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FINAL NARRATIVE REPORT

POLICE-COMMUNITY SERVICES TRAINING SESSION NUMBER FOUR

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WINSTON-SALEM POLICE DEPARTMENT
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INTRODUCTION

Winston-Salem, North Carolina, has a great deal in common with the cities of similar size. With a population of approximately 153,000, and currently dependent upon the tobacco, electrical and textile industries, it is nevertheless growing, moving toward greater industrialization, and it has in miniature the big-city problems of slums, crime and unemployment. In many ways a remarkable city--beautiful, historical, cultured, wealthy compared with some other places in the South--it has also felt the mark of poverty: 15 percent of the whites and 45 percent of the non-whites fall below the official boundaries of deprivation. Tobacco, its chief industry, is low-paying and partly seasonal. Workers pour in for the limited opportunities and then remain. Some find off-season jobs; the rest survive by other means. Whatever the means, it is certain that the low-income level affects the crime rate and the burden of public welfare.

Enormous changes have taken place in the world since 1925. The pressures of population are being felt. A social revolution has taken place in the past ten years. Standards of morality have changed. New drugs--some destructive, some therapeutic--have been discovered. New understanding has been reached about human behavior and motivation. A new concern for the preservation of basic human freedoms has been demonstrated in recent Supreme Court decisions. The public is newly aware of the wide-spread implication of any social ill on all aspects of society, and it is aware of the advances in sociology, psychiatry, medicine and public administration that can be applied to alleviating some social problems. It has also come to expect that the police establishment will have sufficient depth and background that it can cooperate effectively and efficiently with those forces at work in this half of the century.

HISTORY

For any crime to be committed, two factors must be present-- opportunity and desire. Police departments over the past years have relied on patrol cruisers and concentrated efforts of special squads to eliminate the opportunities for crimes to be committed. Little has been done to eliminate the desire. Experience has shown that apprehension and punishment is not the sole answer to crime prevention. We have witnessed the crime, the punishment, the repeated crime and the repeated punishment grow into a vicious cycle. With each arrest, with each conviction, and with each sentence, the perpetrator has become more embittered with authority and with society in general. Hostile attitudes and distrust of the authority have followed one generation after another.

Over the years, Winston-Salem has been aware of the interrelated nature of the problems of poverty, and long before the Great Society the city was carrying on its own small-scale experimental program under private foundation grants in neighborhood improvement projects. In view of our present experiences, we have looked for many means of preventing crimes and decreasing the rate of recidivism. One answer seems to be going back to the old system of policing, (in a sense) getting to know the people on a personal basis, their names, their occupations, their children, their troubles, etc. We have concerned ourselves with their needs and either helped them in an effort to fulfill many needs or referred them to an appropriate agency that could be of assistance. We have searched for the "trigger" to motivate some who seemed to be beyond help. Our experiences have shown that once the people of a given area get to know the policeman by name and as a person, rather than "The Man in Blue," his job is much easier and the results far more gratifying.

Whether this new approach to law enforcement is the answer or not remains to be seen, but law enforcement throughout the nation must move, and this seems to be a step in the right direction. This is the move that Mr. Nicholas Katzenbach proposed in his Crime Commissions Report to the President on February 19, 1967. This is the plan that Winston-Salem city officials began working on four years ago. This new approach to law enforcement has been an operating unit of the Winston-Salem Police Department as the Community Services Unit.

The Community Services Unit differs from that of the Juvenile Unit in that its emphasis is on crime prevention rather than on post-crime activities. It is staffed by selected men especially trained in recognizing and understanding symptoms of anti-social behavior, in establishing the kind of rapport necessary to gain the confidence and cooperation of the people with whom they work and in building communication lines between the community it serves and social agencies that can serve them as well as the public at large.

RECRUITMENT

The recruitment of officers for the Community Services Unit itself was obviously a matter of crucial importance. The men who staffed it were people with particular insight, patience, ability to gain confidence and a desire to serve mankind. They were selected from officers currently within the Department who expressed a desire to work within a new unit. The reason for drawing from personnel within the Department was that the Department's great advantage in initiating this kind of community service activity was its 24-hour accessibility, its already-established communications system and the fact that it is already well-acquainted with the target area. (In the selection of female personnel, qualified women from outside the Department were considered, being permitted to submit educational and other qualifications in lieu of police experience; one was selected.)

