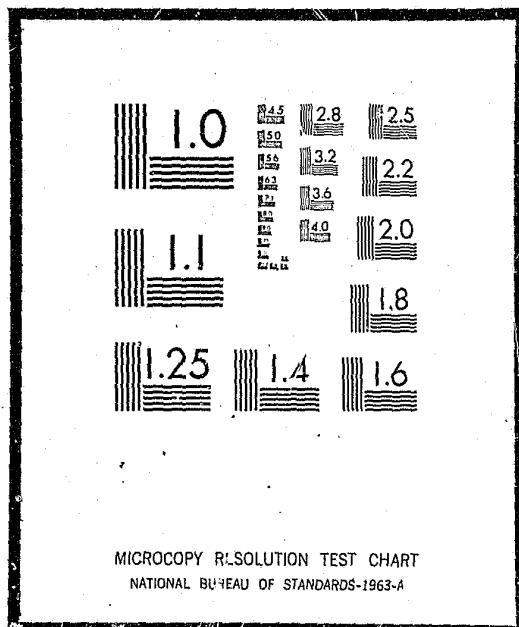


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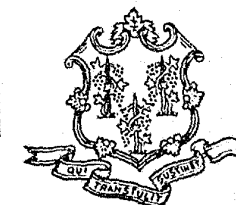


THE
STATE OF CONNECTICUT
DEPARTMENT OF CHILDREN AND YOUTH SERVICES
and the
UNIVERSITY OF BRIDGEPORT
Department of Counselor Education
and Human Resources

THE CONFERENCE PROCEEDINGS
for

THE FIRST INSTITUTE ON POLICE RELATIONS WITH TROUBLED JUVENILES

which was held



May 22, 23, 1973

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09481

UNIVERSITY
OF
BRIDGEPORT
Bridgeport, Connecticut



STATE OF CONNECTICUT

Thomas J. Meskill, Governor

Department of Children and Youth Services

Francis H. Maloney, Commissioner

AN INSTITUTE ON POLICE RELATIONS

WITH TROUBLED JUVENILES

Held May 22 and 23, 1973

The Place: University of Bridgeport

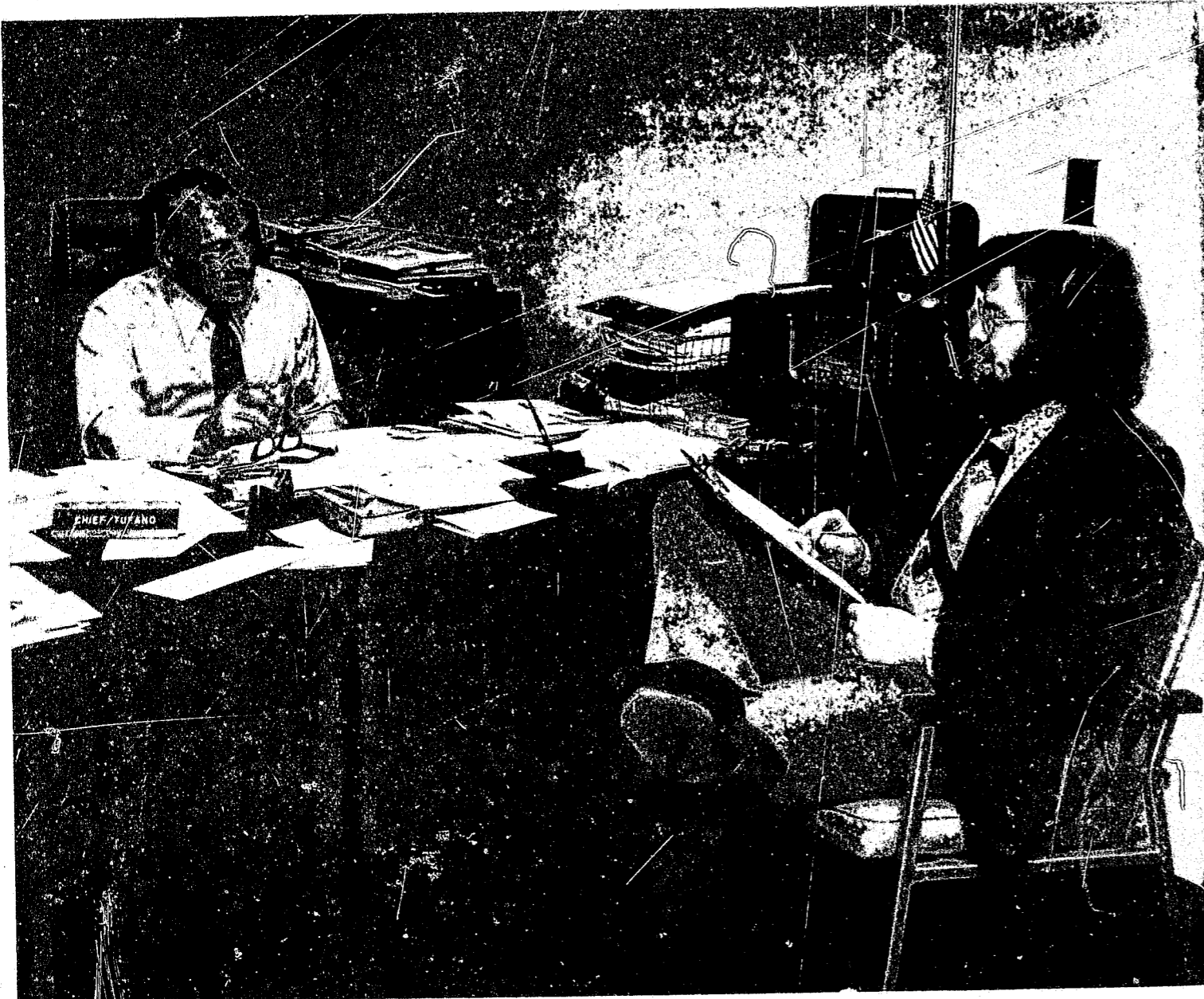
Cover Photograph

Left to right:

Commissioner Cleveland B. Fuessnich

Chief Francis J. Hoffman, Jr.

Commissioner Francis H. Maloney



Jacob J. Tufano, President, Connecticut Chiefs Association, and Bernard Gerstner, University of Bridgeport graduate student, in the initial interview, prior to the development of the Institute.

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FOREWORD

These Proceedings are not intended as a systematic treatment of the vast subject with which it deals. It is a collection of experiences by the ablest and most gifted workers from the field--the JUVENILE POLICE OFFICER.

The Institute On Police Relations With Troubled Juveniles was made possible through funds provided by the Planning Committee On Criminal Administration to the Commissioner, Department of Children and Youth Services of the State of Connecticut.

The success of the two-day Institute was due to the cooperative efforts of several agencies. The contributing members were the Chief Judge and Judges of the Juvenile Courts of Connecticut; the Connecticut Chiefs of Police Association; Connecticut State Police Department; Municipal Police Training Council; Connecticut Association of Policewomen; Criminal Justice Planners of the Connecticut Planning Committee on Criminal Administration; and the Commissioner and staff of the Department of Children and Youth Services.

In this first effort, the spirit and enthusiasm of the members of the Advisory Council were exceptional, in that they gave unstintingly of themselves in bringing to fruition this, "The First Institute On Police Relations With Troubled Juveniles".



Michael Dermody, Nancy Waer, Dr. Francis R. Dolan, Program Director and Carole Koller, graduate students receiving instructions on interviewing techniques.

ADVISORY COUNCIL

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 Francis Coleman, Special Ass't., Dept. of Children and Youth Services, Hartford
 Thomas P. Connors, Manchester Community College
 Edward Courtney, Sergeant and Director of Training, Connecticut Police Academy
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 Charles R. Dolan, Professor, University of Bridgeport and Program Director
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 Patricia Graves, Manchester Police Department, liaison, Conn. Assoc. of Policewomen
 Doris Hughes, Lieutenant, Connecticut State Police Department
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 Professor, Education
 University of Bridgeport

DAY 1

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DAY 1 INDEX
(Morning Session)

OPENING REMARKS:

Dr. Curtis P. Ramsey, Dean, College of Education, University of Bridgeport

Commissioner Francis H. Maloney, Department of Children and Youth Services

Commissioner Cleveland B. Fuessnich, Connecticut State Police

Chief Francis J. Hoffman, Jr., Chairman, Police Advisory Council

Moderator: Dr. Charles R. Dolan (Program Director)

KEYNOTE ADDRESS:

Captain James P. Kelly, New Haven Police Department

"PROBLEMS OF TROUBLED JUVENILES"

REACTORS:

Thomas P. Connors, Manchester Community College

Michael Chudzik, New Britain Police Department

Patricia Graves, Manchester Police Department

Leland Gray, Groton Town Police Department

Anthony Lovallo, Department of Children and Youth Services

WORKSHOP RECORDERS' REPORTS, MORNING SESSION

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GREETINGS

PROBLEMS OF TROUBLED JUVENILES

Commissioner Francis H. Maloney Department of Children and Youth Services. Greetings. It is certainly a pleasure to welcome you here this morning, not only on behalf of the Department of Children and Youth Service, but without a doubt more importantly on behalf of Governor Meskill who asked me to convey a message to you, that he is particularly thrilled at this type of an institute, because once again it represents perhaps the first step in the solution to problems; mainly that we get to know each other, that we work together, that we begin to build an understanding and a tolerance for each others problems, and work at the common goal of trying to then understand the troubled children.

I know the plans of the department and the police chief's association and the State Police are to look forward to the continuation of this type of seminar. We have some plans which may be disclosed at one of your conferences today about the possibility of constructing hand books, and with that thought I would like to say to you, don't for one minute think that anyone from the Department of Children and Youth Service is attempting to tell anyone else how to do your job. Being rather selfish people we're looking to share the headache with you because we think we are well on the way in the department to changing a number of approaches. We think we have programs that are lined up that will be very successful, but no way can we carry any of these out without your assistance and your knowledge and understanding, because on this one hand if you are not assisting us, and on the other hand if you're not telling us when we're wrong, none of the programs will be successful.

Commissioner Cleveland B. Fuessnich, Connecticut State Police: Not too many years ago, the police would never have been invited to attend a meeting such as this. Only recently have we, all society, realized that the goals we seek, the problems that we attempt to solve, are not going to be solved by one discipline alone. Only in the last two years, since April 1, of 1971 to be exact, have I had the opportunity of getting around and attending meetings, meetings such as this, all the meetings where I've had a chance to talk with Commissioner Maloney, Commissioner Manson (Dept. of Corrections) particularly brought this to my attention some time ago; we now I think have gotten over the idea that we're going to guarantee law and order by locking up more and more people and throwing the key away. We have

got to find other ways of solving the problem. In the State Police Department we are banking heavily on the knowledge and the suggestions which come from others. We have opened the doors as much as we can to civilians whom we believe may have the answers that we are looking for. Policemen, at least in our own department, for the most part - there are some exceptions - are not trained in areas which are needed to do the job. We are trained as policemen, we are trained to patrol and investigate crimes, but we do not have the knowledge to go out and research, we don't have the time, incidentally. We're working on a day to day crisis basis; we don't have the time to go out and research and determine what our goals as policemen should be, so now we have opened up the doors.

This summer, we are hopefully going to have a number of interns from colleges and universities working with us to help us determine where we should be attempting to go. This meeting today, I believe is a good example of getting together and giving each other, giving the others, suggestions and recommendations. otherwise we're going to be right back where we were a number of years ago. I wish you the best of luck and I am sure that in all these disciplines who are here today, each one will benefit from what you are about to do.

Chief Francis J. Hoffman, Jr., Glastonbury Police Department: Actually all I did was to try to play the part of the orchestra leader. The Advisory Council of the Institute of Police Relations with Troubled Juveniles which I am the Chairman, and the Connecticut Chief's Association, we welcome you to this first institute. We hope it is going to be the first of many. I have to give you one piece of advice and that is to participate openly. As other speakers have mentioned before, we are not going to solve all the problems nor do we have the answers - we are looking for answers, that's why we're here. So I wish you good luck in the next day or two.

Our Keynote Speaker is an experienced policeman who is also at home dealing with the complex staff and administrative problems of a large progressive police department. He is a former director of the New Haven Police Department's Youth Division, and he is one of the so-called "new breed," although he has been in the department since 1948. He has advanced through the ranks to his present grade of Captain of the Police. He presently is in charge of the planning and budgeting division of his department. He has an associate degree in police science and a B.A. in business administration, both from the New Haven College. He also finds the time to instruct in the criminal justice program at the University of New Haven. May I present Captain James P. Kelly of the New Haven Police Department.

THE PROBLEMS OF TROUBLED JUVENILES

Keynote Address: Captain James P. Kelly, New Haven Police Department: Prior to my coming I did have occasion to speak to people that I have been associated with during the past number of years in the problems of juvenile delinquency and in the problems that the police face in the juvenile criminal justice system. Certainly we must thank Commissioner Maloney for his foresight in applying for funds and the receiving of said funds to make this institute possible. As Commissioner Fuessnich mentioned perhaps a few years ago we as police, and other agencies of correction and of court, and of community agencies, probably would not be as welcome as we are today at a site such as the University of Bridgeport here this morning. I suppose that says two things: The academic disciplines have realized that the problems that are in the community, the problems that we in the criminal justice system attempt to reduce, should be shared by others, such as the University of Bridgeport. It should be shared by the community, by the family, by every single individual in the community. It certainly should be shared by the Board of Education. By meeting here this morning, first of all we have had the foresight to recognize the need for this Institute. Hopefully by our presence here, and by our involvement in this Institute, when we leave we will be better as representatives of agencies, and the agencies themselves will profit. All of us share the responsibility in whatever area we work, whether it's a police court, correction, or community involvement. Each of us has had personal experience and perhaps frustrating experiences when we try to do our own thing, with the limited resources that we have and with the limited expertise and knowledge. We do go along and we try to do our job, but unfortunately what we have not reached yet is the cooperation of people agencies.

Commissioner Maloney and some members of his staff were asked by our Chief of Police to meet with our Chief to discuss the problem of runaways from the Connecticut School for Boys. The important fact is that people such as the Chief of Police and Commissioner Maloney sat together, rather than sitting in their own offices and condemning one another, to discuss mutual problems and to try to offer some solutions for assistance to one another.

Our job, and I am talking about police, court, corrections, community agencies, is the providing of the necessary assistance that the youth of our communities are crying for. It is not a very easy task to provide something that perhaps you're not qualified to give or you don't have to give. My purpose is to act as a catalyst, to talk to you participants not as a representative of what has been called one of the most progressive police departments in the state of Connecticut, but to discuss some of the problems that we all share. I am trying to talk about and explain some of the problems that we have. If I don't offer a solution, at least I may bring forth the problems that will be discussed throughout this Institute for the remaining two days.

I was gathering data, information and statistics, and as I was reading it, it seemed so artificial that I decided to talk to you as Jim Kelly, a person like yourselves, who knows and faces the problems of troubled youth. I suppose if we have problems, we have to first of all illustrate the causes. I am sure each of us is qualified to mention some of the causes that contribute to delinquency, that contribute to community problems, and contribute to the problems that we as agency people face. I suppose some of the problems are out of our particular ballfield. Realistically, how can a police department, or a police officer, really and truly effectively change a condition in the family setting that is bad. We have faced particular experiences that have disturbed us because sometimes we feel as individuals and representatives of agencies, we have not been able to fully correct the situation. I would like to call to mind a situation that happened to me approximately four or five years ago, where some children had been coming out of school. These children were approximately 13 or 14 years old. They were carrying on, and there were two police officers with their police cars at the intersection. They had in custody two young girls 14 or 15 years of age for a violation of breach of the peace, or something very similar. When I got there the two police officers not only had to face the two juveniles that they had in custody, but they also had to contend with approximately 75 to 100 other teenagers who were beginning to get uptight at this point. We were successful in removing the two young girls from the scene, and as I was returning them to their home, I was making an inquiry as to where their parents were. One girl stated that her mother was working and her father was dead. The other girl told me where she lived. I had had some personal experiences with that family in the past. I stepped into a living room, and there was a couch with three women, and about three or four children, the three women being partly intoxicated.

In one part of the room was a man seated in a chair, who was also intoxicated, and on his lap was sitting the mother of this girl in a slip and she was intoxicated. I had to ask myself, am I doing right in returning this girl to her home, or shall I utilize the courts, or shall I utilize the community agencies? We face crisis situations where we are not fully aware of the availability of other agencies and institutions who will help us with our problems.

I am sure that all of us would agree that the family structure is a primary cause of delinquency and a primary cause for our problems. I think what we should do rather than blaming family structures or the juvenile courts is to improve ourselves as individuals. As individual members of police departments whose function is a responsibility for troubled youth, we should make it our business to first of all make ourselves better prepared. It was interesting that this seminar should be held in an academic setting rather than a police or a court, or a correction center. That is important because I think all of us no matter what fields we are in, whether it be police court, correction or social agency, or even the academic setting, we must prepare ourselves to understand.

Let's talk realistically and examine the police. What do we expect of a juvenile police officer, or a youth investigator? How do we select him? How do we train him? How do we encourage him and help make his job easier, in order that he will be a more qualified person to face the problems that he is going to face? We should review whether this officer seems to be able to relate to kids, or whether his experiences have been fairly successful in the neighborhood, by cooling deep feelings and talking to the parents. Maybe that's what they want; but I think we want to go further than that. I think there isn't a person in this room who's a police officer who hasn't said to himself - we need sociologists, we need psychiatrists, etc., and how many of us that are juvenile officers have been examined by a psychologist, or a psychiatrist within the last 5 years? I think we should find our own faults rather than criticizing the court and the correction system and other community agencies. What I think we should do is make ourselves more prepared - make ourselves the persons that we think we are. I think we have a long way to go, but just as with this Institute by the bringing together of the talents that are in this room - if we can get a spark from attending this Institute and ignite and to nourish that spark into the flame that it should be, I am sure this will be profitable to us, and it will be profitable to the troubled youth that all of us serve. I

suppose I am going to have to make a public confession, and while I have the responsibility of directing the Youth Services Division for the New Haven Police Department, perhaps I had some expertise, perhaps I have some personal knowledge, perhaps I had something that was the cause for me to be selected for that responsibility, but there is one thing I had, and there is one thing that I try to instill not alone into the Youth Division officers but every police officer who comes in contact with the troubled youth, and that is very, very simple do what is best for that particular kid, for that particular offense, at that particular time, and be sure that you utilize every resource that's available to you, among the resources of the police department. I also have a personal philosophy that I am going to hope that you share with me. I am sure most of you do, and that is to treat each juvenile that you come in contact with as though he were your very own, and if he was not your very own, the person that would be handling your child would handle it the way you want to - what I am saying is, let's be human beings because we are dealing with human beings. What's the difference between a juvenile and an adult? Is he a pint sized adult? I suppose in one sense he is, but in another sense, he is not a pint sized adult, he is a human being, he has his own wants; he has his own desires; he has his own needs; he has his own frustrations and his own attitudes like all of us as adults, and we have to deal with these troubled youth with honesty, compassion, expertise, personal knowledge, experience, but above all, I suppose we have to deal with them with sincerity. And talking about sincerity . . . and I have to refer back to our presence here this morning - if this is two days away from the job, it's a place to have coffee in the morning and if it's a place to stay in the evening - we have to change this, we have to really get organized, we really have to get on the ball. I feel that I'm honest and sincere in what I am saying this morning.

My purpose here this morning is to help you and me along, to try to make this profitable, to try to make this something that when we go back to our own little valley, our own little responsibility; just the mere fact, I mentioned something before about talent here. There is certainly talent, but there's friendship and understanding and helping hands that are here this morning; there are people in disciplines or responsibilities other than our own; we must make every effort to shake hands with our neighbors. It sort of reminds me of an Irish song - "Shake hands with your Uncle Mike, my boy," but what we have to do here is we have to shake hands, and we have to very, very honestly examine ourselves to see what we are doing correctly, what we are doing wrong, and why we are doing it

wrong so we don't continue, and I think this is the opportunity to improve ourselves, to help, as the program calls it troubled youth. I am sure Commissioner Maloney is going to be embarrassed because I am going to keep referring to him throughout my presentation this morning. Commissioner Maloney, in addition to helping to formulate this program, recognizes the problem of youngsters who are on leave or on parole, or as the more appropriate terminology is, after-care services, and recognizing the problem that it is physically impossible for that parole officer or that parole worker to adequately do a job with those under his care, helps formulate a program where students volunteer their services to work on a one-to-one relationship with kids who are on parole, that would see them not once every two weeks like the after-care officers have to do, but see them three and four times a week. We have the program in the City of New Haven which has now expanded into the University of New Haven. We have had some responses and successes. For example, there was one girl that was 15 years of age, coming from a fairly poor family, her one desire that she wanted to do something that she had never done, she wanted to go to a beauty parlor. This girl in the family setting, and in the juvenile court, and even into the commitment to the institution, no one ever got to this kid to find out what she wanted, and all she wanted was to visit a beauty parlor. She wanted to go in, to have someone work on her because she felt she was always subservient to everyone. How do we deal with people? When I am talking about people I am talking about young adults who are absent from school and when you talk to them you find out that that boy or girl sincerely believes that his teacher in his classroom dislikes him because he is black, or he is Irish or he is Italian or whatever the kid may be. It's not easy as a youth officer, or who do you go to? Do you go to the principal? Do you go to the teacher? It's not a very easy solution but we all have to do it. For example, what should the police officer do, and who should he seek assistance from? As long as we're in Bridgeport, for example, Reads in Bridgeport called the local Police Department this morning at 10:30, and they say that they have a 14 year old boy who has stolen three album records and a pair of pants, and duty bound, the police officer in response to the request at Reads or whatever the store is, goes there and he does in fact find a violation. There was a larceny committed, and he's duty bound to investigate larcenies as a police officer, in addition to being a juvenile officer. But if he's to do his job correctly as all of us agree in this room, he has to ask himself some very, very basic questions. Why isn't the kid in school? As long as he's not in school, who should have the primary responsibility as to why he isn't?

There are instances where they really don't care whether the kid is in school or not. From experience, I notice there are a great many teachers who could care less if a troubled youth comes to class or not. As a matter of fact, they are hoping, and in some Board of Educations that I am familiar with, that if the kid is absent 30 days during the school semester, he is automatically dismissed from the class, so the teacher is just with the lumberman count crossing off the days that this kid is absent so that he or she can legally say that kid doesn't come into my classroom anymore. When that happens what is the school doing to provide some substitution for him? The police, if he goes back to the family in this instance, and finds the parents either unwilling or unable to assume the responsibility of seeing that his or her child is in school, what does he do now? Give a lecture to the kid and to the parent and hope that the parent will assume the responsibility? After all he could take the easy way out. Look, it's not my problem, it's the lady's problem, it's the father's problem. But he knows in his heart and soul that the parent is unable to do it. And right away, he says, well, I got the juvenile court, so I'll refer him to the Court. But he also knows because the police themselves and other agencies, the police particularly, are referring everything to the juvenile court, in some instances they shouldn't be going there. Rather than going to the juvenile court, it should be handled in the family structure or the use of other community agencies, and because the police are referring and increasing the workload of the Juvenile Court, the Court really and truly can't do its job. The police officer knows that if he puts them into detention today, he's going to be out by tomorrow morning, and he's not going to have his hearing before anybody before 3 or 4 weeks, and he still has him out on the street. I suppose it sounds frustrating, and yet we should never take the attitude of being frustrated, we should consistently lift ourselves up.

This Institute is an occasion for us to review ourselves, review our agency policy, to share our policies and our feelings and our frustrations and our problems with other people. Basically if we don't ask for assistance, if we cry and blame Corrections, and then in turn they say the police and the education system, unless we take advantage of situations such as this, it's going to be a very, very frustrating thing. I suppose if nothing else I am going to make just one last personal appeal, and appeal I suppose is in summary of some of the remarks I have made here this morning. I suppose we should go in some sort of order, and that is that we ourselves as individuals whether we be a police officer, whether we are connected with the juvenile court, whether we are connected with corrections or a community agency, or the

academic area, we should qualify ourselves. We should insist upon the standards behind that which we represent, and in addition to that, we must have an understanding and cooperation with others. I'll mention the letters CC. Let's think of the letters CC as cooperation and coordination because each of us, if we don't have cooperation and coordination in our own agencies, if we have inter-departmental hangups, where for example, the detective is interested in the clearance, he doesn't care about you, you the social worker, you the juvenile officer, you will be that sort of a cop. I am going to be a real cop and I am going to lock him up. Unless we get cooperation between the departments, I mean in our own department, unless we have the coordination of the various divisions and groupings of our own agencies, we won't get anywhere. Certainly if we fail to have cooperation and coordination amongst us, we are not going to be able to accomplish anything.

With repetition, I am saying treat the people that you work with as though they were your own. The one thing that in my experience as a police officer working with juveniles, if I am phony, or if I sort of color the truth, or if I am insincere, I may fool an adult but I'll never fool the kid. We should listen. I am sure the kids are talking to you as police officers all the time, but unfortunately, and I am guilty and I think some of us in this room are guilty sometimes, and that's because we're not listening. We are not listening when a change in expression comes on the child's face of disappointment or whatever it is. He's not saying it in words, but he's saying something. When he slams the door behind in disgust or anger, we hear the noise of the door but we're not hearing what's coming from that kid, from inside him, and it's the same way in the classroom. The teacher is not listening to that kid who doesn't say anything but just sits in his chair at the classroom desk. He's not participating so he's not saying anything, but in fact, ladies and gentlemen, he's saying an awful lot. I suppose going right into the juvenile courts, when their kid comes over there, it is a different setting than what he had faced with the teacher, with the community, with the police - now, if he's going to get off, he has to be subservient. He has to be accommodating. He has to be agreeable to participate in the program. He can call the cop the pig. He can disrupt the classroom, but when he gets over to the court, he's saying that he is repentant. I think what the court has to do, and they do have the expertise, is to see in reality if he is or can they offer some treatment or some program to correct his ways.

In closing, ladies and gentlemen, I must reiterate thanking Mr. Maloney and his department. Certainly the Police Chief's Association should be given recognition, for formulating this program. I think all of us should be given recognition because I know we didn't leave our respective responsibilities just to be postponing what we should have been doing today until we get back to our office. I think we should be encouraged to work together, to bring forth the experiences which each of us has, so that together we can be more qualified, more experienced and have a better relationship with the troubled youths that all of us have a responsibility for.

PANEL OF REACTORS TO KEYNOTE ADDRESS

Doris Hughes, Connecticut State Police, Presiding.

Anthony Lovallo, Department of Children and Youth Services.

Pete Peters, Juvenile Court of Connecticut.

Vincent Vilchinskis, New Britain Police Department.

Thomas P. Connors, Manchester Community College.

Leland Gray, Groton Town Police Department.

Patricia Graves, Manchester Police Department.

Doris Hughes: Dean Lansing said earlier, "we have met the enemy and they are us." I think this is very true. We are our own enemy and we are each other's enemy, and it's ludicrous. From Commissioner Maloney I got an attempt to understand juveniles. From Commissioner Fuesnich I got problems of society cannot be solved by the police alone. From Captain Kelly I got cheer - Cooperation and Coordination, make ourselves prepared. Paraphrasing the title of a current book, I hope that when we leave here "I'm okay, you're okay." and now our first panelist:

Anthony Lovallo: I was very much impressed with Captain Kelly's presentation. I was thinking of a police officer who has been in the business for some 25 years, and he was saying, at least the message I got, is that we all do need to learn however long we've been in the business, and I think that's quite a man who after 25 years can say that. I really don't know it all, and really we are just beginning to learn. There were a number of points Captain Kelly made which I jotted down.

1. We have to constantly evaluate ourselves and be self-critical.
2. We have to look at the other person's point of view.
3. Do what is best for that particular child, for that particular offense at that particular time.
4. Treat the child as your very own, or as you would want your own treated.
5. We must have compassion, expertise, knowledge and experience and, above all, sincerity for what we do.
6. We must strive towards self-improvement.
7. We should make use of volunteers whenever possible.
8. Whenever possible divert the child from a court referral, find another service that is available to do the job.
9. Youth is not a police problem alone; it's not the social agency's fault; it's not the school's problem; it's everybody's problem.

In Summary, the Department of Children and Youth Services are now in the process of diverting many kids as it can from the State Training School, by coming up with a variety of alternatives including foster homes, group homes, child care & institutions, residential treatment facilities, and even private schools in state or out of state. I am told that the cost per capita of one kid in a training school for one year ranges between \$15,000 and \$20,000 a year! A group home in contrast is about \$400 or \$500 a month or approximately \$5,000 a year. A foster home, where appropriate, is something like \$1,500 or \$2,000 a year. And

even the private schools ranging all the way up to Yale and others, are in the neighborhood of \$4,000 a year, so the training schools are terribly costly.

Pete Peters:

1. The problems of our kids should be shared by the entire community.
2. We have a kid with a problem and we must deal with it now.
3. We must have proper and satisfactory disposition of our referral cases.
4. Before a child is accepted by a juvenile court certain things must be done by the Board of Education with their many, many resources.
5. All of our frustrations are obviously not in the police department alone.

Vincent Vilchinskis:

1. We have to learn not to treat youth as criminals today but as a human being.
2. The cooperation and coordination of all the men in the department is quite essential in our juvenile work.

Thomas P. Connors:

1. The police have a lot not to be apologetic for today, since the rest of society is starting to catch up with the police and what they did many years ago.
2. Those of us who had worked on the streets and still work there, can be reasonably sure that the turf belongs to the people.
3. The basic problem is the resources that the money is used to get. The basic resources in a social order is the individual and the person that's coming through.
4. The biggest problem of police intervention in family crises was not the people that were fighting, but the reaction of the police that were assigned to the job.

Leland Gray:

1. Uniformity is very important and getting each man to understand the resources he has available to him in the placement of a child particularly late at night.
2. The Juvenile Courts do a very fine job. We ask for help. We get help.

Patricia Graves:

It is an honor for me to be here today and to speak to you, as your service officer of the Manchester Police Department, and also as President of the Policewoman's Association of Connecticut.

1. The prison system has been seen as an agency of rehabilitation.
2. We need to concentrate in the area of prevention.
3. Referrals of youth, and in some cases their families should be made which would be appropriate for prevention of predelinquent, delinquent, or anti-social behavior.

WORKSHOP RECORDERS

1. We concluded that truancy should be handled more as a social problem as opposed to being a delinquency problem.
2. We talked about then whose responsibility is it to identify this problem and try to do something about it.
3. We moved on to runaways, especially 16 and 17 year olds, and about what we can do with this kind of kid.
4. We moved into the area of the passing back and forth of information, communication between juvenile courts and police departments.
5. We talked about Long Lane, and the fact that Long Lane and Meriden have been combined under one facility at Long Lane, and we are informed that the boys' and girls' cottages are at opposite ends of the campus, that the boys who need maximum security or more close watching and supervision are kept at boys' school at Meriden, and only the ones that are able to go into a regular program can go to Long Lane.
6. We brought up the question of work opportunities for juveniles, and kids in general.
7. There was more cooperation needed between the Boards of Education and the Police Department.
8. More training for those youth officers that are hired is needed, and this was felt to be the No. 1 top priority of police officers.
9. The youth officers felt that more coordination and cooperation was needed between the courts and the police.
10. They felt that more money should be appropriated to the cities for youth divisions particularly on the city level.
11. It was felt that more resources are needed in the community.
12. The police officers felt that the court system itself is not a deterrent method in stopping anti-social behavior.
13. Cooperation between officers and youth should be improved. We should weed out the so-called bad officers, those who may have a predisposition as to their prejudice against the youth.
14. The officer who makes the arrest should sit down and talk to the kid within the department, like sit down with them in the office and talk to them for a couple of hours.
15. We talked about the officer that jumped to conclusions when hearing complaints.
16. A big problem that was discussed by some officers from New Haven who said that the agencies that are there close at 6:00 p.m. due to a lack of funds.

