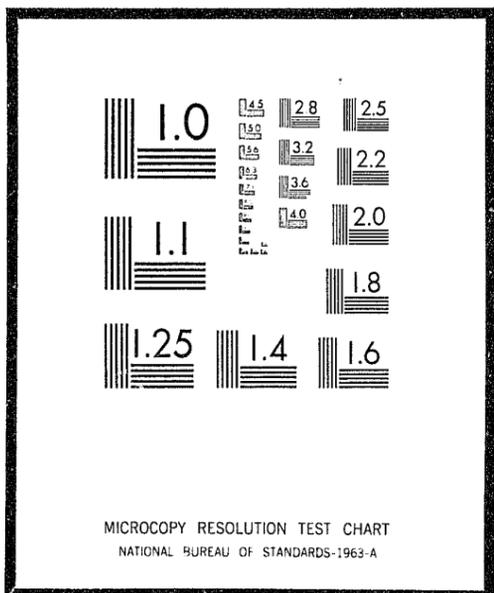


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## COPS IN THE SCHOOLS:

a look at police school liaison programs in the state of michigan

january 1975

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COPS IN THE SCHOOLS:  
A LOOK AT POLICE-SCHOOL LIAISON PROGRAMS  
IN THE STATE OF MICHIGAN

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January 1975

ACKNOWLEDGEMENTS

We are grateful to all those who helped us accomplish this research project.

To Glenn Bachelder, Barry Babcock and Raymond Mc Connell at the state office of the Office of Criminal Justice Programs for their help in planning the project and in answering many questions.

To Larry Ziomkowski who worked with us almost daily in the data gathering and analysis part of the project.

To Robert De Vries who helped organize the material and typed the manuscript.

To all of those people who we talked with -- liaison officers, students, teachers, counselors, school administrators, police supervisors -- and who gave freely of their time so that we might complete this report.

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## INTRODUCTION

In August, 1974, the Urban and Environmental Studies Institute of Grand Valley State Colleges contracted with the Michigan Office of Criminal Justice Programs (OCJP) to assess the current model(s) of Police School Liaison Programs (PSLP) and to begin to measure the kind of impact, if any, which the programs were having on juveniles and on police departments. This assessment included two reports. One report described each existing Police-School Liaison Program funded by OCJP. This report includes a description of the history and models of Police School Liaison Programs, past and future evaluations, a brief look at our six year study of the Michigan State Police School Liaison Program, and our conclusions.

To address these issues, three varieties of tasks were pursued:

1. - Pre-Post Attitudinal Surveys.

Attitudinal surveys were conducted in at least three PSLP's funded by OCJP. An evaluation of these surveys with regards to instrument design, sampling, controls, and quality of data was conducted by a review of all written documents and reports and by interviews with staff.

2. - Site Visits.

Interviews were conducted on site with students, teachers, school counselors, school administrators, PSLO's, police road patrolmen, police supervisors, and personnel of other youth-related agencies.

3. - Assessment of Non-OCJP Programs.

What are others doing elsewhere, and what results are they

finding? In order to answer these questions, four activities were undertaken:

- a) Review of published literature
- b) Communication with known existing programs both in and out of state
- c) Site visits to select programs in state (e.g. Flint Project)
- d) Completion of the longitudinal evaluation of Michigan State Police School Liaison Program.

## METHODOLOGY

A variety of research activities were employed in the collection of the data used in writing this report. First, all written documents, records, and data pertaining to the O.C.J.P. funded projects were examined. These materials included funding proposals, quarterly reports, in-house records, and public relations materials. Further, at least three of the O.C.J.P. projects had written evaluations of the Police-School Liaison Programs: Genesee (Becker & Olds, 1973); Livonia (Doyle & Bingham, 1974); and Wyoming (Norris & Williams, 1973, published in 1974; and Kramer, 1974).

A second type of research activity involved the collection of information and insights from the project sites. All of the projects funded by O.C.J.P., except one, were visited by these researchers. In addition, a number of non-O.C.J.P. projects and training programs were visited. Interviews were conducted on site with students, teachers, counselors, school administrators, liaison officers, police road patrolmen, police administrators, and personnel of other youth-related agencies. Materials collected from these

interviews included both objective data concerning operations and characteristics of PSLP's and subjective evaluations of the operations, results, and impacts of PSLP's. An edited transcript of one such interview is included in appendix D.

Third, an exhaustive review of the published literature on Police School Liaison Programs was undertaken. This allowed the researchers to gain valuable insights into the operation of programs across the nation and into the impact these programs have had. A bibliography is included in appendix J.

Fourth, the final phase of a six year assessment of the impact of the Michigan State Police School Liaison Program on student attitudes toward the police was completed. The data are based on a six-year four-stage attitudinal survey of junior and senior high school students in the Bridgeport, Reeths-Puffer, and Whitehall school districts. This longitudinal design has made it possible to follow 7th graders in the 1968-69 school year through their graduation from the 12th grade in the 1973-74 school year.

The Bridgeport school district is located to the southeast of the city of Saginaw, and Reeths-Puffer is a suburb of Muskegon. The Whitehall school district was selected as a control school for Reeths-Puffer. It is contiguous to Reeths-Puffer and is more similar in size and socio-economic characteristics than other contiguous schools. Since the selection of Whitehall as a control school, however, there has been an increase in the number of black students in Whitehall. Nevertheless, the Whitehall school system is still considered a valid control school for Reeths-Puffer. No special programs to influence the attitudes of students toward the police were in effect in the Whitehall schools during the testing period.

Field work for the initial survey was completed during November, 1968, prior to the arrival of the liaison officer in the target schools. The second phase survey was completed during February of 1970, the third during May of 1973 and the last stage a year later during May, 1974.

For all four testing periods a modified combination of cluster and stratified sampling techniques were employed in all three schools. Academic classes which were required of all students were identified in both the junior and senior high schools. Drawing from those classrooms so identified, enough classroom units were selected on each level in Bridgeport and Reeths-Puffer (grades 7 through 12) so that the total number of students would approximately equal 100 for each grade level.

In Whitehall, approximately 100 seventh grade students were selected for the initial phase. 100 seventh and 100 eighth grade students were selected in 1970 while 100 seventh and about 100 eleventh graders were drawn in 1973. In the final stage, about 100 seventh grade students were surveyed as well as 77 seventh graders. Thus, there is the capability of following the original seventh graders in the eighth, eleventh and twelfth grades.

The size and characteristics of the samples for all phases of the study in all three school systems are presented in appendix I.

The instrument utilized for this study was the Bouma-Williams Attitude Toward Police questionnaire which has been used by the authors in previous studies. The instrument was constructed to ascertain the respondent's attitudes toward the police (both general and specific), attitudes toward school teachers, willingness to

cooperate with the police, and respondent's perception of the attitudes toward the police held by his friends and parents. In addition, the following personal data were obtained: sex, age, grade in school, race, length of residence, church participation, involvement with police, and occupation of parents. On the follow-up instruments, additional information was obtained on the respondent's attitudes toward and perception of the police-school liaison program. (The complete summary of the findings can be found in appendices E, F, and G.)

The questionnaires were completed by the students anonymously. To standardize administration procedures, the instrument was administered to all classes by the research staff. To alleviate the problem of poor readers the questions were read verbatim to all classes below the tenth grade.

To facilitate analysis of the data, the items indicating student attitudes toward the police were placed on scales scored by a Likert-type method. Scale PPR-S (perception of police prejudice) reflects student attitudes toward police treatment of differential categories of persons, and is based on the following six items:

Do you feel that the police are always picking on Blacks?

3 - No                      2 - Not Sure                      1 - Yes

Do you feel that policemen treat rich the same as poor people?

3 - Yes                      2 - Not Sure                      1 - No

Do you feel that policemen treat all people alike?

3 - Yes                      2 - Not Sure                      1 - No

Do you think that the police treat black and white people alike?

3 - Yes                      2 - Not Sure                      1 - No

Do you think police treat members of all churches alike?

3 - Yes                      2 - Not Sure                      1 - No

Do you think police treat all nationalities alike?

3 - Yes                      2 - Not Sure                      1 - No

Scale PPR-S (perception of police reputation) reflects the respondents' attitudes toward police behavior as related to the general performance of the police role, and is composed of the following six items:

Do you think that policemen are pretty nice guys?

3 - Yes                      2 - Not Sure                      1 - No

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

3 - No                      2 - Not Sure                      1 - Yes

Do you think that the police are always picking on the guy who has been in trouble before?

3 - No                      2 - Not Sure                      1 - Yes

Do you think that the police are mean?

3 - No                      2 - Not Sure                      1 - Yes

Do you think that the police can steal and get away with it?

3 - No                      2 - Not Sure                      1 - Yes

Do you think that the police accuse you of things you didn't even do?

