can only be fully understood with reference to the former. Since the particular behavior with which we are concerned is that of people who are functioning outside their cultural environment, the factors of social change and migration needed to be considered. Hence, the staff feels that the goals of the lecture series of PROJECT UNDERSTANDING were both realistic and adequate.

### II Evaluation of the methods of the lecture series

The lecture series necessarily covered a wide variety of disciplines, eg. history, sociology, political science, cultural anthropology, economics etc. Furthermore, in planning the lecture series, it was presumed that the students would have only an elementary knowledge of the areas presented as applied to the Puerto Rican reality. The lectures thus avoided an over-technical presentation. In this respect, the staff judges that the lecture series was, in general, successfully geared to the needs of the students.

The staff feels that the selection of topics was adequate to accomplish the goals outlined in Part I.

However, the following deficiencies were noted:

- 1) The need of an introductory lecture to interpret certain terminology of the various disciplines.

2) More co-ordination among the lecturers to avoid repetition in certain areas.

3) Distribution of an outline of each lecture to facilitate comprehension and provoke discussion.

4) The need of better co-ordination of supplementary reading materials with the lectures.

5) Problems in communication were occasionally created by the fact that some Spanish speaking lecturers did not have perfect mastery of English.

6) The topic of educational structures was programmed but omitted because of illness on the part of the lecturer.

7) The lecturers were sometimes distracted from their subject by questions extraneous to the matter under consideration.

\*\*\*

## EVALUATION OF FIELD WORK DURING THE POLICE INSTITUTE

### **I. Evaluation of the program in general:**

Very good. The purpose of the program was to bring the officers in contact with the socio-economic elements in the urban and rural aspects of Puerto Rico. The trips into the hills gave them a good idea of the living conditions of the people and what might be called, their natural habitat. They were able to see the Puerto Rican people at ease and at home. The effect on the group was noticeable, because it opened their eyes to a new facet of the Puerto Rican people which they found quite attractive. This view of the Puerto Rican brought into focus the problems the immigrant faced upon arrival in the metropolitan cities of the mainland.

The view of urban Puerto Rico enlightened the officers to the urban problems of city living and even slum living. The view accentuated the contrast between the two areas of life on the island.

The net result of the trips was to give a much higher evaluation to the Puerto Rican character, its initiative, its warmth, its development in the face of economic adversity, its depth of culture. At first hand they were able to see the result of the mixing of Indian, Spanish, American cultures.

### **II. Deficiencies in fulfilling the goals of the program:**

1. The Groups were a bit too large to afford first hand contact with Puerto Ricans. They were never able to really get to a personal association.

2. We should have arranged for a more professional approach to police work by allowing the officers to be alone with the Puerto Rican officers in their actual law enforcement.

3. A lecture should have been given before each trip, indicating on a map where they were going, and explaining some of the history, economics, culture, anthropology of the specific areas.

SPECIAL

SCHEDULE FOR THE CHIEFS OF POLICE

Wednesday - March 15th

-----Arrival

Reception  
Cocktail at the Hotel Meliá

6:00-----Supper at the LIAC

7:30-----Round-table talks

9:00

Thursday - March 16th

7:00 - 8:00 - Breakfast at LIAC

8:00 - 8:50 - Class

8:50 - 9:00 - Free

9:00 - 9:50 - Second Class

9:50 -10:00 - Coffee break

10:00 -10:50 - First Part of the Conference by Sr.  
Jaime Toro Calder - "Social Change and  
Criminology in Puerto Rico."

10:50 -11:00 - Free

11:00 -12:00 - Second part of Conference by Sr.  
Jaime Toro Calder

12:15 - Lunch

1:40 - Leave Center for University Campus by bus

- 2:00 - Electronic Language Laboratory  
Mr. Robert Hawthorne, Field Engineer of Dunshaw Co. will give a demonstration on the use and possibilities of this equipment in learning the language.
- Mr. Juan Quiñones, Director Linguistics at LIAC will give a conference and then a lesson to all.
- 4:00 - Free to look around the University Campus and Museum.
- 6:00 - Supper
- 7:30 - 9:00 - Round-table talks