A volunteer for the Community Services Unit submitted his request for assignment in writing to the Chief of Police, giving his reasons for wanting the post. All officers who were currently members of the force and had served their probationary period were eligible to apply. The Chief, along with other supervisory personnel and one outside sociologist from a local college, interviewed each applicant, considered his request and noted his record and personal qualities. The expectation was that there would be more qualified persons than could be accepted. This expectation proved accurate in that 41 officers volunteered when only 12 could be accepted. Those who were transferred to the new unit were relieved of all responsibilities in whatever division they formerly served. The vacancies that their transfers created were filled with new police recruits; thus, the establishment of the new unit involved a ripple effect in which several divisions of the Department lost trained and qualified officers who were replaced by inex-

perienced men. The number admitted to the training sessions were therefore largely determined by personnel commitments to other divisions of the Department. Even so, two sessions of the training program were required so that the regular-line units were not depleted, for past experience had indicated that some of the best-qualified line personnel would be the ones who would apply for assignment to the Community Services Unit.

Personnel who decided during the training session that they did not care to remain with the unit, or whom the instructors decided were not suitable to the program were permitted to return to their former units without prejudice.

DISCUSSION OF TRAINEES

The trainees of this fourth training session, their occupational types, organizational affiliations, locations, professional ranks, prior experiences and training are as follows:

1. GEORGE D. BROWN was born on October 6, 1933, and was employed by the Winston-Salem Police Department on February 10, 1964. He was graduated from high school in 1956. Upon completion of high school, Patrolman Brown joined the United States Air Force. While in the Air Force, he took a radio operators course and a machinists course at the Southeast Signal School. His in-service training consists of police basic training, human relations course, and he is presently enrolled in a police technology course at Forsyth Technical Institute. Patrolman Brown is currently assigned to the Uniform Division.
2. GID GEORGE CORNATZER was born on August 22, 1942, and was employed by the Winston-Salem Police Department in September, 1964. He graduated from high school in 1960. Upon graduation, he joined the United States Air Force, where he attended an ordinance and munitions course in Denver, Colorado, from September until December, 1960. His in-service training consists of police basic training. Patrolman Cornatzer is currently assigned to the Uniform Division.
3. RAY F. HOLCOMB was born on February 25, 1919, and was employed by the Winston-Salem Police Department in 1945. He left the Department in 1950 and returned again in August, 1952. His formal education consists of an Air Force equivalency test in 1941. He has attended many courses outside the Department concerning general subjects of primary learning, operation of and

maintenance of air as well as ground equipment for the Air Force, typing and English, supervision of police personnel conducted in Winston-Salem by the Traffic Institute of Northwestern University, police communications officers school, bomb disposal school, and supervisory courses at Forsyth Technical Institute. His in-service training consists of police basic training, a police management course conducted by the International Chiefs of Police Association, a course in revised report procedures, gas demonstration and riot control, instructors school and police administrations. He is currently a platoon commander within the Uniform Division; he is a Lieutenant.

4. JOSEPH W. McFADDEN was born on December 13, 1927, and was employed by the Winston-Salem Police Department on March 15, 1953. He graduated from high school in 1945, and he attended one half of a semester of college. His in-service training consists of police basic training, identification and photography, investigative techniques, revised reporting procedure, riot control and police-community relations. Patrolman McFadden is serving in the Uniform Division.

5. TALMADGE BELTON LEACH was born on November 27, 1925, and was employed by the Winston-Salem Police Department first on January 1, 1947. He left the Department for a short time in the early 1950's and returned on November 16, 1952. He graduated from high school in 1944. He attended a nine-months course on traffic enforcement at the Traffic Institute of Northwestern University at Evanston, Illinois, and an IBM local government-law enforcement executives class at Poughkeepsie, New York. He was the second man in the State of North Carolina to receive a state diploma from technical institutes for having completed 16 courses in supervisory and development training.