3 - No                      2 - Not Sure                      1 - Yes

On both scales, the total scale score is the equivalent of the summated ratings of the individual items. Scoring assigns three points for favorable reactions to a question, two points for uncertain answers, and 1 point for unfavorable reactions. The range

for each scale is from 6 (unfavorable) to 18 (favorable). Both scales were determined to have adequate reliability by utilizing the Spearman-Brown prophecy formula, and both scales were determined to have both content and constructural validity. In a similar fashion two additional scale scores were computed. Scale PPR-F reflects respondents' perceptions of their friends' attitudes toward police behavior in general and scale PPR-P reflects respondents' perceptions of their parents' attitudes toward police behavior in general. These two scales contain items similar to the items contained in scale PPR-S.

#### HISTORY OF POLICE SCHOOL LIAISON PROGRAMS

Although Police School Liaison Programs are a recent phenomenon in the United States, the concept of delinquency prevention programs by police departments dates back at least to the beginning of the twentieth century. During the 1930's Juvenile Aid Bureaus were set up with many of the same goals as the contemporary PSLP's.

The first major step in involving juvenile officers in delinquency prevention programs which also involved the schools took place in Liverpool, England in 1951. The program was called Police Juvenile Liaison and its major goal was delinquency prevention at an early stage. The initial effort called for parents, teachers and businessmen to spot young children from ages 7-12 who "looked like" they would soon be in trouble with the law and to refer them to a juvenile liaison officer who would counsel the youth. In fact, most of the referrals to the juvenile liaison officer came from headmasters or businessmen who had caught a youth in a delinquency situation. If the offense were not too severe the officer would

work with the youth rather than bring the youth to court.

As the program evolved, there were four areas of concern which emerged year after year. First, no one has been able to define a "potential delinquent". Second, the referral sources are consistent neither in their reporting patterns nor in their record keeping. Third, the question of whether to notify and involve parents has caused problems. Fourth, there is no consistency among officers and departments in their relationship between police juvenile liaison and other forms of verbal cautioning, known in Scotland as police warnings. The evaluation data on the program are not clear or consistent due mostly to reporting differences. However the reported data seem to show sizeable reductions in rates of juvenile delinquency for cities who use police juvenile liaison officers.

There has been considerable criticism of the program, generally revolving around two issues. First, many people do not believe that the police have adequate counseling and social work skills. Therefore other trained people could do the counseling more effectively. Second, there is evidence that the juvenile liaison officers have punitive attitudes and accordingly they use a variety of scare tactics on the youth. Many people have objected to the program on these grounds.

The first major Police School Liaison Program in the United States started in 1958 in Flint, Michigan (Roussel 1972). (It appears that there were two forerunners of the Flint program, one in Atlanta, Georgia and the other in Passaic, New Jersey. The goals and methods were, however, different.) The Flint Program began with funds from the Mott Foundation and this Foundation has continued to

the present in its support of half of the financial costs of the program. The local school district covers the other half of the costs.

The program began in 1958 with one officer in one junior high school. Today, there is a Police School Liaison Officer in every junior high and senior high in Flint.

The original program had three objectives: the early detection and prevention of delinquent behavior; provide a liaison between police, school personnel, and the community for communicating and handling juvenile offenses in and around the school; and to localize the services of several agencies so as to communicate more closely with each other on juvenile problems in a given section of the city.

The original Police School Liaison Officer was part of a counseling team composed of a Dean of Counseling, Dean of Students, Nurse Counselor, Teacher and Police Counselor. The common functions of team members are:

1. Identification of pupils with specific problems.
2. Collecting, studying and evaluating data.
3. Relating and interpreting information.
4. Planning a course of action.
5. Serving as a resource person in area of specialization.
6. Accepting responsibility for analysis and treatment in area of specialization.
7. Cooperating and communicating with other team members, school personnel, and outside agencies.
8. Conducting in-service education of staff, parents, and

community agencies.

9. Making progress reports when specific responsibilities have been assigned.

There are also specific responsibilities for each Police School Liaison Officer. This job description has been agreed to by the police department and the school system.

This is a staff position. The Police Liaison Officer is a unique member of the school staff. He is a member of the Flint Police Department as well as a part of the school staff. He is assigned to a specific area and has an office in a secondary school located in that area. He wears plain clothes and has no authority in school disciplinary matters. His main responsibility centers around delinquency in the community. He deals with petty larcenies, thefts, and run-aways; but is chiefly concerned with preventive counseling and programs in these areas. Since he is assigned to one segment of the city, he becomes familiar with trouble spots, family patterns, neglect, and other abnormal activities as the result of referrals made by the school staff, the Flint Police Department, or other members of the community. He:

Is directly responsible for the Juvenile Bureau of the Flint Police Department for all of his actions.

Contributes helpful information to the school staff concerning neighborhoods, individuals, and families.

Helps make early identification of delinquent behavior.

Confers with parents, students, and members of the community on predelinquent and delinquent behavior.

Represents the police and courts as a consultant in law enforcement and juvenile procedures.

Makes patrols of school area at start and dismissal of school.

Performs other related duties and responsibilities as assigned or as appropriate.

The present state of the Flint Police-School Liaison Program has changed considerably from the early days of the program. In the early 1960's most of the officers' time was spent in public relations and counseling. Currently, most of the officers' time is

spent in traditional police functions. A 1972 evaluation (Roussel) of the Flint Police School Liaison Program describes (these were also the researchers' observations when we visited Flint) the situation thusly:

PSLO's operate primarily as police officers using the school as a base of operations to improve their effectiveness in the investigation and prevention of juvenile delinquency and crime.

a. It appears that in the junior high schools PSLO's devote approximately eighty percent (80%) of their time to police functions, i.e., investigations and disposition of complaints (mainly dealing with juveniles but not always), and patrolling school areas for safety and security. In the senior high school the percentage of time PSLO's devote to police functions is approximately ninety percent (90%). The increase in time devoted to police functions by senior high PSLO's, as compared to junior high PSLO's, is due to the large number of complaints concerning alleged thefts of personal property belonging to students. The Missing or Stolen Report is used by students to file complaints with the PSLO regarding missing or stolen property. In many cases these complaints are registered officially for insurance purposes.

b. The imbalance of police functions, over educational, liaison, and community relations functions, presently existing in the Police-School Liaison Program could make the Foundation vulnerable to charges of supporting an extension of the police force in the schools under the facade of education.

c. With the present emphasis on police functions, PSLO's are handicapped in their efforts to develop and implement preventive programs to divert youngsters from the juvenile justice system.

There had always been some investigation done by the Flint PSLO, but it is quite clear that the Flint program in the last three to five years has deteriorated into a security and detective force almost exclusively. The original team approach has dropped the non-police personnel and the team now consists of a sergeant in each high school and patrolmen in the feeder junior highs. This revision was apparently made in the late 1960's when the Flint schools had a

serious crime wave in and around the schools.

Two projects, modeled after the Flint program have received national attention. The first was the PSLP started in Tucson, Arizona in 1966. Although the Tucson program was modeled after Flint, there were a few slight differences. The monies came from the city the first year and subsequently from a L.E.A.A. grant. More importantly, the officers wore police uniforms at all times. The officer was also given more authority. The second was the PSLP started in Minneapolis in 1967.

All three of these cities have claimed great reductions of recorded juvenile offenses in areas served by a PSLO. In addition, the reported number of juvenile offenses cleared by arrest has increased markedly. However, the identification and specification of data sources are not always clear. More importantly, these programs have been unable to state, even in an elementary fashion, why the reduction of recorded juvenile offenses has taken place. In other words, what were the methods used to reduce delinquency, if in fact it was reduced? It is quite easy on the other hand to understand why the number of juvenile offenses cleared by arrest had increased. The officers spent much of their time investigating crimes. To do this, they regularly pried information from the youth in the school, either by formal or informal interrogations.

This interrogation of students has caused a great deal of controversy in the Tucson program and still is causing controversy in the Flint program. In 1966 the Arizona Civil Liberties Union listed eight objections to the Tucson program (Morrison: 1968). These were:

1. The invasion of the privacy of the home.
2. The indiscriminate interrogation of students who are neither suspects nor offenders concerning offenses committed both inside and outside the school precincts, related and unrelated to school activities.
3. The interrogation of students without the supervision or presence of school authorities or parents.
4. The establishment of a network of informers among junior high and elementary students.
5. The use of police officers, rather than trained school personnel, as disciplinarians.
6. The use of unprotected minors as a source for data regarding the activities and opinions of parents, neighbors, and other adults in the community.
7. The harassment of juveniles with a history of delinquency, through continual surveillance and frequent questioning, a harassment which has led to drop-outs.
8. The misuse of the educational process for police purposes.

Since there were federal funds involved, the Justice Department ruled that before a child can be interrogated, the child must be advised of the matter and that the conversation be voluntary. Parents must be notified and there must be a school official present during the conversation.

The same complaints have occurred both in Flint and in Minneapolis. The complaints now come especially from minority groups in Flint.

A pattern has become quite evident during the last few years in large cities where there has been increased drug traffic, robberies, and race conflicts in the schools. The pattern is that there has been much pressure put on the PSLO's to patrol halls, to maintain security and to solve crimes. PSLO's have been pressured to perform intelligence or investigative functions in the schools

or to serve as armed guards. It seems that the original notion of an officer helping a child has been lost to police expediency in most cases.