Friday - March 17th

- 7:00 - 8:00 - Breakfast at LIAC
- 8:00 - 11:30 - "A comparative Study in Puerto Rican Attitudes" conference by Joseph Fitzpatrick, S.J., Ph.D.
- 8:50 - ten-minute free time
- 9:50 - ten-minute coffee break
- 10:50 - ten-minute free time
- 11:30 - Reading or study
- 12:51 - Lunch
- 1:55 - Group of Chiefs leave for Air-port
- 2:15 - Caribair flight to San Juan Lodgings in the Darlington, San Juan Hotel
- 3:00 - Meeting with the Superintendent of Puerto Rican Police, Sr. Salvador Rodríguez, at the General Headquarters in Hato Rey.
- 5:00 - Meeting with the Governor
- 7:00 - Cocktail and Dinner

Saturday - March 18th

----- Automobiles with Police Chauffers will  
be put at your service for the day

Sunday - March 19th

----- Return to the Hotel Meliá, Ponce

Monday - March 20th

7:00 - 7:45	-	Breakfast at LIAC
7:45 -	-	Buss leaves for University
8:00 - 9:00	-	Language Laboratory
9:00 - 10:00	-	Lecture "The Nature of Bilingualism"
10:00 -	-	Return to LIAC
10:15 - 10:30	-	Coffee-break
10:30 - 11:30	-	Spanish Class
11:30 -	-	Reading or study
12:15	-	Lunch
2:00 - 5:00	-	Lecture
		Msgr. Theodore E. McCarrick President of the University
7:30 - 9:00	-	Self-evaluation round-table talks

Tuesday - March 21st - Regular schedule of others.

SCHEDULE FOR POLICE INSTITUTE

Monday -Feb. 20 - 6:30 P. M. - Supper

7:30 P. M. - Introductory Conference  
Lecture Hall  
James McNiff,  
Director Police Institute

Tuesday -Feb. 21 - 6:45 - 7:30 - Breakfast

7:45 - Bus leaves for UCPR

8:00 -10:00 - Mr. Juan Quiñones  
"Nature of Language Learning"

10:15 - Coffee Break

10:45-11:30 - Language Class

11:30-12:15 - Study

12:15 - Lunch

2:00 - 5:00 - History of Puerto Rico

6:00 - Supper

Wednesday-Feb. 22 - ~~Holiday-Free-No~~ Classes

7:00 - 9:00 - Breakfast

12:15 - Lunch

6:00 - Supper

Those who will not be eating lunch and / or supper at the Institute please sign list on bulletin board.

Thursday -Feb. 23 - 7:00 - 8:00 - Breakfast

8:00 - 8:50 - Language Class

9:00 - 10:00 - Conference-Lecture Hall  
Mr. Juan Quiñones  
"Methodology of Language  
Teaching"

10:00 - 10:25 - Coffee Break

10:30 - 11:30 - Language Class

12:15 - Lunch

2:00 - 5:00 - History of Puerto Rico

6:00 - Supper

7:30 - 9:00 - Conference & Discussion  
Dr. Frederick Curlin, M.D.



Friday -Feb. 24 - 7:00 - 8:00 - Breakfast

8:30 - Departure for two-day  
field trip  
(Father Schiavone)

10:00 - Meeting with Police of  
Adjuntas

11:00 - Depart Adjuntas

12:00 - Luncheon and Meeting  
with Police Utuado at  
Hacienda Roses

2:30 P. M. - Depart Hacienda Roses

3:00 - Meeting with Police  
of Jayuya

4:00 - Depart Jayuya

7:00 - Supper & Meeting with  
Barranquitas Police at  
Hotel Barranquitas

Saturday -Feb. 25 - 7:00 - 8:30 - Breakfast- Hotel  
Barranquitas

8:45 - Depart Barranquitas

9:30 - Visit Comerfo and Cidra

12:15 - Lunch at VESPRA Training  
Center  
Conference-Sr. Andrés Gómez  
Assistant Training Director

2:30 - Visit local Police-Cayey

3:00 - Depart Cayey

4:00 - Meeting with Police at  
Salinas

5:00 - Depart Salinas for Ponce

7:00 - Supper

Sunday -Feb. 26 - Free-Meals as scheduled for Feb. 22

7:00 - 9:00 - Breakfast

12:15 - Lunch

6:00 - Supper

Those who will not lunch or dine here, please advise.