17. The cop on the beat, in most cases, does not know the disposition of his case after it goes to court.
18. We should have social workers within the department.
19. We should have good psychological evaluation of the officers before they come in, have them screened thoroughly to find out if they are capable of being policemen.
20. We should have behavioral sciences in police training units.
21. At times there are problems between the youth officers and their bosses.
22. In the area of crisis intervention, many times the officer is found with a situation where he prefers not to return the youngster to the home, and then he is found with the situation, what do I do now?
23. In the area of coordination and utilization of resources, it seems that we should be moving toward the area of regional planning.
24. Some of the specific problems were problems with social workers, the way the social worker would pass over the problem too quickly, no concrete progress, things of that nature.
25. Also in the area with lawyers trying to make a deal, trying to get the youth off instead of working with them.
26. We discussed discipline problems within some of these youth institutions in Connecticut, philosophy of some agencies of moving the students out and just passing over them without any definite concrete work being done.
27. There was a mention of the failure of various "rap centers" or the like where they would end up as a meeting place for hoodlums where they would plan other forms of crimes.
28. There was a discussion of parents and the youths again with some feelings that there is pressure on young people and others felt that there wasn't, that the pressure was actually on the parents.
29. There was a discussion that there was no respect for authority.
30. Another problem that the police had was with the various agencies where there was no chance for followups.
31. One positive step brought up might be in the area of juvenile courts, would be that if they were given the money instead of waiting for funds allocated by the State, they could handle that needed immediate attention, and this would alleviate the waiting around for placement, for waiting for funds that would cover the situation, or residence of the student.

32. Another problem was a lack of communication between the police and the agencies and the Board of Education.
33. We wrapped up talking about different forms of evaluation, psychological testing, some felt that this was poor because you are relying on someone's interpretation of a test while others felt that you need some basis for evaluation and that psychological testing does seem to have a place but should be used objectively by someone who knows the student.
34. The attitudes of the police and of the juvenile and youth itself, some of the problems, some of the ways that these could be eliminated.
35. Different programs were mentioned such as our schools, police schools, programs where the policeman gets right into the schools.
36. Education within our own police departments, to educate our own so that instead of having just one juvenile officer that is aware of all the problems of the youth in our community, have all the officers aware of it so that this one officer that is not aware could not battle or tear down everything that the educated officer has done.
37. Each community should have a juvenile review board.
38. If we could all work together for a common cause instead of fighting for our own things, perhaps we could get together, and we could do a better job with our children.
39. This Institute would be a good way on a community basis to bring people together because we'll leave here with a high almost and then two days after things will go on as usual.
40. We discussed the public's awareness, or the lack thereof, of all the problems that each of you experience.
41. We also discussed the differences between a constant offender and a chronic delinquent as opposed to the type of kid that commits an act that would not be a crime if he were 16.
42. We must also separate these people in the way we deal with them because of the peer pressure that is applied.
43. We also talked about self-image that children have and how important that is because if a child has a self-image of himself as a criminal, then he is going to want to be a good criminal, but if he looks upon himself as a good citizen, then he'll want to be that.
44. We also talked about the fact that has to be looked into that some parents just cannot handle their children.
45. Another thing that we talked about is evaluating various systems and various programs to see if they work.

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(Afternoon Session)

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SPEAKER: H. R. Sterrett, Executive Director, Connecticut Planning
Committee on Criminal Administration

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YOUTH PANEL: "ATTITUDES OF JUVENILES TO POLICE"

Leader: Dr. Dominic J. DiMattia, University of Bridgeport

PRESENTATION: Duard Bok, M.D., Former Professor at Yale University, De-
partment of Psychiatry, and presenter of a paper, "Tenure
Versus Attrition Among Dayton (Ohio) Police", American
Psychiatric Association Meeting, 1971

"FRUSTRATIONS OF THE POLICEMAN IN WORKING WITH JUVENILES"

WORKSHOP RECORDERS' REPORTS, AFTERNOON SESSION

DEMONSTRATION: "ENCOUNTER GROUP" Session Composed of Juveniles and Police
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H. R. Sterrett, Executive Director
Connecticut Planning Committee on Criminal Administration:

"TROUBLED YOUTH: A CALL FOR ACTION"

Since the late '60s this country has been engaged in an all-out effort to protect our environment. Billions of Federal, State and Local dollars; our best scientific talent; and a national commitment to maintain and redevelop America's natural resources has preoccupied us much like our efforts to put a man on the moon did. At the same time, however, one of our most important national resources - Troubled Youth - has been left waiting . . . and wanting . . . for the same kind of dedicated dollars and purpose that has been so readily supplied for the reclamation of the environment.

It is only during the past two or three years that traditional techniques of prevention, enforcement, and rehabilitation used in combatting youth crime have been pushed forward into newer, more effective . . . and more controversial areas.

Where the emphasis used to be on the hard-nosed and hard-headed approach . . . an approach that promoted the idea of saving the barrel by removing the bad apple . . . now, the approach gaining acceptance is one of understanding and help provided through social services - above all, the use of Community-Based Services!

Community-based services, including local police services, should be, and must be, the basis for coordinated and comprehensive prevention, enforcement and rehabilitation activities aimed at troubled and delinquent youth.

Early detection of tendencies toward delinquency and diversion of potential young offenders are the keys to prevention programs. Also, prevention programs are most likely to be successful if they are carried out within the school systems. This means that social and educational services within the schools must be such that they can detect problems that might lead to juvenile delinquency. Then, the student must be educated and assisted to seek out non-delinquent activities.

Finally, police must take a much more active role in prevention and diversion efforts. Police must actively participate in setting up education programs in the schools for both teachers and students alike. Outside of school, police must establish across-the-board community relations programs to help youths understand the police better.

The key to enforcement programs is more judicious processing of youthful offenders. Again, the foundation for successful programs has to be community-based services.

For example, enforcement programs require diagnostic centers for better handling of youths, local multi-service centers to work with juvenile court and the schools so as to provide out-reach programs, and better direct and indirect services for the youthful offender. Youth service bureaus are needed to coordinate community activities and to improve services. Of course, all these services can, and should, be used to aid in prevention efforts mentioned a few moments ago.

In addition to these community-based services, the juvenile court must strengthen its handling of juveniles by developing better intake, diagnostic, and diversion programs. In some instances these services need to be developed; meanwhile, the court must make better use of existing services.

However, there is little question that the ultimate responsibility for better enforcement lies with you . . . the police . . . the front line of our nation's criminal justice system!

Police should have maximum discretionary authority at the point of first contact and at the police station, to divert juveniles to alternate community-based services outside the criminal justice system. Diversion may include referral to parents, referral to social agencies, or referral to juvenile court intake services.

As I'm sure you are well aware, police officers exercise a great deal of discretionary power and are - at the same time - very responsive to community perceptions of crime and delinquency.

In the public interest, police should be permitted to exercise greater discretion in decisions to arrest and refer to the court juveniles suspected of criminal offenses. Police diversion programs should be used more widely than they are now being used; guidelines should be established to insure a more uniform quality of implementation of police discretionary power.

Finally, we come to the area of rehabilitation. If proper diagnosis has not been made and if treatment has been poorly administered, then . . . obviously . . . rehabilitation will be more difficult and less likely to succeed.

It is absolutely imperative that rehabilitation succeed! If we have failed in our prevention and enforcement efforts, then we cannot afford to fail in our rehabilitation efforts.

As with prevention and enforcement programs, rehabilitation programs are keyed on having proper community-based services.

These rehabilitation programs include group homes for youth, youth service bureaus, multi-service centers, and a variety of education programs aimed at troubled youth.

During the past few minutes, I have tried to highlight what I firmly believe should be done with the youth crime problem we face daily; now, I would like to take some time to tell you what is being done . . . and what is in store in the near future.

First of all, the same federal, state and local relationship that is being used to improve our environment is being used to improve the criminal justice system. The relationship in Connecticut is being coordinated by the agency I represent, The Connecticut Planning Committee on Criminal Administration. The planning committee is one of 55 state and U. S. Territorial Criminal Justice Planning Agencies funded by the Federal Law Enforcement Assistance Administration, or, LEAA.

Since 1968, when the Omnibus Crime Control and Safe Streets Act that established LEAA was passed, The Planning Committee has distributed more than \$20 million in Federal Anti-Crime Funds. One week from today, the Agency will be awarding another \$8 million - all with the basic objective of reducing crime and improving the criminal justice system.

During the past four years, more than 600 projects have been funded in the areas of courts, street crime, organized crime, juvenile delinquency and youth crime, drug and alcohol abuse, corrections, criminal justice manpower problems, and communications systems. Of these eight broad funding areas, the juvenile delinquency and youth crime category contains our largest dollar investment. This year, \$2.1 million, or 25 percent of all available LEAA money in Connecticut, is committed to juvenile delinquency programs.

This funding is certainly not by accident! The Planning Committee realizes that if we are to successfully carry out Governor Meskill's mandate to reduce crime and improve the State's Criminal Justice System, we must expend a great deal of time, effort, and money in providing effective programs for youths.

Just as our basic funding categories cover the various elements of the State's Criminal Justice System, our Delinquency and Youth Crime Sub-Program Categories cover those areas that we firmly believe need to be addressed if we are to develop effective youth programs. At this point, I would like to highlight some of the areas we support.

The Planning Committee is committed to supporting private and public Community-Based Youth Services as an essential link in delinquency prevention. We encourage new techniques of delivering services to youth so that, hopefully, their involvement in the criminal justice system will be prevented. The basic assumption is that community-based services can be more effective than traditional activities designed to prevent delinquency.

Another major program in our J.D. area is support of group homes. During the past two years the Planning Committee has supported a total of 15 group homes. This year we are investing almost \$700,000 for the support of group homes in the state and for the development of a staff "Group Home Coordinating Committee" within the State Department of Children and Youth Services.

Our funds are going to DCYS to help Commissioner Maloney and his staff to provide administrative, financial, technical, and programatic support and assistance for all group homes in Connecticut, with emphasis on those homes accepting referrals from juvenile court and DCYS. With Federal and State funds, DCYS will continue to establish, expand and maintain group homes as needed.

The Planning Committee also has contracted with the National Council on Crime and Delinquency for a thorough evaluation of group homes in Connecticut. In addition to the evaluation, the study will include recommendations for strengthening the group home program that we believe represents a rehabilitative alternative to sending youthful offenders to Meriden or Long Lane schools. Governor Meskill and the state administration are committed to reducing institution populations; youthful offenders are being returned to the community where they can better be prepared for a useful role in society.

The Planning Committee also funds programs to improve police response to juvenile delinquency. These programs are aimed at police training for juvenile control, funding special police units to handle juvenile programs, and helping establish guidelines for disposition of juvenile cases. At this point I should add that this Institute, initiated by DCYS with a CPCCA Grant, is one of those programs that's aimed at improving police response to the challenge of youth crime.

Improvement and centralization of youth aftercare programs is another major funding area for us. Through a \$225,000 grant to DCYS, we are trying to develop comprehensive after-care centralization and to improve programs for paroled youths.

The major objective of this program is to reduce the high rate of recidivism by providing a wide range of rehabilitative services from the moment of commitment through release.

In another significant activity, we are providing support for comprehensive diagnostic, evaluation, and classification services for committed Meriden and Long Lane youths. By providing comprehensive evaluation for each youth and, then, following up with a capability for assessment after commitment, it will become possible to more accurately plan individual treatment programs.

Planning Committee financial support is being given for multi-service centers in Bridgeport and Hartford. These programs are designed to reduce recidivism among delinquents by improving the range and quality of available community-based programs and services, by providing basic support services directly to delinquents on aftercare status, to delinquents who have had contact with the police and for referrals from juvenile court, schools, and social agencies.

Next Tuesday when grant awards are made, I anticipate that the State Judicial Department will be given continued financial support for programs to improve dispositional decision-making in the juvenile court. Programs here include a court clinic offering improved training of court staff in providing diagnostic and evaluation services. Also, the program sets up a full-time research unit with a capability to do in-depth studies of the juvenile offender.

Another major judicial department effort this year will be a new vocational probation program aimed at making vocational probation a more complete and enduring solution to the problems of those persons whose presence in the court is a direct result of their inability to function in the community. This program will enlarge the dimensions of existing programs by relieving, through employment, the pressures generated in youthful offenders while they are under supervision.

A major priority of the Planning Committee has been the creation of Youth Service Bureaus. Since 1970 we have awarded more than \$320,000 for the development and expansion of youth service bureaus in Connecticut. Next week an additional \$360,000 will be awarded to support youth service bureaus.

These figures speak for themselves! . . . we are committed to establishing youth service bureaus as vital elements for implementing and developing successful anti-crime programs.

Youth service bureaus are being funded to provide for coordination of Community Services and Local Delinquency Prevention Programs for youth.

Public and private resources must be coordinated if they are to be used effectively in youth crime prevention. Programs must be integrated with each other, needless duplication of services must be avoided, and new community-based services, with new approaches to the delinquency problem, must be developed if youth programs are to succeed. To this end, we plan to undertake a rigorous evaluation of community-based youth services and youth service bureaus that have been funded by the planning committee. We hope the evaluation will help us provide basic models for various types of community-based treatment programs and to establish better guidelines for their relationship to youth service bureaus.

In another major area, we are funding various types of community-based youth services. These programs are aimed at preventing delinquency by developing, implementing, and expanding projects such as drug education or "peer counseling," hot-line services, assistance to run-a-ways, and crisis intervention. We want the requirements for these programs to be defined by youth, and maintained with active youth participation.

There is one more area I would like to touch on. Next week we will be awarding grant funds to DCYS for a major public education and information campaign. The thrust of this program is to prepare the public . . . the man-on-the-street . . . to accept the philosophy behind Community-Based rehabilitation for youthful offenders. If we are to be successful, then no longer can we sneak into a city at nightfall to set up a group home! It must be done with the public's complete knowledge . . . and full support!

Our programs are aimed at making research and evaluation a more basic ingredient in planning and developing youth programs, at improving treatment classification, and at helping school systems do better screening. We strive to provide a more comprehensive approach to the problem of delinquency, to implement updated enforcement guidelines for better handling of diversion and offender programs. Our goal is to give the juvenile court and DCYS better resources to handle troubled and delinquent youth. And, finally, we push public education geared to gain community support for dealing with youth crime. These are our kids - we cannot hide and wish away this program.

You men and women here today can play a significant role in creating change in the systems that affect our youth. When something goes wrong you will be a youth's first contact with the criminal justice system. Your methods of handling these

young people, your willingness to work with the other components of the system, your constant in-put to the system. . . all can, and will, have a major impact on whether or not we can overcome this problem and tap our finest natural resource. Justice Brandeis once said, "This world presents enough problems if you believe it to be a world of law and order. Do not add to them by believing it to be a world of miracles".

Thank you.

YOUTH PANEL PRESENTATION: "ATTITUDES OF JUVENILES TO POLICE"

Background information concerning the 10 juveniles who participated on the above panel:

The juveniles were seated, with a group leader, in a semi-circular manner on the stage of an amphitheater type of auditorium facing the 94 participants. 6 of the 10 juveniles had been "adjudicated" in that each had been before the courts and had been adjudged delinquent. 2 of these 6 were currently institutionalized, with 4 being "at home" under the supervision of the courts. The final 4 of the 10 juveniles were from a local high school and had never been involved with the courts. (The juveniles included 6 boys and 4 girls, 4 of the 10 being either black or Puerto Rican, with the remaining 6 being white. The dress of each appeared to be typical of their age group.)

A two-part study was made of each participant's reactions (attitude) toward the 10 juveniles facing them on stage. Initially, each Institute participant was given two sheets of paper, the top half of each sheet being a semi-circular seating plan of the juveniles' seating arrangement. The bottom half of the sheet contained a rating scale, again representing each of the 10 juveniles. From observation alone, and prior to the juveniles speaking, the participants were asked to place an "A" for "adjudicated" in the circles representing each juvenile, and to rate each juvenile 1 (low) to 7 (high) to indicate that juvenile's "tendency toward delinquency".

Exactly 15 minutes after the panel presentation began, the participants were again asked to rate the juveniles in accordance with the same instructions at the earlier rating. This was to determine whether participant reaction toward the juveniles changed in any significant way after the juveniles had spoken for 15 minutes.

As one generalization only, an examination of the results of this survey appears to indicate that if an Institute participant incorrectly determined a juvenile to have been "adjudicated", on the basis of appearance alone, initially, and if the juvenile were relatively verbal, that the participant's initial opinion was reinforced at the second rating. In other words, if a person incorrectly pre-judges another person on the basis of appearance, and if that person talks a lot, the observer seems to conclude that his initial opinion was correct.

YOUTH PANEL PRESENTATION *

Leader: (Dr. Dominic DiMattia) During this part of the program - what we are going to try to accomplish is to try to develop some kind of interaction and dialogue among the ten juveniles here, as we've kind of labeled them. In trying to get them to discuss some of their perceptions about police and about adults in general. We are just going to let it go, open it up completely. I have told them to tell it like they see it, not like they think you would expect them to discuss it. I want them to be as honest and as open as possible. I spent the lunch hour with them and I think if they are as candid with you as they have been with me we can really stimulate some discussion. At some point I am going to ask the audience to get involved, and we can extend this dialogue beyond the group here to the audience. With that I would like each member of the group to introduce themselves very quickly and then we can begin.

Stewart, Allen, Alvin, Louis, Betsy, Ron, Spencer, Kevin, Rubin, . I think they have a little trouble with acoustics so we are going to ask the people to kind of speak up here if you could. I am just going to throw out one question to you and I hope you will take the ball. That is would you like to share with us some perceptions you have about the way police deal with youth.

We are going to start here, Rubin. Anybody have any reactions, or just any comments about some of the things that we were talking about at lunch?

Doris: Well, what we were talking about is how police see youth today. They don't listen. They just don't understand like if something happens, they don't listen to your side of the story, they just take it from there; like if they are just walking along a street that night, they might be a little late, they might just stop you and question you for nothing and they treat you real rough and anything like that.

Now we were talking, we were discussing respect. Some police, the ones that I have met, they don't have respect for the individuals, like they will stop you, and if you were just wondering why they stopped you, they would say or think you were getting smart or something, they would give you a hard time like. Nothing is going to get accomplished that way. The police act without respect and what they expect a person, or how they expect a person to react. Of course,

* See Page 30 for "Background information concerning the 10 juveniles who participated on the above panel."

we have to respect them too. Yeah, I know that. How do you expect to get respect if they just come up to you, and like you are walking, and they stop you, and they say "empty your pockets" - like you have no rights, you know - what you have in your pocket is just for you to know; if you don't want them to know, they have no business telling you to stop and empty out your pockets, cause it's yours. They have no right to go into your car and go through your pockets, it's against the law to say you're under arrest, and you were not bothering nobody, and so like you know, then they start yelling at you and everything and you yell back. Then you know, they hit you, and you hit them back. Then you're in trouble. They don't give you no respect, so how can you give them respect?

Well, basically, we think that maybe they are taking advantage of their authority, right. And they are not giving us, like they don't care what we feel about the way they react towards us.

They might come to your house looking for one thing, and if they find something else which is illegal to do, they might hold you for that. Going on from there, like they will search your house - maybe they have a warrant or something. They will search, and like they probably will mess up your house or something. Yes, they wreck all your . . . I expect a police officer to put everything back where it was - something, you know, we found it, and the hell with the rest.

Kevin: Like I was saying, like walking down the street and being stopped. I have been stopped by narcotic officers. They have asked me - who's doing this, or who is doing that. They have no right to do this - like when you get arrested, the only thing you have to say is your name, your telephone number and where you live, and that's all you have to tell them; you don't even have to give them that if you ain't doing nothin' wrong, they have no business stopping you in the first place asking what's your name, what's your phone number. Some try to you know give you bribes, and stuff like I take you this place, I give you tickets to this and stuff, trying to take advantage of us. And then if you do say something, you know, say they bribe you, they'll get you for that. You are in the middle sort of. No matter what you do you feel that you are in a bind no matter how you behave. Like they don't even give you your rights either, if you don't know it. Like they'll let you say anything you want giving you your constitutional rights. Like if they stop you or something and take you in the car, you have a rough time, and you don't want them to say anything, you know, you know you're right so you remain silent. They will give you a rough

time, and if you don't say nothing, they will try to beat you or something. If they don't like the attitude, they figure that you know, you know, because you've been around, and like they'll put you in the car and bring you around the corner, well, you've got to tell me now or not - if you don't, they start hitting you and everything until you do tell. And you can't avoid them either. Like if they come up to you and say something, you say "Hey, man get away from me. I don't want to have anything to do with you," and they say, "Don't get smart with me" and you're the one that gets it. I feel that every individual has the right to say something back at the cops. It doesn't have to be smart or anything, but, usually the cops take it to be a smart remark or something. If they don't like you, they'll come and pick on you saying things about your brothers and sisters and stuff. They try to make you get mad so you will do something to interfere with them so they will have the authority to beat you up if you yell or something like that, just shaking your head a little.

I had a brother that kept getting into a lot of trouble, and the officer stopped me and he asked me my name so I told him, so he says "Oh, I know your brother, are you just like him?" I said no.

They often have distant attitudes or ask you where you live, and if you live in a bad part of town, they come with an attitude. They also come into groups, they bring dogs, and paddywagons. Another thing - they have a different kind of attitude they come around here nights, and then they come around and ask "Who are you," and stuff like that. Kind of safety in numbers there. Right, when you are walking in numbers, they stop you even more, you know like they figure that you are going to make a nuisance in town somewhere, and they say, "We don't want you over here and over there." Like they stop a lot of people, and they say we don't want you there, so would you please move. Then if you don't move they come back with more. They are going to make you move. Like I said some grown-ups take advantage of authority like just now we were out in the hallway and there's a sign "No Smoking" and there are grownups in here smoking and stuff. They take advantage of authority and . . . (audience claps) kind of a double standard, a standard for adults and a standard for young people. Right. Like are they better or what? We saw the sign and our kids went outside to smoke. The signs were all over the hall and I can't see why they couldn't see them. Smoking away . . . They are all bad but you know . . . (audience laughs).

Leader: How would you like police officers to treat you? What is good behavior; as far as you are concerned?

Student: (female) Well, we don't just want them to take our side all the time, but we don't want them to be biased; we just want them to listen to our story without just jumping to their own conclusions just cause the way they look at us and everything. How they label us by just looking at us. When you are walking down the street, if you ain't doing nothing, they'll stop to ask you questions. That's right if you are just walking by, I mean, why should they stop you? Right. Or if something did happen and they were to stop us, they could tell us the reason why in a polite way. But usually they stop you first, and do all the searching and maybe they will tell you after they do it. If they don't find out, they say well, I'm sorry.

Like when the stop you they really don't have the right attitude, they expect trouble from you. They can't talk to you and ask you like in a nice tone of voice, like one time my girlfriend and I were at a baseball game and we were where we weren't supposed to be, and the police came up to us and said, "You girls aren't supposed to be here." We said, "Okay, we'll move." And he said, "Why don't you get your rear ends or asses out of here." My girlfriend is about three years younger than me, and I was about two years younger; I don't know if he was in a bad mood or not, but what he said to us. Yes, that's another point. Maybe the police officer has had a bad time at home or something, like the office, they shouldn't take it out on people on the street. That's right. Leave their trouble at home, not only the police officer. Yes, he has that kind of job and he should leave all his frustrations at home. If he can't do that, he shouldn't be a police officer. They get in a bad mood and they ride around looking for somebody that they know so they can hassle them and get them in trouble. (Laughs)

Leader: It sounds like what you're saying over and over again is related to just being in the streets and just hanging around and being picked up or at least stopped or being hustled or whatever you call it. It seems like some of you feel that you're, even when you're not involved in any kind of difficulty, there are some police that are particularly looking for trouble and creating it for you. I wonder if you can give some specific example. You know, it's easy for us to talk off the top of our heads, but can you give us examples without any names or anything, but situations where you personally have been involved or you have seen where things like this took place?

Student: (male) Yeah, I did. One night we were at a beach party (you know boys and girls), so it was a little late when we were coming home, like 2:00 in the morning, like we were walking and something had happened, an incident, like you know. The police didn't even come and tell us what had happened. They just came and took all of us. They let the girls go, so we had to go home by ourselves and they took the fellows. That happened to me once. I was walking down the street. I had gone to the store and bought a pack of cigarettes and was puffing. I was walking down the street and I stopped to see a friend to see if he was home and a spotlight turned on, like a street light, and I turned around and the police officers said, "halt", so I walked back out there and I saw five police cars, and they threw me up against the car and searched me without any rights or what happened. My friend was riding a bicycle. They just grabbed him by the hair and pulled him off the bicycle. They actually grabbed him by the hair and pulled him off the bicycle. They kicked him in the ribs. There was another one of my friends that was being searched. They had arrested 15 people. There were three girls. They let the girls go, but, they brought us all down to the police station, and he was standing up against the car and another car had pulled up, and my friend had to go through all the search bit. The cop came out of the car and kicked me in the leg and he had fallen down and they gave him a pretty hard time about that, and they arrested us for a charge of throwing ripped newspapers off a church roof, and when this was done it was like 6:30. When they arrested us it was like 10:00, and they arrested us for the same charge, and for a lottery charge. I was walking down the street, me and a couple of friends, and a cop rolled by and they kept staring at us, and we just stared back at them. Then he drove around the corner. Then they stopped and said, "Nigger, what you lookin' at?" And then I said, "Well, that's your name now, boy," and the cop got me up against the car and said, "You're under arrest, resisting an officer." I said, "I ain't under arrest," and he flattened me and I hit him back. Then he said, "Now you definitely go in there," and he put us in the car and he drove around the street and he stopped before he brought us to the police station. He took us out of the car and started punching on us and everything. Then he said, "Now you're going to the station." Then we went to the station and we tried to explain down there. I said, "He hit me first," like he's a cop, you know, you can't say that, they'll believe him before they will believe you.

Some incidents that happened not too long ago. When they burned up cars and stuff like that. The cops came down. Now everybody is involved with these incidents like they come down with sticks and stuff, people in your house

that you have never seen before, tell them to get in your house, try to go home and they won't let you. They tell you you had better stay here before you come down and get hurt, and you just wait for somebody to come around and bust you in the head. You can't say nothing to them because they think you are getting snotty as soon as you say something. They are waiting for you, just waitin' for trouble. They kill people and they threw people in our house that we ain't never saw before. They could have come in and killed us.

Leader: There are a couple of people we haven't heard from.

Student: It's not just the policemen on the streets either (female) because I lived in New York, and I moved from New York about three or four years ago, and my brother and a bunch of his friends were skipping school one day and were over a girl's house, and the police came because a neighbor called and they went in, and a couple of kids were caught sniffing glue. A couple were sleeping and drinking, and my brother was up in the attic and they took all the guys down to the police station, and my brother wasn't even 16 yet, and the police to handle this told my brother that he had to either plead guilty or else he would have to go through a bunch of stuff and stay down in the police station over night. He didn't even call my mother, and my brother was under 16, and my brother pleaded guilty because he didn't know what to do, and since then he had to go to court and it caused a lot of commotion. Whereas, if they called my mother and let her know about it, then things might not have gone like that. So it's not the policemen on the street either, it's the ones that are inside. (Audience laughs)

Leader: While they are filling out those sheets let's keep talking about this whole area. Can anybody else give any specific examples?

Student: Me and my friends - we used to go ridin' around at night and every night we'd see the cops pull us over for no reason at all, search the car, they ripped the interior out of the car for no reason. Yeah, if they see a group of you in a car or somethin' like that, and you look like you are young and everything, they'll try their best to find something wrong, license plates, or something. Policemen never give you the benefit of the doubt. Just like you ask them what they are looking for. "We'll tell you after we find it." You don't even know what they are looking for. Like they say we were riding in the car and they stopped us like they figured that we had something in the car. So they stopped us, and they said get out, you know. So we got out and they didn't actually ask for the keys to open it, they

just popped the trunk open, "Well we found what we're looking for, we didn't need your keys," you know, and my friend thought he'd give them the keys, they ruined his trunk just to get a rifle. One day I got out and a cop stopped me and he said, "Did you run away?" and I said, no, it was something else. So the cop said I'll take you down to the police station.

Leader: Well, what you're saying is once you're in trouble, you are really in trouble forever. Right? You know if you're caught one time they think that you are going to do that . . .

Student: If you went down to the police station, "I ain't going to bother you now, you're only 15. I am going to wait until you are 16 so we can send you to Cheshire and get rid of you for a long time." If you have a record or something happens to your neighborhood they come to your house and see where you are at that time. You know they really test you out. Like the other day somebody stole something off this truck. They blame you and then your whole family gets a record.

A1: Either that or sometimes when you are walking on the street like, sometimes they have a deadline for kids over 15, and if they catch you walking on the street, you know past that deadline, they give you a hassle. Like if you are going someplace, they say, "Well, that's not your home," and get you in the car and take you home or something like that. I think you should have your own rights to walk home by yourself. Deadlines, they really don't make any sense. It should be up to your parents what time they want you to come home. Well, like they stop you and say, "Where are you going, you know you are supposed to be in cause you are young?" How does he know you can't take care of yourself? Like some people younger than we and our parents and everything, they take care of themselves better. Yeah, that's true. And they figure like, well, too young and everything, and its real late it is probably going to break into somebody's house or something. They don't know. You might be going to a party or going to take care of some business somewhere. (Audience Laughs) They want to ask you what kind of business, huh? About any kind of business. Like you might be making a transaction with somebody. (Laughs)

Leader: At this point I am going to give the group an opportunity to ask you some questions and I hope that some of you will be willing to respond from your frame of reference to some of these questions, and then the group has

agreed to answer any questions that you have about some of the things they said or about some of the perceptions you have about youth or about your job. So why don't we start in this direction from the group to the audience, I am going to let anybody respond who'd like to. Does anybody have a question they want to direct to the participants?

Question: First of all, I want to know if anybody thinks we are criticizing policemen too much? Do you think that we are being fair?

Answer: Yes

Question: Do you think they're as bad as we do?

Answer: I heard someone say something about stereotype - this is what you do not. If you get hassled by a few cops, right away you stereotype cops and that's not right. We know that all cops are not like that. We were talking about it back at lunch and we were talking about times when we had friendly relations with the police.

Question: Why do you think the policemen treat you like that? Like sometime you have an attitude when the police sometimes come right away, too; but sometimes the police have attitudes with the youth. They're human too, they get disgusted at other people too. If they are searching for drugs, why do you think they can't take it and arrest you for it?

Answer: Well, if you come to someone's house with a state's warrant for one thing, you are not supposed to find something else. Yeah, well they come in for that one object, they come in looking for that one thing or what they really ain't looking for, but they want to find in the house so they can arrest you for it.

Question: What do you think the police force is for?

Answer: To protect and serve the public.

Question: Could you tell us how he can protect?

Answer: I am not saying all . . .

Question: You're with a group of boys and girls, right. And you see somebody within your group commit a crime. You didn't do it. You saw it. You object to what he or she did. And the police come. Are you going to tell the police about it?

Answer: You most like won't. Why should he. It's your job to find out.

Question: You wouldn't turn around and say it was your friend, would you?

Leader: I definitely see what they are responding to, and this is the point that we talked about. It's the same double standard, and that is why it turns off a lot of youth; the fact that a lot of adults are engaging in illegal or semi-illegal behavior, which they see going on - like that smoking really impressed them quite a bit - and that's very difficult. At least I keep hearing them say that is very difficult and confusing to deal with then they can see it as clear as day going on, and now you are saying that we're always wrong for engaging in the behaviors which we are only modelling from the adult community.

Student: Right.

Question: When you were young like you used to go around, you probably had friends go steal apples and stuff, you ain't never got caught and you told on your friends?

Answer: There's a big difference between when I was a teenager because when a local cop caught me, I was afraid to go home and tell my parents. 90 percent of the time if I got caught, if I wasn't an angel, I had to stand up for my next meal, and I didn't get it from my parents. The cop on the corner - size 11. We can't do that, but you still do; you are not supposed to do it but you do it.

Question: Have you ever brought a cop up on charges?

Answer: I try, I try, but I couldn't bring it up. It's his word against mine.

Student: The otherday when we were at work, we were looking out the window and two men were having a fight. Instead of the police just coming and breaking it up, they came and started beating the men without even asking what happened or anything, and this was seen by our own two eyes, and everyone there seen it.

Audience: I think what we have to remember is that police officers should not label all teenagers because of a few, and all teenagers should not label officers because of a few. No matter what you may be, a mailman, you may be a teacher, fireman, student. . . anything, and an awful lot of teenagers and an awful lot of officers have to realize it.

Student: Sometimes they come around, kids say, "Hey Pigs," and stuff like that. That don't make no sense, but they do it. I can see what you are trying to talk about now. It is not always the police force, sometimes it's the kids. After that happens they might take it out on anybody cause they are mad at that one youth. They might not give it to him. They might take it out on anybody.

Leader: What do you think the solution is?