His in-service training consists of police basic training, general law enforcement, traffic law enforcement, first aid, fingerprinting and photography, traffic law enforcement and supervision, accident investigation, police instructors course and riot control. At the time of this course, Mr. Leach was a sergeant in charge of Planning and Research, but has since been promoted to Lieutenant. He has served as a platoon commander within the Uniform Division and is now assigned to the Triad Law Enforcement Planning Agency.

6. WAYNE JACKSON GILLEY was born on October 16, 1938, and was employed by the Winston-Salem Police Department on June 3, 1963. He passed the high school equivalency test in 1961. He has taken four courses in supervisory development training at Forsyth Technical Institute, as well as a course in English grammar. His in-service training consists of police basic training, a course for training coaches, riot control and human relations seminars. At the time of this course, Patrolman Gilley was assigned to the Uniform Division, but has since been transferred to the Community Services Unit.

7. RALPH HAROLD FRYE was born on January 17, 1931, and was employed by the Winston-Salem Police Department on March 23, 1954. He graduated from high school in 1949. He had attended no schools or courses outside the Department at the time of this course. His in-service training consists of police basic training, breathalyzer school, a public relations seminar, radiological defense, and explosive ordinance disposal school. Patrolman Frye was assigned to the Uniform Division at the time of this course. He has since been transferred to the Vice Control Unit, and he is currently taking a course at Forsyth Technical Institute leading to an Applied Science Degree in Police Administration.

8. CHARLES P. PAYNE was born on June 18, 1936, and was employed by the Winston-Salem Police Department on April 1, 1961. He graduated from high school in 1955. He had attended no schools or courses outside the Department at the time of this course. His in-service training consists of police basic training, breathalyzer school, radio school and fire school. At the time of this course, Patrolman Payne was assigned to the Uniform Division. He has since been transferred to the Vice Control Unit, and he is currently taking a course at Forsyth Technical Institute leading to an Applied Science Degree in Police Administration.

9. FRANK K. MABRY was born on December 14, 1937, and was employed by the Winston-Salem Police Department on September 1, 1964. He graduated from high school in 1957. He has attended four courses in supervisory development training at Forsyth Technical Institute. His in-service training consists of police basic training, a course for training coaches, riot control, and familiarization and training on all departmental weapons. Patrolman Mabry is currently assigned to the Uniform Division.

10. MORRIS ALLEN ROBERTSON was born on January 28, 1940, and was employed by the Winston-Salem Police Department on June 23, 1961. He graduated from high school in 1958 and attended East Carolina University for two years in 1959 and 1960. Other courses attended outside the Department consists of police administration conducted by the Institute of Government, University of North Carolina at Chapel Hill, North Carolina, breathalyzer training at Alamance County Technical Institute in Burlington, North Carolina, and a three-month course in police administration at the Southern Police Institute in Louisville, Kentucky. His in-service training consists of police basic

training only. At the time of this course, Sergeant Robertson was serving as a coordinator and instructor at the Police Academy. He was later transferred to be an administrative aid to the commanding officer of the Service Bureau. Currently he is supervising a squad of officers who are taking college courses at various schools in the area. Sergeant Robertson is also taking courses at Guilford College.

11. RONALD LEE HASKINS was born on June 2, 1940, and was employed by the Winston-Salem Police Department on June 21, 1962. He is a high school graduate and attended Catawba College in Salisbury, North Carolina, for two and a half years. Other schools and courses attended outside the Department consists of the Metropolitan Police Academy in Washington, D. C., for 16 weeks, the United States Park Police Academy in Washington, D. C., for 8 weeks, investigational school at the Arlington County Police Department, Arlington, Virginia, and the United States Park Police Accident Investigation School in Washington, D. C. His in-service training consists of police basic training, a course for training coaches, and he is currently taking courses at Forsyth Technical Institute leading toward an Applied Science Degree in Police Administration. At the time of this course, Patrolman Haskins was serving as a motorcycle officer with the Uptown Squad. He has since been transferred to the Detective Division.