Monday -Feb. 27 - Same as Thursday, Feb. 23

7:00 - 8:00 - Breakfast

8:00 - 8:50 - Language Class

9:00 - 10:00 - Lecture Hall, Lecture:  
"The Vowel and Intonation  
Systems of Spanish"  
Mr. Juan Quiñones

10:00 - 10:25 - Coffee Break

10:30 - 11:30 - Language Class

12:15 - Lunch

2:00 - 5:00 - "Introduction to Economics  
of Puerto Rico", Mr.  
Charles Frankenhoff

6:00 - Supper

7:30 - 9:00 - Conference & Discussion  
Dr. Frederick Curlin, M.D.

Tuesday -Feb. 28 - 6:45 - 7:30 - Breakfast  
7:45 - Bus leaves UCPR  
8:00 - 9:00 - Language Laboratory  
9:15 - 10:15 - Language Class  
10:15 - 10:45 - Coffee Break  
10:45 - 11:45 - Language  
11:45 - 12:15 - Study or Reading  
12:15 - Lunch  
2:00 - 5:00 - Family Structure  
Mrs. Celia Bunker  
6:00 - Supper  
7:30 - Film

Wednesday-March 1 - 6:45 - 7:30 - Breakfast

7:45 - Bus leaves for UCPR

8:00 - 10:00 - Lecture: "The Consonant  
System of Spanish."  
Language Laboratory  
Mr. Juan Quiñones

10:15 - Bus returns

10:20 - 10:45 - Coffee Break

10:45 - 11:30 - Language Class

11:30 - Study

12:15 - Lunch

2:00 - 5:00 - Pres. Theodore McCarrick  
Ph.D.  
"Dynamics of Migration"

6:00 - Supper

Night - FREE

Thursday -March 2 - 8:00 - 8:50 - Class

9:00 - 10:00 - Class

10:00 - 10:25 - Coffee Break

10:30 - 11:30 - Class

11:30 - 12:15 - Study

12:15 - Lunch

2:00 - 5:00 - Conference

6:00 - Supper

7:30 - 9:00 - Discussion-Common Problems

Friday -March 3 - Field Trip (Father Schiavone)

8:30 - Leave here

9:00 - Commonwealth Oil

11:30 - "Porta Coeli"-San Germán

12:30 - I. A. U. San Germán  
Lunch

2:30 - Sugar Central

7:00 - Supper  
Mayaguez Hilton  
Police Meeting

Saturday -March 4 - 9:00 - 12:00 - Meeting with Police  
of Mayaguez

12:30 - Lunch at UPR Mayaguez

3:00 - Ponce Reformatorio  
District Hospital

6:00 - Supper

Sunday -March 5 - FREE

12:15 - Lunch (Advise if absent)

6:00 - Supper

Monday -March 6 - Same as Feb. 23

7:00 - 8:00 - Breakfast

8:00 - 8:50 - Language Class

9:00 - 10:00 - Conference- Lecture Hall  
Mr. Juan Quifiones

10:00 - 10:25 - Coffee Break

10:30 - 11:30 - Language Class

12:15 - Lunch

2:00 - 5:00 - Dr. Nine-Curt  
Public Health of Puerto Rico

6:00 - Supper

7:30 - 9:00 - Discussion or Film

Tuesday -March 7 - 8:00 - 9:00 - Beginners to Language  
Laboratory  
Others - Class

9:00 - 10:00 - Class

10:00 - 10:25 - Coffee Break

10:30 - 11:30 - Class

11:30 - 12:15 - Study

12:15 - Lunch

2:00 - 5:00 - Political Structure of  
Puerto Rico  
Marshall Winkler, S.J. PhD.

6:00 - Supper

Night - FREE



Wednesday-March 8 - 8:00 - 10:00 - Advanced students to  
Language Laboratory  
Other students follow  
regular schedule

8:00 - 8:50 - Class

9:00 - 10:00 - Class

10:00 - 10:25 - Coffee Break

10:30 - 11:30 - Class

11:30 - 12:15 - Study

12:15 - Lunch

2:00 - 5:00 - Lecture-Dr. René Taylor  
Director of Museum  
and visit to Museum

6:00 - Dinner

7:30 - 9:00 - Round-table Discussion

Thursday -March 9 - Field trip - Father Cameron

8:15 - Leave Ponce

10:30 - Police Academy-Caguas

- Lunch

1:30 - Leave Caguas

3:00 - Encounter with Superin-  
tendent Rodríguez Aponte  
en San Juan

The rest of program for 9th - 10th is in the hands of the  
Police of Puerto Rico until...