Al: I know one like that. He just turned cop. (laughs)

Leader: Are you saying, Al, that you are waiting for him to char

Al: He's an alright person either way he is, you know. If he doesn't bother me, I won't bother him. The only time he bothers me is during the ice skating season.

Leader: I don't mean someone that you know. Is there any police officers that you would go to the police headquarters and say I want to talk to Officer so and so.

Al: No, I won't talk to him.

Leader: Why, if this is the only way we can close this gap?

Al: No, I won't talk to him like. We don't get along that good.

Leader: Somebody's got to make the first move. What you mean to tell me is that you don't want to get along and try to make a better society?

Al: As far as I'm concerned, you know, they got their job to do, they do their job, and they can leave me alone.

Leader: In other words are you saying that . . .

Al: Not really.

Leader: What are you saying then?

Al: You know as long as they do their job the way they are supposed to do it and don't hassle me in any way, you know, it is alright.

Leader: The lady up there has been trying to say something.

Question: How do you feel about being here today?

Answer: I'll probably enjoy this. I probably will enjoy this after it's all over. (Laughs)

Question: Do you think what you are saying is going to make a difference?

Al: Well, yes, because look how many poeple there are in the world one person can't change it. I don't think, you know, at school we had a seminar last year, we've had other policemen but, yet it just keeps on happening but there is no real change coming.

Audience: Keep having them happen.

Question: Just two questions: 1. Would any of you like to be a policeman or policewoman when you grow up?
2. If you were, how would you treat young people?

Answer: I wouldn't want to be a policeman.

Question: You are one person, how about you?

Answer: I wouldn't either. But if I did when I grow up I'd do the same thing. I'd do my job. The only thing, I would try to understand them better and listen to the story even if they are not right. We don't necessarily want you to take our side because we would probably be wrong, too. But we just want you to listen and hear what we have to say.

Question: Would anybody like to be a policeman like that?

Answer: I would

Question: You would?

Answer: Yes, a state policeman.

Question: A state policeman, why?

Answer: They are the worse establishment (laughs).

Leader: The gentlemen up there.

Audience: The gentlemen who would like to become a policeman. If you became a policeman you are on duty in an area that has been vandalized constantly for a week and it is two o'clock in the morning and you see two youths your age coming from that area, do you think you would have the right to stop them and question them regarding that area's raids?

Student: Yes, politely.

Audience: And don't you think you should get a decent answer?

Student: Politely, he can ask!

Audience: Alright. But that is alright. Fine to ask them. But there is a way that you should ask them.

Student: Like throwing them up against the wall. Like if something happens you go up to him and say, well such and such happened you were just checking to see and things like that.

Audience: Are you telling me that every policeman that runs into this type of situation then is using the wrong approach?

Student: I did not say that. I just gave you a method of doing it.

Audience: How many policemen would you say out of ten use the wrong approach?

Student: About eight out of ten.

Leader: Wait a minute. There is a lady up here along the aisle who has been trying to say something.

Audience: Do you model some of the behavior of your peer group? Of the students your own age? In other words are you then, kind of using them as your models rather than adults?

Student: Both. But you have to think where your peers got it from too. When you are at home most of our parents probably smoke or drink and so we smoke or drink but if you use drugs which wasn't that available to our parents right now, we're condemned.

Leader: Not your parents, I mean among the people your age.

Student: I understand. I know what you mean. Yeah, we follow our peers. But we also model our parents too. You have to think our peers probably got the same thing from their parents too.

Leader: Gentleman way up back.

Audience: If a police officer knows that his fellow police officer mistreats kids, would he tell the chief of police on that officer?

Audience: Yeah, we both should tell. I should tell on my friend but it is most likely that I wouldn't

Audience: Why should he tell if you wouldn't tell on your friends

Audience: If you were on the beat and like say you and your friends grab the kid and you punched him, he ain't going to squeal on you.

Audience: I am not asking you what we do. I am asking you what we should do.

Audience: You should.

Audience: If you tell on your friend, should I tell on my fellow officer?

Audience: Yeah. We both should tell.

Student: This happened to me, like one of my friends got in trouble and the police came around me and asked me the like and yeah I told. I got a lot of hassle for that too.

Audience: From who? The police or your friend?

Student: The police and my friend.

Audience: I would like to ask one question about the attitude of the gentleman who said that when this thing occurred in a certain area when you walk the streets. You said that police did not ask you the right way. How many times, how many kids do you know when a policeman stops them says, "Hey man what did you all stop me for? I didn't do nothing wrong."

Student: Well, alright.

Audience: Alright, if he says will you come here a second I want to talk to you and you don't want to come there you can just keep on walking by. You don't really have to stop you can just keep on going about your way.

Leader: I am having trouble sitting on my own feelings right now. Can I ask you a question? Who do you think the responsibility or where do you think the responsibility rests for establishing good behaviors in our society, with the children or with the adults?

Audience: Both.

Leader: I don't know. I really kind of differ with you on that because I think children learn from adults and if the adults don't model the appropriate behaviors and if the adults aren't in control of their emotions that they can at least teach someone else how to behave I don't know where they're going to learn. I really don't, if they are not going to learn from the adults. The smoking example is an excellent example.

And we adults, we don't pay any attention to things like this. And we got signs over here. I don't pay any attention. I don't have to smoke, but if I did smoke I wouldn't be paying any attention to it, either. Many of us, most of us, don't pay attention to things like this. But then on the other hand we insist that juveniles should pay attention to the thing and of course they should and of course we should, but the old two wrongs don't make a right kind of thing. We hold different standards I think, and I think that is probably what the argument is about.

There are a couple of questions here. The young lady right over there.

Student: I notice that you say we have large Afros and long hair. Now the police have been criticized because they have long hair and large Afros. I wonder what you all think about your parents having long hair and big Afros. Does that affect the way they approach you?

Audience: No. No.

Student: You shouldn't judge us by the way we look. The same way like in school, when we were in grammar school, we tried to wear like dungarees and stuff they tell us we couldn't wear dungarees. We would wear what our parents could afford. And they talk about there is a dress code and you got to wear this and you got to wear that. We come to school and they should be glad that we do come to school. I couldn't judge you by the way you looked or anything. Then I wonder how come officers can judge you by just the way you look when you are walking down the street. How do they know who is the bad guy and who is the good guy? How do they pick them out?

Leader: Can you tell what she is trying to say?

Student: I can't look at any of you and tell, well, he is nice or she's nice by looking at you. How do they tell? Can I tell if somebody is bad or good?

Audience: Yeah

Student: No, I can't. What you mean as a police officer. I walk up to somebody and say that I would like to speak with you. And the dude keeps strolling along. What happens is that he is a wise guy.

Audience: It could be because I'm on my way somewhere, and I don't want to be bothered.

Leader: The gentlemen up there has been trying to say something.

Audience: I think the pal doesn't want to walk over to the guy even if the guy says "Hey Pal". Pal doesn't want to walk over there, I think he has all the right in the world not to. I have a question though. Both of you has said that they didn't want to become cops, why not?

Student: Well, I know like a lot of my friends, they get in trouble like I grew up with them and I couldn't arrest them. Like my brother he gets in trouble every now and then I couldn't arrest him. But it is like when you are little in school. You had these little books Dick and Jane. You see the policeman. That is the first thing for whom you smile. Yeah, the friendly cop. You respect him more. As you grow up and you see how things are you lose him a little bit. I would like to be a police officer; I think that I could change things and that is why. And I think if more and more people would like to become one maybe all of us can change things.

Leader: I think he has a point.

Audience: I just wanted to question the gentleman over here who said that a policeman can't call a kid over to speak to him.

Leader: He did not say that.

Audience: He said he could but if he didn't want to go he didn't have to.

Leader: I think that because we are beyond our time now that I am going to have to thank my own party and stop right at this point because we may keep discussing back and forth and probably not reach any real conclusion. I do want to thank the boys and girls that have been with us.

FRUSTRATIONS OF THE POLICEMAN IN WORKING WITH JUVENILES

Duard Bok, M. D., Former Professor at Yale University, Department of Psychiatry, and presenter of a paper, "Tenure Versus Attrition Among Dayton (Ohio) Police", American Psychiatric Association Meeting, 1971

I'm going to try to make a case in my presentation as to why policemen and psychiatrists ought to work together as a team. And I'd like to explain to you how in some cases they already do. I work for the mental health system and most of the police officers and other workers in this room, I suppose, work for what would be loosely called the criminal justice system.

Now we all, in some way, have to deal with and manage problems of social deviance. And when you think of social deviance, it is conceptualized as young people who are deviating in some way and are labeled as being juvenile criminals, and they come under the umbrella of the criminal justice system. This involves the passing of children to youth services, police officers, juvenile courts, and so on.

Historically, the mentally ill, including juveniles, were treated as criminals for a long time. In 1973 an increasing number, a wide range of deviant "criminals", were seen as

suffering from mental illness or disease. This naturally accounts for an increasing involvement of psychiatrists in the criminal justice system or working together with policemen. Also historically the philosophy has involved coming from two sources, not only in the United States, but elsewhere, as well, which was thought as deviance, as evolving from a social control or deterrent function of the criminal justice system. And the second way in which the philosophy of dealing with young people has been influenced, has been the therapeutic function of the mental health system. The philosophy for dealing with social deviant social criminals, which has been affecting the laws of the juvenile courts, has come from both psychiatrists and police officers or social workers, psychologists, etc. There is also the fellow in the background, the sociologist, who has been attempting to study the phenomena as it proceeds and changes or doesn't change and all of these people or groups of professionals have been providing inputs into the kind of things which have been happening in the deviant scene. Now all of these changing social variables, values and philosophies, operational guide lines, programs for the last ten or twenty years, have met very rapid change and in the process most people are experiencing change by the psychiatrists, policemen, or particularly in this case adolescents, they are experiencing change all the time. People can deal with this change, but is generally speaking very, very stressful. Change in any form, if significant, is very, very stressful. Different individuals cope more or less effectively with changes which are demanded in personal lives and their work lives. For example: One of the girls sitting here asked a question and wants to be reassured that she wasn't being over critical of police officers and in order to avoid doing that I am going to put down my speciality, or attempt to put it down, before I put policemen down.

Phenomenal changes have been occurring in the theory and practice of psychiatry again in the last ten or twenty years, particularly since about 1957. Traditionally, psychiatrists have been working with people including adolescents and juvenile delinquents on a one-to-one basis using Freudian psychoanalytic principles. These usually have to deal with trying to work out people's interpsychic conflicts and if the focus of attention is confined to the individual and nothing else. The most current movement in psychiatry is towards community mental health, which some of you may be familiar with, and community mental health looks at the problems of the individual in the context of the social family system in which the individual functions. It may be manifesting the problem of committing a crime if he is a juvenile. Now community mental health tries to do this rather than looking at the individual in a traditional way, looking at the individual as

if he exists in a vacuum. You all know when you deal with somebody who is manifesting a problem or committing a crime they are not doing this in an isolated context. They are usually doing it with other factors which are affecting the individual and determining his behavior or her behavior. The contemporary psychiatrist is much more likely to be working as part of a team rather than alone which will, or possibly could, include a policeman or a policewoman in training. So this is very, very new to a lot of policemen. It is very, very unorthodox and progress depending upon what your frame of reference may be.

Mental health teams are paying particular attention to and focussing most of their efforts on people and systems. People are just small systems. People are systems in crisis situations. Now a crisis, I don't know if you want to get into it, speaks for itself. Really, it is just something which is in very, very rapid change. Now it's been established empirically, and also by people who have had personal experience at this, that during periods of crisis people who are systems of larger social systems are most amenable to change due to planned or unplanned intervention. Now individual, family or larger systems seem to function in such a way that they perpetuate sameness, and equilibrium and what behavioral scientists call homeostasis, and for those of you who have tried to rehabilitate a juvenile delinquent, or a family of a juvenile delinquent, when they were not in the state of crisis or something terrible was happening in their life situation, you probably found it particularly difficult or frustrating and this accounts for the experience of most psychiatrists. I think that a large part of frustration incurred by a police officer working with juveniles is accounted for by the fact that, in order to invoke any meaningful change, it is extremely difficult to change individuals, to modify behavior, to make things happen differently than before. It is extremely difficult if it is intentional. It is not easy. It is very, very frustrating and I imagine that many of you, if you have ever attempted to do this, and all of you have, I'm sure experienced extreme frustration. You've become despondent, disgusted. What is it all about?

What I want to do towards the end of this talk, if you are interested and if we have time left, I may go into some of the manifestations, some of the psychological manifestations of people who incur frustrations and the case I'm going to be trying to make today is that being a police officer, and trying to be a good police officer, generates a lot of frustration and dissatisfaction. It is a very difficult job and in order to do it effectively and to make things happen differently

you are going to experience a tremendous amount of frustration because everything is against you. Or a lot of things are against you most of the time. Now a psychiatrist has been trained in the old traditions and has not yet been, not yet learned to cope with changing theories in practice, has become the most frustrated and ineffective members of the mental health teams and fortunately their psychiatric systems are just like police systems. Anybody who wants to change something in a police system or in a police department, if it is a young progressive policeman, or an older progressive policeman, either he gets himself canned or extricated from the system or somebody will listen to some new ideas and innovative programs that somebody may be wanting to implement. Generally speaking, most systems and police departments and psychiatric departments are designed to perpetuate themselves whether they are doing well or badly. And I don't know what it is like in police system; but in psychiatric systems many of the departments and mental health teams are headed by older, traditionally trained psychiatrists who really can't cope and can't manage, and a lot of programs have gone out for other reasons, but those have been some of the reasons.

Now, I spoke about people being in crisis and one of the principles of psychiatry today is that if you want something to happen make it happen while it is hot, otherwise it won't happen at all. It will not happen while it is cold, while things are consolidated, while things are established. The system, or the individual components within the system, has to open up. Otherwise you are not going to do things and you are going to be frustrated. Now the police more than anybody else, including general practitioners, family doctors, social workers, psychiatrists, or any other front line professionals come into contact with people and family in crisis situations. They are the people who make the initial contact. They are confronted and unfortunately again this is not a put down, correct me if I'm wrong, the police even more than the psychiatrists and other professionals are not trained for this role. They have no or little form of training in the role of dealing with people in crisis situations. And most of the time these involve mental health crisis rather than some other crisis. And I would like some feed-back if people feel differently about this. Because they are not trained in this role and they are often being confronted by people in crisis and not knowing how to deal with this effectively. They may be able to rationalize not being able to deal with it effectively, but on a certain level of awareness they realize that what they are doing is ineffective. A lot of policemen become very, very frustrated and disgusted with police work. So again they are experiencing high levels of frustration. To further complicate, compound the policeman's frustration level

when dealing with juvenile delinquents, is a conflict which he experiences due to different levels of appreciation of the significance of juvenile delinquency. Some authorities and some communities, feel very differently about juvenile delinquency, and different types of juvenile delinquency. On one level of thinking, the police officer and other people have been conditioned to think of it as a crime to be dealt with by the juvenile courts, to be taken care of by the criminal justice system. But on another level of thinking and appreciation, a police officer may realize that most of the so called "delinquents" who get into the courts are therefore mostly minor violations of moral norms, victimless crimes, and generally annoying irritating behavior, rather than for anything which is true crime.

Now there have been a lot of presidential commissions since President Johnson came and Nixon followed him, a lot of commissions have been investigating a lot of sociological and criminological phenomena and these have been publicized and police officers like everybody else, even more so than everybody else, because they have been directly involved, have been aware of the results of these. Daniel M. pointed out that a commission, which was commissioned to investigate the causes and prevention of violence, showed that between the years of 1967 and 1968, for the ages 10 to 14, very young juvenile delinquents, it was a 300% increase in arrest rates for assaults, and a 200% increase in robbery arrests. This commission implied that juvenile delinquents are responsible for some serious crimes, or a lot of serious crimes are caused by juvenile delinquents, so juvenile delinquent crimes ought to be taken very seriously and dealt with very seriously. On the other hand, another crime commission in 1967 implied that a major factor in a predicament faced by the criminal justice system in deciding how to handle various things was a notion that a way to deal with any kind of reprehensible behavior was to define it as a crime, and not for what it really was, and to treat it as a crime. And these apparently have been very well publicized commissions so two apparently contradictory ethics have emerged which police officers and the society and the juvenile courts are faced with. One ethic says that juvenile delinquency is minor social deviance and another says that it is a crime. To the best of my knowledge there have been no definitive guidelines which let a police officer or a court or anybody else know what is a crime and what is not. I think there are two polarities but in between is a wide gray area depending on the circumstances of what ever happened. People have to make decisions as to where to channel people.

Now I think one of the talks tomorrow has to do with the discretionary power of the police officer. I don't want to steal anybody's thunder, but the psychiatric term, two important functions of the ego... (Dr. Dolan was talking about two egos confronting each other just when I came in)... of the conscious mind are the synthetic and discriminatory functions. A synthetic function pulls together a whole lot of phenomena, a whole lot of variables into one meaningful whole and makes some sense out of it for this individual's mind and somebody can act according to that sensible formulation. Another equally important function is the discriminatory function. Instead of putting it all in one bag things are separated out and things are looked at separately from other things. Now, some crimes are obviously serious, dangerous, and others are minor violations of social norms. Police may be particularly frustrated in this area because they can't very often exercise adequate discretionary powers. They can't make up their minds about where to make a decision or on what criteria to base a decision.

Ideally, police officers ought to be the gate keepers, so to speak, of these systems, be it the mental health system, or some other social agency and divert people into these various systems. To some extent this is already happening but in many police departments the police officer doesn't have any discretionary power, can't exercise a good discretionary power, and may become quite frustrated for these reasons. If I was a police officer and the situations were changed in fact I myself would become very frustrated.

Very often these programs and policies don't let him act according to his best judgement. It's rigid, it's stereotyped, he has to do a rigid thing. And on the other hand in those departments and situations where officers are allowed to use his discretionary power, exercise it, to divert a kid into a social agency or mental health system, he finds waiting lists at the agencies or if the problem occurs after 4:00 in the afternoon or weekends he finds that the agencies are closed. And you all know that a lot of action with police officers and mental health occurs after 4:00 and on weekends and at night and stuff like that; suicides, rapes skyrocket at night, Sundays and over the weekends or holidays. And the officer finds them closed. He's frustrated. He says, "What the hell, take him to the juvenile court, let him go, forget it, maybe we'll get him next time." It's just demoralizing and frustrating. Now if he manages to get the youth into a social agency, and would like to follow him up like psychiatrists like to do, and police officers like to, too,

I don't know to what extent police officers can follow up with the people that they make initial contact with. They find that there is often poor interagency cooperation or the agency doesn't work effectively, or whatever. The other general frustration encountered by police officers in the case with the juveniles is the general public or the establishment's attitude towards juvenile delinquency which is ambivalent, and towards police officers which is extremely ambivalent. The police are often conceived of as the "bad guys" and the kids as the "martyrs." A lot of the parents feel guilty for real or related parental deficiencies and they try to expiate themselves by transferring blame.

The motivation for having the title of this talk was having to do with police officers' frustrations and if you want to explore the psychological reason for being frustrated I can get into it. Briefly, let me say, whether you would like to hear it or not, that frustration is a concept which is customarily applied to a goal or need not being met or taken care of and, generally speaking, there are exceptions to that. People become extremely aggressive in the face of frustration, the so called frustration-aggression hypothesis. Aggression may be manifested and dealt with in various ways, some of them effective and some of them not so effective, in terms of how efficiently a problem is dealt with, or how effectively a policeman's anxiety is handled in terms of whatever is happening to him.

Now, in my own personal experience with police, having spent a few months or so just spontaneously because they knew I was a psychiatrist, many of them approached me about a lot of personal problems in spite of the fact that I told them my function there was not to help them with personal problems. They were obviously experiencing a great deal of frustration and the frustration was manifesting itself in various psychosomatic or psychophysiological symptoms such as stomach ulcers, headaches, chest pains, impotence, you name it, the whole gamut of physical symptoms that people enjoy or suffer from if they are having psychological conflicts. And I felt at that time, and I'm conjecturing retrospectively, that a lot of the symptoms they were having was due to being frustrated a lot in the kind of job they thought they were trying to do and the kind of job that was prescribed for them. I can't validate this but my impression was that this was frustration, and response to the frustration, which was causing these symptoms. Now frustrations can be manifest in direct aggression. Every policeman, every psychiatrist has at some time lost his cool. Everybody does it in response

to frustration, and it's inappropriate and people often regret it afterwards. Some unfortunate individuals aren't able to cope with frustration any other more adaptive way. Another way of dealing with aggression obviously is displacement and you know the consequences of that. Very often police officers and other people who are frustrated and aggressive about it may displace their aggression on to their families, children, their cats, their dogs, younger police officers, etc. Just as in the case of psychiatrists and mental health professionals there is a high divorce rate amongst police officers, a lot of family problems. A lot of this has to do with the fact that not only are they unhappy at home but some of them are unhappy at work. A lot of people, or some people withdraw in an attempt to cope with aggression which is invoked by frustration. Some people fantasize, daydream, rationalize and think about things in their squad cars. And the last method, well there are many other methods too. Well the last commonly thought of method is to have the conflict manifest itself in some intrapunitive way in having some physical problem.

I am open to any questions or suggestions.

Audience: I wanted to ask you, have you seen any happy police departments?

Dr. Bok: Yeah. They are enjoying themselves, they are able to cope with the tensions and problems which they are faced with. But a lot of police officers are unhappy and I think a lot more pressure is going to be put on police officers in the next couple of years. I have also seen very unhappy policemen.

Audience: Do you presently know of, or foresee of any techniques that might make selection of candidates for police officers who would withstand the stress? Is there anything like this that you know of?

Dr. Bok: I've done a study on this, a very small study and I haven't kept up with the field since 1970, but to the best of my knowledge all the instruments and tests designed to predict good or bad police have been very, very fallible.

Audience: Is that study available?

Dr. Bok: Yeah. But it is not published yet. It is owned by the American Psychiatric Association. If I am wrong and if anybody is more knowledgeable about this in this field I would appreciate hearing about it.

Audience: Why is the police officer in the job, if he doesn't like the job and he's frustrated in it, it's not for the money part of it.

Dr. Bok: There is a high rate of frustration amongst police officers too. A lot of police officers leave the force. A lot of people are very unhappy in their work, not only police officers.

Audience: Have you done any kind of work about the kind of person that would be interested into getting into police work, personality-wise?

Dr. Bok: Yeah, people have done studies on that. I'm not quite sure about the results. I think again, people who are interested in becoming police officers come from very diversified populations. It is very difficult to know what makes for good police officers and bad police officers, because there is conflict amongst people who run police systems and how other people evaluate the police as to what is a good officer and what is a bad police officer. Yes?

Audience: Have you ever heard the saying, at least when I came on the force five years ago, that a good police officer can never have an ulcer?

Dr. Bok: No I haven't heard of it.

Audience: What I mean by that is that you work a total of eight hours you might have a fatal accident which is tough on anybody, whether you are a police officer or not. You leave everything right at the job, when you go home you have your wife and kids to worry about.

Dr. Bok: Right, it varies from person to person.

Audience: You said before, you had seen a happy police department.

Dr. Bok: Yeah.

Audience: Did you make any corollary in the study what the crime rate in those towns?

Dr. Bok: No, I'm sorry.

Audience: Were they big cities, or small towns?

Dr. Bok: I would imagine that some of them were medium size say 300,000 people.

Audience: And they were happy.

Dr. Bok: Very. It is just a generalization, happy and unhappy. For the most part happy.

Audience: Wouldn't you say that a lot of that comes within the department, the department itself?

Dr. Bok: All organizations are either going concerns or they don't go. The critical matter is the people. Get a group of people together and they can relate, like the people we got here today.

Audience: So police departments, depending on their interaction, either are good or bad and function or non-function. I don't know how it is in the rest of the departments of the state but in our department a psychiatric examination is required before hiring. We got some pretty flukey cops. I hate to say it but we got some beauties and we got a few psychiatrists as well. This is what I'm getting at. How are you going to get together? If you got a psychiatrist that is not worth his salt how are you going to get a cop.

Dr. Bok: I don't have any answers. I don't have any solutions. I wish I could help you.

Audience: Do you think it is possible for a police officer to hold back his emotions? What I mean by this is after a tour of duty, and all the problems that come to him, and so forth and so forth, all this anxiety. Do you think it is possible for a police officer to hold back all his emotions and just shrug it off? Or do you think after awhile that could get to him?

Dr. Bok: It depends on the individual again. I'm not edging the question, but it really does depend on the individual and the psychological confidence that any particular individual can stand what he is faced with, what he has to face at home and the rest of his life situation. It is the whole thing of total conflict.

Audience: Would you care to share your specific reasons for saying you did not want to be a police officer? Is it because of the stereotyping of the public, or because you don't feel there is enough status associated with being a police officer.

Dr. Bok: That is only one part of it. A police officer doesn't enjoy a lot of status as psychiatrists do, according to a lot of people. Okay that may be part of it. I don't know. It is possible. The thing that I would imagine that being a police officer, and this is based on my very limited knowledge, with the resources that he has available to use to deal with problems that you are confronted with, that you can't be . . . I am surprised that

you are as effective as you are. I see you as being very limited in what you can do. Depending on what your goals are. Now I'm projecting my own goals on to you, my values are or may not be the same as yours, but I see somebody with a problem, making contact with them, and working with them, following them up and hopefully rehabilitating them. There is a large failure rate amongst mental patients, or psychologically problem people. Psychiatrists don't have their great success rate, too. But I see a police officer in this state establishing some sort of relationship with the people in the community and other police officers, as being frustrated a lot of the time. This is a negative view today because the very nature of the talk you're having presented to you has to do with frustration cycle and the theme of this talk is frustration that the police officer is experiencing and that is what I'm addressing my attention to, the happy moments as well. I would not like to be a police officer because I would imagine that you are quite frustrated in what you attempt to do. The reason for that is that I feel they are forced to deal with a lot of problems that they are not properly prepared for. A police officer has to be a psychiatrist, a doctor, a social worker, . . . This could be very frustrating, especially if he doesn't get the type of results that he is expected to get and he can't go any further. You feel like you should have the answers and, if it doesn't work out you become very frustrated. This is the lot that police officers must face.

Audience: You have talked about police frustrations, probably throughout all police departments through the country, under the circumstances and in your professional opinion, do you think that the police are doing a commendable job under this frustration?

Dr. Bok: I think that under the circumstances that they to the best of my knowledge are doing a tremendously fine job.

Audience: Well is this frustration a part of everybody's makeup in one respect or another?

Dr. Bok: Right. To a great extent. It is a matter of degree.

Audience: Can you go back to an individual police officer and break down his frustration as an individual and as a member of a group?

Dr. Bok: Yeah. I think that the group, as a connected body of people, are frustrated and I think individually they are frustrated.

Audience: So what do you recommend that these people take back to their appropriate departments. How they can overcome these frustrations?

Dr. Bok: If in fact they are frustrated, as I implied that they may be, I suggest that they get together on a group level and talk to each other and share some of their possible frustrations. Try to identify with or without their frustration. They may not be. They may not be dissatisfied. They may be doing well and may be relatively happy about that. I suggest that there be good communication among people who are doing the same job, confronted with the same problems and they should try to share some useful coping method. Yes?

Audience: I think that there may be some other structured avenues that are being used right here and now in this state in order to reduce frustration among various participants of the group of justice system. There was a recent documented study in the area of plea bargaining that resulted because of its covert nature and other subsequent reasons, in that it is considered to be frustrating to police officers because they think that it's covert, political or that it involves leniency by judges. A lot of other reasons I won't go into. But the American Bar Association has proceeded in Connecticut to implement one of their standards that relate to this so that I would suggest that there are certain reforms occurring across the system that integrate with the police as well as other elements in the system. Very concrete behavioral ways of hopefully reducing frustration on a general basis.

Dr. Bok: Jerome C. did quite a lot about Plea Bargaining, justice without trial, things like that, which I think is very very pertinent to what actually happened, to what policemen are aware of, rather than reported what does happen. Another observation in this connection, perhaps something to do with communications, is that it seems today that to know what happens in something that you are involved with, to find out what the outcome is, is kind of reinforcing, and can reduce frustration in and of itself. The psychiatrists have less frustration here in that they control the entire situation. They know the outcome. I'm not a police officer, but I hear some of the things being said that the police get involved in something, they say make an arrest or referral, but after they make this position in which they exercise a considerable discretion, they really don't know what's up. It seems that a reasonable need that should be met is concerning what is going on, and the reasons for the decisions that are being made in connection with something that they are so vitally involved with. I would just suggest again that

there are some things happening, admittedly slowly, in order to make the whole system more open and to have this kind of feedback in a very concrete manner.

Audience: Yes, man.

Audience: You are saying that psychiatry is the study of mind and psychology is using that mind. And wisdom, in other words in police works there are good police who do use wisdom in all their feelings in their contacts with others.

Dr. Bok: I think that police officers by the very nature of the job that they chose can survive in it, they must have learned how to be very pragmatic, very to the point. Psychiatry is theoretical and very often not pragmatic. I think that all successful policemen, by the very nature of what they have to do are successful in being psychiatrists so to speak. I think a large part, I know a large part of their job is "psychiatric". I would say 50% and I challenge anybody that strongly contradicts me.

Audience: How would a police manager deal with the frustrations among the department, with an extended vacation, this type of thing?

Dr. Bok: An extended vacation would help sure (Audience laughs). This problem has never been brought up when they ask for additional time or benefits. I am just conjecturing again, but I know that people are very, very defensive as with a lot of other people especially the professional coworkers who encounter personal frustrations on their job. Without assistance they feel that none of these people probably may be used against them. Well, they say that this guy is so frustrated and he has so many conflicts about, we better get rid of him. I think that people would be reassured if they can communicate to other people and project accurately what they are experiencing and there ought to be good group sessions run by trained leaders about some of the things they are experiencing. A lot of departments may have quite a few guys in it, or women that don't have a lot of frustration. I bet you there are a lot of frustrated people in a lot of departments around who have already had the opportunity to securely express these feelings and try to deal with them. I think that people have to realize that everybody has and it is not necessary to be defensive about it. I've got it. Everybody is frustrated and defensive. I think that is the most important thing the police departments can do to help training, which is educational rather than therapeutic. It is just learning about yourself and the problems you have to deal with.

WORKSHOP RECORDERS (A SUMMARY)

1. There are a number of pressures from within, and also from without, from the peer group which have a great influence on each individual.
2. Regarding preconceived ideas, basically when an officer has difficulties in one particular location or town he develops certain preconceived ideas regarding this area.
3. The role of the policeman has changed since yesteryear in the sense that perhaps we always have had policemen who take advantage of their authority and their power.
4. We have lost a lot of contact with our citizens, the awareness thing, where we could talk back and forth on a one-to-one basis and awareness could be a little bit better.
5. A major problem is opportunity for decision making that the police officer has on having contact with a juvenile in terms of the alternatives available.
6. A juvenile review board that could be established consisting of various professionals, based upon the field experience, social workers, psychiatrists, counselors, probation officers, who would put together a plan for review of the evidence in making a suggested disposition.
7. We need more education and more training.
8. We need more resources so that the individual policeman on the beat can turn to more than just the court or just the kid's parents.
9. There should be more communication between parents and the courts, and some type of linkage between the courts and the police officer.
10. There are too many professionals connected with the training who are not getting involved in depth, skimming over the top was the phrase used.
11. There was too much variety of activity, when after your training you end up specializing and the extra activities seem useless because they didn't pertain to the things that you were specializing in.
12. The police officer in training could work in the community that he intends to work in.

13. Training officers should consist of policemen with wide experience.
14. With reference to lowering the minimum age for police officers to 18, there seems to be the feeling that in this age bracket there seems to be a slight lack of maturity and judgement in a lot of cases.
15. Both police and juveniles should try to understand one another.

DEMONSTRATION - ENCOUNTER GROUP

Leader: Dr. Gerald Arndt

Leader: I'd like to suggest that we do some things - perhaps just to get started - maybe to give our names, so everybody gets to know everybody else. One of the things we could do - do we have any markers or pieces of paper that we could put in front of each other with names on it? What I'd like to do is to ask you to give your names, what you think is going to happen or what you expect to take place. If we could get that from everybody to begin with.

I am Detective Diaz of the Hartford Police Department. I've worked in the Juvenile Division for the last three years.

Bob Johnson from Juvenile Court in New Haven; we kind of feel we're caught between the kids on one side and the police on the other side. Maybe tonight we can hash things out and have a better relationship with both sides.