Most of the liaison programs started in Michigan during the early 1970's are very different from the investigative model. They represent, in effect, the third stage in the development of the Liaison Officer. The OCJP has funded many of these new programs and has insisted that the investigative role of the liaison officer be lessened and that the role of counselor, friend and resource person be emphasized. While it is the case that some of the current Police-School Liaison Programs are in fact investigative and intelligence gathering in nature, most of the programs have found that it is virtually impossible to be friend and foe at the same time. Those programs (Roseville, Sterling Heights, Wyoming, Cass County and Livonia, for example) which do not exhibit investigative roles are welcomed into schools by students, teachers, parents and administrators. Those who do investigate frequently find that their presence heightens the tensions which existed before they were called in.

The beginning of the third stage of PSLP's was formally introduced during a National Institute on Police and School Liaison Program sponsored by the National Conference of Christians and Jews in December 1971. The 185 participants, representing all sections of the nation, included police, educators, and high school students. Although unanimity was not achieved on any issue, broad areas of consensus did emerge. Police belong in the schools only if they are there to assist, counsel and help educate students. Police should not be used as school security guards, as surveillance or investigation agents, nor as school disciplinarians. Liaison officers

should be dressed in civilian attire most, but not all, of the time. If armed, PSLO's should wear the firearm as inconspicuously as possible.

Our own research during the Fall of 1974 led us to clearly conclude that the proposals put forth by the 1971 National Conference were correct and that the decision of the Michigan Office of Criminal Justice Programs to ask that programs that they funded should not be enforcement orientated was a good one. Without exception, effectiveness of Liaison Programs was directly related to each program's stand on enforcement in the school. Good programs did not, poor ones did.

One could use a number of models to describe the expected behavior for police officers assigned to school systems. To various degrees, the responsibilities and duties overlap between these models, yet it is possible to delineate positions based on the emphasis of the expectations of program personnel.

One model is that of the Youth Officer or the Juvenile Officer. In its pure form, youth officers function essentially as law enforcement officers. The Youth Officers are assigned the specific tasks of investigating any crimes occurring within and around the school. Youth officers would also investigate a crime committed outside the school system but involving students of the school. Further, the officers would also investigate crimes committed against a student. A youth officer may be involved in security tasks as well as investigative functions.

The following statement comes from the current Flint PSLP:

#### Role of the Police Liaison Officer.

Every junior and senior high school in Flint has a permanently assigned police liaison officer. These men, members of the Flint Police Department, are paid through city, school and Mott Foundation funds. All of the officers have served a number of years on the local force.

Their duties include the following:

- (1) Counseling and crime prevention: interpreting criminal law and penalties to youth, aborting suspected delinquent behavior; providing information on drug use and drug laws.
- (2) Criminal Investigation: investigating criminal acts in school and in the geographic area serviced by the school.
- (3) Detention and arrest; Persons in or on school property can be charged with law violation, placed under arrest and removed from the school by the liaison officer. The officer interprets violations of law for school personnel and recommends action in cases as loitering, trespassing and threats to commit bodily injury or property damage. School officials at Southwestern indicated that the judgement of the officer is routinely accepted.
- (4) Maintenance of Order: When fights or group confrontations occur, the police liaison officer assumes a major role in decisions relating to restoring order. This includes the direction of school staff as well as determinations regarding the need for additional police assistance.

Official Flint school policy stipulates that the building principal has the responsibility to make final decisions about the need for additional help. The principal may consult with the liaison officer and other persons. The principal also must make determinations and identify persons who are not in the building for legal or legitimate business. The administration may ask the liaison officer to arrest and/or remove a person from the building.

A second model is that of Resource Person. Resource officers

provide information, and do not engage in investigative or counseling activities. Their primary function is to describe and interpret various aspects of the legal system to the schools, as well as present programs on safety, crime prevention, and so forth. Their activities range from teaching an on-going course to classroom presentations. Elementary programs frequently fall into this category.

A third model is that of an Attitude-Change Agent. The primary function is to improve the image of the police among students. Activities under this model are varied. They would include such varied tasks as : Officer Friendly Program; Ride Along Program; Student Tour Program; and Adopt a Deputy Program.

A fourth model is that of Liaison Officer. Liaison officers are a combination of counselor, resource person, and educational aide. They are a resident friend to students, problem-solver, Ombudsman, and a liaison between schools, police, and other agencies. Activities would include:

- (1) Public appearances: The officer speaks and presents film or slide programs before numerous types of groups, i.e. P.T.A., service clubs, church fellowships, civic gatherings, youth clubs and civil rights groups. There is always an interplay of ideas at such gatherings and the officer is selling the idea of community service.
- (2) Parent contacts: Behavioral problems are often apparent in the school situation prior to the development of the more serious delinquent activity. The officer in the school, having knowledge of school problems in behavior, contacts the parents and together they work to eliminate any progression into serious delinquent

behavior. Most parents feel they should take an interest in their child; many do not know how to go about it. In a discussion with parents, many times an insight into their relationship to the children can be gained. This dissipates the age-old contest of parent versus school in control of the child. It likewise effects their attitudes toward anyone else in authority disciplining their children.

(3) Individual contacts: This is possibly the most effective means at the officer's disposal. He has contacts with many, many young people at every age level in the school. In projecting an image of the "good guy" he influences the attitudes of not only those students counseled with, but also their friends and family. Many popular falsehoods concerning laws and law enforcement officers are dispelled in this type of community relations.

(4) Liaison work with other interested agencies: This includes contacts with local police, juvenile courts, social agencies, mental health, other schools and private organizations. The officer gains an operational knowledge of each and learns to coordinate his efforts with these other agencies to better effect the treatment of the child. In displaying such an interest he indicates to these agencies that more than an apprehension and detention type interest is being taken by the police in dealing with juvenile delinquency.

There is little doubt that teachers have a definite effect in forming many of the attitudes of their students. The officer in aiding teachers with problem students improves the image of the police with the teacher. This, along with personally knowing a police officer, does much in long-range police community relations and as

any preventative program must be, this preventative program is long-ranged.

(5) Recreational participation: This type of interaction with youth breaks down many walls of resentment and this is taken into consideration in this program. Participation by the officer in organized athletics with the youngsters, builds a rapport which is carried over into their other contacts with those youths.

(6) Acting as an instructor before various school groups and classes presenting material appropriate for discussion: Often youth gets its ideas concerning the police function and the law from street corner gangs that are equally illinformed. Many times distorted, negative impressions, both of the laws, their meanings, and of the police officers who enforce them, are informed. Through these classroom discussions and the question and answer periods, the students gain a proper perspective.

(7) Acting as a counselor to students apart from, or in conjunction with, school personnel: Trained school counseling staffs are normally understaffed and overburdened. Many of the students are concerned about problems that are related to laws and their enforcement. Through the use of counseling teams made up of school administrators, counselors, health experts, police liaison officer, and others as appropriate, an open line of communication is formed to identify and treat the troubled student. Through the use of the above personnel and others, the work load of all is reduced and a more effective method of dealing with the student results. Often the principal, some other school official, or a parent will call upon the officer to contact and talk with a youth.

The officer need not wait until the student has committed some overt act of antisocial behavior. He can counsel with and attempt to turn the youth away from such action.

The models which assign a single category of behavioral expectations and obligations might be described as "single hat" approaches. In addition to these models, some programs expect a single officer to fulfill a variety of expectations. These programs might be described as "double hat" approaches.

Role expectations for some of the models are compatible. For example, a liaison officer can serve as a resource officer quite easily. However, some of the role expectations are not compatible. For example, some programs have expected an individual to serve both as a liaison officer and as a youth officer. This has usually resulted in role conflict on the part of the officer, and role ambiguity among students and staff. Where this has occurred the usual pattern is that the officer is frequently utilized as a kind of symbolic deterrent for problem behavior. Students then define the role of the officer as a law enforcer, rather than as a helper, counselor, confidant, or friend.

#### LONGITUDINAL STUDY OF THE IMPACT OF THE MICHIGAN STATE POLICE PSLP ON STUDENT ATTITUDES

In September 1966, the Michigan State Police began their involvement in Police-school liaison activities with the assignment of a PSLO to the Beecher School District near Flint. This program was modeled on the program operated by the Flint Police Department. By Fall of 1968, the project had expanded to school districts in the

Benton Harbor area, the Ypsilanti area, Muskegon area, and Saginaw area.

Originally, the Michigan State Police School Liaison Program was of the "double hat" variety. The PSL0 had roles of investigator, resource person, and attitude-change agent. He was to investigate crimes committed in or near the school, crimes committed by students in his school whether or not they occurred in the school, and crimes committed against a student. Further, the officer was to make various presentations both in the schools and in the community. Initially, the purpose of the program was couched in terms of crime prevention and community relations. As the program evolved, the model changed. The investigative function was curtailed, while the liaison function was amplified. (For complete description, see Davids, 1970; Weirman, 1970; and Bouma and Williams, 1971, 1972a, and 1972b.)