Friday -March 10 -

- Lunch at UPR
- Visit Capitol

Saturday -March 11 -

- Sight-Seeing Tour to Yunque in charge of Departamento de Fomento

Sunday -March 12 - Free in San Juan  
Late return to Ponce

Monday -March 13 - Same as Monday, Feb. 23

7:00 - 8:00 - Breakfast

8:00 - 8:50 - Language Class

9:00 - 10:00 - Conference-Lecture Hall-  
Mr. Juan Quiñones

10:00 - 10:25 - Coffee Break

10:30 - 11:30 - Language Class

12:15 - Lunch

2:00 - 5:00 - Sr. Jaime Toro  
"Social Change and  
Criminology in Puerto  
Rico"

6:00 - Supper

7:30 - 9:00 - Round-table Discussions

Tuesday -March 14 - 8:00 - Class  
9:00 - Class  
10:00 - 10:25 - Coffee Break  
10:30 - Class  
11:30 - Study  
12:15 - Lunch  
2:00 - 5:00 - Mr. Walter Janer  
"Social Areas of Behaviour  
Trauma of Migration"  
6:00 - Supper

Wednesday-March 15 - Same as Tuesday A. M.

8:00 - 9:00 - Beginners to Language  
Laboratory  
Others - Class  
9:00 - 10:00 - Class  
10:30 - 11:30 - Class  
11:30 - 12:15 - Study  
12:15 - Lunch  
3:00 - 5:00 - Conferences  
6:00 - Supper  
7:30 - 9:00 - Round-table Discussions

Thursday - March 16 - 8:00 - Class

9:00 - Class

10:00-10:15 - Coffee Break

10:15-12:15 - Dr. Luis Nieves Falcón  
Director of School of  
Education UPR

12:15 - Lunch

- Session in Language  
Laboratory (Cintas  
especiales)

6:00 - Supper

7:30 - 9:00 - Round-table Discussions

Friday - March 17 - 7:00 - 8:00 - Breakfast

8:00 - 9:00 - A Comparative Study in  
Puerto Rican Attitudes  
and

10:30-11:30 - Joseph Fitzpatrick, S.J.,  
PhD.

10:00-10:25 - Coffee Break

11:30 - Reading or Study

12:15 - Lunch

2:00 - 5:00 - "Puerto Rican Attitudes"

6:00 - Supper

Saturday -March 18 - 7:00 - 8:00 - Breakfast

8:00 -10:00 - "Puerto Rican Attitudes"

11:00 - Free - for individual  
Field Work

6:00 - Supper

Sunday -March 19 - Free - Same as March 5th

Monday -March 20 - 7:00 - 8:00 - Breakfast

8:00 - 8:50 - Language Laboratory

9:00 -10:00 - Lecture "Nature of  
Bilingualism"

10:00-10:25 - Coffee Break

10:25-11:30 - Spanish Class

12:15 - Lunch

2:00 - 5:00 - Lecture- Señor Torres  
Caldea - School of  
Criminology

6:00 - Supper

7:30 - 9:00 - Self-Evaluation discussions

Tuesday -March 21 - 7:00 - 8:00 - Breakfast

8:00 - 8:50 - Spanish Class

9:00 -10:00 - Spanish Class

10:00-10:25 - Coffee Break

10:25-11:25 - Spanish Class

11:30 - Libre para preparar  
viaje

7:00 - Banquete de despedida

Wednesday-March 22 - Free to travel----

Adios!!

March 7, 1967

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CONFERENCE NOTES

1) The group is of the opinion that each city will report back to its own Police Department in its own method.

2) The group, after preliminary discussion involving recruitment, felt that its main purpose was:

a) Transmission of knowledge gained here to their own communities with development of programs to solve problems of Puerto Ricans in respective areas.

b) Making recommendations based on our experience, knowledge, and insight gained from this exposure to proper authorities if requested.