Kenneth Roberts, Bassick High School; I came here because I'd like to learn about the relationships of juveniles with the police officers and hope that we can make things a little better between us.

Jim Thomas of Glastonbury Police Department; I'm the Youth Services Officer. My expectation is to get a better perspective as far as some of the youths that we're dealing with on the street and to see some of the things from their perspective and perhaps be more open-minded as far as everything together.

My name is Carol Tyder, and I'm from Bassick High School and I think what will happen for me is to learn how police evaluate juvenile delinquents and what police think teenagers are today.

My name is Bill Trantilis and I'm from the Planning Committee on Criminal Administration. I would hope that this entire group will give us both sides of the problems, the frustrations that we talked about this afternoon and we can go back with a few answers.

Tim Mortner, Middletown Police. I am kind of hoping that I can leave here with some ideas from some of these youths on how I can get a better rapport with the juveniles I am working with, to see what their views would be, so that I can get to some of these kids before they get into the criminal justice system.

My name is Angy Oliver. I would like to - I'm from Bassick High School, too, and I would like to leave here happily knowing that the police and the juveniles will be more integrated and have a closer relationship within ourselves than we have had previously.

I'm Gerald Robbins, Division Criminal Justice, University of New Haven, and I'm interested in learning about the mutual problems that exist between the practitioners in the system and those who try to help them.

Donald Tulson, I'm here to tell the way I feel about cops.

My name is Kenny Cooper. I came here because I would like to know from my point of view, I would like to know how the youth and police relate.

Brian is my name.

Leader: I'd like to sort of pick up, I think, on what a lot of you have reacted to and to maybe ask you to close your eyes in just a few minutes - all of you - sort of find a comfortable little spot if you can - but close your eyes. I'd like you to think about if you're a police officer or in the juvenile court or wherever you're working, what comes to your mind when you think about juveniles? What kinds of words, what kinds of things. And for the people who are here from school I'd like you to do that too, but think about police officers when you close your eyes. Just sort of get in touch with some of the impressions that you have about them. I won't ask you to share them from that point on, I'd prefer to have you sort of address each other if you can. Talk to each other, maybe personally, or, you know, react to what the other person said. I'll try to be in here to sort of be traffic manager, maybe suggesting some idea. I'd like you to take maybe two minutes just to close your eyes and think about what comes to your mind when you think about juveniles and vice versa for the police.

I'd like you to keep your eyes closed now and think about those things that are happening or that have happened to you that you don't really like about it as you are thinking about it, and how you would like it to be also, and if you can get in touch with what is happening, what is taking place, and how you would like it to be if you could change it.

When you're ready, we'd like you to open your eyes - come back and somebody would like to start off with some impressions of some of the things you got in touch with, share them with the rest of the group.

Encounter group members responses to group leader's initial remarks concerning a "gap" in relations between police and juveniles:

Question: What do we see as the gap?

Answer: I find now you're putting us in a blanket labeled juveniles, and we're not. I mean you consider juveniles under 21. Like I'm 18, I am speaking for myself not for other 18 year olds. You get to a point where they are teaching us to take the responsibility of young adults. I am 18 and I'm sitting here being considered juvenile, it's a bit bummer, it really is.

Well, as far as legally in Connecticut, you are a juvenile only when you are below 16. When you are 16, 17 and 18, you are no longer considered a juvenile. You're still a minor in terms of the law as far as getting married, or whatever 18 year olds, drinking, etc. But legally is when you refer to yourself as a juvenile, and we refer to juveniles as those 16 and under.

Leader: Could we get in touch a little bit with what some of the other things that you experienced in doing this exercise and then come back to . . .

Question: Do you blame the police for this gap?

Answer: Not really, you know. It's part of the community itself, you know the community, but like the police do have to put in their time and I mean just because the police means there not, you know. It's really segregating. It's really not put together . . . We try, I mean you see revolutions out there and here as you see . . . It's generally like the police just come back with their black jacks, something like that. I don't think either of us are trying hard enough to work together.

Question: When you call a juvenile hot, what impressions do you get about yourself?

Answer: I don't consider myself no delinquent or nothin' like that, but it really puts me low because I'll just take an example right now. He just got out of junior high. From junior high to high school there is a big jump - it's only one grade, but you know. You really feel more mature.

Question: The juvenile implies being low, is it that?

Answer: Yes, that's how I would feel if I were in the 8th grade. I wouldn't mind it because I really don't have the aspects of being an adult and how it feels, you know. Once we get into high school, you really feel different, it's a big change.

A juvenile seems to be a stereotype too. They say, well here's a person who's a juvenile so all the other kids dislike to be a juvenile. They don't try to find the individual person - really it's hard to find just one individual person but they just take one person, one teenager and stereotype the rest of them. They just say well, why worry about it, we don't have any individuals, so . . .

Question: How about the teenagers stereotype and the police officer.

Answer: They do that too, I guess.

Question: What kind of stereotypes do you have in the police?

Answer: All policemen of my own opinions are mean. The first thing they do when they take you down to the police stations is beat you up. Real seriously, cause a lot of kids I talked to, they say the policemen, the first thing they do is take you down to the police station and beat you up. A lot of boys I've talked to this has happened to.

Question: Have you ever seen a bruise?

Answer: No, when I seen them they'd been in jail for a while.

Question: From your personal experience, you haven't had any experience like that?

Answer: No, I haven't had any, I just heard from these other people.

Question: Have any of the rest of you had any experiences that were similar?

Answer: I had an experience one time. It was Thanksgiving. I was going some place and I didn't have no ride. So I saw a couple of my friends, you know, so in a way I know I was wrong, but I did it anyway. I was in a stolen car. So, I was up a creek when a cop stopped us. He didn't beat up nobody, but he just said like this here, if you don't tell me who the driver is you are going to be locked up. You know for a fact that I wasn't the driver, cause when we stopped I was sitting in the back seat.

Question: Would you say that all cops are going to get you on a bum pitch if they can't get anybody else?

Answer: I won't say all cops, just some cops, all cops are different. I think the majority of policemen are one thing, we all try to classify them. We classify them in the same group. It's like say, for instance, you live in this certain area you know who you have to be like everything

is in that area. If you live in the projects or a bad section of town you all have to be the say way, they classify you all the time.

Question: Well, if that's the case, then I, as a police officer I'm going to say that everyone with long hair and a beard is a junky?

Answer: Not really.

Question: Like all whites. You know like all black people are supposed to be bad. You know, they're junkies, they're pushers. I've heard that before. Policemen said that.

Leader: Could you ask him how he views young people?

Question: How do I feel about young people?

Answer: Blacks, Puerto Ricans, minority groups on the whole. Well, first of all, I'm a youth officer. If I didn't like kids I wouldn't be in this job. Cause this is what I do for a living, eight hours a day. I'm not going to stereotype anybody. You might be a junky, but that doesn't mean that this young lady sitting next to me is a junky - or any other of your friends. Okay? I'm not going to say "you live in the ghetto, everybody who lives down there is rotten because you might go out and rip off a drugstore." I can't do it. How can I sit back and say "All black kids are no good", or "All Puerto Ricans are no good, all the Italians, Germans, or what have you, that live in the one neighborhood are no good." Because out of a thousand people you might have one percent that aren't any good. I can't sit back and make this judgment, and I don't see how a teenager or a young adult or what have you can sit back and, because one cop might smack you on the side of the head or catch you in the back seat of the car and say, "If you don't come across with who the driver is, you are the driver."

Question: You say all police officers are going to do this do you?

Answer: I'm not saying all police officers would do it, but some have.

Answer: I think they should give police officers some type of test before they go on the force, some psychological test.

Question: Have you had experiences of being arrested?

Answer: No, I haven't had experiences, but, for example, when they killed that ten year old boy in New York, I thought that was wrong. If this had happened in Bridgeport and had the policeman shot somebody else, you know, and nothing was done about it. It doesn't seem like anything's going to be done about it, we haven't heard anything else about it.

Question: Do you believe everything you hear or read in the paper?

Answer: No.

Question: You don't.

Answer: You read the statement to her about how you felt . . .

Question: Just because you walk in Monday morning and one of your classmates told you one of your friends got beat up by the police, would you believe that?

Answer: I just listen to what they say.

Question: You judge the police just by their statements?

Answer: Not really, because, like, I've met some policemen, and I've talked to them, and like they told me different things, like some of the boys come down to the police stations and what they've done, you know, and they have to handcuff them or something like that. Like, I like to listen to both sides and everything, like, most of the time you don't get to talk to a policeman.

Question: Did this juvenile - did they ever tell you what the problem was?

Answer: Yeah, like sometimes, well like say for instance, in Marina Village, where I lived at - there were some incidents in the papers I believe Puerto Rican students accused by two students or two visitors at U.B. and there was this big riot about it and everything. And like I didn't approve of the way the people in Marina Village went about it. See, like, they tried to break things up and mess up their own village. And I didn't approve of that. But I liked the way the police department handled it. They seemed to handle it very well, in my opinion. Other people didn't approve of it cause, I don't know, they just don't like policemen. That's the way it is in our village. They don't like police.

Question: You made a statement, you said the police department, the whole police department was there, or just a few police officers?

Answer: Sir, the way it looked, the whole police department was there.

Question: You just made a statement the police department . . .

Answer: Well, if one policeman had done something wrong then that would be the whole police department's fault, like that. No, I do that, too. I know.

Question: Do you think this is one of the problems we're having?

Answer: Yeah. Like systems in Marina Village, and like they have security guards, or whatever they call it there, and like they walk around and like they seem to be getting fresh with the girls. Seriously, I have talked with a lot of the girls and they say they can't stand the police from the Marina because they're always trying to talk to somebody. And, like, you know, they don't trust them. They wouldn't go to those policemen to ask them to help them, they rather go to one of their friends, you know, then talk to those policemen.

Another thing, I don't really live in any of the projects or anything, the apartment houses, but from what I've heard of the special police that they don't really do anything to help the people that are in trouble, you know, like, I guess the regular police has to come down just like in P.T. when they had that fight the police didn't do anything. And they were scared, you know, what's the use of having police if they're afraid to do something?

Question: Is this special police or regular police?

Answer: Special police, some policemen, some parties, they figure why, you know like, okay, it's the P.T., okay black, there's Puerto Rican, but the majority is black now. Okay so they have black policemen. So they figure the policemen can come about doing things by just rapping to the people and easing them down, but, you know, it doesn't work like that. I mean, like the police, it's just like a baby. A baby grows up with something and the rest of his life he has something against him because somewhere in his life he had a lesson taught him. You know, one way and the people come about the same way. I mean, somewhere a police has done something to them and he keeps it against him. And yet the police come back trying to cool everything down by just talking. They don't have no - I mean just because they're black, just because they're of the same race ain't going to solve anything. They really can't communicate, I mean, they think they're big and bad because they have on a blue uniform, but they can't relate.

Question: This lesson you say this kid may have been taught. He can't, he doesn't have a mind of his own, and he can't form his own opinion?

Answer: When you're a baby, I mean it's just like races, you all have traditions, right? And you all come about and it's just like a tradition, right? I mean you can't help what is in your race, it's a tradition, just like a baby comes up, okay, just like a little baby you're scared of the dark. As you grow older you're still scared of the dark. You know, you always hide something there.

Question: What have you been taught about the police?

Answer: I haven't had any personal opinions against police. But like, you know, I mean I read the newspaper. I see the incidents that happen. I mean I figure I'm old enough to figure out why people react this way, and I just bring it out myself and I come to my own conclusions. I'm here, you know, to give you my opinion. To see if my conclusions are right or wrong.

Question: Well, one thing that interests me is, what do you think would really be the key motivation of becoming a police officer? In today's world, just see some of the problems police officers have. What do you feel is the key motivating factor why a person would want to become a police officer?

Answer: Because you'd want to change what's happening all the time. Want to change the things that are wrong and make them right, and enforce the laws.

Question: Or to help?

Answer: Or to help people, yes.

Question: Yeah, but what do you do when you come on a police department, and you're only one man on a 500 man force? Still going to try it? Are you going to have the guts to stand up for the establishment and say, hey, this is the way it is, the way it ought to be?

Answer: Well, if you want to change things around that's one of the problems now; you know, most, the majority of the people aren't in there just to change things. They're just in there, lots of them in there that have come up from your 500 or so.

Question: I think you're generalizing. What do you see a police-man doing where you think he's just working for the money and not working for you.

Answer: Well, he shouldn't be there. Because he's being paid by me and my family.

Question: What do you see him doing? How do you know that he's not interested in helping you, that he's just putting in his time? Do you ever just stop a police officer and rap?

Answer: No.

Question: Why not? This is the only way we're going to close this gap. Somebody you don't know, just stop, you know, strike up a conversation, get to know the guy. It's the only way you're going to get to know him without getting in a bind.

Answer: I don't want to be bothered. Well, you know, I mean this is where you can form your opinion about a police officer. I mean if the guy wants to take the time and stop and rap with you, it's great. If he doesn't want to be bothered with you, don't bother with him.

Question: I want to ask you why do you think somebody should become a police officer?

Answer: Well, I guess I'm a New York Police Officer and I feel like turning it around. This is, you know, I think that new breed or that anybody that was ever a police officer had to go in there for one reason. That he likes people. He likes to interact with people. He feels that he can help people in some way, not that he has all the answers. He surely doesn't have the answers. We've talked about some of the limited resources we have. Just our knowledge. I mean we know how little we really have. But just knowing that we can be of some service to some people and maybe interact, and just be there when somebody needs you. I mean it's a great feeling personally to know when you go to an accident and somebody's bleeding, to know that you might save that person's life. To me, that's a good feeling. Or to know that if somebody needs oxygen you can give it. That's a good feeling. And I think that just talking with people, not . . . I work on the premise that you're there to protect and to serve. And to serve, really, by serving, you protect. And I think that's the most important thing. The majority of police officers - they are to serve the people. We're not out there to punish the people, but really to protect and to serve. I really think that anybody that's in police work has to like people. Otherwise he won't stick it out. You think it's a hassle on your side, it's a hassle on our side. But I think that the key motivating factor has to be people.

Question: Have you ever helped somebody that's dying, which is instinct trying to save them? That's an instinct. Okay, that's an instinct. Have you ever besides trying to save somebody from bleeding, have you ever, like you say, interact with a person, just by rapping to them, so you really help a person, a young adult?

Answer: This is the thing when we closed our eyes and we were trying to think about it. And I'm the youth service officer in our town, and the problem I found when I closed my eyes is you deal with a person in a crisis situation, unfortunately. The majority of our confrontations between youth and police are unfortunately in a crisis situation - a runaway, a shop-lifter, or something like this. Unfortunately, we don't really have the opportunity, at least some of us don't have the opportunity to just get out there - the duties of the job, you're getting in-put from so many other people. See you're

getting in a crisis situation with a possible runaway. You say, what's the best alternative for this individual youth? And I think that I, personally, have - alright, running away for a juvenile may be quote violation 17-53 - okay, why is the person running away? I, personally, have got involved. Why did the person run away? Did they have just cause? What's the best alternative for this person? Should we send him home? You know, to me, that's helping. You're finding out what motivated people to react in a certain situation. Why did the kid shiplift?

Question: The way you're saying that is, you're just being nosey?

Answer: No. You just want to find out, why did he do it. So you're trying to find that out for yourself. So you can make a good diagnosis to find out where could that kid go for a referral, should I bust him? Should I send him to a social agency that could deal with his needs? Does he need that something that he stole from the store? Does he need ADC? Does he need something?

Question: Okay, but I figured the chief factor would be tempted to sit down and, okay, you bust him - can't you talk to him? Why do you have to bust him?

Answer: Okay, that's cool, don't even bust him. Can't you sit down and talk to him, I mean don't be . . . get into his feelings, too.

Question: Well, if I get into his feelings, am I just being nosey, or am I looking for motivation?

Answer: No. Man, you're really . . .

Leader: What would you like Jim to say to you right now that would indicate that he's rapping with you, rather than trying to bust you?

Answer: I mean like I'd like . . .

Leader: What should he say to you?

Answer: No particular thing. But I'd like him to be on the same level with me. I mean I wouldn't want him now like debating with me. I'd like him, you know, to take my opinions, not going against them. I mean I'm trying to tell you how I feel, as being an adult, you know, a young adult. And I want you to understand me.

Answer: I can understand it. The thing that got me is that I said the key factor for me when I worked for a person who quite had violated the law - right? - is the motivating factor what caused him to commit the crime. Okay? To me that's important

It may be nosey, but I don't really think it is. Cause it's so important for me to know that so when I diagnose the problem I say the key factor this kid committed this crime is because of economic reasons. He's got a problem at home. Maybe the worse thing in the world would be referring him to the juvenile court even though he did commit shop lifting or larceny. So where else should I send him.

Question: All I am asking you to do is when you get a kid like that, that scares someone half out of their wits - that scares them to death when you just send them to the juvenile court.

Answer: Right

Question: Okay, well why can't you talk with him and he'll know why he is going to it - I mean. If he's going to a juvenile court, he must be a juvenile delinquent, he must be young, right? He must be under age not to . . .

Answer: That's what I said before, that's why we take the time, we get . . . what we're trying to say, we get the kid that committed a crime, right?

Question: I think one of the things maybe each one of these people could share with us in what way you could approach them to see that it was a friendly kind of approach, I think that is what you are saying.

Answer: Yeah.

Question: How would somebody approach you so they would look like they weren't going to bust you, maybe how would you like to be approached?

Answer: I wouldn't like to be approached.

Question: You wouldn't like to? Let's say that you haven't got anything, and he wants to stop and talk to you. What can he say to you?

Answer: I wouldn't want him to approach me, in a deep voice you know how some of them come out like "Come here, you kid," something like this. "Hey boy, come here," you know. Because I consider myself just as human as he is, you know. I know I am, and if he comes out and says, "Hey boy, come here," you know, you think I should just go over toward them, you know? Cause I should ask them why they are calling me, boy. Why can't he call me like, like young man, will you please come here and this, you know. Because I would call him, "Hey pig, come here, you know. I don't think he would like it. I wouldn't want him to come over there and grab on to me like a lot of

them do, you know, snatch on you, throw you in the car, trying to hurt you right there. I would like them just to come over and talk to me and then put me in the car.

Question: How would you like to be approached?

Answer: I would like him to approach me with respect, to think of me as a person and to show me that, they are there to help and not just send me away, right away on what I did. I think we should be approached with respect, not pushing me in the car, putting handcuffs on me. That's not right.

Question: Can we ask the question the other way then? I can't see a police officer approaching a youngster after he's broken in to, let's say, a liquor store, and you know trying to get away from the scene of the crime, asking that youth, saying, "Sonny, will you please come over here, I'd like to talk to you about the broken glass and the two bottles of liquor in your arm." Ridiculous, if you'd like them to walk right up to you . . .

Question: Well, why couldn't you just turn yourself in?

Answer: If it's a crime committing situation, you have to be prepared to take the consequences of the crime because it is a crime. I'm not trying to be hard nosed but you know, let's just draw the line someplace. In terms of what happens once that person gets inside the police station, you know or how the person is handled bodily, that's another story. But if the person is running from the scene, you know you are not going to wait until he gets home and call him up on the phone and ask him to come on down.

Question: For one thing at the time of a crime, and I guess the other thing is when you are just on the street.

Answer: There's the crime committing situation, there's the crisis situation with family problems, there's - let's talk about specific problems in that way we can approach it as to how the person should approach the problems.

Question: I heard you say that you would feel a little frightened if you had committed a crime, and you'd run. Do you think if you ran it would be the solution to the problem?

Answer: Well, I think that if he were to come up to me. The only thing I could do would be to give myself up, you know because I knew I was in the wrong so I might as well just give myself up.

Question: Let's look at it this way. Suppose you broke into a liquor store and you see the officer coming and you start to run. Don't you think you'd complicate it even more?

Answer: Well, 100 yards away from you, I don't know if you are 14 or 45, but if I saw him, I would run.

Question: You'd run?

Answer: It's only natural. After committing a crime, that's the best thing for me to run.

Question: Do you think that is the solution to your problem? Running from the police?

Answer: If I were committing a crime.

Question: Not if you were just walking around the street?

Answer: Alright, I would run. It isn't the solution, but it isn't the answer either. A great many people say they would run, you know, like say you were in that situation and you think you've got a chance to get away.

Question: I just would like to know why don't the police try to get across to people in the same neighborhoods where they do have a lot of problems, try to, say if you have a problem, call us up, this is our number, it can be an anonymous phone call or you can give us your name and address. We would be glad to come out, you know, and talk to you, try to convey the feeling of reinforcement with us, we're trying to help you rather than just at a crisis. Why don't you act to the situation, if you see the potential. Maybe a person has never looked at it that way, but if they have . . .

Answer: I get along pretty good with most of the kids and I have got a few of them, and if they have something on their mind, or if they just feel like rapping, you know, they drop in.

Question: They drop in?

Answer: Yes, they drop in.

Question: Do you ever get any phone calls?

Answer: Yes, at a lot of weird hours I get phone calls, but it is making my job a lot easier because the kids know they can come and talk to me and I am not going to put a hand on them.

Question: What would you say to one of these people here today to introduce yourself and let them know that they. . .

Answer: Most of the kids are in schools. As a matter of fact I frequent the place so much they gave me an office. The principal and the teachers and their counselors made it known that I was there and available if they had any problems. If they just wanted to rap, a lot of them want to come in and see what a cop looks like, and strike up a conversation. That's about all there is. You introduce yourself and you start rapping, and it has worked out, it really has and it surely has made my job easier.

Question: Just changing the subject a little about what you were talking about, I am going back to about the security of policemen. I got this phone call, this man asks for my father. He goes, is Mr. Oliver there? I said, no, he isn't. I want to get in touch with him because I want to kill him. He goes, do you know any place I could reach him. I said, no I don't. It was an anonymous call, right. And he said he was going to call back later, that he was going to keep trying to call until my father was there. So I didn't know what to do, I didn't know which way to go so if the police, you know, security. I called them and they came over. They had the nerve to come over to me and say, if this happens again let us know. Okay, so what if it was too late, and like the man came over, and knowing that my father wasn't there, my father was working in Hartford; and he stays during the weekend, and he's calling up - he was going to leave that night for Chicago, I think it was that he didn't believe me that my father was in Hartford, and he was coming over to find out and maybe kill us, you know. I mean, after all I wasn't going to pick up the phone and say, you know, "Hey I got shot!" You know from the man that called up. Where's my security? Where's my, what kind of feeling should I have?

Answer: Well, if it's just happening to you and it didn't happen to anybody else then I'd say it was a problem, you know, it's a practice that the police use. But if it happens with everybody in your situation then that shows that the whole, there's something wrong with the whole system of police practice.

Question: Ya, but, you know, are they going to go around taking those risks all the time, I mean people dying here just because they're getting anonymous calls. Somebody comes and shoots them and the police say call us up when it happens again? I mean that's a big risk. I mean they have a police department, I'm sure they have some kind of how you call that, they are authorized to tap a phone or something, right?

Answer: No, not all the time. He has constitutional rights.

Question: Ya, okay, but, in the phone book you said yourself if you get such and such calls, you know, contact your policeman, and stuff like that. So what is that? You might not want to contact them at all, when you are going to do nothing about it anyhow.

Answer: Well, the key factor here is, you know, the allocation of man power. The facts and circumstances surrounding the phone call were they serious, you know other facts and circumstances besides that because, you know, just what you told us it could be like a harrassing phone call, right? Which is a violation of state statute when it happens, but the facts and circumstances would make it seem like it would be a normal occurrence during any given situation they would be aware of it and they would give it consideration during patrol. You might not know if they keep a closer eye on it. If the facts and circumstances would warrant it, they probably would have put a stake out on it. Maybe the facts and circumstances did warrant it, they kept the concept into consideration during patrol, they were aware of it, and if the fact it continued again you'd document it, this is where they'd again call telephone security. This is why documentation is just a manpower problem we have.

Question: On like Monday, at the Community Bridge, like a person O.D.'d down the street, you know. So my counsellor, she walked down and she saw. So she called the police, but the police didn't come. She walked around the corner, she saw another policeman. She told him that she called the police and no one came yet. So she told me that he told her to go back and the police will come. And he could have went around there while he was there, you know. And this man right here he has O.D.'d, he was dying, you know. And he tells her to go back and wait for the police, the police will come, you know. So I don't know why he couldn't go around there with her and give the man some treatment. Another thing, the police didn't come for an hour or 45 minutes and by that time, the man was dead.

Question: I was going to ask these young people if they feel confident that if their house was broken into or they were assaulted that the police and the court system would help, and the person who perpetuated this burglary or this assault was caught, do they feel confident that the court would do something with that person so that he wouldn't be out to burglarize or assault you again. In other words, do you feel confident with the court system as it operates.

Answer: No.

Question: Last year I was assaulted by two guys. About a month later they were arrested, the kids got 60 days in jail, got out and came to me and said, "I feel like beating you up again, because you had me arrested." And he said, "I should." Like he was starting to hassle me again, but I walked away from him. But there he was again, ready to do the same thing again that he did before.

Answer: You were lucky, at least he got 60 days in jail.

Leader: Could we stop at this point. I think there are a lot of things we could go on, there might be some questions from the audience. I'd like to just ask each one to maybe make a statement about what you experienced just in the short time we had together and share it without any interaction and get responses from the audience. Could we start with you? Something that you experienced?

Answer: Being a police officer is a very hard job. I mean, I don't think everybody on the street could be one. It's a hard job, and just like you said in here, I think you should get involved more with the police. I mean if you see the guy on the corner with the white face, the black face or yellow face with a blue uniform, he might not be as bad as he looks. You might have a friend on the force. Somebody that if you got arrested, you might walk by the station, you might see this guy and it can make a whole lot of difference. But somebody's going to have to break the ice.

Leader: Bob, do you have something?

Statement 1: I would say to these young people that if they have a beef against the police or against any court personnel that they don't just go out and spread it around amongst their friends, that they write letters, make telephone calls, to people that are in a position to do something about these situations. If you called an officer because you saw somebody that you thought was O.D. ing and the police didn't come for 45 minutes, I think you ought to write a letter explaining that situation to whoever is the supervisor for that area. Other times these situations are passed around when they are added to and fantasized about and the facts get kind of lost. And people get a bad impression of the police or the courts, sometimes on really not factual information. I've heard some; you know; I work in the waiting room and I've heard some fantastic rumors; I knew the facts; I was present when the situation started, and then the story went out; it came back and it was out of sight when it came back. Try not to be a party to passing these tumors around, spend your energy writing letters to the people that could do something to remedy the situation.

Statement 2: Like you say, you might have a police friend on the corner, that has nothing to do with it. Once you get arrested and taken down to the station, they don't want to hear from the policeman, cause he had nothing to do with it. They want to hear from the police that arrested the person, you know. They don't want to hear from; just cause he is the man who was arrested friend. They don't want to hear from that other police. So, he's saying just cause a police is his friend that; you know, maybe he can, you know, they can lighten up on him a little, but that has nothing to do with it. If he committed a crime or anything, they don't want to hear what his friend on the corner has to say, they want to hear from the police that arrested the man.

Statement 3: I'd just like to add, nothing against any police whatsoever, and I'm more on the police side than I am on most of the youngsters' side. Because I hear them talking; and I hear older people talking about police officers and I feel the older people have more right, more experience in life than the younger people.

Statement 4: Yeah, I think that something to get out of it and just look at the total perspective, I think that each individual police officer has to recognize the fact that he has certain attitudes and he even may be somewhat biased before he goes into a situation just like all of us have. Hopefully, as a police professional, I am aware of it. I can suppress these to a certain degree, you know what I mean and really make them low key, not 100%, I wish I could do that. But I am aware of them, and I think that's the most important thing. Remember, a police officer is a human being. He does make mistakes just as you do. He isn't, you know, the Lord Almighty and if he does make a mistake, he'll have to learn from it, so if you are aware of it, you can make it known to somebody. And don't forget that he is a human being and can be approached. I think that's the key thing. You can interact with him as another person. That's all he is, just another person with a different type of job, but I think he is a special person in the fact that the key motivating fact he has to go in there with a concept that he is so involved in people because that's the key factor, or I see it that way.

Statement 5: What he said before, I don't really have anything against policemen. I haven't come into contact with any. But I think the judicial system should be changed somewhat, cause it's not fair to some people; you know. We get arrested for crimes, say wildly, some people might get 15 years, like that, others will get less. It's just not fair, you know.

Statement 6: My observations are that there should be more integration between the police department and the neighborhood that they serve. And that somehow the kids should realize that they have just as many rights as the adult. And they have to learn how to make their views known. And one thing they should remember, that they don't have any jobs to lose, and they can do everything possible to make their views heard through peaceful means, to try to work within the system. And as someone mentioned, you do it by letters. You can just go up every day and talk to people who are going to City Hall. Be a pest if you have to, as long as it's peaceful, and to know that for every right an adult has the child has the same right. And never forget that - then you'll always be able to find out all the questions that you want. Because they should be answered. And you should listen to everybody what they say. Find out for yourself. I could go on and on, but I'll stop.

Statement 7: Well, there's definitely a gap that's got to be closed between the young adults, teenagers, juveniles, youth, whatever you want to call them. I think a good place to start closing that gap is in the schools. I don't know how Bridgeport operates, but I know in my town we go to the schools as often as possible just to rap with the kids - and the kids will sometimes make out a whole questionnaire and it will be sent to us - we'll go over it, we'll send it back, and these kids will ask us these questions again. And it has to be a rap session where what's spoken about in the classroom doesn't leave the classroom. Now, here again is where we have to close this gap where the kids are going to have the faith in this particular officer or a group of officers that they're talking with. They know that when they go out of the classroom that what was spoken is going to stay in there and when the kid steps out of school at 2:30 he's not going to be pinched because he said "hey, I smoked grass". And they're not going to bust him because they think he's got some up his pants.

Statement 8: For me, personally, I enjoyed this seminar. And I plan to go down to the police station and sit down and have a talk with a few policemen. Because, like I want to be a parole officer, and I feel that if I can get down and talk to them it might help me out in college. And I think a lot of policemen should come into the schools and a lot more students should go down there and talk to them. They'll really learn a lot, cause I've learned a lot here. The only time we see a policeman coming in our school - they're going to come and bust someone. It's true, you know. And what I feel the whole outfit you were talking to - just a lack

of communication. Like this is an example, right here. Like we just started talking. We came here to rap to each other - and we all ended up debating, you know. And it, right here is a beautiful example.

Statement 9: One of the things that I heard from someone was the need for both groups to treat each other as individuals and kind of put aside a lot of preconceived notions, stereotyped, false images that we all have about everybody else - and I guess the other note would be a personal observation, which might be a false image on my part that, even though through a lot of understanding and reaching out, and that's not easy, I'm sure it's that perhaps the more mature, more adult, system people have at least a little bit greater responsibility to reach out a little more and try to understand a little more than the younger people's requirements to understand the problems that the system imposes upon the older people.

Statement 10: I wish that I could just sit down with a lot of people and with me and an officer and just relate - just like we did here today.

Leader: May I suggest to you we do the same thing with the audience, the participants in the audience, that we've just done with the group here. That we raise the question - say whatever we want to say, but not attempt to answer them because it seems to me as though we've gone around, the group itself has had its say, they've reacted to one another, they've come up with at least one thought they had, and I would hate to see the evening disappear into acrimony, really - but I think we should say what we want to say, but from my point of view as the moderator, I would hope that you say it, and the rest of us that we should care enough not to feel it necessary to answer. Does that seem reasonable?

Audience 1: Well, I hate to shock everybody here, but I'm a policeman. I think it's about time that the policemen, themselves, start being honest with policemen. Number 2 said he took the job because he likes to work with people. Well, I didn't take the job for that reason. I took the job because I was laid off 21 times in one year from G.E. And I felt I needed security. On this job, I have it. I want to thank you for this seminar because we need more seminars like this. We all need the papers, the kids, the PTA's, we need the cops to go into every place and tell these kids what they have to do and what they can't do. If there is a crime committed we should treat that right at the moment. Not with brutality, but with firmness and brains. This is what police-

men do not do.

Audience 2: If you came into my department and committed a crime, you would not get out of there - because do you know why? You got long hair and you got a beard. And until we start understanding and treating individuals like individuals, then we're going to be better off. And until this country, also, learns that they have to stop spending money overseas and spend money here - because everybody in this country has an attitude. And their attitude is there because they look at a tremendous amount of TV. And you see these demonstrations. And I'm going to tell you something a lot of the cops, including me, cannot cope unless we're taught. And we talk about training. I got 16 years in my department. You know how many hours the first day that I had? Two. Until we get through - or get rid of some old timers . . . Young police officers want change. But they can't change. Because of the pressures in the departments - that's why we can't change.