Based on the initial ideas, the Michigan State Police approached Bouma and Williams in 1968 to conduct an evaluation of the PSLP. Bouma and Williams were approached because of their earlier work dealing with adolescent's perceptions of the police. Thus, the evaluation was formulated to changes in pro-police attitudes.

Bouma and Williams (1971; 1972a; 1972b) evaluated the effectiveness of the PSL0 operating in the Reeths-Puffer School System near Muskegon and the PSL0 operating in the Bridgeport School System near Saginaw. Students in these two systems, plus the students in a control school, were studied first prior to the assignment of an officer in 1968 and again in Spring, 1970. The primary area of concern was the impact of the PSL0 on student attitudes toward the police. Based on these data, it was reported in 1970 that while there

was some deterioration of attitudes toward the police in the two target schools, it was not nearly as great as in the control school without a police-counselor program. Further, students, school officials, and community adults felt that the program was worthwhile and beneficial. This suggests that the major contribution of the police-liaison school program was the maintenance of the generally pro-police attitudes of youth.

The study revealed that most students in both schools were aware of the police-counselor program, and that the majority expressed approval. Male students reported slightly less favorable attitudes than corresponding female students in all three schools in both years. Generally, pro-police sentiments declined as grade level of students advanced. Willingness to cooperate with the police by reporting various offenses followed the same pattern.

Black students held the police in lower regard than did white students, both in 1968 and 1970. However, the difference between these two groups was less in 1970 than in 1968. Importantly, there was an increase in pro-police attitudes of black students during that time.

Students who had experienced prior negative police contact reported less-favorable attitudes than other students. However, in Reeths-Puffer, there was no increase in negative attitudes in the police contact group from 1968 to 1970. Those students who regularly attended church held more favorable images of the police than those who were not regular attenders.

Perceptions of police fairness in dealing with various racial, ethnic, socio-economic, and religious groups were quite similar in

all three schools in 1968. After a year of the program, the attitudes in the target schools remained basically the same. However, in the control school, attitudes toward police fairness were less favorable.

Students in all three schools were less willing to cooperate with police by reporting offenses in 1970 than in 1968. However, the decline in willingness to cooperate was greater in the control school than in the program schools. Willingness to report offenses increased with the severity of the offense, and decreased with an increase in familiarity between respondent and hypothetical offender.

The vast majority of students in all three schools in both years felt that criminals usually get caught. Students apparently have great faith in the criminal-catching competence of the police, in spite of published evidence to the contrary.

The major finding--while there was some deterioration of attitudes toward the police in the target schools, the deterioration of attitudes in the control school without a PSL0 was even greater--was supported by the data and was a warranted conclusion in 1970. It now appears that this conclusion suffered from "tunnel vision".

Students in these school systems were again studied during the Spring, 1973 and during Spring, 1974. Students who had entered the seventh grade in the Fall, 1968, had graduated from the twelfth grade in the Spring, 1974. An examination of the attitudes of these students over time and a comparison of their perceptions with those of other students indicate that the PSLP, in general, had little or no influence, either positive or negative, on student's attitudes toward the police compared with students in the control school.

The mean scale scores for each of the three school districts by grade, sex, and year are reported in Appendix H. Tables H:1 and H:2 allow a comparison of attitudes for students in a given grade over time and for comparison of students in different grades. These tables also allow the tracing of a particular grade cohort from the seventh grade through the twelfth grade.

The following conclusions can be drawn from these two tables: First, student attitudes toward the police are not negative. In fact, the data indicate that there is a strong measure of support for police and police functions. Only five mean scale scores out of a total of 330 means fall below the middle score of 12. The other 225 means indicate moderately high pro-police attitudes. Second, the mean scores indicate that attitudes became slightly less favorable over time. Seventh grade students reported more favorable attitudes in 1968 than did seventh grade students in 1974. This pattern is consistent for the other grades. Third, students in the higher grades report slightly less favorable attitudes toward the police than do those students in the lower grades. This pattern is fairly consistent in each of the schools and for each of the survey years. Fourth, male students report slightly less favorable attitudes toward the police than do corresponding female students. Fifth, the comparisons of mean scores of Phase I seventh graders, Phase II eighth graders, Phase III eleventh graders, and Phase IV twelfth graders (samples drawn from the same general cohort population) suggest that the changes in mean values are consistent with the change over time and the change over grade. The patterns are similar in both the control schools and the target schools.

These data would indicate that the PSLO's had little perceptible influence on the students' attitudes toward the police.

As stated earlier, this project was originally conceived as an "image-changing" project. In that regard it was similar to several in-state and out-of-state PSLP's. The 1970 evaluation (Bouma and Williams) focused almost exclusively on this component--attitude change. In this area, it appears that the program was not a success.

The lack of influence on student attitudes, however, should not be interpreted as a wholesale repudiation of the Michigan State Police program. On the contrary, we would rank this program as one of the better PSLP's in the state.

The problem is, of course, that as the Michigan State Police program moved from the investigative and image changing model to the liaison model (as described earlier) during the early 1970's, they did not, nor did the outside evaluators, keep the appropriate data which would indicate if the liaison model was successful. All that our attitude research (1968-1974) has shown is that maintenance of higher pro-police attitudes in the schools did not occur compared to the control school.

During the site visits in 1970, 1973 and 1974, we picked up evidence, by conversation and other rudimentary reports, which indicated that much of the PSLO's time was being spent with counseling pre-delinquent and first-time offenders, parents, referrals to social agencies, liaison between the school and local police agencies, and classroom presentations. All three times we talked to teachers, students, administrators, the liaison officer and other policemen. It was quite clear that the officers were effective in what they

were doing as liaison officers. But no systematic data was kept which can now be presented. To substantiate this contention we also spent several hours in 1973 with all six State Police Liaison Officers and asked them about their role. A partial transcript is presented in appendix D. The six officers were, in our opinion, among the most impressive liaison officers which we met during the last four years. We can not prove that, however.

#### EVALUATIONS -- PAST AND FUTURE

That evaluations of Police-School Liaison Programs have been unsatisfactory in the past is a fact that everyone involved with the programs readily agrees to. This is true for PSLP's in all three stages of their development. However, the state of the art of evaluation research has at least developed enough so that on-going and future programs can be judged with much more accuracy. This section will describe what has been done and what could be implemented rather easily.

The major problem in trying to assess the effectiveness and efficiency of Police-School Liaison Programs is that the goals and objectives of most project proposals and programs themselves have been so vague and general as to be almost meaningless. This is true for programs based on the Flint model and for those based on the non-enforcement model. The difficulty with vague goals and objectives is 1) that they can never be precisely measured and 2) that the officer who works in the program has little or no guidance. As we visited both O.C.J.P. funded programs and non-O.C.J.P. funded programs during the Fall of 1974, it was evident in most, if not

all, of the programs that officers were designing their programs with little attention paid to funding and/or organization guidelines. It ought surprise no one therefore, that programs have been hard pressed to show evidence of programmatic success. We were in fact surprised and pleased that about half of the programs were, in our opinion, doing a good job. All of the programs which were effective could have easily been collecting data which would show success. Few if any were.

There has been great discussion and disagreement on two other issues. First, is the object of the PSLP's to change attitudes, behavior, or a combination of both? Second, at which level--elementary, junior high and/or senior high--should the program be located?

The confusion about attitudes vs. behavior is still widespread. For example, the program officers in the state office of the Office of Criminal Justice Programs were quite clear in their position that their primary interest in liaison programs was not in trying to change attitudes (they were skeptical if it could be done successfully) but to effect behavioral changes in both the police toward youth and youth toward the police. The best indicator of the position at the state level is the "Standard School Liaison Project Evaluation" form (see appendix B), now required of all projects that the OCJP is funding. This form, developed in 1973 and 1974, asks for information about 22 activities carried out by the officer each quarter. None of these 22 items asks for evidence of attitude change. Instead, most of the items required to complete the form indicate information about counseling and referrals, and

the subsequent success of these encounters.

However, as we visited PSLP programs in the state, it was clear from talking to liaison officers and administrators that much, and frequently most, of the time was spent in trying to change attitudes. Interestingly, the only persons interviewed who did not talk about the need for attitude change were the students. They saw the need for a resource person, friend, and counselor-ombudsman. In our opinion, the better the program was, the more the officers and students were in tune with each other. Trust relationships and working relationships came, we believe, but only after the officer had "proven himself" and successful action had taken place with a concern. In those programs which were enforcement oriented, the only thing accomplished was intelligence gathering and providing a security force.

The grade level of the student should have much to do with the question of dealing with attitudes and/or behavior. Most liaison officers knew that the students at the elementary level were enthusiastic about policemen and that this enthusiasm was tempered at the junior high level and that at the senior high level a small group of students were antagonistic toward the police and many more were skeptical about the police (as well as about teachers, parents, and other adults in authority positions). This ought surprise no one since research (Hess and Torney, 1967) on political socialization for the last two decades has indicated that this was the normal American socialization pattern.