3) Relative to Point 2-A

a) Develop training Bulletins back home

b) Encourage Puerto Rican leaders to sit in on training sessions, if suitable

c) Motivate men to higher goals of service. Emphasis, then, is to serve.

d) Encourage U.S.P.D. officers to make trips to Puerto Rico by organizational & governmental stimulation of travel facilities(?)

e) Host towns in Puerto Rico to adopt different Puerto Rican communities in Ponce as is done in Sister City Programs,

Miami Beach, Florida, & Friendly Town Program, in N.Y.C., this would encompass living in.

f) Police Exchange visits. Police in U.S. living in Ponce homes in Puerto Rico & vice versa.

h) Stimulate Chambers of Commerce in Puerto Rican areas in U.S. & P.R. community organization in U.S. to assist & aid migrants to U.S.

4) Relative to Point 2-B

a) Airplane companies - P.R. Government Agencies to identify migrations to & from Puerto Rico make information available

b) Use of TV (very prevalent in P.R.) for illiterates, radio, and magazines & comic strips, newspapers for dissemination of information, such as weather, current U.S. problems.

c) Government of Puerto Rico to print in Spanish information on how to get help in N.Y., N.J., etc. Furnish migrants with addresses & telephone numbers & have facilities such as travelers' aid waiting at points of desembarcation.

SUPPLEMENTARY NOTES:

The argument that the Puerto Rican should not get treatment that other prior immigrant groups failed to get was discounted because:

1) Lack of action in past does not justify lack of action now; sociological techniques developed over the decades can help bridge a gap in integration of P.R. that were formerly not available.

2) Police are dedicated to serving public & must convert themselves to high moral approach

3) Puerto Rican migration is much different than the other previous waves



- a) Puerto Ricans are 3 hours away
- b) Process is in this migration reversible
- c) Puerto Ricans come from tropical country
- d) Puerto Ricans are citizens coming to U.S.
- e) Climate is a sudden change
- f) Puerto Ricans are unskilled

## INTRODUCTORY CONFERENCE

James F. McNiff  
Director Police Institute  
February 20, 1967

In the name of the University and of the Larrain Inter American Center its staff, as well as in my own, I wish to take this opportunity to wish you all a very sincere welcome and express the hope that your stay with us here will be both fruitful to you and the community which you represent and at the same time agreeable.

At this time let me take the opportunity to present the other members of the staff;

Father Frederic Cameron-----Ass't Director and Coordinator

Señor Juan Quiñones-----Language Director

Señor Ramón Zapata-----Chairman Spanish Department  
Language Consultant

Father Alphonse Schiavone--Program Director

Coronel Antonio Munera-----Police Liason Officer  
Director of Public Relations  
of Puerto Rico Police

In March, 1965 President Johnson proposed a number of measures designed to increase federal participation in the nation's efforts to cope with the rising incidence of crime. Congress was asked to grant the Attorney General the authority to establish a program of assistance which would enable

state and private groups to accelerate efforts in the development of new and experimental methods. As a result, Congress passed the Law Enforcement Assistance Act on September 22, 1965.

For many, undoubtedly, the concept of Law Enforcement Assistance means an increase in repressive methods and so coping with the rising incidence of crime with mere force. However, the President of our University, Monsignor Theodore McCarrick, who possess a doctorate in sociological studies, believed that a much more imaginative approach to the problem is the true solution. He believes that private institutions, such as ours, exist primarily to render service to the community which nurtures them and this institution is singularly endowed to offer a service to the Police Forces which we so highly esteem in their endeavors to resolve minority problems in the densely populated cities, -particularly those related with Puerto Ricans.

With this object in mind, we canvassed the larger cities and asked them what they thought of the idea of training key officials of the department who would then pass on to others in their sphere of influence, if not the linguistic accomplishments, at least a better understanding of the Spanish speaking citizen. With the exception of Boston, my home town, all the

major cities responded through their Police Commissioners or Superintendents that they were in accord with the idea and they opted for a month's course rather than the alternative that was offered of two months or even longer.

On the 18th of Sept. 1966, I approached Mr. Patrick V. Murphy, the assistant Director of the Office of Law Enforcement Assistance, whom some of you may know, because he is from New York, and the machinery for the application for a grant was set in motion. Those of you who think you were given relatively short notice for your trip will be interested to know that the program was approved only on the 11th of February after we had spent months in negotiations and meeting the necessary requirements. Mr. Courtney A. Evans, acting Director of OLEA paid us a personal visit in January to inspect the set-up and to make some helpful suggestions.