Audience 3: I don't propose to sit this out. But I have seen both sides of the street. I worked in the worst ghetto and I put myself up against the police, specifically to maintain my identity. On the other hand, I've driven a car for five years. There are bad police. I've been beat up by police. But I'm a cop. On the other hand, I believe that the new police officer is highly more sensitive and highly more educated. We're getting rid of the old guard - the guys who are just hanging on for security. And I really believe that the young policemen can be reached on a one to one basis. I don't believe the shit that people say that you can't deal with the individual. If a man comes to me and talks to me, I'm going to react to him, not turn him off - it's my job. It's important for him to be able to relate to the community. On the other hand, if the guy is going to beat the system through criminal behavior, I don't want him to make friends with me so he can use me as an ally. I feel that problems should be shared with the police, with you, and the total community.

Audience 4: There was a comment about the availability of police officers in the police stations for young people to come in and rap to. I think that availability ought to be on the beat, in the neighborhoods where perhaps the superintendent and some of his people, as the mayor is doing - in Bridgeport - visiting fire houses, visiting people in the neighborhood - on a regular basis - so you develop this exchange of ideas, problems with the youngsters, I think it would be very good and very healthy for the police department and for the community if this were done.

Audience 5: Even black police officers and white police officers, in my estimation, have no particular bearing on this particular area. I learned quite a bit after being in business as a police officer for 18 years, and I can only say that being black or white, my job as a police officer is to uphold the law. That means any violation that may occur involving a juvenile or an adult, as an individual and police officer, my duty is to investigate and to do the job I'm supposed to do. Now I understand, it's a different thing, the political structure of a particular city may have a lot to do with it, there's no doubt about it. And I think that being very realistic about this entire situation, we're all human beings - results of whatever you have - that about 87% of the complaints that the police respond to, albeit a raid or complaint, and has to react accordingly and not as an individual - black or white and he responds to the particular training he got - there's a lot more to it than just that alone. And when we do what we're doing today, getting together and rapping like the devil, I think it's a beautiful spot to stop.

Audience 6: I think you just hit the nail on the head, and what we've all been trying to do here is communication - not confrontation.

THE LAWS AND RIGHTS OF CHILDREN

Hon. Thomas D. Gill, Chief of Juvenile Court:

Ladies and gentlemen of the police department of the State. It seems to me this setting has been chosen with Machavelian cunning because, as you well know, a judge is at his desk and he's looking down, and obviously, for the next hour, I'm going to be looking up. Our roles are reversed, and probably it's no more than the judiciary deserves. Actually, the amount of electronic equipment that is here suggests that this may be a corollary in the Watergate investigation. But I assume it isn't. Now, you've heard what my topic is. And I would like to point out at the outset that I'm not going to go in to the question of the so-called civil rights of children. I'm going to discuss their rights as children that are involved with the judicial system. If we got into the question of civil rights, we'd get into a very complex area. It's sparked by any number of anomalies, and I don't think that you'd find yourselves at the end of the hour very much further down the road in terms of real insights and awareness. I'm not downgrading the importance of children's civil rights, but I don't think that we can deal with them at the same time we deal with their rights in connection with their interaction with the law.

Now, to begin with, the Juvenile Justice System, when you contrast it with the ancient lineage of the criminal justice system, it appears to be very young indeed. We know that the criminal justice system is almost as old as man himself. We also know that juvenile courts, in their more modern concepts, began at the very end of the last century, 1899, in Illinois, and came to our particular state, the State of Connecticut, as recently as 1921. So this appears to make us a very young institution. But it's important to understand that the legal foundation upon which the criminal justice system rests, is, in fact, one with footings - legal footings - that go back to a good many centuries. There are twin pillars upon which the whole philosophy of the juvenile court is founded. One, of course, has to do with the question of men's reasoning or the capacity to have a guilty intent. I'm sure you realize that no child in the juvenile court can be found guilty of a crime. The obvious reason for this is that the philosophical postulate behind it states "that a child does not possess the capacity to have guilty intent". Now this is not an invention of the 20th century. This goes back a long, long way. Actually in Ecclesiastical law, as you probably understand, a child is believed to be without capacity for true understanding until his 7th year. This was picked up by the English Common Law and a child was presumed

to be incapable of committing a crime until his 7th birthday. But the English Common Law was more rigid. In the ancient civilizations, and the Juvenile Court as it exists today actually goes back to Roman Law, Phoenician Law, and to the law of the Hebrews - which held that you could have guilty intent until you reached the age of puberty, which at that time was generally 13 or 14 years of age. This made a great deal of sense in those eras because at that time, too, a child of 13 or 14 came into all of his civil rights. He was considered to be for all purposes an adult. He could, of course, perform all kinds of labor from conscripting into the army - he could marry. He was a total citizen. As you know, children of this age are not total citizens in this present era. We borrowed from this concept and brought it up to the 20th century and have implemented it in the Juvenile Laws in this State and in every other State. Unquestionably, we've encountered some difficulties because there isn't unanimity of feeling as to the exact time when a child becomes a man. There's a great deal of debate about this. Justice demands that supposedly we should hold the child accountable at the time he is ready to assume all his responsibilities and is vested with all his rights.

Now recently, in several states including our own, we declared a child emancipated at age 18. But we still have him answering to the criminal justice system at his 16th birthday. So we have a deviation between when we find him ready to be an adult in terms of his total accountability to life, and when we find him ready to be an adult in terms of his accountability to the criminal justice system. Of course, this deviation existed before we emancipated him at 18. In most states throughout this country, the top juvenile court age, the age at which he's found to be ready to move into the criminal justice system, is his 18th birthday. But this was at a time when the juvenile was emancipated at 21. So there was still this gap between his accountability to the law and his attaining of all his rights. Now there's no question that the essence of justice will be to balance these two things. To have him assume all of his rights and responsibilities at the same time we add this obligation to answer to the criminal justice system. We probably are a long ways away from achieving this perfect goal of justice. We have to face the fact that there is something anomalous in our present arrangement. But when you hear people say that we in the 20th century have started to "coddle children" by divorcing them from criminal responsibility, it's well to remind them that this is not the concept of this century at all. It goes back, as I said, to times before the birth of Christ. Much of it was lost in the English Common Law, which is probably the toughest law of all in terms of children. It was not until 1933 that

England in its wisdom decided that it would raise the age when the child was presumed conclusively to be incapable of committing a crime to age 10. This is the age in England at the present time. There is a redoubtable presumption between the ages of 10 and 14. In other words, it's presumed that between those ages that he's capable of committing a crime, but evidence may be offered to contradict that presumption.

Now that other all-important basic concept upon which the philosophy of the court rests in the doctrine of parents' patria, which, as you know, is simply a way of describing the concern and responsibility of a State for its young people. The state is the guardian of the ultimate guardian of youth. And this, too, is not a modern concept. It goes back to feudal times when the king was supposed to be responsible for the children of his kingdom in terms of their being his wards, and he usually exercised his prerogative to safeguard their estates, if he didn't choose to confiscate them himself. Ultimately because this was a rather arbitrary power and was given over to a court called the Court of Wards and Liberties and finally to the king's chancellor, who was supposed to be his equitable right arm and safeguard the rights of all people, and most particularly of children. It is this concept, derived from the king's chancellor, and it was built in the doctrine of parents' patria into the juvenile court. It meant, of course, ~~was~~ the court was to be concerned with protecting children, and not in prosecuting them. The state is not to be the adversary of kids. It was to be concerned about them. And this explains why the court has what's called a twin jurisdiction, about which you hear a great deal these days. I'm referring to the fact that we have jurisdiction over these acts which are not only those incidents of unlawfulness which if committed by an adult would be a crime. But the many varieties of behavior which, if done by an adult, would not be considered to be a crime. I'm talking now, of course, about such things as running away, such as being beyond control, as failing to go to school, and all the other things that in a short time I will point out to you are in our statutes. Now people sometimes wonder why they're there. The school of thought has developed that this is all wrong. That we're holding children to a higher degree of accountability than adults. That this is under the constitution, violating equal protection of the law. The legislatures, of course, have felt that they were making a viable distinction of what's appropriate and necessary for adults is not necessarily appropriate and necessary for children, or may be. But there are two different groups. Emotionally, physically, socially, and every other way.

But this aspect of the court's jurisdiction, as we see a great deal of attention in the last several years, it's only fair to point out that there are many people who feel that they should no longer be a concern of the courts. And, hopefully the problems that bring children to the court under this aspect of its jurisdiction, can be diverted elsewhere. And you, as the police, of course, have heard some of this expressed whether or not you have within your given community an agency or a facility that can deal appropriately with a runaway child, can deal appropriately with a child that refuses to stay within its own home because of the abrasiveness that's developed between him and his family, who can deal appropriately with a child who won't go to school and hasn't been in school, perhaps, for the entire year. One of the great problems in diverting children of this kind from the court is, of course, that their problem generally is rooted in their attitude toward, and their understanding about, authority. Consequently, its extraordinarily difficult to handle these cases if the agency ultimately given the responsibility to do it has no authority at all. You can't generally solve the problem without having at least in the background this residual authority that's presently in the court. Now you can give such authority to an administrative agency. But then you come upon the problem of how are you going to safeguard in that agency the use of authority? We have rather painstakingly built up safeguards in the court to see that authority elsewhere, where there are no safeguards, seems to move us back a long way. I'm raising this question because I'm sure most of you have heard it again and again. And I'm sure there is much to be said for this problem of hasty referral of children who are unruly children to the court. I think that our general feeling in the court is that every child who is referred as an unruly child should have gone through some kind of filtration process whereby his problems have been at least attacked, if not solved by other agencies.

Schools should have worked with the truants. Family agencies and clinics should have worked with the runaways and the ungovernable child. You, as police, should have worked with children that you see whose problems of, perhaps, unfortunate companions and unfortunate activities in street visibility have been bothering you. These are things that should in the first instance receive attention before the ultimate authority of the court is tapped. But we have found that with a great majority of our referrals this has, in fact, happened. We are not often obliged to be critical in the sense of saying "Why is this child here?" "Nobody has done anything for him. It isn't right that he should be here at this stage of his problems." If this were true many years ago, it's

not true today. In a sense, this is a diversion from what I really am talking about under my subject. But I think it's very important to understand why the court has this dual jurisdiction. It shapes the whole philosophy of why the court talks about protecting children, why the element of punishment is not in any sense the key component in the court process of a juvenile court. I know you've heard all these things. You've heard the words used, and I want you to understand that there's a logical reason for them - that's it's all developed very appropriately from the background which goes a long, long way back into our history.

Now, the actual statutes of 1753 of our General Statutes which conveys jurisdiction, does indeed of course, begin with the familiar statement that if a child violates any of the laws, rules or ordinances of the state, municipality, or the federal laws, for that matter, he can be found to be delinquent. And that's all it says with reference to the question of acts which, if committed by adults, would be crimes. All the rest of the section deals with the various categories which characterize what I call unruly children. The first one, of course, has to do with running away without cause. We emphasize without cause. Children, on occasion, are justified in leaving their homes. They have no obligation or duty; they are not the slaves of their parents in the sense that they must stay there and receive abuse. But neither can their justification be capricious. But without cause is part of the statute and part of the proof in terms of establishing the right of the court to intervene. We then have, too, the category of the child who is beyond the control of his parents. And this must be something more than one given, isolated act. We're talking here about a pattern. And it cannot and would not justify jurisdiction being taken by the court if someone had simply had one flare-up which displeased the parents and the parents had hastily referred the child. It must be a continuing series of acts which spell out an unsuccessful relationship between the child and the parent and the unreadiness, or the unwillingness of the child to accept the reasonable exercise of parental authority by the parents.

Parents, of course, among their obligations, have a duty, an actual duty, to guide and discipline the child. And if the methods that they use in doing this are appropriate the child has a corresponding duty to obey. But it is important to understand that the many instances where a parent complains to you because something highly inflammable has happened in the home and they're upset, should not be the basis for making a

commitment to the court, even if the parent demanded it, because if it's one isolated episode, the court would not be willing to take jurisdiction. The same thing is true on this question of jurisdiction over truants. The child who stays out of school one or two or three days is not in the legal sense of the word a truant. He certainly has done something that is wrong but the law interprets truancy as a pattern - a sustained pattern, of unjustified absence from the school. And when we look upon a truant we look upon what would be the normal number of absences and whether or not the child's pattern exceeds this, and, of course, how sustained the pattern is. The same thing is true in the concluding clause of that same sentence which goes on to say that the child may be referred if he's continuously and overtly defiant of school law. Because on a given day a child has a bad morning or afternoon in the classroom and gives his teacher a hard time, he may have done something actually which is pretty unforgiveable in terms of the school climate. It does not mean that he is a child who can be found to be continuously and overtly defiant of school law. Here, again, there must be a pattern. There must be a sequential story of episodes which are linked together, the common denominator being the continuing resistance of the child to the school laws and the school rules. The schools, as a matter of fact, understand this, I think, very well - most referrals under this section come directly from the schools - you, as the police, do not get involved. And with very few exceptions, there is a pattern; there is not the isolated, so-called isolated episode.

We also have a rather old-fashioned clause in our statute that speaks about immoral and indecent behavior. I call it old-fashioned because, as you know, the criminal code is constantly changing in terms of what is immoral behavior. But it is assumed by the legislature that we still have a certain concern about the morals of our children. We are not ready to abandon completely some of our more traditional beliefs of what is right and wrong - the moral law - and we have codified these convictions in our juvenile delinquency law. Whether they will be there 25 years from now, I don't know, any more than you do. But they are there now and I, for one, think they should be. It doesn't seem to me that we've reached the point where we should back off and simply let our children filter down through the cracks of life to whatever level they choose to find, which might be a very low level, without attempting any intervention through the court, or through the school itself, or through any other agency. Yet there is a philosophy today which says exactly that it's better that the child should find his own place, more or less unguided, and hope that it is a good place, rather than use any kind of authority which might direct him otherwise.

The final aspect of statutes of 1753 deals with a section which says that the child is delinquent who violates any order of the juvenile court. Now, obviously, this means that the boy is already under the jurisdiction of the court because we couldn't direct any order to him until we'd had the jurisdiction base upon which to rest the order. So this is more a working tool of the court than to have any meaning for agencies who refer cases to the court from the outside. I think that is probably as much as we ought to say about the court's jurisdiction because you're not concerned with neglect and this is field - well, you are, in a way - because, of course, you often come into situations where you wonder - the needle of decision quivers rather restlessly between - "is this a delinquent child, or is this a terribly neglectful family?" And you're not too sure, any more sometimes than the court is as to what is the equitable decision to make. The law of neglect is such a specialized field that within the relatively brief time that I have this morning, I think it foolhardy for me to enter it.

Now we come to this question of - you have a child and you're supposed to make an investigation. Obviously the most important thing to appreciate is that in Connecticut, at least, we've very conclusively dealt with this question of when you can take a statement from a child under Section 1766D General Statutes. If you take a statement from a child and it's to be admissible in any hearing, it must be taken in the presence of his parent or guardian or otherwise it is simply a futile gesture. This has been true ever since the 1967 legislature. It is probably one of the things that has perhaps been realized or appreciated more slowly than other things because we still get a great many statements from some departments where the child's statement is of course unsubstantiated by his parent or guardian and isn't of any use to us in the case of a denial. This is not a question of Gault - you have heard of Gault - Gault did not address itself to this. This is a question of Connecticut statute. Now in those states where you don't have the statute, you have the general rule of totality of the circumstance meaning whether or not under all the circumstances the confession or the admission or the statement could be found to be voluntary, or whether it is involuntarily. Now there is a good deal of case law on this too. Going all the way up to our United States Supreme Court well before Gault in 1963, and the Gallego's case - it held that a 14 year old boy who had given a statement to the police in the absence of his parents, and after rather prolonged questioning, that this statement could not be admitted because the court held that a child of this age does not deal on anything like a parity with his questions.

There's a psychological disadvantage built into the situation so the burden shifts to the questioners to the police to prove that there was real understanding and a real meeting of the minds in the giving of the statement. This is an extraordinarily difficult burden to sustain when you have a child of this age, and remembering in Connecticut that you are dealing with children under 16. It would probably be true that if we didn't have a statute, and we did have the totality of circumstance rule, that few of any statements given by children should be admitted in the absence of their parents. There is some law, particularly in California, to the effect that even the presence of a parent does not by itself give the green light to the statement. There must be further evidence heard by the court bearing upon the capabilities of parents on the stand because there are so many disadvantaged parents whose appreciation of what is going on might not greatly exceed that of the child, that their presence would not add that extra dimension of fair play which the court is looking for. We follow this rule. The presence of a parent certainly gives some prime official authenticity to the statement, but it does not dispense with the need to make sure that the parent in question has the capability to understand and appreciate the import of what is being done, the significance of the statement and the results that can follow from it. Now this means that particularly when you use, as most of you do, the Miranda warnings, and if you demand signatures you have to have the parent sign as well as the child.

It is also the law in the Juvenile Court, as in the adult court; that in the case of a repudiated confession, confession which may be admissible but it is being denied by the child, there must be independent and extrinsic evidence establishing the corpus delicti. I think this is something that the police have sometimes in the past overlooked, that we cannot establish the case where there was a denial even if there is a valid confession which can be admitted if there is no corroborated, independent testimony establishing the fact that the crime, or the act, took place. You know this is the law in the adult court - it is likewise the law in the juvenile court.

I am happy to say in recent years the court has not had too many cases that have faltered for this reason. There are still some, having gotten the statement and anticipating that there will be no denial, there's been no additional evidence gotten, then the child subsequently denies the case and unhappily the whole case then has to be dismissed because we lack the corroborative testimony. Now the arrest statute, assuming

that your investigation carries you to that point, is 1765, and it's a rather old statute - it hasn't been changed in a great many years. It, of course, tells you that you can take a child into custody when you catch him in the act, or you can take him into custody if you have the requisite speedy information or the probable cause to believe he has committed a crime. You can take him into custody under what the law calls exigent circumstances. Crisis circumstances - if the child has run away or the child's situation seems to you to be perilous and one that endangers him. You have a right under those conditions, if you think the circumstances are truly exigent, to take him into custody. The statute goes on to say that you should deliver such a child as soon as possible to juvenile court. In fact, in practice, and as we've advised you in our police manual through the years, we do not ask this of you. We say that you should normally release the child to the family unless you are requesting or believe you are justified in asking for detention. You forward the complaint to the court. You advise the family that they will be hearing from the court. The physical delivery of the child to the court itself is not required even though the statute suggests that this would be a desirable practice. The original thinking on this was, I believe, that if the child had to be delivered very promptly for the court, that it would prevent prolonged detention. The prolonged holding in police quarters or in physical facilities that the police might have, would be obviously to the disadvantage of the child. In practice, the police are more than anxious to have the children out of their respective physical facilities and there doesn't seem to be any need to emphasize the fact that they shouldn't be there.

Now, once the child has been arrested, you are confronted or faced with this problem. Does he need detention? You know very well that with adults, the right to bail is a very important constitutional right. This question has not yet been finally resolved in the field of juvenile law. The present state of the law is that a child does not have a constitutional right to bail. Here again, a distinction is being made between the problems inherent in being a child and in being an adult. With an adult the purpose of bail is one purpose only - to assure his presence in court. It is not, contrary to public surmise, to protect the community. You know that in the last couple of years an attempt was made in Washington to pass laws for what was called a protective detention that certain types of prisoners, certain types of adults who had been arrested and had a prolonged record would not be entitled to bail but would be in protective detention to prevent further acts on their part while they were awaiting trial. This concept again as you know, falters and it's very much the law of this land that an adult is entitled to bail under virtually all circumstances.

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Only last week, the California Supreme Court released a gentleman whose bombing activities had been rather noteworthy, holding that purpose of bail was not to protect the public but to assure the presence of the defendant in court. He went out under heavy bail but he went out.

Now the concept of detention for children is different. The concept of detention for children is to protect the child rather than to protect the community. We would not be justified in holding children any more than adult courts are justified in holding adults for the philosophical basis or reason of protecting the community because that's not the law. For the children who we have to acknowledge are in many respects not only physically but psychologically different, who have a rather hazy concept in many cases of the significance of a bail bond, what it represents, what is forfeited, what the cost is. Since these things would probably be a rather flimsy assurance that the child if he were disturbed and disorganized would appear in court. We have certain qualifications and certain rules as to what constitutes justifiable detention. The child who runs away obviously heads the list. The child who must be held as a runaway for another jurisdiction - the child who is caught up in a whole cycle of offenses. Who is going in sort of a dazzling, and I would suppose, unpredictable way from one act to another as some kids do when they do get launched in kind of a parade of misdemeanors. The only way to interrupt this is at least temporary detention. It is really to protect the child because if he's let out, he'll go right on what has become for him a very satisfactory mode of conforming. We finally cite in our detention rules the fact that if it seems to be prejudicial to the child's return to the community because of the dangerous nature of his offense, because he may be mistreated in the community, or because his parents don't want him, or have rejected him as a result of what he has done. Here again, though I am sure there is the feeling that the primary reason for this is to protect the community. The legal justification is the protection of the child. This is important to keep in mind.

There is no legal basis anymore than there is for an adult for detaining the child simply because his presence in the community makes somebody uncomfortable. Now, as all of you know, it is most important if you do bring a child to detention that his complaint, what he is alleged to have done, accompanies it. The court cannot hold anybody without a complaint. After a complaint, we can hold a child for 24 hours before we must file a petition in which we, by filing the petition, dignify the complaint, find that the court here has a complaint of substance upon which it must take action. After

we file the petition, we can hold him 24 more hours or must grant him a hearing unless he has waived, naturally activated through his parents, his detention hearing. If he does not waive his detention hearing, then a hearing must be held. Very often you hear this statement, "We brought him to detention and then let him out again". And this is probably true. We may have let him out because there was no valid complaint that accompanied it. We may have let him out because there wasn't as yet a sufficient amount of evidence to hold a probable cause hearing to hold him. If the child denies what he has done and demands a detention hearing within the 48 hours, it must be given to him. And at that time the petitioner, the state, must be ready to offer a prima facie case in substantiation of the complaint. Very often the police have assumed that there is a good deal of time that may go by before they have to have all their evidence. We turn to them and say, "Where is it?" and they say "Well, we're going to have it - we just don't have it right now." And, of course, we have to let the child out. Then somebody says, "Well, was that the right thing to do?" It isn't a question as whether it was the right thing to do in terms of whether it serves the child well or the community well. It was a question of whether it was the legal thing to do; the lawful thing to do, and the answer would have to be "yes" it was.

Now when it comes to defending the child in court, after he has been turned over to the court by your department, or by someone else, there is, of course, what I referred to as the petition. The document which picks up the complaint and puts it into legal language. The court does not ordinarily issue this petition until we have had ourselves the initial interview with the child. The only exception to this might be if the child is brought into detention when we might issue a petition on the representations of the police. We'd be dependent on your investigations. If the child is not brought into detention, we do not issue the petition until we have followed up your investigation with our own interviews with the child and the parent. Then at that point determine whether the sum total of his problem, what he's done, what his situation is, what his needs are, require a judicial hearing which of course must be structured on a petition. The petition ever since Gault, which was in 1967, the same year that the Connecticut Legislature enacted its rules concerning counsel and concerning confessions, must deal in great particularity with what the child has done. It is not enough to allege that he has just been delinquent. You have to recite what statutes he has violated, where he has violated them, how he's violated them, exactly the kind of information you'd expect to find in an indictment in the criminal court. This does not pose any particular problem - it simply represents

perhaps a change in style from the past where we attempted in a more, I guess you'd say, common sense way to describe what had happened and stayed away from legal terminology.

Today we cite the statutes. I question whether the average parent being told that their child has violated Section 125D is terribly informed, but we have satisfied the professorial feelings of the Law Schools that this is the way to tell the parents. I think perhaps our old way of telling them was, to those of us who were on the firing line, truly more informative, but that's the law today. If the petition fails to meet the so-called requirement of particularity we go through the same problem of motions, particulars and all the other things that characterize requirements in the adult courts. But I am happy to say that this kind of thing does not come up with enormous frequency, or great frequency in our courts. Our lawyers are not inclined to indulge in legal leisure domain in the juvenile court. A great majority of them do not. I think they understand that it is the unique forum. I think they understand that this isn't necessarily a place where every conceivable legal popgun should be employed even when it fires white cartridges. So that kind of, what might be called delitatory pleading, is conspicuous by its absence. For that, I think we owe a debt to the Bar and can be grateful. Now when we come to the hearing itself, the chief, I suppose, difference between what goes on today and what went on prior to 1967, is the need to break the hearing down into two distinct parts. The so-called adjudicatory hearing which determines the jurisdiction of the court, which is the finding as to whether the child has done whatever it is he is alleged to have done. Assuming there is such a finding or that there is a decision that the child is culpable; then the dispositive hearing deals with what ought to be done. Now in the great majority of cases, the adjudicatory hearing probably does not take more than 3 or 4 minutes. It continues to be true despite the various legal hurdles that must be gotten over, but most children acknowledge or admit what they have done. This was one of the basic thoughts in setting up in order the court, that most of its machinery did not have to be directed in ascertaining innocence or guilt. The adult courts, almost all of their machinery was shaped toward this end. This was a function they performed magnificently; and they had practically no machinery once they determined guilt to deal with the offender.

Now the juvenile court recognizing this great gap in judicial process in the adult court, concentrated on the other end of the process. They concentrated on the dispositive end. Almost all of its technique, all of its format was

designed to make the offender visible and to deal with him rather than with the act. Gault said "that's well and good, but be sure first that you have not offended." And this is why the admonition to have a distinct hearing on the adjudication so that the court doesn't move too quickly or maybe too enthusiastically in the disposition and finds that it is resting on a very shaky legal base. In the so-called adjudicatory hearing, if there is a denial, there is very little difference between a proceeding in the juvenile court than in the adult court. The only difference might be in the climate of the court room. Most of our rooms are not formal in the sense that an adult court is - the setting is relatively relaxed. The physical situation invites a more comfortable feeling than in the adult court, but the rules that prevail are the same. We have to follow the rules of evidence. The burden of proof ever since the Winship case, which followed Gault by three years, must be beyond a reasonable doubt. This did not disturb us in our state of Connecticut because that was the burden of proof in our court anyway. It could not represent a change in this state although it did in many jurisdictions around the country.

The child, as you know, has a right not to incriminate himself. He can keep silent - the child has the right of cross-examination and confrontation. The child's right, I suppose the one that bothers the Supreme Court of the United States the most, and comparably bothers most people who work with children the most, is his right about self incrimination. I am not sure that psychologically it's a good thing to, in a sense, inhibit a child who is more than anxious in most instances to tell all about it, with the solemn warning that he doesn't have to say anything. It creates a certain anxiety in a child. It's almost an admonishment, perhaps not to tell the truth, and it probably distorts the situation a great deal more than it should. This feeling was prevalent in the Gault decision, though the majority adopted this right to keep silent. There were several dissents pointing out that they didn't feel that this was at all consistent for the approach that should be taken with children. And I must say that I wish it had come out differently - I don't think it is either, but this is the law, and so we do have to warn children at all stages as a right to keep silent, including of course, their right to be silent in the trial itself. Now the matter of the presentation of testimony in the juvenile court, as most of you know, finds counsel on both sides. The court has what we call an "advocate" which is the equivalent of the prosecutor in the police court and the child has his right to counsel, either a private counsel, or failing that, counsel provided by the court, either

if he requests it, his parents request it or the court feels that the equities in the situation demand it, and in any contested case this would obviously be true. So, one must say that there is little or no difference at the present time in an adjudicatory hearing in the juvenile court and in a trial in the adult court, except from this all important aspect of the climate of the court room, and the fact that it is a private hearing. The public is not admitted - this is an important distinction.

When we come to the dispositive hearing as I have indicated, we then come to the, I suppose, the part of the court function which is the most important part, and the one really which brought the court into being. If all we needed to do was adjudicate kids, we wouldn't need a juvenile court. Just as P. Steward pointed out, in dissenting in the Gault case, in pointing out that a 12 year old boy had been properly tried before he was hung in New Jersey. He said it was all very legal, but the obvious inference was, yes legal, but what a travesty on justice. The important fact is that the court came into being - it justifies itself only as it is a tribunal which goes beyond this question of due process - yes, we must honor due process, we should and we do. But more than this we have to be a court that is concerned with dispositions which promise, reasonably promise, the rehabilitation of the child before us, because this is our charge - this is what the legislature expects; this is the excuse or the reason for dispensing with some of the child's rights. In the last two years, in the Federal courts, there have been some very interesting cases addressed to this question of a child's right to treatment once he goes through the juvenile court. Last year, in the state of Rhode Island, the Federal court intervened and closed one whole wing of the Youth Department of Correction there because it found that nothing that went on in that particular facility could be equated with treatment or help for the child. There was naked detention. It was primitive. It was a far cry from what was promised the child under the juvenile court law. Only four months ago the Federal Court in the State of Indiana intervened and issued a decree that if the children's reformatory in that state could not by the first of September satisfy the court as to the quality of its rehabilitation program as to what was going on there, which represented help for the child rather than naked detention, the institution would be closed. Now both of these decisions rest primarily on the basic postulate of a child's right to get help which could be found to be reasonably suited to his particular problem. Of course, the courts also speak about the 8th Amendment and so-called cruel and inhuman punishment. They are quick to find in the case of children, that detention divorced from any kind of remedial programming

is cruel and inhuman punishment. So the juvenile court and all the agencies it works with are being put on notice. That if we hold ourselves out as being ready to help children, in exercising our authority to intervene in their lives, perhaps to remove them from their homes, we must be prepared to do something on their behalf which wants and justifies this intervention. Failing that, we undoubtedly will be told by courts higher than ourselves, that we have not done our job. This is why the dispositive part of the hearing is the all important part. I don't downgrade the need for due process. It's obviously fundamental. And I think we can almost accept that as a truism in the law; of course there should be due process, but once you go beyond that, this enormously difficult question of what we can do for children. Since we know how complex their problems can be, we know that they run the whole spectrum of conceivable causation and no one solution ever satisfies all the children that come to the courts.

Thank you.

DISCRETIONARY RIGHTS OF THE POLICEMAN

Thomas P. Connors, Manchester Community College

I was in police work for almost 25 years and my frustrations built as those of other police officers.

One thing that Dr. Bok did not speak to, and I think I can speak to, is that the police have a capacity for building into their system, compensatory ways to handle frustration. The shame of it is that quite often the compensations that are made defy the profession. I believe the compensatory systems that are used can be seen in conclusions like those in the Knapp Commission Report, in a word, corruption - and remember corruption is a discretionary action. It conflicts with the essence of police service, but I think in all honesty and candor, when we've been in the business for 25 years and we see some of the things that do happen, we must ask where to let the axe fall.

Dr. Bok did not speak about one of the problems that I am very much aware of - emotional disturbance among the police officers. At one time in the police department of the City of New York, at least 10 percent of the total personnel were deprived of carrying their weapons because of emotional problems of one kind or another.

We might ask what has this got to do with discretion. I think it's the key to it - the key to is that we must have some outlet to allow us to use options in our work, and the options must be positive ones. I believe that the courts do not necessarily understand the police problems and we can't look to psychiatrists to tell us the answers.

What kind of juvenile delinquency system would we have if police did not pay attention to the neglected child or to the abused child - both of which produce troubled youth. With all due respect to Judge Gill, he has not been on the street to see rat bitten children, the police have. And it's at that point that their (police) discretion must be used as to what the police are going to do about such cases. You've had in the city of Stamford, I believe it was Stamford, one case where the use of discretion took place. A child was quite abused or neglected, and when the police officer went to take action, the incident took him six months to be rectified. In the course of getting it rectified, he was asked why doesn't he stop rocking the boat! But he had a very serious question to ask - if we do not prevent delinquency and don't seek to prevent delinquency, why do we have discretionary power? Further, doesn't the condition at hand potentially contribute to delinquency?

It was fascinating sitting yesterday with the young people that were here. As most of the rest, I neither agreed or disagreed with them, but I noted yesterday that this is an amphitheater, the speaker is looking up to his audience, and I was just romantic enough to go back and try to feel what the amphitheater must have been to the gladiators of Ancient Rome. The seven young people, yesterday, were looking up to the sea of faces knowing full well that that sea of faces has power that they resent and the discretion to use that power.