12. MACK M. GOFORTH, JR. was born on October 15, 1928, and was employed by the Winston-Salem Police Department as a radio operator on December 1, 1947. He was promoted to a patrolman on March 16, 1951. He graduated from high school in 1947. He has attended four courses in supervisory development at Forsyth Technical Institute. He also attended a course in leadership and

human relations and another course on personal aspects of supervision at the Wake Forest Management Institute. His in-service training consists of police basic training, a course in traffic and supervision conducted in Winston-Salem by the Traffic Institute of Northwestern University, municipal police administration, an instructor's course, investigative techniques in court reforms and riot control. Mr. Goforth is a sergeant in the Detective Division.

13. STOKES H. ALRIDGE was born on September 22, 1936, and was employed by the Winston-Salem Police Department on April 1, 1960. He graduated from high school in 1955 and has not attended any courses outside the Department. His in-service training consists of police basic training, traffic enforcement and supervision conducted in Winston-Salem by the Traffic Institute of Northwestern University, riot control, search and seizure, explosive ordinance school, civil rights training and revised reporting procedure. At the time of this course, Patrolman Alridge was assigned as a motorcycle officer with the Uptown Squad. He is currently assigned as a coordinator and instructor at the Police Academy.

Three officers from the Greensboro Police Department, namely Officers D. L. McDonald, L. F. Saul, and C. F. Allen, as well as one officer from the High Point Police Department, K. W. Hall, attended this course. Resumes on these officers were not made available to this department.

The Gastonia Police Department was represented by Sergeant Carl Abernathy, who became ill after the first two weeks of the course. He was replaced by a patrolman, Luther Johnson, who had only been with the Department approximately three months. The depth and intensiveness of the course proved

too difficult for Patrolman Johnson to absorb. He completed the course; however, he could not be awarded a certificate of completion.

TRAINING

As aforementioned under the section entitled "Recruitment", trainees for all four sessions of the training program were volunteers. Certain of the department's supervisory personnel were also included among the trainees so that they might have some understanding of the unit's purpose and operation, and neighboring police departments were also invited to send representatives.

During the first three training sessions, two of which were held in 1966 and the third in 1967, the police department from Greensboro, North Carolina and High Point, North Carolina, sent representatives to attend. The training program was a joint endeavor of the commanding officer of the Community Services Unit and the Police Administration Staff of the Institute of Government at Chapel Hill. The Institute of Government accepted the responsibility for planning the curriculum and arranging for teaching personnel. Minor changes of an insignificant nature were made in the second and third training sessions.

The fourth training session involved not only members of the Winston-Salem Police Department but also representatives from Greensboro, High Point, and Gastonia, North Carolina. At the conclusion of the third training session, the Winston-Salem Police Department was notified by the Institute of Government that they would be unable to conduct these sessions due to a shortage of personnel at the Institute. At that particular time, an application had already been made to the Office of Law Enforcement Assistance, United States Department of Justice, for a grant to hold the fourth session. It might be

pertinent to point out here that it is the philosophy of the administration of the Winston-Salem Police Department to permeate this type of community service throughout all personnel in the department.

Upon approval of the application by the Office of Law Enforcement Assistance, a request was made and granted to change responsibility for conducting the training session from the Institute of Government to the Urban Affairs Institute of Wake Forest University. Shortly thereafter, the program coordinators were appointed. They were namely: Dr. Jack Fleer, Chairman; Dr. Clarence H. Patrick; Dr. John Woodmansee; Dr. J. Allan Easley, Executive Director; and Lieutenant C. E. Cherry, Project Director. Text books utilized in the training session were Abnormal Psychology and Modern Life, 3rd edition by James C. Coleman, Criminology, 2nd edition by Robert G. Caldwell, The Challenge of Crime in a Free Society, Report by the President's Commission on Law Enforcement and Administration of Justice, The Report of the National Advisory Commission as well as other articles and additional materials deemed by the instructors throughout the course as being appropriate. The following is a list of the instructors in order of their appearance:

Mr. Justus M. Tucker
Chief of Police
Winston-Salem Police Department
Winston-Salem, North Carolina