The problem arises when PSLP's have committed themselves to changing attitudes. Most of them attempt to reach kids when they

have pro-police attitudes (K-8 grades) in order to maintain that pro-police image. Consequently, they spend most of their time in the elementary school and in the junior high, and only a little time is spent in the senior high. By locking themselves into the attitude-change model, they lose, in our opinion, much of the opportunity to be a true liaison officer between students, schools, and the police. For just at the point when many students question some police practices and/or are in trouble themselves (including tickets), the officer in this model is no longer there to provide liaison service.

We believe, after observing some 15 programs in action over the last six years, that the most effective course of action for PSLP's is a combination of trying to promote positive attitudes at the early grades (K-7) and to work as resource person, counselor, friend and ombudsman at the upper grades (8-12). We stress this notion here because if PSLP's follow this model, then that is how they must be evaluated. In other words, the evaluator should evaluate performance objectives dealing with attitude formation in the early grades and he should evaluate performance objectives dealing with resource materials, counseling and ombudsmanship in the upper grades.

The need for precise performance objectives again is clear. Funding agencies, including local police departments and school systems, have the right and obligation to know exactly what is proposed and afterward what has been accomplished. If a program wishes to be a security force, appropriate objectives can be written and can be measured. If a program only wants to change attitudes, such objectives can be written and measured. And if a program wishes to

follow the liaison model proposed above, appropriate objectives can be written and measured.

#### Past Evaluations

The only long-term longitudinal evaluation that presently exists is the one done by the authors on the Michigan State Police Liaison Program (discussed elsewhere in this report). Even that evaluation is incomplete because neither the researchers nor the program staff paid enough attention to the needed program shift from elementary to junior high to senior high. Second, not enough attention was paid to the model change over time in the evaluation process. Third, the research suffers from being oriented too much to attitude change. We did begin in 1973 and 1974 to obtain other data which help put the program's output in perspective.

Most programs made no effort to evaluate either attitude change or behavioral change. Some programs had only asked for support letters from building principals and others. Many just "knew in their heart" that their program was the best around. The research that we examined on the programs was short term and incomplete. The attitudinal surveys conducted by program people suffered serious sampling errors.

Most of the programs were run by police departments. Yet few programs have even begun to try to measure the effect of the program on the police department itself.

#### Future Evaluations

It is our position that general knowledge about PSLP's is widespread enough that present and future programs can give much evaluative data with only a moderate amount of effort. It is

crucial to do so for two reasons. First, funding sources will demand good feedback, as they should. Second, the people in each program need regular feedback so that the process of self-evaluation and program modification becomes an integral part of the program.

Therefore, we present the following steps which can be taken, some by program personnel and the others by outside evaluators.

A. Here are the evaluative steps which must be taken by PSLP personnel--

- 1) Write clear, precise performance objectives for the program so that all interested parties - police, students, teachers, counselors, administrators, funding agencies, and parents - know exactly what the scope and methods of the program are.
- 2) Do a close review of these objectives at least quarterly.
- 3) Review these quarterly assessments with the several interested parties.
- 4) Do follow-up progress reports on people who have been individually counseled or otherwise helped.
- 5) Check with social agencies on outcomes of referrals.

B. Here are the evaluation steps which might be taken by outside evaluators--

- 1) Review and examine the evaluation steps taken by PSLP personnel.
- 2) Interview independently (from a sample of students, counselors, administrators and possibly teachers and parents) the evaluative steps taken by PSLP personnel.
- 3) Set up pre and post attitudinal and/or behavioral research designs to test specific performance objectives in a longitudinal design.

- 4) Do a cost-benefit analysis of the program.
- 5) Do a content and style analysis of classroom presentations by PSLP's.
- 6) Create a research design to determine the impact of PSLP's on police departments.

#### CONCLUSIONS

- 1) After reviewing the several sources of data available to us, we conclude that a workable model for Police-School Liaison Programs does exist. This model would be patterned after the statement of the National Institute on Police and School Liaison Programs (see appendix A). About half of the programs funded by the Office of Criminal Justice Programs basically follow this model.
- 2) No program can be adequately evaluated until both program personnel and evaluators have adequate performance objectives to work with.
- 3) Most programs have not adequately clarified the model under which their program is operated. Further, no program has distinguished adequately the different kinds of activities needed at specific grade levels. Thus all programs could be greatly strengthened if performance objectives were clearly stated. These objectives would have to precisely define the type of activity which would be undertaken at specified grade levels.
- 4) We found that programs which were mostly enforcement oriented were not effective as liaison programs. There was obvious hostility among officers, students, teachers, counselors, and sometimes citizens. It seems to us that if a school needs a security force, they should call it that and should not call it a liaison program.

That inevitably leads to confusion and mistrust.

5) School systems in larger cities have opted for police in the schools used as a security force. They cite reasons of assaults, robberies, race conflicts and protection of property. We consider it unfortunate that in these large school systems students are deprived of the services of liaison officers. We believe that the strongest need for liaison officers in their non-enforcement role is in large cities such as Detroit, Flint, Grand Rapids, etc. A good liaison officer can divert youth from the courts and from prison. It is certainly not inconceivable that two officers could be in one building, one as a youth officer and the other as a PSLO. As long as the officers did not try to confuse the roles, students and administrators would not either.

6) With few exceptions, we found that liaison officers have experienced considerable pressure to convert their programs into intelligence activities. This is especially true in programs which have been successful liaison programs for a number of years. This seems to happen because students tend to confide more in those officers defined as good counselors and good listeners than in those officers known or expected to be a "narc". While a good liaison officer is trying to solve a problem with a student, the student frequently gives out information which incriminates himself/herself or someone else. There are serious legal and professional problems involved in this issue. The most hostile public criticisms have been directed toward those programs in which the officer has attempted to wear a double hat. Further, questions concerning the civil rights of students have most often occurred in "double hat" programs.

In addition, the greatest degree of role ambiguity has occurred with the double hat model. Officers have experienced confusion as to appropriate behaviors, and this confusion has been shared by others. It seems that the liaison and the enforcement functions are incompatible. We conclude that intelligence obligations will destroy a liaison program. This conclusion was shared by some of the sharpest PSLO's and program supervisors, as well as students. A liaison model is clearly possible if appropriate restraints are agreed on and complied to by all officers and supervisors.

7) Programs which only attempt to change attitudes in the general student body will probably not be able to show success in the long run, especially at the high school level. They may be able to show success if they work with limited numbers of students on an intensive basis or if they are only concerned with short term attitudinal change.

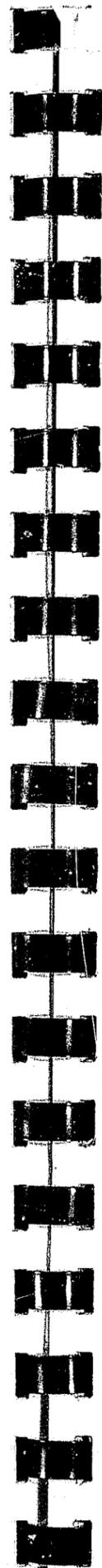
8) One part of liaison programs is classroom presentations. Unfortunately, many officers are uneasy in these situations and many present misleading information especially in the area of drug use and abuse. These difficulties can be overcome, but someone either in the schools or in the police department must assist officers who were not trained to be teachers.

9) As we talked to non-liaison officers in police departments, two things stood out. First, many officers dislike and/or misunderstand youth. Second, there is virtually no positive interaction between most policemen and youth. We believe it is essential that more effort be put into either bringing non-liaison policemen to schools on a "friendly" visit, or have youth, especially those in trouble and

those with poor images of the police, visit the police on their turf. The programs who had this built in had very impressive results. It is the liaison officer who should bridge this gap.

10) Lastly, we were impressed with about half of the programs which we visited. Inevitably, everyone connected with these programs were equally enthused. Much of the success for these programs came from the hard work, sensitivity, and all-around excellence of the liaison officers themselves. As has been previously stated, these programs suffered from inadequate objectives and incomplete models along with the rest of the programs. But the good programs excelled because of the personnel involved.

We strongly believe that Police-School Liaison Programs have reached the stage in their evolution where the sloppiness of the past in terms of program design, supervision and evaluation can no longer be tolerated. Adequate data can be collected if the model is clearly understood and put into action.



APPENDIX A

STATEMENT FROM NATIONAL INSTITUTE ON POLICE AND SCHOOL LIAISON PROGRAMS

DO THE POLICE BELONG IN THE SCHOOLS?

Under These Conditions --- Yes

A National Institute on Police and School Liaison Programs was convened under the sponsorship of the National Conference of Christians and Jews in Atlantic City, New Jersey, December 5 thru 8, 1971.

The participants in the Institute came from seventeen states and the District of Columbia. They represented all sections of the nation, from the East Coast to California and from New England to the deep South. The participants were Police, Educators, and High School students plus a few additional persons who represented both public and private human relations agencies. A total of 185 persons took part in the deliberations of this conference.

The following is a resume of the basic agreements hammered out in over 4600 man-hours of deliberation in plenary sessions, task forces, and caucuses. Needless to say, unanimity was not achieved on any issue, but broad areas of concensus did emerge. This report seeks to summarize and correlate the recommendations of the concensus of the ten task force groups.