Now, discretion becomes paramount as an absolute necessity in police work for one major reason, the police power. Every police officer, most corrections officers, and all officers of the court are public officers. As public officers you have an awesome power - a power they (the young people) don't have. And you have the power of discretion to use police power as you see fit. If the power is used without discretion, we can basically say that it's an abuse of power and we cannot escape the conclusion. The frustrations that emanate from this responsibility often builds within police officers and they must find ways to compensate for those frustrations.

I believe the use of discretion itself is one of the best possible ways to compensate. One of the items that I have noted - I go back to Mr. Sterrett - was that the police must use all discretionary power to keep the child from getting entwined in the courts' process. The courts are to be the last resort.

Well then, you might ask what kind of ability, what kind of capacity is necessary to use this discretion? Is it one that's myopic or is it one that's broad?

I changed professions - businesses, careers, whatever you call it - and I can guarantee you today that frustrations are not different in any other calling than those you experience. I have also come up with another observation that I have expressed to some people here - that the broader the base of knowledge in a narrow area, the more myopic you become. By that I very simply mean the more you know about one thing, the less you know about all things, and that's where the police are at, they cannot afford to know less about all the contributing factors in juvenile relations than those who would know most about special areas, i.e., courts and corrections, because discretion in the choice of options demands that you have a sense of psychiatry, psychology, and you must know the law; while you know the law, you must also be thinking of ways to use the law and use it for the benefit of your total assignment, use it for the benefit of your client and be able to conclude what is the best way to handle a case.

Should your discretion be to lock him up, charge him with the law or should we go to the social agencies in town? Should we take him under the wing; should our role be one of advocacy?

If you identify that there is no way of handling him and you're being told to handle him, are you going to say to yourself, "I can't do it," or are you going to start rousing things? These are the options that the police officer must know and that encourage the development of discretion. On the other hand, discretion allows you to become involved; in fact, it commands a decision of involvement or noninvolvement. It is safe to state that today, we keep looking at the other guy and saying he doesn't become involved. I would posit that if you (the police) want discretion and if you would use discretion, that you will become involved because an ultimate option in discretion is that you, too, can walk away. This decision becomes an internalization of what you want to do, one of how you perceive your job or how you don't.

Now I would say that if you go into juvenile work, you have accepted a burden often made onerous within your own department. How is that burden made onerous? If you are asked today how many of you are Indians, how many would put your hands up? If asked how many are middle management, sergeants, lieutenants, how many hands would be seen? How many chief administrative officers are present?

The answer is quite obvious, you are virtually all Indians. That being the case, you have within your discretion the right to fight for what you believe are the needed policies in the area of juvenile crime within your department. You are it, and as the case was pointed out here yesterday, would you turn your buddy in for failure to perform constructively in the area of juvenile relations? I don't say you'll have to turn him in but you might have to straighten him out, when you find he's causing problems, by his attitude towards young people and you take action. That is more discretion. Discretion can be onerous for the weak of heart. It's weighty. It carries force. It demands responsibility and I do not agree with the good professor from Yale University who says that police discretion should be very low. I believe it should be very high.

I am fascinated by listening to a lot of the attitudes about juvenile delinquency as expressed by those unfamiliar with the police role, and I am fascinated for a particular reason. Most of the work in the juvenile area in the past century was pioneered by police officers - Neiderhoffer, Scagnelli, Berkowitz, Day, et al. Their readings are available

on the shelf, and I remember some years ago when the police were taken apart for using discretion if they attempted to do anything for a child but take the child into custody. In the course of many elements for shifting responsibility for the use of discretion from the police to other agencies, a great bureaucracy to take care of juveniles was created. The job of building the bureaucracy was so well done that they are back to the police to take part of the load away.

Now, about how one is assigned to juvenile work. Is it a safe question to ask how many of you are in juvenile work because you elected it? How many of you want the job because you are interested in working with juveniles?

I can't answer that but I am sure everyone of you here can. In a good many departments, assignment to juvenile work is what we call - with all due reference to the chauvanistic male attitude - a detail reminiscent of the Sabine woman. A lot of departments have considered it to be that. A lot of other places have used it as a dumping ground for the officer who cannot do regular police work properly. I would posit, however, that a juvenile aid officer has to be a lot more competent than any other patrolman in the station house.

The juvenile officer has to know the intricacies of what Judge Gill spoke about, the court decisions, the lack of facilities; he must have an understanding that if any change comes in corrections, it is not going to be because of bureaucracy. Changes are coming because of clients and client advocacy. The changes are coming because the convict of today, adult and juvenile, is saying to the court, what are you doing to rehabilitate me? What are you doing to change me? Is this pignen of a prison designed to do what the criminal justice system says it is going to do? It's going to be the clients who are going to force changes. Police officers are ministers. Their function is ministerial. That function seldom makes policies, but part of the function is to advocate. We can't argue with court decision. Disagree with them, yes; carry them out, we must, Advocate, we can and must. It is part of discretion.

And I would also suggest that if we don't know who we have for juvenile officers, why don't we? There is not a man or woman in this place that doesn't feel the burden of his or her work. By the same token, let us ask ourselves then, what is my contribution to the system in order to encourage the use of discretion.

Do I know the law, do I know the decisions, and if I do, am I only beginning to learn my job? Do I know the resources of the community? Do I know the kind of problems they have? Do I know the economic impact of juvenile activities, licit and illicit? Where can I get one kind of treatment if the client has the economic ability to pay and where can I find similar treatment if my client doesn't have the economic ability to pay? Do I know where the money is being spent?

Do I know some of the experiments that have been carried out to find out why kids are juvenile delinquents? A most fascinating one is that 90 percent of juvenile delinquents have a reading problem and that when they are sent to delinquent homes, they receive proper aid, but when put back in their own school systems the facilities to help them the way they were helped in the delinquency schools are not available and they revert back to delinquent ways. The question is then: Are they reverting to delinquency in order to get attention? Some of the questions that ran through my mind yesterday when listening to the young people were: What are the young people here asking? Were they asking for a challenge? Were they asking for the white hats on one side and the black hats on the other? Or were they saying, for "God's sake" will you understand my problems?

Now if you want discretion, I would say you have to earn it, and you have to earn it by knowing more about our business than anybody else, even more than the courts. They can sit back in solitude in quiet rooms while you go out and make contact. You have to know much about corrections. You have to ask yourself what is your role - is it to clear juveniles with their needs and problems off the street or to help them out.

I am not naive enough to believe that certain of your clients, no matter what you do for them, are not going to be back in the system. I do question though, whether we use our discretion to the limit we have it available to use in order to make the proper decision concerning the young people we meet in our business.

Thank you.

THE JUVENILE COURT IN PRACTICE
GOALS AND LIMITATIONS

Presentation:*

Judge Michael Conway - Judge of the Second District on Judicial Questions

Mr. Robert Ertl - Juvenile Court of Connecticut Third District - Director of Probation

Mr. Robert Johnson - Juvenile Court of Connecticut Second District

Question: We have had a lot of different opinions here in the last day and a half. Do you feel that there are some changes that we can look forward to? Are there some that you feel are necessary?

Judge Conway: Well, there is always going to be change. I have been in the court now for almost six years. It certainly has changed tremendously over the last six years, specifically with the wife and children. I think the big change we're all hoping for is more facilities for our children. We have no facilities in Connecticut for drug addicts. Actually, I think that the change our court is looking for is more resources for child referral. For example, they need a security section for children that they don't have now. Those are the changes that I'd like to see. I think as far as police go in changes, I think more and more, the departments throughout the district are coming to the realization that when they refer a child they'd better be ready to back up their particular complaints. The child, as I think was pointed out by Judge Gill, has more rights than we adults have, except the right to a jury. Now you have to realize that if you give a child in your town, a break once, twice, or three times, and send them to us, ordinarily the probation officer or the supervisor who sees the child is probably going to give him a bite of that apple. And you might give him two bites, finally he'll come into court. The poor old judge, he's got to give him a few more bites too and a lot of the police, say, the trouble with you is that you are too easy with kids. This is a good criticism, but remember if you are giving the child a break we're going to try to keep him in the community if at all possible. That's our job. The last resort I always say is when you commit a child, our system has failed in trying to help them.

Question: Yesterday at one of the workshops, one of the gentlemen brought up the fact that juveniles in this

* The panel members decided to encourage participants to ask questions instead of making a formal presentation themselves.

city were referred 15 times. No action was taken - the juvenile was referred for serious implications - for breaking and entering and burglary. Can this be possible? If, so how? Are we faltering in some way along the line? This boy has been sent back to society 50 times without judicial review - there must be someone along the line at fault.

Mr. Ertl: Well, in our district, if a child is referred for a felony, he is not going to be referred 50 times before any judge sees him. Now on the other hand, you mentioned 50 times. Maybe that's all one referral because some kid spilled his guts about different burglaries, say. Now again, that child might give a statement, well, we've had it. I've got to chase Benny now and it's 30 odd counts of burglary and larceny, and all they have is a statement from this child. To be very frank with you, if he denies it, you'll never prove it if it wasn't taken properly.

Question: Everytime a child is referred, does the child automatically see you?

Judge Conway: No, he doesn't. I see about 26 percent of the cases, 60 to 40 something like that. In other words, maybe Mr. Ertl you can explain.

Mr. Ertl: Well, it varies from area to area. In some areas a higher percentage sees the judge. In other areas a lower percentage, but as to whether or not the kid will see the judge it depends on the seriousness of the past record of the kid. Lots of times if you want a percentage, if you are running in say August, and the number of total referrals was slow, you may be up around 30 or 40 percent. In September and October, when things start picking up, your percentage is going to go up. This is a factorial kind of a problem. I think that what you are saying on a reality base is that children with serious offenses, the 50 offender who gets before the judge, what happens is, and I have picked up referrals of this kind if we don't have offenses to send them back to the sending department. We don't have a valid base on which to go. We have seen kids at the boys school interviewed by detective bureau or juvenile officer and the youngster confesses to everything, including rifling the governors office on a school visit, you know, and this is all in there going back to 1963. The problem is there is no substance to it. It is an improperly taken statement. Many of the things have been in court resulting in the commitments to the Department of Children and Youth. Yet, we will have this thrown at us that this kid has admitted to 50 offenses. That's a numbers game, and I think we've got to be careful. We're saying that the juvenile court, regardless of the offense, if it's a felony or an assault on a person, these

things belong in court. If it is a series of offenses, and there's your pattern that was spoken of earlier, where you've got second and third time into court, this really deserves our most diligent kind of attention. By the fourth time in, the research in the field indicates you are over the hill. You have to resort to simplistic commitments and types of procedure. In other words, you are no longer in the ball park with kids in the community as you would be if you were working with the earlier and simpler kind of offenses.

Judge Conway: May I just bring out that I had this meeting with the head of the Children's Bureau about a year ago. I don't know whether all of you people realize this, but once we commit a child to the Department of Children and Youth Services, we are out of the ballgame. They run away and they come back to your town and they steal 15 cars. All that usually will happen is that they will be brought back probably for more detentions. Ordinarily if a child runs away and steals cars, he is going to detention and we will refer him back to the Department of Children and Youth Services.

Question: What types of complaints are there?

Judge Conway: I think there are three basic types of complaints that the officers get. One is the mischief type of thing, playing ball in the street, squabbles with the neighbors. I think this obviously need not be referred. On the other extreme I think you have the felonious type of complaint, that I think must be referred. Then in between you get a gray area, the misdemeanor type of complaint, complaints peculiar to children, like running away, truancy, etc. That's the gray area where police officers have to really look at the situation, take a look at what resources are available in the community, and then decide whether this can be handled by a community resource, or whether it has to be referred to the court.

Question: What is the role of the Department of Children and Youth Services as it relates to the juvenile court? Is this supposed to serve as a means of rehabilitation before the child gets to the prosecutions of the juvenile court, or is the Department of Children and Youth Services supposed to be a follow-up of what has transpired?

Judge Conway: In practice today the Department of Children and Youth Services can get involved with children if the parents voluntarily want them to get involved and went through the courts. I would think 99 percent of the time the department comes in, as far as the child is concerned, when the judge in whatever district commits him to the custody of

the Department of Children and Youth Services. From there they have full control. When I commit a child, I don't say six months, a year, or two years or whatever it may be, the commitments can determine it and it can be for up to two years. It may be extended and they may come back and ask the court if there's some reason why this commitment should extend beyond two years. The Department of Children and Youth Services come into being when we commit them, when we have to get them out of the community. On the other hand, the Department we have been using also for placement in foster homes or group homes. They will commit them where there's a real bad family problem, kids running away and if you were living in the family you'd run yourself. This is a case where the kid has to get out and he's really not committing any wrongful act or serious act. There are cases where the Department as long as a probation officer gets a placement, will call the Department and it will agree to finance the placing of the child in a group home. Generally this comes in after commitment.

Question: What are the guidelines for detaining children?

Mr. Johnson: The guidelines about who should be brought to detention are spelled out in the statutes. First of all there must have been a violation of the state statutes in some substantial way, and I think it is important to say that. You'd be surprised how many times they want to bring a kid into detention because they think he is going to run away or think he might commit a burglary. We say he can't come into detention unless there has been a violation of a statute in some substantial way. The rest of the guidelines are that you can bring him in if you have to hold him for another jurisdiction, i.e., if you think he will run away before the court can deal with his problem, if you are concerned because of his delinquencies and you want to pull him up short for awhile, or if you think that the complaint is so serious that is one of arson, or rape, or homicide and he ought to be put into detention for his own protection because of the community pressure. What we have to be careful about as far as he is concerned, is having kids dumped on us because people, parents particularly, don't meet their responsibility. And of us who work around detention have encountered the syndrome where a Friday afternoon, a kid comes in on a minor charge, and perhaps he is only brought in because there's no parent available. Later on in the afternoon you get in touch with the parents and they say, good, keep him, I'll pick him up Monday. What they are in fact trying to get us to do is being a free babysitter, so you have to be careful of that. We have to be careful of the population we have at any given time. Sometimes we have some pretty violent, seriously delinquent kids in there, 14 and 15 year old kids, and we have to handle them roughly, and in that

case we don't want to expose some 11 or 12 year old kid who is not that seriously delinquent. We don't want to expose him to that type of a kid unless we absolutely have to. Sometimes police officers I know get a little ticked off with us when they bring a kid in they see him released later but they have to understand that we're operating on the knowledge that we have at the given time regarding the population, how many beds we have, how soon we can get this kid into court, etc. Another problem that we deal with is the length of time you have to work out a plan and anybody involved in placement knows it takes 6 to 8 weeks to get a kid into Junior Republic, Mount St. Johns, Childrens Center, etc., and we just don't have the bed space to hold the kid for that period of time. I think we have 20 beds. I think we have 20 in Bridgeport, 20 in Hartford, and 14 in Montville. Sometimes it is just a practical matter of where is that kid going to stay if we're filled up.

Question: Do you ever sue the parents for neglecting the children and they try to have you as a baby sitter?

Mr. Johnson: To actually file a petition, on that one single incident, I don't think legally you'd have much of a case. There would have to be other circumstances existing in the home to back up the petition. There have been causes where there is a repetition of a kid running away, time after time, parents refusing to pick them up, and we have referred those cases to protective service filing neglect petitions. It is possible for the police to act on the criminal side against the parent. They can arrest parents for failure to come down and take care of their own child, where it is quite obvious that it isn't the behavior of the child that is the issue but the behavior of the parent. We recommend that to police departments. It doesn't always enamour the police with us because they just as soon we handled it and get the rather difficult situation off of their necks. I don't think we should saddle the child with the problem when it belongs on the adult side.

Question: What do you think of the review board that some of the towns are setting up?

Judge Conway: I would think that it certainly would be helpful as far as some of the referrals that we get that are junk. I can't get too excited about trying to solve a neighborhood feud. I get those once in a while but, the review board, I think it is a good idea. You can make use of your own facilities in your particular town. I think that would also help us out from a public relations point of view. We find people that come into the court and are really amazed at the work that we're doing and the problems that we

have. I think it would be good to have like a jury of people from different disciplines in the community to know what our problems are. These are the people that can exert some pressure and know how to get things done. I think it would benefit the child and there would probably be better planning for him. It would benefit the court in terms of people knowing our problems and being in a position to help us get what we need.

Question: Are there any review boards?

Judge Conway: The only one I am familiar with is in Enfield. I don't know of any other. There are some basic problems. I think there might be questions in law, questions of what happens to a youngster who is dealt with without the authority other than just that delegated by the police department to the review board, and called the youth action board or whatever you want to call it - the question on our part is fine - let's get the cloths line cutters resolved within the communities. Those kinds of problems should be dealt with at that level. When they get a more serious problem, and try to do something with it with a local resource and they do not respond, then I think they could get into a little bit of a question here of time delay, and after a month or two after the event that we didn't get it. There's always a built-in time lag in any review procedure because we have to wait for the meeting of the committee. The police department would have to have the ability to always override an emergency situation and make sure it got promptly to court, especially in matters of detention - it can't wait for next Thursday's meeting for that to happen. So there are some problems that have to be worked out. Generally I would gear the thinking on review boards to smaller communities under say, 50,000 or 60,000 because beyond that, the mass of cases generated would be too large perhaps for one review board to efficiently handle. You might have to break it down in some other way so there are some problems with it, but basically our experience is that they do send through significant cases requiring serious court action. What you do is wind up with almost all your cases going into court.

Question: When you get that constant runaway do you bring them to the authorities?

Mr. Johnson: Father McDonald, here, from NET and Glastonbury citizens are working on a program. What these kids need not so much a detention home but just some place to stay. Some do need detention. Some no matter how decent a place you have for them are so disturbed that they are going to take off from whatever you provide them. There are others -

you know you have your runaway locked in with your rapists and the kid doesn't need all that security. You know in a detention home everytime you pass through a door you have to get your key out and close it. Some of these kids don't need that, so if we can encourage the development of homes in the community that some of these kids could benefit from, I think you wouldn't have to bring these kids to detention.

Question: Whose responsibility is it to be concerned about the welfare of a 15 year old? The parents can't control him, the police can't control him, He's committing no offense.

Mr. Johnson: I would say there that if it is on the weekend that he is brought into detention and on Monday he is entitled to a hearing whether or not to alter her detention. Sunday afternoon, my phone rings, we got 8 beds, 10 girls, what should we do? You don't have to tell me about runaways, We spend a disproportionate amount of our time dealing with runaways more than we do on burglaries and car thefts. These require an awful lot of our time and it is very repetitive. Remember this, as long as the court is a resource which tries to cover all kinds of sheltered care needs; as long as we continue to throw our resources into this kind of battle, we will never generate the other alternatives that you are going to need for the location of some of these kids. Now if the youngster needs the authority and control of the court and she is 15 and 10 months, maybe it's our ballgame. If this kid just has to be somewhere else rather than home, just needs a bed, then as long as the court would fill the need, and that need gets met that way, we will never develop the alternative plans. One way some of these alternative plans... One way some of these alternatives have been developed, the reason for their coming into existence, group homes and things of this kind is because we have refused to fill this gap. In many cases this becomes a welfare responsibility. The neglected child, emergency care type of responsibilities, local towns have abrogated that need, walked away from it. They turned it over to state welfare which is inadequate and unable to meet that need. They are turning to volunteers. It's a rather sad picture. I would go back, since each one of you in the police department usually works for a town authority, and address to your city welfare officer and town welfare officer and get them involved, i.e., take the kid to them at 12:00 Saturday night, it makes them very unhappy, but I would put it there because this is sometimes a need.

Judge Conway: We've had cases even from your department where the contention was that the child has committed a runaway, but the child contends he ran for reasons of beating.

You know this kid is running not without just cause, he is running for a reason. You know I think that is where the sensitivity of the man on the line and the working with our people is important. We usually back up detention with our professional staff and make them available around the clock to answer your questions. I hope we are doing that throughout the state so that you can always reach somebody in the capacity of Bob Johnson, Alice Andrews and myself, or a probation officer. I would hope that our staff is at the other end of the telephone line.

Question: Why do you have to sometimes notify the law before you take a kid to detention?

Mr. Johnson: The best reason for that is you don't end up with egg on your face. You get down there and find there's no bed for them. No, I think you're better off to make sure there's a bed and check with the probation officer to see if the situation is appropriate for detention. The court controls detention. Therefore, we should have the control in the hands of our staff. The decision making should be jointly made with the police officer who's got the experience with the youngster and can describe what's going on. In the decision making process you get all kinds of variations. You've got the police officer who'd never bring anybody in. You've got the one who would bring everybody in. That's one reason why we try to maintain the line that detention is controlled by someone of our professional staff answering these calls and approving of it before the case comes in.

Question: What if the child shouldn't be in detention?

Mr. Johnson: Usually there's always somebody in the office. Our phones always get answered. Our staff in detention always has a complete list, telephone list, of every staff member. If they can't get the probation officer, they can get the supervisor they need, they can get me. I think we want to have a back-up in the event of a serious emergency in detention, so - on all these needs - we try to gear up to answer these questions. I think that around the clock you're operational in police departments, and I think we have to have some ability to respond to that fact. We don't always enjoy 2:00 telephone calls, but that's alright.

Question: What is the advisability of taking photographs of kids?

Judge Conway: You run your department. Do what you think is best. I understand what you're saying. You're talking about the race barrier. You need pictures for identification. I'm quite sure New Haven does. I don't know

how many other bureaus do it. I think it's important in that case that those pictures stay in your supposedly locked Youth Bureau File. Where you run into trouble is if those pictures or prints end up in the adult files.

WORKSHOP REPORTS

Group 7: Two of the main issues we touched on were the shots and fingerprints of juveniles and the problems of getting juveniles out of the detention home or they're involved in the system, but they haven't been committed to any of the detention facilities in the state. It's quite a problem because the schools don't want them. Unfortunately, we did a lot of talking about it, but didn't really come up with any good solutions. If the Board of Education can't get together with the youth services and the police and work this out instead of tagging the kid as a delinquent he's always going to be a delinquent. We're not going to get anywhere. We're going to be beating our heads against a wall. I understand the Department of Children and Youth Services is trying to get a vocational probation. Instead of putting the kids back into a public school system, they'll be like in a workshop, but they will be on probation where they can be channeled right out and right back into detention if they don't work out. Maybe this will work, but they are still not putting the kids back into the community. They are not with the average student who is out on the block all day and goes to school. This may work and then again it may not work.

We discussed various situations which will probably be very spontaneous, and one thing we talked about was discontent of some officers in dealing with youth cases. A member in my group related to the group that some officers will mistreat youths at arrest with the thought in mind to dish out punishment or discipline because courts seem lax in their duty to do so. According to juvenile courts he is usually out in the street in 20 minutes. This is a recurring thought that I received from my group, and some of the officers in arresting the youths will kind of speak a little rough to them. What do you do then? How can you prevent it? It is one of the things that we talked about. Another thing we talked about, and this is really amazing, and this is the juvenile facilities in the State of Connecticut. The way it sounds, it is really good. They have freedom within the building to use the TV's. They have tables and pool tables, and when a youth is there he pleads, he doesn't want to leave. He wants to stay there and he doesn't want to go home, one officer was telling a story that when one of the youths was leaving, he said I'll see you in two weeks. I'll be back. I'll be back in the institution. I love it so much. So what do you do then? You make the facility too good. What's the alternative? Those are the two main topics that we had discussed.

Group 6: We discussed a lot of things that were brought up by Judge Gill's talk. Some of the things such as what to do when the kid keeps running away. There was a discussion of the social workers role, how he participates in the problem, and again many times when the policeman needs him, not really doing the job when they are getting paid much more than the policeman who ends up taking care of the kid when the social worker isn't around. Then we got into the referral business, some of the pros and cons of the waiting, giving the kid three chances before making referral. Some people felt that by the time the three chances were given and were referred to the probation officer and more contacts, this process is too long. On the other hand, others felt that there should be immediate referral instead of these three chances. It's hard to use (immediate referral), for what they were talking about before is discretion. Then we got into different judges having different attitudes, depending upon the area that you were in, and many cases the judges were in a lofty position and were really ignorant of some of the things that were going on that people right off the street would know about. Then we got into the worthiness of the penal institutions, are they really rehabilitating people. Why are the people running away from them? Some incidents of homosexual activities and the locking up of kids in the rooms when they don't attend classes were brought up. A general feeling was that these things should be examined by the people to determine the reasons behind the running away. Discussing homosexual activities raised the question are there any facilities which would accept active homosexuals. The current trend would be the homosexual is active and is repulsed by his parents. They leave home because of this non-accepted role by the parents and they end up in the institutions, and there seems to be an increasing problem in this area. They mention that the police are hung up basically on admitting to some of these problems with homosexual attitudes and what not. They agreed that the first step would be to admit that the problem exists and that would lead into solving of the problem.

Group 2: Group two might divide what they said into two parts, one concerning facilities and one concerning what is needed for children and the fact that we are dealing with juveniles. On the problem of facilities, there was a question asked of why public buildings, college dormitories, even some churches that have spaces, could not be used for extra bedding space. It was pointed out that you have a problem from zoning laws, fire laws, occupancy laws, and the basic problem the child who is a run-away, where can he be put? There was a question raised about the role of other governmental agencies, in particular, what about the CBA and Norwich facilities with and without children's facilities? At that point it was pointed out that high-risk children who probably need the greatest attention of all, had the most minimal attention provided for them. They become a bouncing ball

between agencies. The question about the use of force to be applied by the police, by probation, by the courts, was brought up in order to get governmental agencies to provide the services for people they are supposed to provide for. And the question was asked whether or not it was harder to tackle the ones above than the ones below. There was a discussion on the dilemma on the care for children who need a facility with a very structured life. Where because of one condition or another they should be in a highly structured center, and we are tending to do away almost completely with highly structured centers. One comment was made concerning the only alternatives for a police officer under the law is to return the child to his parents or to a detention facility. The question of using voluntary facilities is one that presents legal problems, and not all are willing to take the risk that is incurred with that. There was a discussion on this by administrative boards and the use of volunteer services, group homes, NETS and the like. Are they viable options to the state's obligations to pick up the problem child? There was the intrusion of parents' rights and children's rights. Where does one lead on and the other take off? There was a question of the need of discretion by line officers, both police and probation, when they are dealing with young people. The question was raised about are we really talking about a crisis intervention conflict resolution? What is the resolution? Is it one that is merely buck passing, or does it seek the agency to come out and do something about the cases? About the intervention of boards, the question is of confidentiality, risk question, are there alternatives to these ideas, and is it also crisis intervention oriented which we understand that it was. Does it offer innovation? Does it encourage community participation and, if so, how far should that encouragement go? Do they offer complete services, and are they willing to find host families, recreation, or family services? Then, last but not least, the question is there any obligation on the part of the juvenile officer to use these facilities?

Group 1: There seemed to be a reaction to Judge Gill's talk in that his talk was more or less oriented toward the protection of the juvenile's rights and, our group more or less came out "all right" what about the dangerous young person that's age 16? There seemed to be a working toward some solution, possibly making the public conscious that certain young people are dangerous in this particular neighborhood. There is also the idea of publishing those juveniles that have been convicted of a felony, but it was also pointed out in the group that this might be something that would be a status symbol to those certain youngsters. There was also the issue

of discretionary power. There seemed to be agreement within the group that this is extremely important, and also that the officer have the power in regard to referring youths to various agencies.

Group 5: We had four points. Number one was more cooperation between the police and the Board of Education. We refer to the group discussion last night where we should have more conferences or group discussions between the police and the students. Two: You had police officers being taken off the patrol division and put on a 90 day 3-4 months training period, like they do for the narcotics division, because the officer is the one who comes in contact with the juvenile first. Third: We believe the administration should be here. The policy makers of the department should be present, because they're the ones that make the policies regarding juveniles. Lastly: Again we refer back, the reason you had the police officers come in to train for the juveniles that when a juvenile gets into a problem, the way he's coming in contact with the officer, shapes his attitude for the rest of his life.

PRESENTATION: "ALTERNATIVES: COMMUNITY RESOURCES"

Dennis J. Carney, M.D., Greater Bridgeport Narcotics Bureau

Mr. Robert Digan, The Youth Services Department, Manchester Board of Education

Mr. Donald Farrington, United Workers of Norwich

* Reverend Malcolm MacDowell, The NET, Glastonbury

Mr. Edward Meincke, Youth Services Bureau

Mr. Myron Smith, Group Home Coordinating Unit, Department of Children and Youth Services

Mrs. Irma Wessels, New Haven Family Service Society

Lt. Clifford Willis, City of New Britain Police Department

George Witt, M.D., Greater Bridgeport Mental Health Center

GRADUATION:

Diplomas presented to all 2-day Institute participants by Chief Francis J. Hoffman, Jr., representing the Connecticut Chiefs of Police Association

* Moderator

ALTERNATIVES: COMMUNITY RESOURCES

Program Director: (Charles Dolan) Yesterday we were raising questions. We were raising more questions this morning. Obviously, we continue raising questions. This afternoon, specifically beginning right at this point, we are in hopes of having some answers. Each of these individuals before you represent the answers.

The topic is entitled: "Alternatives: Community Resources". What alternatives do we have? Father Malcolm McDowell, or Father Mac, as he's better known, has agreed to act as moderator.

Father Mac: I will try to be fair to you and to the rest of the panel and try to give a synopsis of a program that is exciting, frustrating, meaningful, joyful, and all the rest. The NET stands for absolutely nothing. It's more tied in with the fact that it is a parish program and connected with the parish that I'm involved in as a clergyman. The name of the parish is St. James, the Net, coming from the fact that St. James was alleged to have been a fisherman. NET basically and simply is providing short-term emergency housing for runaways. Its goal is to heal and reconcile families. Its goal is not to undermine the role of the family. We involve, we want to involve the family, as quickly, as much as possible, with the eventual solution of having a healed and reconciled family in the end. In the beginning, we did not define the word temporary, we still haven't. We tried to take each situation as it is and then see if we can respond to that situation. We also thought we were going to be dealing with runaways, and we had a lot of traditional concepts in our minds in the beginning. We now define runaway as any kid who comes in a crisis situation who might need housing. That includes the runaway, the throw away, or disposable kid, the kid who has been neglected, the kid who has been abused, or any other category in between.

The philosophy of the NET is very simple: The philosophy is that we use families. We tap the community. We do not have a structure. We use and we have in our program between 40 and 45 families who are volunteering their homes on a moment's notice to provide all the necessities that a kid might need. We can back that up with a discretionary flush fund that will go to perhaps pay for some clothing or some other emergency expenses that might come up. Basically, the families are called upon to be an immediate foster family. We say to our families, just imagine that you gave birth to a 15-year old girl. Take it from there. We go by the simple philosophy that we want good families and we want them to share what they're good at, mainly being a family. I leave it at that. That is what we want in the program, and that's what we're trying

to do. We want families to be families. We want families to do what they do best, be a family and share the love, concern, and all the rest that goes with being a good family. While the philosophy is simple, the experiences are often very difficult. They are oftentimes painful. Sometimes they're disappointing. We also say that over-all the experience is good and it can bring growth and joy to all concerned.

To put things in perspective and to draw this to an end, sometimes we can put things into perspective by virtue of using statistics, we have been involved with 160 kids in the last 12 months. We're a year old. Approximately 75 have resulted in a need for housing. 80 percent have been 16 and under. We've had three kids as low as age 12. A little over 50 percent of our kids (probably close to 60 percent) come from out of town. One of the reasons we can sort of take from other areas is that we do have homes available and, I say that with tongue in cheek, we have been able to involve ourselves with communities around the state. We have established relationships, a real strong relationship with the Juvenile Court in that our homes have become an extension of detention. We have housed, I don't know the exact figure, I would say about 30 - 35 kids from the Juvenile Detention School in Hartford. You might be surprised to know that of that 35 figure, only one of those kids, and these kids are a rough assignment basically, and they're a little more chronic than the kids sort of coming out or acting out in a community for the first time, we've only had one of those kids run from our homes. I think, not that the program is bad, it's the fact that I think when a kid does get some attention, does get some love, he can respond to that kind of a situation. I think that's important to look at. We've had referrals from all over the place. We've just entered into a relationship with Mount St. John's Home, as to help them out, when a kid gets into a crisis situation within the institution. We can provide a cooling off period for that kid and the institution.