Mr. John M. Gold
City Manager
Winston-Salem, North Carolina

Lieutenant W. S. Surratt
Commanding Officer
Police-Community Services Unit
Winston-Salem Police Department
Winston-Salem, North Carolina

Dr. J. Allan Easley
Executive Director of Training Session #4
Wake Forest University
Winston-Salem, North Carolina

Mr. Robert L. Wendt
Professor of Sociology
Salem College
Winston-Salem, North Carolina

Miss Elinor Trexler
Winston-Salem Young Women's Christian Association
Winston-Salem, North Carolina

Dr. Clarence H. Patrick
Professor of Sociology
Wake Forest University
Winston-Salem, North Carolina

Dr. David Broyles
Assistant Professor of Political Science
Wake Forest University
Winston-Salem, North Carolina

Dr. C. H. Richards
Professor of Political Science &
Chairman of the Department
Wake Forest University
Winston-Salem, North Carolina

Dr. David Hills
Associate Professor of Psychology
Director of the Center for Psychological Services
Wake Forest University
Winston-Salem, North Carolina

Dr. John Woodmansee
Assistant Professor of Psychology
Wake Forest University
Winston-Salem, North Carolina

Mr. Richard McMahon
Assistant Director
Institute of Government
University of North Carolina
Chapel Hill, North Carolina

Dr. John Earle
Assistant Professor of Sociology & Anthropology
Wake Forest University
Winston-Salem, North Carolina

Mr. Phillip Perricone
Department of Sociology
Wake Forest University
Winston-Salem, North Carolina

Dr. William Gulley
Associate Professor of Sociology & Anthropology
Wake Forest University
Winston-Salem, North Carolina

Mrs. Louise Wilson
Executive Director
Experiment in Self-Reliance
Winston-Salem, North Carolina

Mr. Curtis Todd
Attorney at Law
Winston-Salem, North Carolina

Dr. E. Pendleton Banks
Professor of Sociology and Anthropology &
Chairman of the Department
Wake Forest University
Winston-Salem, North Carolina

Dr. Jack D. Fleer
Assistant Professor of Political Science
Wake Forest University
Winston-Salem, North Carolina

Mr. Roy G. Hall
Attorney at Law
Winston-Salem, North Carolina

Mr. Harvey Miller
Assistant Director
Institute of Government
University of North Carolina
Chapel Hill, North Carolina

Mr. Lee Bounds
Director
North Carolina Department of Corrections
Raleigh, North Carolina

Mr. William H. Gibson
Director
North Carolina Department of Probation
Raleigh, North Carolina

Mr. Marvin Wooten
Chairman
North Carolina Board of Paroles
Raleigh, North Carolina

Mr. Mason P. Thomas
Assistant Director
Institute of Government
University of North Carolina
Chapel Hill, North Carolina

Mr. Hoyt O. Sloop
Director
Jackson Training School
Concord, North Carolina

Major Norman E. Pomrenke
Director, Education and Training Division
Baltimore City Police Department
Baltimore, Maryland

Dr. Merwyn A. Hayes
Assistant Professor of Speech
Wake Forest University
Winston-Salem, North Carolina

Mr. John Canupp
Social Worker
Forsyth County Mental Health Clinic
Winston-Salem, North Carolina

Mr. Gerald M. Thornton
Director
Title V
Forsyth County Department of Public Welfare
Winston-Salem, North Carolina

All text books were passed out to the trainees approximately three weeks prior to the beginning of the training session, September 20, 1968. Specific reading assignments were also furnished the trainees along with some general remarks to assist them in their studies and prepare them for the lecturers which were to follow. There were three examinations strategically placed throughout the seven weeks. For the most part, the exams were objective - - that is, they were mainly composed of true - false and multiple-choice questions.

The examinations were not geared to highly specific facts such as "how many hangings there were in the 19th century"; the questions were closely related to the facts and ideas presented during the lecture periods. At least one essay type question was in each exam. Classes were held daily on campus at Wake Forest University. The hours were from 8:30 A.M. to 4:30 P.M.