It was agreed, as a matter of principle, that the police do not belong in the schools. Their presence, as a practical matter, in the schools in this generation is viewed as indicative of the failure of the society at large to fulfill its primary obligations to its younger citizens.

Since the police are in many schools throughout the nation, in a variety of role functions, this Institute turned its attention to ways in which their presence could be most creatively and constructively utilized.

It was agreed that police should not be utilized as security guards, except in the most extreme emergency situations. The police should not be viewed as the first line of defense against disorder, but rather should be called only as a last resort after all other methods of resolution of the difficulty have failed. And, the police as an enforcement agency should be removed from the school premises as quickly as possible after the emergency has abated. Their continued presence not only inhibits the educational process, but also tends to exacerbate the tensions which they have been called in to control.

On the other hand, the police would be welcomed into the schools by both students and administrators as School Liaison Officers in an educational and counselling role. It was recommended that all High Schools seek to implement a School

Liaison Officer program.

The Liaison Officer should be an authorized sworn member of the major Law Enforcement agency operating in the jurisdiction in which the High School is located. He would be assigned full-time to working with students, in cooperation with school authorities, under the command of either the Juvenile Bureau or the Community Relations Bureau of his department.

The Liaison Officer would not be in the school as an enforcer. It was agreed that if a violation of the law occurred within his immediate view it would be necessary for him to take appropriate lawful action. If, however, violations were to occur elsewhere it would be preferable for the school authorities to determine in consultation with him the proper referral of the situation. If it is a matter which can be dealt with on a discretionary basis by the officer, then he should do so. If it is a matter which requires arrest, then other police should be called in to do so. While it is always understood that the Liaison Officer is a police officer, care should be taken that his relationships with the students not be jeopardized by giving them reason to believe that his role in their school is one of surveillance and enforcement.

Neither should the Liaison Officer be called upon to take over the responsibility for maintaining discipline in the school. This task is the primary responsibility of the administration and the students themselves. Principals and teachers should not abdicate their responsibilities for order maintenance by calling on the Liaison Officer to enforce school policies and regulations. To do so would be to reinforce the already too prevalent image of the police as a repressive rather than a helpful resource.

Participants in the Institute gave much thought to the matter of the visual image of the Liaison Officer in the school. It was finally agreed that it would be preferable if he wore civilian attire while working in the school. Many police officers felt that he should be in uniform. The compromise solution was that Liaison Officer should periodically, perhaps once a week, wear his uniform so that his identity as a policeman not be lost. At all other times, most agreed that a civilian sports blazer with an identifying pocket patch would be sufficient.

Also, there was considerable discussion about whether or not the Liaison Officer should be armed. It was agreed that if law or departmental policy required the wearing of sidearms, the gun could be visible when the uniform was worn, but should be as inconspicuous as possible when civilian attire was worn. If possible, the students and many of the

police, believed that the weapon should be locked in his office during his period of duty on school property.

The role of the Liaison Officer was defined in three areas. He was visualized as a counsellor, resource person, and educational aide.

It was felt by police, students, and educators alike that the liaison Officer could fulfill an important task as a resident friend, counsellor, and listener to youth with personal problems which they could bring to him. This role was defined by some as an Ombudsman who could assist students in a variety of ways with problems that concerned them.

This role should not be carried on in competition with the authorized Guidance Counsellors in the school. Everything should be done in close cooperation with them. It was felt, however, that most Guidance Counsellors are so overburdened with testing, curricula adjustment, and long range planning for student welfare that they do not have the time to deal with the kinds of daily personal matters which the students might take to the Liaison Officer.

The second role is that of resource and referral. The Liaison Officer should be intimately acquainted with the kinds of help that are available on the local level to young people with special problems. A major part of his helping function would be to get young people in contact with the resources that can aid them in matters which are beyond his depth to solve.

Frequently, this will involve a "shared client" relationship with the School Counsellor.

Thirdly, the Institute recommended that the Liaison Officer serve an educational function by assisting in the creation and implementation of courses of study designed to acquaint students with the American system of justice and the ways in which it operates on the local level and touches their lives.

Such courses should be given for credit, but be electives. They should utilize a wide range of community resources with as much student participation as feasible. Emphasis should be on group-process techniques and the lecture method should be utilized as little as possible.

If a Liaison Officer is to fulfill this kind of role in the school, what should be the qualifications of the person in the job?

It was agreed by the Institute participants, that (a) the Liaison Officer should have at least two years of college

training or the equivalent experience; (b) he should be a volunteer for the job, for only a man who really wants this kind of responsibility is qualified to handle it; (c) he should receive specialized training both before and during the assignment, with emphasis on adolescent psychology.

It was further decided that prior to his assignment, the students should be given a voice in the selection of the officer to work in their school.

It was recommended that wherever feasible, it would be better if the Liaison Officer was a resident of the community in which the school was situated. The students, however, indicated that they were more interested in the attitude that a man brought to his assignment than they were about where he lived. "We don't want a cop in the school, we want a friend. And if he's a friend we don't care where he grew up," was the way one young man stated it.

It was agreed that the Liaison Officer should have an office in the school and be available to the students on a daily basis.

It was agreed that he should be considered a part of the educational team and be included in all faculty conferences and consultations.

It was emphasized that beyond his regular duty in the school building he should be involved in extra-curricular and community affairs, including regular meetings with parents (individually as needed and in groups).

All three interest-segments in this Institute, i.e., police, students, and educators, agreed that a School Liaison Program should not be entered into without adequate advance planning and delineation of goals and roles. Matters of student rights, educational prerogatives, and police responsibilities (and/or any mix of those three) must be understood by all participants in advance. All three should be involved in establishing guidelines under which the program will operate before it is made functional.

An additional concern expressed by many participants (cutting across police-youth-educator lines) was that the best School-Police Liaison Program in the world would be worthless is the students' experience with the police outside the school contradicted the trust relationship established by the program. It was recommended, therefore, that all police working in the district in which the school is located be required to make periodic visits to the school where, under the aegis of the Liaison Officer, they would be involved in "rap" sessions with the students. This, it was felt, would serve a beneficial purpose for all involved.

The 185 members of the National Institute on Police and School Liaison Programs commend these ideas to your attention. We pledge our support to bridge the gap between Police and Youth today. We plead for your cooperation in helping us to achieve our goal.

APPENDIX B

OFFICE OF CRIMINAL JUSTICE PROGRAM

"STANDARD SCHOOL LIAISON PROJECT EVALUATION"

OFFICE OF CRIMINAL JUSTICE PROGRAMS

Standard School Liaison Project Evaluation

First Quarter  
Second Quarter  
Third Quarter  
Fourth Quarter

Subgrantee \_\_\_\_\_

Control No. \_\_\_\_\_

Quarterly data covers period from \_\_\_\_\_ 19\_\_ to \_\_\_\_\_ 19\_\_.

This report is to be submitted with each quarterly report.

Quarter      Year to Date

1. Number classroom presentations
2. Number students instructed
3. Number teachers instructed
4. Number of hours spent in classroom
5. Number of students in guidance program
6. Detail information on students in guidance program
  - a. Number with no police contact
  - b. Number with no suspension record
  - c. Number of previous police contact only
  - d. Number of previous police contact and suspension
  - e. Number with previous suspension record and with no police contact
  - f. Number previously adjudicated - probation
  - g. Number previously adjudicated and institutionalized
  - h. Number suspended during project
  - i. Number having police contact during project
  - j. Number petitioned during project
7. Number of parents counseled
8. Number of school counselor contacts regarding individual students
9. Number of student referrals to outside agencies
10. Number of hours spent doing guidance
11. Number after school activities attended
  - a. Number disturbances
  - b. Number of disturbances settled by Liaison officers
12. Number of hours spent after school activities
13. Number of hours spent doing school security
14. Number of contacts with teachers relative to project

- |   | Quarter      | Year to Date      |
|---|--------------|-------------------|
| 15. Number of contacts with school administrators relative to project |              |                   |
| 16. Number of investigations  |              |                   |
| 17. Number of hours spent investigating                               |              |                   |
|   | Year to Date | Last Year to Date |
| 18. Number of school disturbances                                     |              |                   |
| 19. Number of larcenies in school building                            |              |                   |
| 20. Number of school burglaries                                       |              |                   |
| 21. Number of malicious destruction of property incidents in school   |              |                   |
| 22. Juvenile arrests in city  |              |                   |

APPENDIX C  
SELECTED CHARACTERISTICS OF OCJP FUNDED PROGRAMS

1. You may add any items you think are important
2. In addition to this report, you will report the results of your survey and compare the previous years results with the current. This will be reported with the 4th quarterly report and final evaluation.