Another fact is that as we get in business we are involving ourselves. I can say, it's keeping us and our families busy. In the last year, we've provided approximately 1300 days of housing, and we estimate that it has cost us about 35¢ a day. I don't have to go into composites. You know what the kid looks like. I would like to make one final statement. That is that you know it's nice to talk about a housing program, but it doesn't in any stretch of the imagination operate all by itself. The one thing that I fear, and I've only attended today, is that communities, I think, are very often shoving off many of the responsibilities to the local police departments, and then, in turn, it goes to the local juvenile court, and the miracle is supposed to happen there.

The communities are going to have to begin to respond to the needs that arise in the community. They can't pass the buck. You know, we say we live in a community. We have to start really living it, and treating each other humanly. This program could not possibly operate without the Glastonbury Youth Services which Ed Meincke will be telling you about in a few minutes. The cooperation with the local juvenile officers is superb as is the social workers in the community, and the relationships that exist with the entire police department, that goes all the way down to the patrolman, but the Youth Service Bureau, the guidance counsellors in the schools, and other professionals in the community. I think what we're saying is that the potential is in the community and we have to begin to tap that potential if we're going to get at some of these problems.

Mr. Edward Meincke: As the Director of the Glastonbury Service Bureau I'm really happy to be here. Usually I don't like to go to conferences. They kind of make you feel guilty. You know there's a lot of kids back home who are looking for you and are looking for services. After a while you get kind of bored with conferences. Today, I'm happy to be here, primarily because I know how hard you all worked. I really share in the frustration and struggles and pain of working in the community, and I'm very appreciative of the fact that you are so sensitive to kids. I find juvenile officers to be some of the most sensitive people I know towards youth. I am also president of an association called The Connecticut Youth Service Association which is not just for youth services people. We do have some juvenile officers involved, because we know that working with disturbed kids in the community is a real struggle. It's a really painful job. You talk to any psychiatrists and they'll tell you when working with disturbed acting out adolescents that no one has the answers. You can talk to any psychologist who will give you adequate alternatives in the community, and they'll probably say we're all struggling. How a community deals with this type of struggle of acting-out kids with whom no one really wants to work is the real question. Sometimes we're in the bottom of the pecking order. We're the ones that get up at 3:00 in the morning and deal with a boy beating up his mother, and so forth. We're the ones that have to do with some of the real struggles. Just for our own well being, it's very important we talk about alternatives, alternatives of youth.

I'll give you some specifics. One thing I'd like you to know about, there is a conference at the University of Massachusetts, August 27th on alternatives to institutionalization. I'd also like more juvenile officers in the association to work on developing new alternatives, new community resources, to share experiences with new service people, other juvenile

officers, probation officers and after care workers. I guess I'll try to talk first thing about what I've heard, what I've listed to today, at least this morning, and what I've heard today at lunch. There's a number one rule, if I can find rules about youth, there's really good resources that you're going to use that are usually not advertised. If they are advertised, they don't become very good any more. We were just talking about an under 16 drug program in Hartford which one of the policewomen did not know about until she just accidentally called a psychiatrist. I think this is very important to understand that whether we like it or not, realistically, really good resources are not going to tap on your doorstep. I wish they would but they don't and that's real. Number two rule is some very effective alternatives, community alternatives, are going to be really effective and we should learn from Father Mac and also Enfield Juvenile Review Board. They're not going to be nice, clear, black and white situations. Somebody's going to be irritated, really irritated. With Father Mac it's professional services. Father Mac is a real risk in the sense of suit. You know one group says, you are not supposed to be doing that. I'm going to sue you. In Enfield they did take a lot of risk in the sense that the Juvenile Court Judges were really upset that they were really not dealing with confidentiality.

I think there are kind of two rules which we all have to deal with and struggle with - real alternatives that are really going to help kids - are sometimes not going to be. You're not going to be patted on the back. You may be condemned. That's what we have to struggle with. There's some other alternatives, too, like Officer Tom has the police explorer troop, which I don't know if anybody mentioned here, which deals with some troubled kids in the community where a juvenile officer is doing something really effective, an effective alternative. So these things I'd like to share with you. Also, if you're really interested in this, there are some, speaking of resources, that are secret. Last year I went to a conference in Minnesota Law School on Youth Services. This year they had one on the juvenile law, and if you look into it they'll pay all your air expenses there and all your expenses, so there's no cost. These are resources that you've got to search and stumble on.

The Youth Services Bureau is an idea that did not come out of the community. It came out of a big book that you may all be aware of, a big national book that no one ever reads called National Task Force on Crime and Delinquency. As you read, you saw all the statistics and all the junk they ploughed through; here you are a juvenile officer, it doesn't mean too much. But they did try to express one major idea, even though it was only a few paragraphs, about a concept to lighten

your load in the community. That was the Youth Services Bureau. The main function, they said, the Youth Services Bureau was to tear from the juvenile court. In a sense the Youth Services Bureau is supposed to be a service to the juvenile officer. Now that may not be real. But that's what the Youth Services Bureau was defined nationally, to be a service to you people. I think if Skip and I have shared with it, if you go sometimes through the juvenile court, it takes months for services. Also, the problem is it's not dealing with family support. You're aware that they might ship them off to institutions in Meriden or Chester. The kid gets more angry, and you get the same frustration and pain. So the Youth Services Bureau is primarily conflict-resolution mechanism. It's supposed to resolve some of the conflict you're dealing with. It's supposed to lighten your load. How it deals with that is based upon the community. I'm not going to give you any neat ideas about how it's supposed to work, because if you have a community where the police chief doesn't want the juvenile officer to work with the Youth Services Bureau, I'm not going to tell you something that's not applicable. Every community is different. You have different structures, different in size and different populations. But that same goal is supposed to be done with the Youth Services Bureau. Now if your town doesn't have a Youth Services Bureau, there's allocated a lot of money from LEAA this year, and, also, hopefully, you may hope for next year. Talk with your police chief and maybe with the town manager or the mayor, but there will be a lot of money, federal money, given out for the concept of Youth Services Bureaus. If you need any help, please see me, or talk to me afterwards, or call me in Glastonbury if you need any assistance in developing effective community services.

Mr. Myron Smith: (Department of Children and Youth Services)
I'm with the Department of Children and Youth Services, and I'm their Group Home Project Director. I don't know if it was planned to have me third in line here, but it has a meaning as far as our department is concerned in the direction that we're going in. I came late to the conference but I have heard some good things about group homes and I think many of you probably look upon group homes as one of the answers right now. I would like to stress the word, one, because what we have begun to do as far as the department goes in phasing out our institutions, is to lean heavily upon the alternate living situations for the youngster. Right now the Department of Children and Youth Services is actively engaged in providing permanent planning funds for fifteen group homes in the state. Of these fifteen, nine are in operation, and this provides approximately 90 beds for youngsters. The group home concept, itself, isn't really new.

It started back in Dickens' time, some time before that. But as far as the State of Connecticut is concerned, as an alternative to institutionalization for the adjudicated delinquent youngster, it's relatively new. Most of you are probably familiar with the Massachusetts experience, where one day the commissioner in Massachusetts closed the institutions and sent the youngsters back to the communities. He did it overnight, but he also provided the communities with monies to the tune of \$85,000 for a group home to begin to operate community-based rehabilitation residencies for youngsters. They had some bad experiences up there.

I would just like to share with you some of my thoughts on this. The group home, itself, as it functions in the State of Connecticut, is really just one of a wide spectrum of services that should be available through communities. To bring Father Mac and Ed Meincke into it, the NET, for example, provides temporary kinds of emergency housing. I know that temporary in some cases has gone on for a year, I guess. Ed's group community services officers, or Youth Service Bureaus, or whatever you want to call them; I see them as the hub of the wheel that should be resources to the juvenile officers and to the police departments to be able to reach Ed at any time. Weekends, nights, early morning, good old Ed goes around to provide you with the resources for youngsters. Many group homes throughout the state have incorporated in their emergency beds, where you come across the youngster at 3:00 in the morning, lives in Minnesota, and what will you do? You know? Who do you call? Sometimes you have them sleep right in the police station. Other times you happen to know of someone yourself, personally, but hopefully now group homes will begin to provide some of this emergency shelter. The NET by the way has little nets, I guess, throughout the State that communities themselves are developing. We look upon the group home concept, like I said, as an alternative. At this point in time, our emphasis is on providing alternatives for the youngster who has been identified by what we call the juvenile justice system; and the I would call the Juvenile Courts, the Youth Service Bureaus, etc.

I think it's important that when you think of developing a placement for a youngster, and many of you do get involved in the actual placement of youngsters in other than our institutions, that you really think about taking a good look at whether or not there is a viable family to work with. Certainly you can never replace the natural family. We all discussed the problem, the fault of the system today in the groups, was that everyone seemed to agree on the problem. They were all on the same side. There was very little talk opposing the ideas brought up, such as the group homes which

we felt was favorable, a step in the right direction. Then we discussed the setting up of the foster homes, the communities who are accepting them. The state isn't wholeheartedly trying to place these into the community. Then we discussed various positive steps such as a person shouldn't be taken out of the community that he has been actively operating in, and that rehabilitation should take place in that community. Then again we discussed what we felt should be done in some of these groups for future Institutes. Persons controlling the money for the state should be there to hear the problems. The legislators who are members of the agencies who are not meeting the problems should be there. The decision-makers should hear some of the things that we were discussing. Most of all of the persons handling budgeting processes of the community, who are influential should be here. An idea was also brought up about the discussion by the young people the other day. We felt that they should be involved in some of these groups, at least one in each group, for their different reactions to what we were saying in the group. Then when we rehash it, in such a session as this, the youth should participate so that they could give their feelings of what they think should be changed positively. We also felt that the social workers should be involved in these discussion groups to answer some of the problems that were brought up such as 'Why aren't you there, after hours to handle and help the policemen with the students?'

Okay, one of the things we talked about was do the police have to be sensitive to not being used as a tool by parents to punish or harass a kid. They come in with a complaint. There may be a little bit of a hidden agenda as to why they are making that complaint and the police ought to be sensitive to it. Another factor we discussed is too often a parent wants to throw a kid into a detention home, and if that parent really took the bull by the horns, they could in effect run their own detention home as it were. All a detention home is is a place where we have a staff to see to it that the kids aren't out on the street. Now there are some cases where parents, if they exercised a proper degree of supervision and control of the kid, they could see to it that the kid wasn't out on the street. It's much easier for them to dump them off to a place where the state pays a babysitter.

The second part we talked quite a bit was the development of community resources, alternate community resources. We talked quite a bit about the Glastonbury experience, and the fact that they have what seems to be a well organized community to deal with some of these problems. Several different disciplines seemed to get together to be aware of

these problems and make concentrated effort to deal with them. We also talked about the importance of when federal funds are used to develop some of these programs, the importance of the municipality of the state picking up on the program once it's been funded and for a year or so when those funds are no longer available. Too often the federal funds are withdrawn and that's the end of the program. It's very important that while the federal funds are being expended, the town or state is preparing to pick up the expense when the federal funds are withdrawn.

We should also try to match up the needs of that particular youngster with what is available statewide, or for that matter countrywide. I would hope that at some point we would have the adequate diagnostic facilities that would be immediately available to you and to us and to Ed and to Father Mac where we could really meet the youngsters' needs immediately and begin to develop a viable plan, get him right out of the "criminal system" and begin to work toward some rehabilitation. That's about it.

Dr. George Witt: (Greater Bridgeport Mental Health Center)
My thunder has been stolen when Mr. Smith talked about the Massachusetts experience. Possibly I can mention some of the features of that program that might be of interest to you. First of all you know that the great majority of young students who are put into institutions get out and then come back again. The Massachusetts figure of 70 percent isn't a very good ratio. The problems they are having in Massachusetts happen to be evaluated in comparison to what was the reality before they decided to close the institutions. That always has to be kept in mind, but there are problems, you know, with retooling our methods of dealing with youngsters in trouble, youngsters in a troubled society. In their experience, that is in Massachusetts, the Department of Youth Services claims that not more than 5 percent of the children they deal with, and they deal with about 1,400 youths a year, they say that not more than 60 of them require secure surroundings. That's not very many. The vast majority, 95 percent can make it with some kind of assistance. They have it broken down as follows: about 500 of the youngsters are in group homes; about 190 are in foster homes; 150 youngsters are in specialized, residential placements, that included private schools or psychiatric hospitals; and 600 youngsters are offered day care programs which include educational, recreational or counseling services. They also have found that the pre-trial detention problem is practically eliminated by closing the institutions. Now they use group homes, foster placement, and other kinds of settings for youngsters who are in this stage. What is most exciting to them is that this has shifted their role from detaining

these young people to the role of overseeing the delivery of services. Now, the Assistant Commissioner of the Commonwealth of Massachusetts Department of Children and Youth Services has written a book closing correctional institutions, New Strategy in Youth Service. This will be available fairly soon, Lexington Books, & Company, Lexington, Massachusetts. I recommend that book to you.

Many times we hear of programs like this from newspapers and in other informal ways, but we don't really take an in-depth look at what they have done. It happens that they are right north of us and they've done a revolutionary kind of thing, closing the institutions, and find that not more than 5 percent of the youngsters really seem to need to be in those institutions in terms of not hurting themselves. What I would suggest for Connecticut is that we think very clearly about how we might put into practice some kind of program similar to the Massachusetts one, that is that we close our institutions, not just precipitously, but that you plan for the involvement of judges, the involvement of the people at all levels. Most important is what was just said before I started talking, and that is that we develop the community resources like homes of all kinds.

The term group homes includes many, many types of experiences. There are many exciting possibilities for foster homes placements that we pull together the more exciting and successful day care programs, programs that involve young people of specialized interests and abilities. We get these together first, and coordinate, (I suppose the Department of Children and Youth Services) coordinate the delivery of these services with the courts. Very important. If the judges won't cooperate and play an important role, as they say here, an overseeing role, essentially to make sure that the children are receiving the services they are supposed to receive, it won't work. You have to have departments of the system all cooperating. This can seem to me to be very exciting, but a very uncomfortable at first kind of experiment. You know better than I do what a turn-about this means in thinking, and in action. And how the youngsters, themselves, at first, are going to get very upset and try to disrupt this turn-about. I'm glad in a way that I'm not in your shoes and would have to try something like this, because it's going to be a hard thing to do. But it can be a very rewarding experience. I think, judging from what they have, where they report 70 percent recidivism (I suppose in Connecticut it's probably something similar), we have to think of some alternatives. This Massachusetts experience suggests itself in terms of being very close to us and also having similar problems.

Mr. Donald Farrington: (United Workers of Norwich) I'm the director of a health and social welfare agency. The United Workers of Norwich is not a union. We have multiple services: child guidance clinic, family counselling, day care centers, home for the elderly, public health nursing, and I'll get into that a little bit later. The community, if looked at an alternative, a community resource such as these types of services which I represent, are really very naive when it comes to the area of being of vital service to you who are on the front line. We come in at the end of the system. Our child guidance clinic is used extensively by the juvenile courts. I would say that our relationship with the Norwich Police Department is cooperative, but it's not a coordinated effort in terms of trying to help them deal with the very same problems that we're concerned about, but we never seem to get together. There is a tremendous gap between the work of the community agencies and I think it's probably safe to say that when George Witt was talking about developing the system, I think he's indirectly saying that we do not have a system at all now. We do have community services and they vary in nature. Some of them are very exciting and some should be phased out of existence. I feel that somehow we've got to get a coordinated effort going, rather than just a cooperative one. I'll be more interested in the questions you're going to ask the panel than what I have to offer to you.

If there is one area of choice that we have moved into that may be of some interest, and here again it's a long-term thing, you know when you're up to your waist in alligators it's hard to remember that your original objective was to drain the swamp. We're trying to drain the swamp as well as to deal with the problems that we're facing today. I think the best illustration I ever heard of the word prevention as to why we have to have it, and I know it's a term that's been kicked around and abused terribly, was the preventive dentistry officer at the submarine base, serving out at the Great Lakes Training Station in World War II. He said 55,000 recruits came through that base there and they had an average of 13 cavities. Now this is kids from all levels of society, a total of 715,000 cavities, and it would be impossible to train the number of dentists necessary to fill those teeth. While you can't train enough psychiatrists, you can't train enough police officers, you can't train enough of any discipline in order to wipe out juvenile delinquency. I think we can look at some of the root causes and I think that the pressures are forcing us to look at not sending kids away, but dealing with them effectively in our own communities, such as the NET program and the Youth Services.

It may sound a little strange but one of the biggest areas

that we have to offer in terms of service to the potentially troubled juvenile is that we run a network of ten day-care and pre-school centers for children of low income families in the Norwich area. Let me just tell you of a little conversation that went on there. The children in each of these centers visited the local police department. These were four year old and five year old children. The police officer asked, "What would you do if you were lost?" One kid says, "I'd lie about it." Something's going on there that I think is an opportunity in terms of working with this kid and his family. The policeman got very upset and he said, "You know the policeman's job is to help you." and this little girl said, "Good, my nose is running." Now, you put it together, and I think you'll find that there are ways of developing a network of systems of care between the police and between the community agencies. Most of you know your community resources. I'm sorry but I disagree with Ed. I believe that while he said that they are secret, in terms of the most effective ways of trying to help people, you learn them quickly and then you discard a lot that actually could be brought into line in terms of being more help to you, as the police department. The only other area, I think we have a lot of information on behavior that we could share with the police and it would be helpful. I was astounded, for example I think there was a study of the Hampton Beach riots up in New Hampshire, and you know a lot of kids raised a lot of hell and did a lot of damage. It has been a distinct pleasure to be here and to be part of this Institute, working and meeting with police officers across the state.

Lt. Clifford Willis: (City of New Britain Police Department)
I am sorry I will not be able to supply you with the humor of the previous speaker but I will do my best to have you understand that there are alternatives that might be utilized in the community, depending upon the community and the interest of the constituencies in the community to do something about the problem. Those of you who know me happen to know that I have been a police officer for about twenty-three years, and for the last five years I have been working closely with Community Relations, and community relations work has resulted in my being involved, mainly by choice, with an awful lot of young people. One of my reasons for being involved with young people was that I happened to have been in a housing development at one time, and a young boy of about nine years of age came up and he suggested that he would throw gasoline on me, strike a match to me and burn me up and there was nothing I could do because he was a little nine year old boy. I responded to him by saying, "If you have sense enough to know that if you throw gasoline on me, you strike a match to me, I am going to burn up, then I will have sense enough to defend

myself if it means kicking your little neck from here to one side of town or firing away if I have to fire away." That was my spontaneous retort to his response.

Now, I'd like to comment briefly on the literature which I was accused as spreading propaganda when I came in. This particular booklet is printed in Spanish and English. We used this in New Britain in the elementary schools and the free schools to give the kids something to do and at the same time help them out. The police suggested that I should bring a sufficient number of copies to cover the 100 persons who are in attendance here, and I brought 100 of these along with everything else, so if someone happens to have taken more than one copy, kindly return to others to the table so somebody else who might want a copy could get it. These are very expensive. I don't have any more of these. The comic book which are related to the Police Department in New Britain cost us over six thousand dollars, thanks to the grant money, and here again, I have some more of these, if you need them you may ask for them. The Guardian is another booklet that was printed in an effort to establish some lines of communication in the community. This is one of our alternative methods that have been utilized in New Britain for the past five years, and this latest literature was done within the past year because we happened to have a gentleman who had nothing to do but public relations work and improve on what we were attempting to do. Climaxing this effort last year in October we had built up what might be considered good rapport with the various social agencies dealing with young people and other socially related programs within the community such as the Family Service, the Child Guidance Clinic, Catholic Family Service, the Boy Scouts, Girl Scouts, the YMCA, Etc., We decided to call a group of the administrators of these agencies together to decide what we could do in an effort to solve or to remove from the police department some of the services that men of the police department were attempting to render because we were not prepared to render their services. Those of us who are police officers know what I am talking about. Over 95 percent of the calls the police officers respond to are not calls that are police related, they are calls requesting services. Oftentimes the police officers are not prepared to deal with it because of the lack of training, because of the lack of budget, because of man power, etc.

The group that was working together with us developed a program, and we called the title of the program: ALTERNATE WAYS OF DOING NON-POLICE SERVICE FUNCTIONS, utilizing the expertise of the alleged experts in the social workers field and the social service agencies. We decided to work on six areas or issues that created problems for us. Number one was emergency transportation, and I won't get into that

but anyone who is interested in discussing this, I'll discuss it with you later as a project group unless it comes to the floor first. We started an emergency transportation system as a means of providing transportation from the scene of accidents, where the police officers were investigating the accidents, to maintain the continuity of information. We started up with two cars and we wound up with six cars. With the six cars we had one car in each section of the city. As a result there were two men being assigned to the car, for three shifts, or I should say 8 men for each shift, that's 24 men. Then you needed men to make up for the difference so you see we're getting into a terrific manpower program just on emergency transportation, but I'll run along. Then we decided to work on the area of handling intoxicated, mentally ill disturbed persons, investigation and resolution of tenant and landlord complaints, and the enforcement of public health and safety codes, multiple family problems, the garbage can that catches everything, you know, the drunken husband, the cheating wife, the frustrated child, all these things coming to the family, multiple family service problems. As a result of this program, it was scheduled to run for six months, but because these members of the social agencies were so genuinely concerned in working with the police department, there were certain courtesies we were performing that they would perform as a matter of course of operation in a normal day's work, that we need not bother ourselves with this if we simply develop a referral service, a central referral source. It worked out very well. We ended the program in five months instead of six months. That's a one day per month. We had attempted to do something like what we have attempted to do here, but I think a day and a half would not be sufficient for us to do all the work that had to be done. We had a cooperative effort of all community people involved, and we had 115 to 120 persons who participated.

What were the results? We came out with many recommendations, which caused the chief of police to stand up and recognize the fact, this is something that I can do as a matter of administrative procedure. He assured the group that these recommendations, and that's what this white form is, he assured the group that he would implement those recommendations that he could, but those that required further involvement of other agencies, Board and Common Council approval, would need further support from them to do this. The criminal justice planning committee who reviews the results of this type of program has indicated that we will be allowed a sufficient amount of funds to run a second program in an effort to do some further study and implementation on this type of thing. You will find that New Britain is a unique community, first of all because my chief of police allows me the latitude to

do practically anything I want, as long as I consult with him about it. I manage to get good community support because I have learned after twenty-three and a half years that you don't rub the wrong man the wrong way if you expect him to give you some money. It seems as though everything we have touched we have been successful with, because we have total community support from the person that counts in making an effort to render this service.

With regard to the gentleman's comments about what is to be done with the youth who are hanging around the parking lot, and why do police officers chase them. There has been within the past five years, again not mainly due to recommendations or suggestions from Willis because this was another concerted effort on the part of these agencies in New Britain, a program developed called the Summer Teen Center Program. We have five of six teen centers located in a church building, in the school building, or in an empty building in an area that is convenient for a large number of young people to get to. The interesting thing about this is that even though you may have a teen center activity in one particular area, if the young people want to get to that teen center, and they are coming all across town to get there, they'll come there. Now, this has been successful because we have involved plain clothes police officers working with the social workers and the teens and the directors, and we developed an employment program with it. I believe Bridgeport has a carbon copy of it. I know Waterbury has it, a carbon copy of the effort that we have done. This provides an opportunity for the young people to go where they feel they are wanted and allows the young people to develop some dialogue with the police officers and certainly it has a definite deterring effect on juvenile delinquency. Finally, I think that the chiefs of police and Doctor Dolan are to be complimented, even though many of us here may have had many complaints and criticisms of the effort expended in the effort to do something about the problem. It is sufficient to me to understand that the Chiefs of Police Association of the State of Connecticut is aware of the fact that there are many problems that the police cannot handle, and I would hope that those of us who are not police officers in this audience would accept as an SOS from the police to you to come in and do your bit and not disappear on Friday, Saturday and Sunday when the police officers need you.

Mrs. Irma Wessels: (New Haven Family Services Society)

I think everyone wants to pick up on the previous speaker, and I just want to tell you that I think we each have to put our house in order on the family case

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worker, and probably the biggest problem I've had in working on the family youth service project is to convince my agency that we have to change. One of the ways that we have changed this year, we now have a 24-hour answering service and one staff member on call seven days a week, 24 hours a day. I'll tell you a little secret. I'm most of the time the person on call and when I go on vacation is someone else willing to take the calls. I'd like to pick up on this because I think it is a very important issue to those of us who are in agencies like myself, and, secondly, I'd like to say that I am here not only as a guest of this group but I think some of the people who are responsible for my being here are in the audience, and I have sort of conflicting guidelines. There's one group in the audience at the police station department level to whom we hate to say we can't take any direct referrals on juveniles. Our agency takes these referrals, because actually Family Counseling of New Haven got into the business of Helping the police department with some of the problems because 3 years ago the Chief of the Youth Bureau of the New Haven Police Department approached us as an agency and said what can you do to help us. I'll be very honest with you. There was a little petering out on both sides. We didn't quite know what was expected of us. I know that the Youth Services Bureau and the Chief of Police didn't know what to expect from us because the procedure is that anybody likes to sit and talk and then when it comes to doing work there's nobody there to do it.

We've been in operation for one year now at New Haven Family Counseling. This is part of the Youth Services network, and I like to think you've been here for two days and you've looked at what some of the problems are. First of all I would like to say that troubled youth and the officer in the New Haven Police Department, or in Bridgeport, or in Waterbury, or New Britain are very much maligned. The kids and the police officers are scapegoated by everybody. You know you open up a newspaper and a kid has been picked up 27 times. First they start finding fault with the police officers. Then they go to the juvenile court. Then the judge. Then the parents. Then the social agencies. The first thing I beg of all of you is stop scapegoating each other. I gather that in New Britain you talk to each other. I gather that in New Haven people talk to each other, but our public media doesn't talk to us as a group. We're all told we're not doing our job or somebody else isn't doing his job. Let us recognize the fact that we can all learn some medicine (I used to be a medical social worker so I can say this). You know cancer doesn't have a cure at this point. A person who has cancer may hope for cancer arrest, if you

excuse my using a law enforcement term, what this term means is arrest in terms of medicine, it means that there are a variety of treatment forms. There may be therapy in medication, radiation, and all kinds of other forms and I think what we're trying to share with you, there is no one cure for the problems of troubled youth. I think many of us have ideas. My failing at the moment is that kids live with families and we're talking about troubled youth, we're talking about troubled families. The whole purpose of our project this year has been to look at the families which the kids live because even when they leave home, six months to a year either in the services or group homes, eventually they return to their own families.

A year ago when we set up this project, three agencies were cooperating with the Police Department, the YMCA, and Family Counseling, Family Counseling being the coordinating agency. When the Youth Bureau officers, some of whom are in the audience, have some problems that they thought could be helped by family agencies, they would refer to us the cases. What I am saying is our referral source is the Youth Bureau. Our funding is from LEAA and also from other sources in New Haven. The one thing that we learned very easily and very early was that when a youngster is referred, there's the mother, maybe the mother and father, maybe the siblings. Those of you who are in juvenile court, and most of you in the police department, know when you hear a last name you begin to wonder how many children they have because many of you who see this name goes down the family, you see one, then you see two, then you see three. So what we've tried to do is pick up some of these families early in the game and offer them alternatives. The objectives of the project were to provide counselling and assistance to children up to 16 and their families who come to the attention of the Youth Division to give the New Haven Police Department and the officers in the Youth Bureau some alternatives in their work with children and families other than the juvenile court. Many families have gone to juvenile court and we have worked cooperatively with the people in the court because some families, let's face it, they do need the are of the court to help them get at their problems. To provide emergency residential accommodations to children in need of such services. We have thought very much like the Glastonbury group that we would have a lot of runaways. From the outside of the community we have found out that we have only three youngsters who have run away. We have a lot of teenage girls who don't want to stay at home, who want to run away. The YM and YW who made available short-term means, three nights or so for youngsters who came to the attention of the Youth Bureau who needed residential care. However, let me share

with you that part of the program that has not worked out well. We found out three nights wasn't enough, or it was too much. Either three nights meant that the family could not take the child, the children may have been suicidal or quite dangerous to themselves and others and they needed the kind of guard that the detention homes could give them, for many youngsters three nights isn't enough. It needs to be much longer than that because families are not able to help the youngsters.

Another objective of the project was to have some crisis intervention, especially youngsters who are anti-social who are acting out at the moment, and I would say we've done a lot of crisis intervention once we've gotten to know the families. Some of the families have gone back to the police. A lot of the families call us. The kind of calls we get is from a family that we have some contact with. We have them in family therapy, and on a Friday afternoon the mother decides she has had it, and she takes a kitchen knife and tells her daughter she is going to kill her, so the daughter picks up another kitchen knife. Well, I don't think I was trained for this as a psychiatric social worker but when the family is on the phone and they ask me what to do. You know you have to do something, and I found out that the mother had locked the front door so that nobody could leave the house. I suggested to the mother that she open the front door and whoever wanted to leave would leave and then we'd come out. Well, it's amazing what happened by just ordering the mother to open the front door. The whole problem got resolved very quickly. Nothing happened because when we got to the house everybody was feeling fine. We weren't, but they were. So the services we've provided are crisis intervention, diagnostic evaluation of the families. We have a staff psychiatrist who sees especially the women who are depressed and puts them on medication. We have the short term residence which we have found does not really work too well in New Haven. We have an out-reach program from the YM and the YW. These are young men and women who are out on the streets and try to get involved with a group. Since my contact has been mostly with the families, I can share with you that I think it has been a very rewarding experience for me as well as the families, and I think too the police department. I think presently we have a very close contact with the New Haven Police Department in that our staff is involved now, not only in the training of recruits in New Haven, but also in the inservice training in the New Haven Police Department. We are presently spending some time on a weekly basis in the in-service program which I think is not only a compliment to the agency but it is also a compliment to the Police Department to let us talk about some of the family situations.

I thought I would share with you briefly the reason for the referrals by the Police because it gives you some indication of what some of the problems were. 30 percent of the youngsters referred were runaways, 26 percent are the garbage can type that you talked about, the total family conflict where there isn't any one person that has a problem but where the youngster comes to the attention of the police. I don't know what you've heard about the last few days but if you are a police officer or in the juvenile court (I as an outsider have been a guest) by the number of youngsters who come to the police department and say there is a problem at home, you do something as a police officer. As an additional kind of situation, which we see repeatedly is the family that calls the police officer and calls the juvenile court, and what they really like to say to you is that you set the rules for us. Parents really like to put you as police officers into that. They like juvenile court officers and police officers to say that Johnny is to be in at 10:00, and if Johnny isn't in at 10:00 you punish the child, completely eliminating themselves from being part of the problem. Then they do one step further. You see they want you to take over but they sabotage what you are doing by already putting you in a position of being a punisher, and this is the kind of thing I have picked up with families when I have seen them, either in a family situation, we do a lot of family therapy, or with kids in the town separately. I point out to them that they can't delegate that responsibility to somebody else, but what is it within them that makes them feel so incompetent. One of the things we have learned this year is that a lot of parents don't want to do it themselves. It is overwhelming how many parents feel very incompetent as parents themselves. They really don't think they have anything on the ball and part of what we've been trying to teach them is that they have a heck of a lot more to offer kids than they ever recognize. It's amazing to me to have learned of two kinds of families that have come to our program, one is the single parent family where obviously a parent is overwhelmed with handling a group of children, and I say a group of children because having more than two children when you are a parent is like having a group out here and you feel defeated. Other types of families that have come to the project are parents, mostly both of them working, very religious, spending a lot of time in church, sending their kids to Sunday School, very high ideals for their children, and the children are saying, stop, it's too much, I can't take it. They start running from home, they start shoplifting, they start picking up things, and they don't know really how to handle themselves because they have lived in a very protective environment. Some of those families really need to learn how to let go a little bit. The kids let go all the way. The parents come to you as a police officer in the juvenile court, and we found out that many of the families really want to be more effective with their children.