During the past nine years this Center has prepared 1,200 people for work both in Latin American countries and in the Spanish-speaking area of the U.S. The staff is composed of people who have had long years of experience in foreign countries and therefore have felt in their own lives the results of the cross-cultural shock. An essential part of your experience will be to feel in your own person just what it means to live in an environment that is not naturally yours,

that is, what it means to be a "foreigner" in a sense. Puerto Rico, being bi-lingual and bi-cultural, offers the type of bridge necessary to make the transition from one culture to another more pleasant and agreeable. You will be happy to know that the Superintendent of the Puerto Rican Police, Señor Salvador Rodríguez, has offered his complete cooperation and endorsement of our program and has appointed as Liason Officer, Señor Antonio Munera, who will arrange for your meetings with the local police on your week-end Field trips.

Throughout the project and more particularly at the close of it, there will be a continual process of self-evaluation in which you participants will be asked to fill out questionnaires based on every aspect of the training and orientation as well as the field trips. Your opinions together with those of the staff members will be carefully studied by a special commission for that purpose.

Now you may ask what is the Project Police Institute Understanding designed to accomplish? Two things:

- 1) a basic appreciation of the language; in some cases giving you the fundamentals; in others, especially for those of you who already have made some studies in it, a more perfect knowledge and familiarity with it.

2) and "on the spot" orientation into the cultural patterns of the Puerto Rican people -and thereby assist your Police Department in improving communications and understanding with Spanish-speaking groups.

In one month you are not expected to do the impossible and learn everything there is. You will make some progress in the language according to your gifts; you will get some insights into what happens to an individual when he makes a change from one culture to another, because now it is happening to YOU.

But the most important acquisition you should have after a month on this beautiful isle is a new "attitude" towards Puerto Ricans. This new attitude should be one of appreciation of the many positive values that exist in their culture and a sympathetic understanding of whatever deficiencies may appear.

Since 1917 Puerto Ricans have been citizens of the U.S. and are our brethren. Sometimes we see them classified in the U.S. with foreign elements and perhaps we think of them as "second class" citizens at times. But when you hear a Puerto Rican reply with pride when he is asked his nationality that he is an American, you cannot help but be deeply impressed.

Perhaps in the course of your activities here or in the living conditions which are being furnished to you, some deficiencies may become apparent. This will not be true as far as food goes because no effort has been spared to see that you are well taken care of in this respect. In other areas, however, it is possible that you will not have things the way they are at home and we ask you to be patient and consider all of it as part of your indoctrination into the environment and part of the experience of crossing over from one culture to another. It definitely has a pedagogical effect.

One final work of exhortation. You men represent the Command Personnel of your respective Departments, and therefore what you acquire here must redound to the benefit and credit of your Department. Your responsibility, then, is great because you are the leaven which will transform, slowly and perhaps imperceptibly at the beginning, but nevertheless, surely, the mass attitudes of the entire community.

STAFF ORGANIZATION OF THE POLICE INSTITUTE UNDERSTANDING

PRESIDENT OF THE CATHOLIC UNIVERSITY

Rt. Rev. Msgr. Theodore E. McCarrick, Ph.D.

PROJECT DIRECTOR-Rev. James F. McNiff

ASS'T Director and  
CO-ORDINATOR - Rev. Frederic Cameron

SEÑOR Ramón Zapata  
Chairman Spanish Dept.  
Language Consultant

SEÑOR J. Quiñones REV. A. Schiavone  
Language Director PROGRAM DIRECTOR  
Language Director SOCIO-CULTURAL ACTIVITIES

POLICE ADVISOR  
Col. Antonio Munera

The Project Director is responsible for the total operation, and has been given the necessary authority by the President of the University to make all the pertinent decisions, but these are made with the aid of the other members of the staff, who are likewise responsible for their assigned activity.



### COOPERATING AGENCIES

The Puerto Rican Police Department was courteous, helpful and instructive. The Superintendent, Mr. Salvador Rodríguez, from the commencement of the project had offered his unqualified aid. Colonel Calero, head of the uniformed Police also expressed his willingness to collaborate, and finally Mr. Antonio Munera, Director of Public Relations for the Police, arranged to have the local TV and newspaper agencies meet the plane on its arrival and interview the Director of the Police Institute, while waiting for the plane to Ponce. Commander Pérez, in charge of the southern District of Puerto Rico, came for dinner the first evening to establish personal contact with the participants, and furnished the whole-hearted cooperation of the local Police during their stay here. A motorcycle escort was furnished on the field trips; Commander Pérez, himself, along with other high officials of the Department accompanied the men on these trips to put them in contact with the reality of Puerto Rican life.