On the first day of classes, Monday, September 30, 1968, we began with a general orientation as to the philosophy of the entire seven week course as well as that of being a Community Services officer. In the afternoon session, we dealt with General Characteristics of Communities, Characteristics of the Project Area (Project Area meaning the area the Community Services Unit was concentrating in at that time), Characteristics of the City as a Whole, and Practical Problems Relating to the Project Area.

On Tuesday, October 1, the entire class was transported by bus for an on-site observation of the project and control areas with stops and lectures at strategic points throughout the tour. The afternoon session was devoted to a lecture on the Role of Control in Society and the Historical Development of Control Systems.

Wednesday, October 2, dealt with Civil Rights and Human Rights during the morning session. The afternoon session was devoted to problems encountered by Community Services Unit personnel in their day-to-day activities and was presented by three different officers from within the Community Services Unit.

The morning of Thursday, October 3, was devoted to Criminal Statistics, Juvenile Statistics, the Significance of Statistics on Crime as well as the Application of Statistics on Crime. The afternoon dealt with Trends and Volumes of Crime and Anti-Social Behavior, Relationship of Age to Crime and Deviant Behavior. The entire day on Friday, October 4, was devoted to Constitutional Law and Civil Liberties and Law.

The first day of the second week, Monday, October 7, was devoted to lecturing on normal personality development.

The morning of Tuesday, October 8, dealt with abnormal psychology, neuroses, and psychoses as well as suicidal tendencies. The afternoon session continued in abnormal psychology dealing primarily with sexual and character disorders.

On Wednesday, October 9, the morning session consisted of lectures on the Psychology of Juvenile Offenders. The afternoon sessions dealt with Psychology of Alcoholic and Drug Addiction.

On Thursday, October 10, from 8:30 to 10:30 A.M., a lecture was given on the Principles of Human Relations. The remainder of the morning session was reserved for the first examination. The afternoon session was devoted to: Community, Individual and Police Reactions to Behavior. This same topic continued through the entire day, Friday, October 11.

During the third week on Monday, October 14, the morning session dealt with Social Attitudes. In the afternoon, the lectures went into the Family and the Broken Family. During this afternoon session, it was pointed

out statistically to the trainees that more anti-social behavior could be expected from an individual who comes from the broken family.

The morning session on Tuesday, October 15, dealt with the Interrelationships of Social Problems, following in the afternoon with Patterns of Social Change and Places of Minority Interests.

The morning session of Wednesday, October 16, dealt with the History of the Negro in the United States and was followed in the afternoon by a lecture on The Social Revolution In The 1960's.

The topic for Thursday morning, October 17, was "Spokesmen for Negro Interest". During this particular section, we utilized one militant and one liberal thinking Negro. The class was divided into two groups with one group being lectured to separately by the militant and the liberal. At midmorning, the two groups were switched in order that both groups would have the benefit of both methods of thinking presented by the spokesmen. The afternoon session followed with Social Class - Values, Cultural Patterns, etc.

On Friday, October 18, the morning session was devoted to Social Controls - Family, Church, Peer Group, Police and their Image. It was followed in the afternoon by a lecture on Politics and Social Change.

For the fourth week, the entire morning on Monday, October 21, was reserved for the second examination. The afternoon session consisted of lectures on the Legal Aspects of Drunkenness, as well as the Legal Aspects of Commitment.

On Tuesday, October 22, we began a series of lectures on the History of Corrections preparatory to a field trip to Raleigh, North Carolina and a visit through all phases of the North Carolina Correctional System. The morning session on Tuesday, consisted of Disposition of Offenders: A Review of Methods and Philosophies, Historical Development of Prisons, The Prison Community: Some Limitations and Problems for Legal Confinement and Detention. The afternoon session covered Implications for the Offender. This included Punative v.s. Therapeutic Approaches. The lecturer defined "Who is the offender", "What is he like?" He then lectured on the Psychological Implications or Types of Treatment and/or Punishment, Implications for the Community or Approach to Treatment and Disposition.