Another thing I think all of us have to remember. We have to differentiate between the child that I would consider anti-social and that the child that is emotionally sick, and many of the youngsters that have come to the juvenile court in New Haven and to the juvenile court clinic are really clinically sick children who need psychiatric care. They don't need to go to a reform school. They really need something more, and I would hope that in the next few years we will learn from each other, to share with each other at what point children are sick, and then are breaking the law, and at what point the youngsters really are just alienated from society which is very very different. I mentioned the most predominant group were the runaways. The second group which I spoke about were the kids where there was a total family disintegration. We also found out that in this group of runaways, mostly we found girls in that group with the boys tending to be more involved in the shoplifting, stealing and breach of peace charges. About 20 percent of the kids we've got go into that category. Fighting with neighbors is also another category to which the Youth Bureau has given us some insights by sending us some families with neighborhood fights. We have been sitting with councils in helping some of the neighborhoods work it out. The more less involved things were sexual adjustment problems where the kids were on the way home from school getting involved with some minor skirmishes and in those situations we found that those kids were having major health problems and emotional problems rather than there was any other activity going on. I think the group that somebody called the discarded youth earlier today. There are a lot of youngsters who are not wanted by their parents, and we had thought we could save some of these youngsters, but the reality is that some children cannot stay at home with their families because parents really don't want them. We have learned to make some alternative plans for those youngsters that don't fall into the project necessarily. I thought you might be interested to know because people who set up these programs often wonder who comes to the program. It just so happens that cases weren't picked by chance, they were picked by the Youth Bureau but nobody really sat down and composed statistics. Half of the referrals, the primary persons were girls, the other half were boys, so you can't really say that there was a predominance of one or the other that were referred to us. The same thing goes for the black and white. 50 percent of the families that were referred were black, 50 percent were white. These random kind of statistics which I think are very interesting because it shows the problems are not either male or female, black or white, they are community problems that we have to deal with.

I might also say something about being a woman, the only panelist who is a woman. I am glad to see some women out in the audience. It has been very interesting for me to work with the New Haven Police Department which is predominately male, I think it is very important for women to get involved in the whole problem of youthful offenders because whether you like it or not, kids get to the attention of the police very often because they've had poor mothering, and women can be a very important force in this. The best example I can give you is when recently I got a call from a 15 year old boy from a local high school, a black youngster. He wanted someone to talk with and the officers at the police department had suggested he come in, and the family had given consent. What he was asking for was he'd been running away. He doesn't know why he's running away, but pure and simple, he was running away looking for his father because his parents were separated. The family is very religious and didn't believe in any kind of intervention, but I finally convinced all three members of the family, after they had been to juvenile court also, that maybe we should sit down and look at what was going on. What was going on is this 15 year old boy couldn't figure out why his parents couldn't get together because he wanted to have a mother and a father. In spite of the fact that his parents had some difficulty expressing themselves, they found they could explain to the youngster what had gone on. I could explain to him that he wasn't responsible for the split but he wasn't going to get the parents together again either. You know he had to learn to deal with reality. This youngster has not come to the attention of the police department. He hasn't run away, and he occasionally calls me just to see how things are going. I think what I am trying to say is it doesn't make any difference who you are as long as you really care for the kid. For all of us I think that's a lesson.

In closing I would just like to say that I have been most impressed. I would like to underline that many families who come to the attention of either the juvenile court or to the police department do not seek mental health resources as a place from which to get help. They look to somebody to give them some kind of guidelines, so they look to all of us for some help. If you refer them to a traditional agency, and I can say that because I live in an agency that's traditional, there has to be an awful lot of outreach. I don't care what kind of outreach. They have to do home visits. Over half the families that were referred by the New Haven Police Department had to be reached by reaching them at home, in their homes, making continuous home visits or picking them up and getting them in the office if it meant being on staff. So, when we realize the families we have contact with are not people who find it easy to get help, and rather than to say they're hopeless, I think we ought to say they're helpless and they need us to help them.

Dennis J. Carney, M.D.: (The Greater Bridgeport Narcotics Program) I am speaking for the Greater Bridgeport Narcotics Program. This is a new program that was funded in November of 1971 by NIMH to coordinate the narcotics treatment services for the region surrounding the city of Bridgeport. The region includes the towns of Easton, Fairfield, Stratford, Monroe and Trumbull. I am sure you are familiar with the concept of regionalization. I think this is the first example of regionalization of the narcotics programs in Connecticut. The concept includes a network of agencies coordinated by a regional center which is located right down the street here, it's on 302 Prospect, across the street from Park City Hospital. The network is composed of agencies in each of these towns that I mentioned. Now, I guess the best way to break down the problem is to talk about the difference between the suburban drug abuse problem and the urban drug abuse problem. When we opened our inpatient and out patient treatment program last November 30 at 393 Prospect, we were prepared to deal with heroin addicts, people who had been living in the streets and perhaps have been stealing to support their habit, and were given over to the street life. Since that time we found that competition, population of heroin addicted persons, is no longer available for that kind of treatment. Those people are in the methodone maintenance, so the population that becomes available to us is the population that is the subject of discussion here today, and that is of teenagers. We thought at the outset that the average age of those people in our inpatient facility would be about 21 or 22. After receiving about 50 people into the program we find that the average age is more like 17 or 18. In fact, over the course of a few months we had to revise our whole concept of the program, and now we have lowered the age limit from 16 down to 15. We're also receiving the girls from the juvenile courts.

The approach that we're taking with these children is to involve their families from the very first moment we have a contact with them. This is something that is important in drug treatment because traditionally, probably because of the population that was older, that is the hard core heroin addicts, had severed himself from his family. Most programs in the past have completely avoided the family and the family interaction. The family became somewhere involved toward the end of the treatment in terms of finding some bridge back into the community for the cured addict. We are taking a completely different approach and we're unashamedly going right after the family from the first moment of contact. As a matter of fact, tonight we have our first large group meeting of all the families of all the residents in the program, and each of the families of the children in the treatment program are now in family therapy. Okay, that describes something, and maybe I could talk a little bit more and answer some questions about the operation of the inpatient authority.

Just a word about the network of services. In the suburban areas, there are drop-in centers and outreach centers in the towns of Fairfield, in Stratford and in Trumbull. Monroe is soon to get underway a project that will develop some kind of treatment facility or youth facility to try to cope with the drug problem in Monroe. But those three towns, Trumbull, Stratford and Fairfield already have societies that are geared to the problem of parent counseling in the suburban areas. Many of the children there are not addicted, are not real drug abusers, but may have certain flights into experimentation, and they sometimes need adult support to pull themselves back, or peer pressure, and drop-in centers, coffee houses and counseling, one-to-one group counseling. We are designing those facilities to help these children. I guess the major thing I have to say is this issue about the shift in the population of drug addicts, and the application of the term addict, to the people that we're dealing with. They are hardly even drug abusers. They are certainly not psychologically dependent. One of the objectives that we have, which sort of surprises us in our program at this point, is that we must hang the label of drug user or drug addict on these children who are coming to us. It relates to Erickson's notion of confirming the adolescent in his deviancy. Once you hang this label on him, then he may have to do something or make some major effort to unhook himself from that label which would be unnecessary if we didn't go to all the trouble of diagnosing and labelling them that way. Because the population is changing, we have to think very carefully about shifting our methods, and also thinking very clearly about the problem of what drug abuse is all about. It may be part of a larger social problem. Our objective is not to contribute to that social problem like creating institutions that will get children in the cycle of court agencies, community back to court again, and get into a life of futility.

Mr. Rogert Digan: (Manchester Board of Education) Somebody has to be at the end all the time, but I'm still like the guy in John Farrington's story and everyone is talking until I was up to my waist and in alligators waiting for a chance to get a word in edgewise. I am not with the Board of Education. I run a youth service department and the Board of Education pays me. If I was on the Board of Education, I'd probably give myself a raise. The Youth Service Department is Manchester has, existed since 1967, and we do many of the things that Ed Meincke mentioned when he listed his accomplishments. Now, I just want to run through briefly what we are trying to do. We know all school-police relationships. We work very closely with Pat Graves, the policewoman here in Manchester, Youth Services Officer, and we have a great working relationship. I really feel that the police in Manchester, if any agency of any organization in town is doing something, and trying to do it, the Manchester Police Department is, and my hats off to them. (They do not pay me, by the way.) We are also trying to deal with delinquency

prevention. This is our general message in my office. We're paid for by the Board of Education. I don't know of any other town other than Wethersfield that has a Board of Education budget that includes a Youth Service Department. We don't teach. We are not trained to teach. We're trained to work with kids who are problems. We like to think the school department should have this kind of service because that's where the kids are or that's where the kids should be. We open the door for the police when they want to investigate something, and they open the door for us when we need help, so it is kind of a two-way street. In our office we do several things. We stole from Father Mac the NET concept, and we run something called Network. We do try to place kids in shelter homes and we list families for that. We set up a Youth Commission in Manchester. We have 24 members and we've had it for four years. They meet in the Town Hall once a month and they range in age from kids in junior high school up to kids who have dropped out. We have a job bank, job opportunities for youth. I think kids need work. Many of the kids have micky-moused around. They'd like to work. They'd like to have a nickel in their pocket and they can't find employment so we're trying to match kids with jobs, especially the unemployable kids, the kid that it's hard to find a job for. We match babysitters. We have kids putting on birthday parties for mothers who want to entertain their kids. We have a couple of folk singers and the parents pay them. We've gone into things that are really far out beyond babysitting. We're running a thing called 'summer activities' in Manchester which is an attempt to employ kids during the summer as well as put on rock concerts. We have five concerts in Manchester every summer. Please don't come from other towns, Everybody yells, that's where our kids go for action, up to the rock concert in Manchester. We packed 5,000 into Mount Nebo last year, and we're very proud of the fact that of the 5,000 very few caused problems. The kids come, they have their own marshalls and they try to control the thing and have a good time. When the populace yells and screams at us, my position is that I'd rather have 5,000 in Mount Nebo having a good time than 5,000 out running in the street somewhere else, and if the noise gets a little loud, or someone blowing a little pot or maybe sneaking a little drink from the old wine maker, they're going to be doing it somewhere and let's have them where we can keep our eye on them and try to keep them under control. We run a drug center in Manchester. It's simply an effort to offer counseling, referral information and that kind of thing, called 'Crossroads'. We supervise it. We have a good staff of people working in it. It works in excellent relationship with the kids that need that kind of help. The summary of things we need: We need an alternative education system in our town, I don't know about yours. If the kid doesn't go lock-step to our high school, he wants to drop

out or skip. There is nowhere else he wanted to go and get a diploma. A night school doesn't lead to a diploma. We don't have that kind of response.

The populace in light of what's been said, the community, has got to provide this kind of funding. Let us set up the programs that are individualized for kids. We'll have to change some laws. Judge Gill is on record and the National Council of Juvenile Court Judges is on record as opposing the compulsory school attendance law. It's almost virtually unenforceable. Kids are being referred to juvenile court for truancy, and by the time they get before a judge, three months, four months, sometimes if the kid has not been to school, you can't force them back in at that point to something that has moved way on beyond him. So I think they've got to take a look at the compulsory education law and maybe start making school attractive to kids and appealing to kids so they'll want to go to school instead of being drugged in there.

Employment is one of the other things that has to be dealt with. They've already spoken to group homes. I'd like to see more outreach, the kids are out there. They want help. We can't sit in the ivory tower. We've got to get out there, go where they are, try to meet them, be there when they need help. I think that makes the biggest impression in the world.

Father Mac: (Moderator) Before getting into some questions, I'd like to mention one thing that happens in our community and might be a stepping stone for any of you to get on board. There is something we call a 'Community Awareness Seminar'. It's the closest thing to trying to deal with attitudes, and attitude change, and the development of positive attitudes towards each other. These seminars involve all the disciplines in the community, and it's a two day seminar, twice a month throughout the year. It involves police, drop-in students, teachers, clergy in the community and it's a place where the long haired weirdo becomes a 16 year old teenager, and the parents become, you know, kind of an okay person again because each one ends up looking at each other as a person. I just put that plug in for what it is worth. If any of you have futher information or could give you some more information, our Health Education Director in Glastonbury is sort of the originator of this type of thing, and I can say that since its beginning, it's been nothing but expanding. Next year we have high hopes for its further expansion into the community.

Dr. Charles Dolan: (Program Director) In thanking the panel for their most instructive remarks concerning "alternatives", as well as expressing my appreciation to Father Mac for acting as Moderator, I would like to make one point. Since this was predominately a Police Institute we did not include on this panel a representative of public school education. However, I would be remiss in not calling to your attention that the schools are another source of help as one of the "Alternatives: Community Resources".

We are training counselors here at the University of Bridgeport to go out into the schools, as well as training counselors who go into correction center work and the other various helping agencies. Such people as these should prove helpful to you. The juvenile in trouble is obviously of school age and the schools have a concern and a responsibility for him. Call on them for help. Their staffing is broadly oriented in the helping professions. In addition to counselors and teachers there are psychiatrists and psychologists who may be called on for help in many school systems, social workers, medical doctors, school nurses and special class teachers, among others. These professionals should be included as a part of total "team approach" which we have been discussing over these past two days. Take advantage of all the help which is available to you in your own community.

APPENDIX

HISTORY: INSTITUTE ON POLICE RELATIONS WITH
TROUBLED JUVENILES

In the President's Crime Commission Task Force on Police a distinction is made between "education" and "training". It has been said that "A trained man has developed skills and attitudes needed to perform a complex task. The educated man has developed his capacity to judge the worth, the performance, and the excellence of human action".*

There is no established process in the State of Connecticut for training juvenile officers nor for evaluating various training models. There is little communication among municipalities in the methods of dealing with youth. Few practical tools or techniques are given the juvenile officers. Manifestations of juvenile problems change so rapidly that the literature lags far behind. The rapid increase in delinquency indicates a need for an emphasis on understanding youth so that the handling of an offender will relate to the person rather than the offense.

The purpose of the proposed program is to establish a dialogue within the state among those concerned with juveniles, i. e., police, educators, youth service bureaus, volunteer agencies, correctional officers, judges, and their constituencies. This dialogue should result in demonstration and analysis of techniques which ease the problems of dealing with juvenile delinquents and elicit a less hostile behavior. It may further result in identifying specific training needs in the administration of criminal justice.

Regarding methodology, a steering committee will be organized to include representatives of state and municipal police, the judiciary, Children and Youth Services Commission, educators, and community representatives. The Steering Committee will plan a two-day Institute to bring together approximately 100 persons throughout the state who deal with troubled juveniles. The Institute will provide stimuli for discussion and learning by such methods as presentation of models presently in force in areas in and out of the state.

Graduate students of the University of Bridgeport Department of Counselor Education and Human Resources will interview 30 to 35 police chiefs throughout the state to ascertain what programs or projects are meeting with demonstrable success. At the same time, information will be sought to identify the particular training needs felt by the criminal justice personnel. This inventory will be used to facilitate the planning of the Steering Committee. (See Appendices B and C).

* President's Crime Commission Task Force On Police



STATE OF CONNECTICUT
DEPARTMENT OF CHILDREN AND YOUTH SERVICES
345 MAIN STREET HARTFORD, CONNECTICUT 06115

FRANCIS H. MALONEY
COMMISSIONER

The Department of Children and Youth Services was awarded \$12,000 under Title I, Part C, of the Omnibus Crime and Control and Safe Streets Act of 1968 (P.L. 90-351, Stat. 197). Funds are for an Institute on Police Relations with troubled juveniles.

An Advisory Council, representing a cross section of the departments within the field of Criminal Justice, has been appointed to organize, plan and coordinate the implementation of the Institute. A list of the Advisory Council is enclosed for your information.

In our first step in planning for the Institute, we will be having interviewers meeting with you as Chief of your police department. The interviewers will be college students from area colleges. These students will be working for the Program Director, who in turn, reports to the Advisory Council. The information which we will be receiving from you and the other chiefs will be compiled and evaluated in setting up the format of the Institute. The results of these interviews will be shared with you.

Your participation in this project will make the Institute successful and therefore a stepping stone for other on-going projects.

Sincerely,

Francis J. Hoffman, Jr.
Chairman, Advisory Council
Police Relations With Troubled
Juveniles
Chief of Police
Town of Glastonbury

enclosures.



STATE OF CONNECTICUT
DEPARTMENT OF CHILDREN AND YOUTH SERVICES
345 MAIN STREET HARTFORD, CONNECTICUT 06115

FRANCIS H. MALONEY
COMMISSIONER

Dear Chief:

This letter is to introduce _____ a student working as an interviewer on the Police Relations With Troubled Juveniles Proposal.

It is with our knowledge that _____ is meeting with you in order to plan for the forthcoming institute. Your assistance in helping us plan and program for the Police Relations With Troubled Juveniles Institute is appreciated. Without your support, the institute will be a failure.

Sincerely,

Francis J. Hoffman, Jr.
Chairman, Advisory Council
Police Relations With Troubled
Juveniles



STATE OF CONNECTICUT
DEPARTMENT OF CHILDREN AND YOUTH SERVICES
345 MAIN STREET HARTFORD, CONNECTICUT 06115

FRANCIS H. MALONEY
COMMISSIONER

Dear Chief:

The Department of Children and Youth Services was awarded \$12,000 under Title I, Part C, of the Omnibus Crime and Control and Safe Streets Act of 1968 (P. L. 90-351, Stat. 197). Funds are for an Institute on Police Relations with Troubled Juveniles.

An Advisory Council, representing a cross section of the departments within the field of Criminal Justice, has been active in organizing, planning and coordinating the implementation of the Institute.


The Police Chiefs of thirty-six towns with the highest number of commitments to the Juvenile Courts and to the Department of Children and Youth Services will be visited and personally interviewed by college students.

As your town will not be visited by these students, we are most interested in obtaining your opinions and suggestions on the problems of youth. We are enclosing a questionnaire for you to complete and return to the Department of Children and Youth Services. This questionnaire is the same one being used in the towns that are being interviewed.

The information which we will be receiving from you and the other Chiefs will be compiled and evaluated in setting up the format of the Institute which is scheduled for the latter part of May. The results of the interviews and questionnaires will be shared with you.

Your participation in this project will make the Institute successful and therefore a stepping stone for other on-going future projects.

Sincerely,


Francis J. Hoffman, Jr.
Chairman, Advisory Council
Police Relations with
Troubled Juveniles
Chief of Police
Town of Glastonbury

INSTITUTE ON POLICE RELATIONS WITH TROUBLED JUVENILES

QUESTIONNAIRE

A. Juvenile Problems

1.a. Why are juveniles referred to your department? (Please list reasons)

- | | |
|----|----|
| a. | f. |
| b. | g. |
| c. | h. |
| d. | i. |
| e. | j. |

b. Which of the above cause the greatest concern?

- a.
- b.
- c.

c. Which of the above cause the least concern?

- a.
- b.
- c.

2. Which distinction do you make between "criminal" and "non-criminal" offenses? BRIEF STATEMENT

3. Which particular age groups present problems to your department? What type problems?

<u>Age Group</u>	<u>Type Problems</u>
a.	
b.	
c.	

4. What percentage of the total problems faced by your department involve

Juvenile Males	_____	%
Juvenile Females	_____	%

B. Juvenile Services Provided by Police Department

1. Does your department provide a juvenile division?

- | | |
|-----|----|
| Yes | No |
|-----|----|

2. If not, what division handles juvenile problems?

3. What juvenile services are provided by your department? (Please list along with age ranges of intended recipients.)

<u>Service</u>	<u>Age Range</u>
a.	
b.	
c.	
d.	

4. Where are juvenile officers located in the department's organizational structure? (Brief Statement)

5.a. What resources are utilized in the department's work with troubled juveniles? (Please list)

- a.
- b.
- c.
- d.
- e.

b. What desirable resources are not utilized?

- a.
- b.
- c.

6. How does the lowering of the majority age to 18 effect the role of the department's juvenile officers? (Brief Statement)

7. How have the Gault and Miranda decisions affected your work with juveniles?

8. What services are provided by your department for youngsters 18-21? (Please list along with departmental source of service.)

Service

Source

- a.
- b.
- c.
- d.
- e.

9. In your opinion, what discretion should police officers have in dealing with juveniles? (Brief Statement)

10.a. What are the most positive aspects of your department's work with juveniles? (Please list)

- a.
- b.
- c.

b. What are the most negative (or least positive) aspects?

- a.
- b.
- c.

C. Juvenile Court

1. Who makes the decision on whether or not to refer a youth to juvenile authorities?

2. What is the basis (criteria) for which the above decision is made? Brief Statement

3. What percentage of juveniles who commit an offense or are otherwise in trouble with the police are referred to Juvenile Court?

_____ %

4. Are you satisfied with the results of actions taken by Juvenile Court on referrals you made?

Yes

No

5. What are your suggestions for improving your juvenile court referrals? Please list.

6. Are you informed of the final disposition made on each of your juvenile court referrals?

Yes

No

D. Proposed Institute and General Comment

1. What needs of your department might the proposed institute help meet?
Please list.
 - a.
 - b.
 - c.
 - d.
 - e.

- 2.a. How many of your juvenile officers would be able to attend the proposed three day institute?

- b. How many could attend if the institute were planned for two days?

- c. Would you, as chief, be able to attend for one day if structured for chiefs only?
 Yes _____ No _____

- d. Would you be interested in sitting in on any of the sessions being planned for the institute? (If the time was arranged for your convenience.)

3. General comment (Brief statements, if applicable)
 - a. Regarding the work of your department with juveniles:

 - b. Concerning the organization of the proposed institute:

 - c. Miscellaneous:

Prior to conducting the Institute On Police Relations With Troubled Juveniles on May 22, 23, 1973, a questionnaire was sent to the police departments of the State of Connecticut and the Connecticut State Police. Responses were received from twenty-eight cities and towns through personal interviews and thirty cities and towns by mail. Two towns declined to complete the questionnaire as they felt it did not apply to their town. The Connecticut State Police completed the form for the 88 towns under their jurisdiction. Thus, the total response to the questionnaire either by personal interview or by mail involved 151 of the 169 towns in the State of Connecticut.

Juvenile Problems

The responses of the participating police departments are as follows:

1. "Why are juveniles referred to your department and which cause the greatest concern?" In descending order:
 1. Larceny
 2. Drug and Alcohol
 3. Vandalism
 4. Runaway
 5. Burglary
 6. Parents
 7. Incurigible
 8. Assaults
 9. School

2. "What percentage of the juvenile problems faced by your department involve males? females?"

Males	84%
Females	16%

Juvenile Services Provided by Police Department

1. "Does your department provide a juvenile division?"
 Only thirty-one towns and cities that responded indicated that their department provided a juvenile division.

2. "If not, what division handles juvenile problems?"

In the 17 cities and towns where a juvenile division was stated not to exist, the juvenile problems are handled by one of the following:

1. Detective Division (most frequent)
2. Patrol Division
3. Investigating Officer
4. Policewoman
5. Task force of Town

The Connecticut State Police Department handles juvenile problems at the troop level in the 88 towns serviced by a resident state trooper.

3. "What juvenile services are provided by your department?"

Juvenile services provided by police departments are, in descending order:

1. School programs
2. Counseling
3. Referrals
4. Safety education
5. Athletic teams
6. Scouts
7. Drug education
8. Information service to public
9. Family counseling
10. Police Athletic League

In the 88 towns supervised by the Connecticut State Police and seven cities and towns replying by mail and personal interviews to this question in the questionnaire, there were no services provided for juveniles.

4. "Where are juvenile officers located in the department's organizational structure?"

The thirty-one cities and towns that have a juvenile division have the juvenile officers located in the department's organizational structure as follows:

Detective or Special Services	14
Youth Division or Bureau	13
Patrol	3
Directly to Chief	1

5. "What resources are utilized in the department's work with troubled juveniles?"

According to priority:

1. Juvenile Court
2. Welfare (Protective Division)

3. Community Center or Y
4. School
5. Other Social Agencies
6. Family Services
7. Child Guidance Clinic
8. Clergy
9. Town Youth Coordinator
10. Mental Health
11. Drug Clinic
12. Hospital/Clinic
13. Visiting Nurses/Red Cross
14. Recreation Department

6. "What desirable resources are not utilized?"

In descending order:

1. Female or juvenile officer
2. Hospital and clinics
3. Juvenile Division
4. Schools
5. Parents
6. Emergency Shelters
7. Youth Service Bureaus
8. Federal Agencies
9. Civic Organizations

A greater number of responses to question 5 indicates use of all resources available of a public, private and religious nature.

7. "How does the lowering of the majority age to 18 effect the role of the department's juvenile officer?"

Fifty-two percent of the departments indicated that it had no effect on the role of the juvenile officer. The remaining replies varied from little and some effect to much effect on the role of the department's juvenile officer. The little, some and much effect answers involved the juvenile officer and the use of alcohol by eighteen year olds which is now permitted by law.

8. "How have the Gault and Miranda decisions affected your work with juveniles?"

The Gault and Miranda decisions have had an appreciable effect on the juvenile officer's work with juveniles.

9. "What services are provided by your department for youngsters 18 to 21?"

1. Scouts
2. Counseling

3. Drug Information
4. Referrals
5. Job
6. Scholarship

One third of the departments which responded to this question stated that they provided no service for youngsters 18 to 21.

10. "In your opinion, what discretion should police officers have in dealing with juveniles?"

"Much discretion" was the preference of 56% of the police departments while 44% of the departments felt that the police officer should have "Little to some Discretion."

11. "What are the most positive aspects of your department's work with juveniles?"

In order:

1. Counseling
2. Good juvenile/police relations
3. Referrals
4. Prevention programs
5. Recreation
6. Excellent officers
7. Image in community
8. Drug education

12. "What are the most negative (or least positive) aspects of your department's work with juveniles?"

1. Juvenile Court
2. Lack of Personnel
3. Lack of Programs
4. Lack of Facilities
5. Not knowing Juvenile Court disposition
6. Lack of counseling/communication with juveniles
7. Failure of follow-up

Juvenile Court

1. "Who makes the decision on whether or not to refer a youth to juvenile authorities?"

In order:

1. Investigating Officer
2. Youth Officer
3. Head of Youth Division
4. Shift commander
5. Juvenile or town review board

2. "What are the bases (criteria) for which the above decision is made?"

According to priority:

1. Seriousness of the offense
2. Youth's past record
3. Family situation
4. Attitude of youth
5. Police knowledge of situation
6. In interest of youth
7. Age of youth
8. Juvenile Court guidelines

3. "What percentage of juveniles who commit an offense or are otherwise in trouble with the police are referred to Juvenile Court?"

From 2% to 90%, with a median of 36%. Responses from forty-five police departments are as follows:

<u>Percentage</u>	<u>Number of Towns</u>
0 - 10%	7
11 - 20%	9
21 - 30%	6
31 - 40%	8
41 - 50%	4
51 - 60%	4
61 - 70%	3
71 - 80%	2
81 - 90%	2
91 - 100%	0

4. "Are you satisfied with the results of actions taken by Juvenile Court on referrals you made?"

YES 49%
NO 51%

5. "What are your suggestions for improving your juvenile court referrals?"

According to priorities:

1. More manpower
2. Speed up proceedings
3. Make dispositions known
4. Less lenient courts
5. Better communications police and courts
6. Better police reports and referrals
7. Better legislation

6. "Are you informed of the final dispositions made on each of your juvenile court referrals?"

YES 4%
NO 96%

Proposed Institute and General Comment

1. "What needs of your department might be served by the Institute on Police Relations with Troubled Juveniles?"

Most frequent responses:

1. Knowledge of state, local and private agencies (facilities, resources)
2. Training and education
3. Procedures other departments use
4. Knowledge of court dispositions
5. Meeting others dealing with youth problems
6. Updating of changing laws (and how to use laws)
7. Establishment of emergency shelters

CONFERENCE EVALUATION

RESPONSES TO THE JUNE 8, 1973 EVALUATION QUESTIONNAIRE

87 evaluation questionnaires were mailed out to the participants of the Institute on Police Relations with Troubled Juveniles which took place at the University of Bridgeport, May 22 and 23, 1973. 31 responses were received, the information contained therein being compiled in the following pages. There were two types of questions in the questionnaire, "forced-choice" and "open-ended". The forced-choice questions, "I felt the Institute to be . . ." and "Would you like to see a newsletter . . ." indicate specific reactions of each of the 31 respondents. The open-ended questions such as, "The high points of the Institute were . . ." are tabulated by the frequency of the comment.

June 8, 1973

COLLEGE OF EDUCATION
DEPARTMENT OF
COUNSELOR EDUCATION AND HUMAN RESOURCES

C. Dolan, Program Director
University of Bridgeport

T. Connors, Assoc. Prog. Director
Manchester Community College

EVALUATION

Institute On Police Relations With Troubled Juveniles
University of Bridgeport, May 22 and 23, 1973

Please complete this "evaluative" questionnaire and return in the enclosed franked, addressed envelope. Your answers will be most helpful, not only in evaluating the Institute which you have just attended, but also to help us to organize possible future Institutes. This evaluation may remain anonymous if you wish. In the event that you may wish us to contact you with reference to your suggestions and recommendations for future Institutes a space will be left at the bottom of this form for your name and address.

THE QUESTIONNAIRE:

In general, I felt the Institute to be: Excellent _____
(Please check one) Good _____
Fair _____
Poor _____

Comment: _____

The "high point(s)" of the Institute were: _____

Reason(s): _____

The "weakest" aspect(s) of the Institute were: _____

Reason(s): _____

Other comments concerning the Institute which you would care to make are: _____

Suggestions for future Institutes: _____

A "Directory of Participants" is enclosed, the last page of which includes the names and addresses of the "Institute Presentors" in case you may wish to contact these individuals.

Question: Would it be helpful to you, particularly if your role is as a Juvenile Officer, to have a "Newsletter" sent to you on a monthly or every six weeks basis through which you could share experiences with your fellow officers? Additionally, pertinent articles, bibliographic materials, etc. could be called to your attention on the subject of juveniles, in general, and/or police work with juveniles; specifically. Please keep in mind if you indicate that such a newsletter would be helpful to you that it would only be successful if you participated in it personally through sending in materials for publication.

"Yes", I would like to see such a newsletter. _____

"No", I do not feel it is necessary. _____

I have no strong feelings one way or the other. _____

Is there anything else that you would like to comment upon?

Name and mailing address if you wish us to contact you with reference to this evaluation.

1. General opinion of the Institute:

Excellent	15
Good	16
Other Opinion	0

Total	31
-------	----

2. Desire to receive a periodic newsletter:

Yes	24
No or no opinion	7

Total	31
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3. Most Frequent comment on the Institute:

<u>Comment</u>	<u>Frequency</u>
Brought people together	7
Excellent Program	3
Interesting, informative	2
Well planned	2

Additional comments include:

Well run, well coordinated; good speakers; good panel discussion; very good panel of juveniles; isolated the problems of juveniles and allowed for the presentation of alternatives; covered many subjects; good workshops. Longer Institute preferred, 3 or more days.

4. "High Points" of the Institute:

<u>Comment</u>	<u>Frequency</u>
Youth Panel	17
Group Workshops	16
The Speakers	16*
Evening "rap" Session	2

*of the speakers, Judge Gill's presentation was considered the high point by 7 respondents.

5. Criteria for "high point" rating:

<u>Comment</u>	<u>Frequency</u>
Sharing ideas about the problem	7
Sharing youths' ideas with us	7

<u>Comment</u>	<u>Frequency</u>
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Individual input in workshops	6
Informative	5
Dealt with Reality	2

6. Weakest points in the program:

<u>Comment</u>	<u>Frequency</u>
Not enough discussion time	10
Too much material presented	6
Panel of reactors	5
Psychiatric presentation	4

Additional comments include:

The panel of speakers was too long; lack of time with juveniles; questions not permitted after certain speakers; the workshops were too large; participants were not ready for psychiatric discussion.

7. Other comments include:

<u>Comment</u>	<u>Frequency</u>
The Program....	11
Should be continued, Was very complete, or Was overall good	
Institute was helpful well planned, an excellent program	6
Participants very Communicative	3

Personnel that should be included:

Patrol Personnel	2
Probation&Aftercare	1
Decision makers	1
Protective Services and Welfare workers	1
Members of the Legislature	1
School Guidance Coun.	1
Other facets of CIS	

Additional comments include:

Approval of the idea of a directory; suggestion of a workshop

with juveniles; elimination of the panel of reactors; less speakers in a two day time slot; shorter days with more time for discussion and questions.

The University was an excellent host; the Institute can act as an agent for better coordination; juveniles and officers should meet as a team to improve relations; the follow-through of this Institute is very important; feelings and emotions were brought out at the Institute.

8. Suggestions for the future:

<u>Comment</u>	<u>Frequency</u>
1 day institute	3
more frequently	3
with more time for questions	2
with assigned topics	1
3 days or more	7
with more lectures	
on delinquency	1
with regional part.	1
<u>Workshops</u>	
Should be held longer	2
Should be held more often	1
Should be more structured	1
Speakers should participate	1
<u>General</u>	
More relevant speakers	1
More panels	1
Mock juvenile hearings	1

Additional comments include:

A community based Institute be established meeting 1 day per month, with regional Institute meetings 4 times a year and an annual state Institute for 2-4 days.

END