CBS of New York City sent a crew of men to spend the day televising aspects of the course, the language training, the cultural aspects, living quarters, etc. which was shown at 6:30 P.M. in New York on March 30th, 1967 to a potential audience of 14,000,000 and featuring Captain Solomon Gross, the

Commanding Officer of the 23rd Precinct of New York City.

MOTIVATIONS AND EXPECTATIONS

These participants were motivated by two factors: the first, they were selected for the course by their Department and knew that they carried a responsibility toward the Department, and secondly, because they are men who are highly competent in their work and are accustomed to examining a new experience carefully and learning all about it.

The expectations were varied. Many thought that they were going to learn Spanish perfectly in the short time of one month; others, some few, were not too anxious to go to the trouble of learning the language. Nearly all of them thought they knew all there was to be known about Puerto Ricans and were, therefore, quite surprised and happy when they found so many superior values among them that they had not, heretofore, appreciated.

### PROJECT SUMMARY

In the middle of the month of August, 1966, the President of the University, the Rt. Rev. Msgr. Theodore McCarrick, at the suggestion of the Rev. John Ring, Administrative Assistant for Development, sent a letter to the Mayor and Chiefs of Police of the large cities on the mainland with an appreciable population of Puerto Ricans.

The letter emphasized the necessity of increasing our understanding of minority groups within the large cities and the fact that the Larrain Inter-American Center of the University was about to launch a program for the preparation of career specialists in the latin culture. Along with this program, real thought had been given to the possibility of a special institute for high-echelon police officers from the departments of large cities where there are large concentrations of Spanish-speaking people, and these officials would be prepared to pass on to officers in their command the fundamental aspects of orientation on Puerto Ricans which would clarify and ease the obligation of their responsibilities toward the Puerto Rican in the big city.

Enthusiastic replies were received from eleven of the 15 major cities, principally from their Commissioners or Chiefs of Police, expressing real interest and the desire to hear further details of the proposed program. They were asked to

make a choice between a month or a two-month course and the majority opted for the former.

Then the Director of the Larrain Inter-American Center visited the Office for Law Enforcement Assistance in Washington, spoke to Mr. Patrick Murphy, the Assistant Director of that office, told him of the interest that existed among the various departments and asked if it were possible to secure funds from the government for this purpose. On October 31st, 1966, the application for the Grant was submitted to OLEA and in the course of the next month a new and more detailed draft was necessary. In January, Mr. Courtney Evans, Acting Director of OLEA, paid a personal visit to the Center, made some suggestions about being more specific as far as the outline of lecturers for the orientation part of the Seminar was concerned, but left the impression that it would only be a question of time for the approval to be forthcoming.

The original dates suggested had been Feb. 1st, 1967, to March 4, 1967, but the 1st of February passed without any indication that it was still being considered at OLEA. Then on the 10th of February, word of approval was received indirectly through a telephone call to the Assistant Director. By this time the commencement date had been pushed back to February 20th, so this allowed for ten days only to notify the respective Departments. To save time, -and this was urgent, since, the program had to be fit in before the Easter holidays,

which were to begin on the 23rd of March, -cables were sent on February 11th, to eleven Commissioners advising them that the program had been approved for the 20th of February. It turned out that some of the participants had as little as four days notice before they boarded the plane to take them to Puerto Rico. Eastern Airlines, through its representative, Mr. Wm. Reid, of Institutional Sales, made the contacts with the various departments and the arrangements to get as many as possible of them on the same plane to San Juan.

On the 20th of February, they were met in San Juan, interviewed by the Local Police authorities and the TV and News media, and then escorted to Ponce to their quarters at the Larrain Inter American Center. There a reception was prepared for them in which the local officials were present to bid them welcome. The mayor of Ponce, Mr. Ruberté, had received a cable from a Congressman from Philadelphia to greet his men there, especially Deputy Commissioner Morton Solomon, who was one of the participants.