Table C

## SELECTED CHARACTERISTICS OF OCJP FUNDED PROGRAMS AS OF FALL 1974

	Clinton Twp.	Shelby Twp.	Benton Harbor.	Genesee Co.	Charlevoix
Location	suburb of Detroit	suburb of Detroit	Southern lower W. Mich.	Flint Area	North West Lower Mich.
Date of Program Initiation	7-73	9-73	10-71	9-73	2-73
Program Termination	Final OCJP funds. Cont. uncertain	Final OCJP funds. Unlikely to continue.	Project terminated 8-73.	Final OCJP funds. Unlikely to continue	
OCJP Cost 1st year	\$31,841	\$15,584	\$12,480 (funded initially by Model Cities)	\$77,530	\$23,050
OCJP Cost 2nd year	\$39,087	\$16,791		69,922	
Number of PSLO's	2	1	1	4	2
Sex of PSLO's	Both male	Male	Male	One female Three males	One female One male
Race of PSLO's	One black One white	White	Black	One black Three white	Both white
Approx. Age of PSLO's	32	30	25	20 to 30	20's
Formal Ed. of PSLO's	Some College	Some College	Bachelor's Degree	1- Bachelor + Others- some college	Both- Bachelor + Teacher certificates
Police Experience	7 years	Approx. 5 years	Approx. 4 years	3- less than a year 1- 6 years	1- None 2- 3 years
PSLO Training in Flint, Mich.	yes	yes	yes	yes	

-4-

Table C

## SELECTED CHARACTERISTICS OF OCJP FUNDED PROGRAMS AS OF FALL 1974

	Roseville	Wyoming	Sterling Hts.	Livonia	Cass Co.	Kent Co.
Location	suburb of Detroit	suburb of Gr. Rapids	suburb of Detroit	suburb of Detroit	Rural Co. in S.W. Mich.	Grand Rapids Area
Date of Program Initiation	4-73	1-72	1-73	9-72	9-73	9-71
Program Termination	Final OCJP funds. Likely to cont. with local funds.	On going with local funds.	Final OCJP funds. Likely to cont. with local funds.	On going with local funds.	Final OCJP funds. Likely to cont. with local funds.	Project terminated. Occasional school visits.
OCJP Cost 1st year	\$27,568	\$81,495	\$59,000	\$26,428	\$12,915	\$51,300
OCJP Cost 2nd year	\$36,873	\$72,640	\$64,067	\$33,700	\$15,732	\$75,050
Number of PSLO's	2	6	4 plus 1 supervisor	1	1	5 plus 1 supervisor
Sex of PSLO's	All male	5 Male 1 Female	All male	Male	Male	2 Females 4 Males
Race of PSLO's	All white	All white	All white	White	White	All white
Approx. Age of PSLO's	30&45	Original in 20's newer in their 40's	20-30's	35	45	20's&30's
Formal Ed. of PSLO's	Some college	3 with bachelor 2 with Associates 1-some college	1 with bachelors others- some college	Some College	Associates degree plus	All officers have at least an Associates Degree
Police Experience	1st- 15 yrs. 2nd- 8 yrs.	3- no exper. 3 with 10 to 12 yrs. exper.	1- less than a year Others- Approx. 5 years	9 years	15 years	7 years to 17 years
PSLO Training in Flint, Mich.	yes	2 with training	yes	yes	yes	2 with training

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APPENDIX D

PARTIAL SUMMARY OF INTERVIEWS WITH SIX MICHIGAN STATE  
POLICE LIAISON OFFICERS

Researcher: One of the things we asked both the kids and the parents is, "What do you think an officer does?" We don't have from you what the role is.

Officer 1: When we first started out, the guy we had there was a real hard worker and spent a lot of time in the program. He spent a lot of his time doing individual counseling and criminal investigation. The next guy that came in did almost nothing but criminal investigation. In fact, there were a large number of people within the school district who didn't even know he was there.

Using school personnel and students he used information that came to him through the schools. The information was not only on crimes committed in and around the schools, but also throughout the community. He was using the school as a source of information for investigative purposes. So when I arrived, there were some people who hadn't had any programs in their buildings or in their schools for a long time. Other people were of the attitude that my job was to investigate crimes and take care of any criminal matters which came up in school. I didn't feel that that was my job. I spent my first year changing people's minds. The first half year that I was there, I tried to get across to people that I wasn't there to investigate crimes. But I wasn't completely successful in that. Now I find that most of my job is involved in presenting programs, explaining what a police officer does, why he does it, familiarizing the students as well as the staff at the school with the kinds of things we do, and trying to give them some philosophical and historical background on various laws. That is one part.

Another part is probably around 40% of what I do. I work with individual students who are having problems. It may start out as just a behavioral problem. Maybe they are involved in some minor criminal problem in or out of school. I get together with a number of different committees that we have in our district and try to plan some kind of a program to keep the kid in school,

keep him out of trouble, and solve whatever underlying thing that led to his behavior problem. Those are the main areas that I find myself working in. I spend about 50% of my time in elementary schools and at six elementary buildings. Probably 25% in the junior high, and the rest of the time at the high school.

I have an office at the junior high. I get excellent response from the elementary schools in the area of community relations, programs, and counseling some of the kids who have problems. I get excellent response at the junior high in working with problem youngsters and assisting them if there is a criminal problem involved. I don't get very many requests for program talks on the junior high level. One problem that I've never been able to overcome at the high school is the fact that one of the guys who was there before me arrested two or three teachers on morals charges, drug charges and things like that. There's a hold-over attitude, even though personally I've been able to overcome this with some individuals.

Researcher: If you were to use a term to describe what you do, what term would you use in the elementary and in the junior high?

Officer 1: The elementary would be a resource person first and a counselor second. At the junior high, it would be the other way around.

Researcher: What about the community at large?

Officer 1: My involvement in the community is generally with groups like P.T.A. groups, school related organizations, and the community recreation program.

Researcher: What about other agencies? What sorts of programs are you having with the other agencies, such as police departments?

Officer 1: The Sheriff's Department services the area as well as the State Police. We have an excellent working relationship. Sometimes the school calls the state police if an emergency situation arises and sometimes they call the Sheriff's Department, and there is a free exchange of ideas and information. In the case of my school and a kid from my school, they call me and say, what would you suggest we do? And if I find out that one of the kids from my school has been arrested or picked up for something, I can call the local police. I can say, "O.K., I know this kid and my suggestion is that rather than refer him to court, refer him back to such and such a place where he is already sponsored or being counseled for this or that problem."

Researcher: How about the other social service agencies?

Officer 1: The same way. In three years I think I've only referred three kids to the Probate Court myself. The rest of my referrals have been to the local child guidance clinic, Catholic Family Services, Child Protection Services, all the agencies that are available within the community. I can get much faster action, even though it's not mandatory and there's no court enforcement behind it to force people to go. I can get good cooperation from the agencies and from the people involved.

Researcher: When you interpret your counseling role, how are most of your contacts made with these students?

Officer 1: A lot of it is referral cases from teachers or administrators. They have kids showing problems in the classroom and we have a pretty good system of what we call helping teachers or teacher consultants from local industries. They identify kids as having emotional problems or social problems or adjustment problems at the school. Sometimes they feel that this problem is spreading outside the school, or that the behavior in school is approaching

something that is either criminal or dangerous to the other kids. At that point, I usually get involved in trying to help make a decision on where we should go with the problem. Some of it started out because the school staff wanted me to refer kids to Probate Court. That's how I officially got involved in the counseling process. As soon as I didn't recommend that, we tried to use other agencies.

Officer 2: There are four police agencies that serve my school district. These four police agencies are dramatically different. They are different in how they respond to any given situation, a small kind or massive kind. They are different in how they work from day to day. They differ as to what their priorities are. I try to relate these four agencies. I had the feeling when I arrived there that they were glad that I was there so they could forget about the school system. There was no way that I could see that I could take over the responsibilities of all four police agencies in that school system. I immediately set about to provide no police service to the school system.

There appears to be a gigantic chasm of misunderstanding between social service agencies and police agencies. My first initial feeling is that social service workers think the police should be abolished, and the policemen would agree that social service should be.

I try to relate to this whole area: schools, students, teachers. By the way in my first year here, I found that teachers do not understand police services. Counselors certainly do not, and administrators definitely do not understand how police agencies can serve them. I think because my predecessor did a lot of investigation and since I've told them that I'm not going to do any, they still demand that I do investigative services. I think they would like to trust me rather than to trust whatever policeman might arrive. Whenever there is an investigation I try to get in the middle between the police department and the school. Whoever happens to request the police service,

counselor, a building administrator, or even a school board member, I try to relate to that person. I try to relate both to the police agency and to the school. I try to explain to the whole school structure, students, teachers, and counselors, both the adult and the juvenile justice system. I also try to relate the school system to the police agencies that serve the school.

Researcher: If you were to go into a new school system to sell liaison programs, what would be some of the points you would use to sell it?

Officer 2: I have been invited to explain my program to a number of schools, usually at school administrators meetings consisting of building principals. I learned early that I met with a lot of hostility. I think I had to explain primarily what the policeman probably would not try to do. I would not try to spy on the administrators and check their accounts. Nor would I be a spy for the administration, or be a disciplinarian. I would tell them that I wouldn't intimidate them and their teachers and threaten them. I had to probably respond more to what I wouldn't do than to the positive things that I probably could accomplish for them, whatever their problems for that particular area would be.