Wednesday and Thursday, October 23 and 24, was spent in the Raleigh area. Trainees left Winston-Salem in private cars early Wednesday morning and met with the Commissioner of Corrections, who explained in detail the entire correctional system as it is now being operated in the state of North Carolina. This was followed by a tour of Central Prison where the trainees were allowed to interview privately inmates of the prison who were confined on charges ranging from parole violations to murder. On Wednesday afternoon, the trainees visited Polk Youth Center (a first offender camp) where they were also allowed to interview inmates privately. Wednesday night, a trip was made to Wake Advancement Center. This is a part of the correctional system wherein an inmate who has been confined to Central Prison for a number of years is transferred several months prior to the expiration of his sentence in an effort to integrate the inmate back into the community gradually. This is an experi-

mental idea of Commissioner V. Lee Bounds. This experiment has been in operation approximately four years and has proven to be worthy of an expanded effort in this field. The main reason for the above statement is justified by the statistics on recidivism. During the time this experiment has been in operation, the rate of recidivism at Central Prison where inmates were not afforded the services of Wake Advancement Center, the recidivism rate has been approximately 49%. Whereas, inmates released through Wake Advancement Center have a recidivism rate of only 18%. It might be noted here that the allotted time for interviews at Wake Advancement Center was from 7:00 to 9:00 P.M. The trainees were so impressed with the interviews that some remained as late as 10:30 P.M.

On the morning of Thursday, October 24, the trainees visited the Correction Center for Women. Trainees toured all facilities within the Institution; however, no interviews were allowed with any of the inmates. Upon their return to Winston-Salem, a class discussion was held concerning the field trip. Trainees indicated that while they were very much impressed with the advancements that have been accomplished within the correctional system, they were more aware of the fact that there is much room for improvement if funds could be provided.

The entire day of Friday, October 25, was spent on the Orientation and Operation of Adult Probation and Adult Parole.

The fifth week morning session, October 28, was devoted to a "Rumor Clinic" and "Trigger Words". The afternoon session dealt with Juvenile Corrections, Juvenile Court, and the Police Role with Children. This was done preparatory to a field trip to Jackson Training School (a Juvenile Correction

Institution) at Concord, North Carolina.

The entire day Tuesday, October 29, was spent at the training school. The trainees were given a tour of the entire school grounds and were allowed to interview as many children as they desired.

Wednesday, October 30, was devoted to Police and Inter-Personnel Communications in the morning and Report Writing in the afternoon.

A very important section of this training course was provided Thursday, October 31. It was entitled "The Role of Law Enforcement Officers in Social Change". For this particular subject, Major Norman E. Pomrenke, Director of Training and Education of the Baltimore City Police Department, Baltimore, Maryland, was brought in.

On the final day of this week. Friday, November 1, the entire day was devoted to the discussion of referral agencies in Winston-Salem and the assignments of trainees to work each morning during the next two weeks as field placement workers in the different referral agencies. This field work was to begin Tuesday, November 5.

The morning of Monday, November 4, was utilized for the third and final examination for the trainees. The afternoon session covered Problems and Issues in the Community Services Unit both in Administration and Personnel.

The following agencies were utilized for field placement work by the trainees. Each trainee worked in the same agency each morning for one week.

The second week, the trainees were transferred to other agencies.

Family Services, Inc.

Employment Security Commission

Experiment in Self-Reliance

Forsyth County Domestic Relations Court

Forsyth County Health Department

Forsyth County Welfare Department

Legal Aid Society

Salvation Army

Wider Job Opportunities

During both of these final two weeks, the first portion of the afternoon session was devoted mainly to class discussion of experiences each trainee had encountered during the morning in the field placement work. The second half of the afternoon sessions dealt with lectures on Concepts of Counselling, Interviewing Techniques, Referral Practices, and Follow-up Practices. In addition to these lectures, representatives from the following agencies came in to explain the qualifications, services and limitations of their particular organization.

Alcoholism Program of Forsyth County

Title V of the Forsyth County Welfare Department

Goodwill Rehabilitation Center and Industries for the Blind

Salvation Army

Veterans Administration

Youth Opportunities Center

Social Security

The final day of classes Friday, November 15 was spent in an evaluation session both by trainees and the staff. Another section of this report deals with this evaluation.