Twenty-four officials from eight cities arrived, -for Bridgeport withdrew because of illness, and Detroit and New Orleans, which had expressed so much interest in the project did not bother to reply to the cables, -and immediately began to feel in their own persons what the course was designed to bring out and heighten, namely, how it feels to be in a strange land, where you can't understand the language, and you are so

dependent on others, even though you are sophisticated and have a highly rated position in the community from which you come. The process of changing from one cultural environment to another is revealed to them in those first hours of arrival. They become acquainted from the start with people of an other culture, who are highly articulate and efficient, who have extraordinary values as persons and thereby acquire a new insight into the values of a hitherto unknown cultural pattern.

The training consists in an intensive 48 hour language course crammed into the mornings of 5 hour-day weeks; the afternoons are dedicated to the development of socio-cultural topics given by various professors of the University here and the one in Rio Piedras; two-days of every week were spent in field trips into the interior of the Island and to the Capital, where they had ample opportunity to see and study the rural environment of Puerto Rican life as well as the urban and cultured type of existence, with all its advantages and disadvantages, such as exist in the capital.

During the final week of the training course, the Chiefs of five of the participating cities, New York, Rochester, Baltimore, Newark, and Cleveland, were able to attend the final sessions and participate in a few of the evening round-table discussions which formed a feature of the Police Institute. These Chiefs were made to feel the eminently practical aspects of the training and its potential usefulness for their entire department.

One of them wrote afterwards: "I consider my week in Puerto Rico a bright spot in my career as a law enforcement officer. Not only were the tours and various locations we visited most interesting and informative, but the association with you, your staff and the other employees at the institute was an education in itself. Please extend my sincere thanks to your staff."

This same Chief in his written report to his Commissioner says in part; "This week long period was a wonderful opportunity to observe training of law enforcement officers from the States in the language and cultural knowledge of Puerto Ricans. On March 16, we sat in the class room to observe the manner in which the officers were being instructed in conversational Spanish. In the early afternoon of March 17, our group flew from Ponce to San Juan where an interesting late afternoon and evening was spent with the Secretary of State and other officials of Puerto Rico as well as with the Superintendent of the Puerto Rican Police and some staff members. On March 18, our group was given the use of a police vehicle and a driver and toured the San Juan area covering the slums as well as the affluent sections of the community and the historical and cultural centers....."

During the closing days of the course CBS sent a special crew from New York to televise the activities and they featured Captain Solomon Gross, the Commanding officer of the 23rd Precinct, who afterwards wrote to me: "I was on TV, March 30th,

1967 in N.Y.C. and I believe that the entire Metropolitan area of approximately 14 million people could have been listening if they wanted to. It was on C.B.S., channel 2 and they did 15 minutes from 6:30 P.M. to 6:45 P.M. and about 8 minutes from 11:22 P.M. to 11:30 P.M. They mentioned the name "Project Understanding" and gave due credits, -and showed me in the dormitory with its spartan atmosphere, and also in the class room with Señor Juan Quiñones and Irma Pérez. The program also included a 3-5 minute talk by me on the Project in which I stated that it added a "New Dimension of Feeling" to the already existing one of "knowing". The narrator was impressed with this because he repeated it several times."

As to the practicality of the training course, I quote from another part of this same officer's report: "the experience gained there will be utilized as follows:

1. I have already advised people of Puerto Rican descent who are active in the Precinct that I would be available for speaking engagements.
2. I am preparing material for dissemination to the men under my command.
3. I have already spoken at roll calls about how this trip to Puerto Rico has altered what tends to become a nearsighted view of Puerto Ricans or for that matter, any minority group.
4. I intend to request my Community Council that a program of communication between Community Councils of East Harlem and



comparable citizen police groups in Puerto Rico be initiated."

In making up our report, we have drawn heavily on the comments and results of round-table discussions of the officers themselves and they form the bulk of it. However, there is also an evaluation made by the Staff on all facets of the work. The net result is that, while there were certain minor deficiencies, the overall effect of the project was highly satisfactory and pleasing to all concerned, to the participants as expressed in so many ways, and to the staff which was impressed with the high degree of competency and the seriousness of purpose with which these admirable servants of the community undertook their training. It was well worth the effort involved and every possible endeavor should be made to continue and even increase the number of these courses so that an ever-growing number of our police officials can be given the opportunity to participate in such a valuable experiment.

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