EVALUATION

At the conclusion of the seven weeks of training, the trainees were asked to complete a questionnaire evaluating the curriculum and instructors, and were requested to make suggestions for improving the course. Almost without exception, the trainees evaluated the curriculum as excellent. With only one exception, all instructors were rated by the trainees as good to excellent. Some trainees stated that the curriculum was too much academically orientated. Three trainees stated that there was too much material covered in so short a time. The majority recommended that six weeks be devoted to classroom instruction and only one week to field work within the agencies.

It is the opinion of the Project Director that the last of these recommendations is most valid. In the event of future sessions, the Project Director recommends six weeks of classroom training and one week of field placement work. There is no doubt that the objectives of the training course were accomplished insofar as the majority of trainees are concerned. Some of the trainees, even though few in number, were not reached or changed in their attitudinal or behavioral thinking. It should be born in mind, however, that at some later date, and under certain circumstances, even those who were not motivated during the training, may begin to change their behavior. While it is not believed that the project was an unqualified success, it is strongly felt by the Project Director that it was more than worthwhile and will be of great benefit to the majority of the trainees in their daily contacts with both members of minority groups as well as the general public.

All of these changes mean that the demands made upon a good police officer in terms of the problems with which he must deal, and techniques that he is expected to apply, are greater than ever before in history. In particular, they mean that a great deal more in terms of general ability, breadth of background and skills of organization is required because it is from these requirements that new ideas and attitudes transmitted to the police organization and the force will be organized into its greatest efficiency and effectiveness. A police officer needs to have the same depth in skill as any other professional.

CONCLUSIONS

The purpose of the proposed training curriculum for the community services of the Winston-Salem Police Department was to provide the personnel assigned to this training session instruction in areas of knowledge deemed essential to the fulfillment of the projected goals of the course. These areas of knowledge deal broadly with the community, the individual and the resources available. The emphasis was on theoretical and tested approaches with practical application. It was apparent from the beginning due to the fact that there were 26 volunteers for the 13 vacancies to be filled in the class by officers of the Department, that there was a general eagerness to know what is going on and how to more effectively perform police functions in the community and this, it seems clear to us, means that most of the trainees were critically examining what they are now doing and looking for new ways of meeting problems of our drastically changing society. There is no question in our minds that the course, as a whole, successfully projected the areas of economic and social deprivation. The goals of training were quite well reflected in the instructors' perspectives indicated earlier and attitudinal and behavioral changes on the part of the trainees were the most desired effects of training, and for most of the trainees, those goals were accomplished.

While new patterns of communication are difficult to establish, the instructors demonstrated an acute awareness of the need to communicate with the persons in the ghetto communities, the general public and to aid

in the communication of agencies with each other. In each instance it appeared that the instructors were successful in establishing a formula for new communication patterns--albeit, rather, underdeveloped ones still in most instances are effectively utilizing and strengthening communications networks already in existence.

How successful the training program has been in converting police officers outside the Community Services Unit remains to be demonstrated. There is no doubt that the Community Services Unit officer has benefited from his specialized training. We are not sure whether the officers that have been trained and then returned to other divisions of the Police Department have effectively utilized their training. Our best estimate is that these officers were made aware of agencies, new modes of thinking and behavior that they were not cognizant of prior to the training. Whether this has affected their police work or not will be known only upon further analyses of their current behavior as opposed to their earlier behavior. Preliminary analyses suggest that changes have occurred but that they may not be as great as desired. However, as more officers are trained and diffused throughout the Department, it may then be expected that training will be reinforced and become more a part of the officers' outlook and behavior.

By some criteria, there has been an extremely great amount of success by the Community Services training program to date in Winston-Salem. If other criteria are added, that is, such as a permanent solving of major problems which allow independent action by individuals and families, in such areas as employment, participation in the community, etc., we feel that gains have been more modest. Nevertheless, progress has been made

and as long as the unit personnel and the rest of the Police Department avoid subverting the goals of the program, much more progress can be expected as additional courses are conducted.