Building administrators have a definite misunderstanding of what police service is all about to begin with. So I try to clear up as much of that as I can. I then try to point out some of the positive things that the liaison officer might be used to accomplish in their areas. I keep it broad enough that it might fit whatever they might have. I would tell them of some of the needs, communication of students, teachers, counselors, administrators, and school board members with police agencies; also the definite need of cooperation and understanding between police services and social services with the schools. I would tell them that many agencies duplicate services and have conflicting attitudes. I would tell them that I would aim most of my involvement in the el-

ementary system to reinforce positive attitudes. I would tell them I would spend a small amount of time in the junior high level and probably that is where the liaison office should be kept. Then I would tell them why. I'd tell them probably that I would arrange for being a resource to high school counselors and high school teachers on an appointment type level on programs.

Researcher: Do you normally wear your uniform?

Officer 2: About three days a week. I try to program elementary schools about three days a week, and those days I don't like to run back and change too many times. But I try to wear plainclothes on Mondays and Fridays. The uniform does make a difference though. When I go to the high school and just wander through the halls in plain clothes, usually two or three kids will come up to me and ask if they can talk to me about this or that. When I am in uniform they won't. They'll come up and socialize but they won't come to me with information or with their problems. So I generally go to the high school and the junior high in regular clothes and wear my uniform to the elementary. They recognize me either way.

Researcher: How do other officers see you?

Officer 3: They can see that not only am I a "kiddie cop" in the school, but that I know how to be a policeman on the street too. This has developed, I think, a certain amount of respect on their part for the fact that I can do either. I too have gone to an awful lot of the social functions. I think it's necessary. Other officers have got to see that I still feel as if I'm one of the guys. I think that I've changed my attitude about social functions. I now see those as work, but I dare not describe it as a type of work.

Researcher: Do you think that as liaison officers, you are spending more time and effort than you would be if you were a regular road trooper?

Officer 4: In fact, I would say that, regarding time and effort, I've got a ten or eleven hour day on a regular basis. Not only must we keep up the troop contact, but at the same time, you've got to facilitate the teacher contact. And so you've got a two-fold camp.

APPENDIX E

SUMMARY OF RESPONSES--REETHS-PUFFER SCHOOLS

SUMMARY OF RESPONSES  
(In Percentages)  
Reeths-Puffer Schools  
(Target School)

QUESTION ITEM	N=	Grades 7,8,9				Grades 10,11,12			
		1968 (281)	1970 (291)	1973 (314)	1974 (239)	1968 (100)	1970 (307)	1973 (232)	1974 (240)
A. GENERAL FEELINGS ABOUT THE POLICE									
1. Do you think that policemen are pretty nice guys?	Yes	75	74	61	65	78	67	63	57
	No	9	4	11	11	5	7	8	13
	Not sure	16	22	26	23	17	24	28	29
2. Do you think that the police are mean?	Yes	10	7	14	12	7	8	7	13
	No	71	71	60	56	76	69	66	56
	Not sure	19	21	25	31	17	23	25	30
3. Do you think that being a policeman is a good job for an intelligent guy?	Yes	64	55	52	51	53	59	59	52
	No	22	23	23	23	20	22	20	26
	Not sure	14	21	25	26	27	18	19	22
4. Would you like to be a policeman when you grow up?	Yes	10	7	14	10	10	8	14	11
	No	71	77	64	69	70	77	67	70
	Not sure	19	16	21	21	20	14	18	19
5. Do you think people would be better off without the police?	Yes	6	3	4	5	1	1	2	5
	No	91	92	88	89	93	95	95	88
	Not sure	3	5	8	6	6	4	3	6
6. Do you think that the city would be better off if there were more policemen?	Yes	59	49	58	38	52	42	51	37
	No	23	30	28	36	31	41	34	45
	Not sure	18	20	14	27	17	16	15	18
7. If you needed help, would you go to the policemen?	Yes	72	55	61	54	71	63	77	60
	No	12	28	14	16	11	15	7	12
	Not sure	16	17	25	30	18	21	16	27
8. Do you think the police get criticized too often?	Yes	49	56	60	60	71	65	65	59
	No	35	27	25	28	17	21	18	23
	Not sure	16	16	14	13	12	13	16	17
B. FEELINGS ABOUT THE WAY POLICE OPERATE									
1. Do you feel that most policemen would let you buy your way out of trouble?	Yes	7	2	4	6	1	2	4	5
	No	87	87	85	86	87	88	81	77
	Not sure	6	10	10	8	12	10	13	18
2. Do you think that the police try not to arrest innocent people?	Yes	68	66	65	65	71	58	57	52
	No	19	21	18	21	17	27	19	25
	Not sure	13	13	17	14	12	13	23	22

Reeths-Puffer Schools...contd.

		Grades 7,8,9				Grades 10,11,12			
		1968	1970	1973	1974	1968	1970	1973	1974
B. FEELINGS ABOUT THE WAY POLICE OPERATE (contd)									
3. Do you think that police don't even give you a chance to explain?	Yes	29	23	24	33	35	23	23	34
	No	53	52	52	44	44	52	45	42
	Not sure	18	25	24	23	21	23	30	24
4. Do you think police accuse you of things you didn't even do?	Yes	46	33	29	38	23	28	28	37
	No	27	41	44	37	47	46	39	35
	Not sure	27	25	27	25	30	25	32	27
5. Do you think that the police think they are "big shots" because they wear a badge?	Yes	23	15	20	28	20	17	21	25
	No	63	64	60	50	57	60	53	49
	Not sure	14	21	19	22	23	22	25	25
6. Do you think that the police can steal and get away with it?	Yes	9	9	16	18	6	14	20	26
	No	76	78	66	64	78	70	56	50
	Not sure	15	12	17	18	16	14	23	23

C. PERCEPTIONS OF POLICE FAIRNESS

1. Do you feel that policemen treat all people alike?	Yes	49	46	35	26	33	25	26	15
	No	36	40	48	62	52	57	62	69
	Not sure	15	14	17	12	15	18	13	16
2. Do you think that the police treat Negro and white people alike?	Yes	53	55	54	51	41	49	41	35
	No	33	28	29	33	42	31	31	37
	Not sure	14	17	18	15	17	20	28	28
3. Do you feel that police are always picking on Negroes?	Yes	15	12	7	9	6	7	7	6
	No	73	77	82	83	81	77	75	80
	Not sure	12	10	11	8	13	15	18	15
4. Do you think that police are always picking on the guy who has been in trouble before?	Yes	40	44	44	57	50	40	49	52
	No	43	36	32	25	31	36	30	28
	Not sure	17	20	23	18	19	23	21	20
5. Do you think that the police have it in for, or pick on young people?	Yes	28	25	30	40	35	35	36	39
	No	56	56	47	43	43	41	38	33
	Not sure	1	18	22	17	22	24	25	36

Reeths-Puffer Schools...contd.

		Grades 7,8,9				Grades 10,11,12			
		1968	1970	1973	1974	1968	1970	1973	1974
C. PERCEPTIONS OF POLICE FAIRNESS (contd.)									
6. Do you think the police are strict on one district and not in another?	Yes	44	41	42	49	56	57	60	65
	No	41	34	36	24	21	21	19	16
	Not sure	15	23	22	28	23	22	20	18
7. Do you feel that policemen treat rich boys the same as poor boys?	Yes	59	54	52	42	48	55	31	29
	No	24	26	31	39	35	28	49	48
	Not sure	17	19	17	18	17	16	19	22
8. Do you think the police treat all nationalities alike?	Yes	57	55	51	46	54	48	36	32
	No	21	22	27	32	25	24	32	35
	Not sure	22	21	22	21	21	27	31	33
9. Do you think police treat members of all churches alike?	Yes	63	69	60	62	62	73	60	53
	No	13	8	14	12	9	7	10	12
	Not sure	24	23	25	26	29	19	30	35

D. STUDENT WILLINGNESS TO COOPERATE IN REPORTING OFFENSES

1. Would you tell the police if you saw _____ commit a murder?	Yes	92	81	73	68	91	73	79	69
	No	4	4	9	13	2	9	4	9
	Not sure	4	14	18	19	7	17	17	20
2. Would you call the police if you saw _____ break into a store?	Yes	86	40	26	14	79	28	24	19
	No	7	21	38	50	9	34	34	47
	Not sure	7	38	35	36	35	36	41	33
3. Would you call the police if you saw _____ stealing a car?	Yes	63	57	40	26	38	34	31	22
	No	12	15	32	43	19	32	31	42
	Not sure	25	28	28	31	43	33	36	35
4. Would you tell the clerk if you saw a _____ take some small items from a store...?	Yes	49	29	17	10	22	12	13	7
	No	24	34	51	64	40	52	59	63
	Not sure	27	36	32	25	38	35	29	30
5. Do you think criminals usually get caught?	Yes	74	79	65	62	72	71	55	50
	No	14	9	18	23	17	13	27	32
	Not sure	12	12	16	15	11	15	18	18

Reeths-Puffer Schools...contd.

		Grades 7,8,9				Grades 10,11,12				
		1968	1970	1973	1974	1968	1970	1973	1974	
E. STUDENT PERCEPTIONS OF TEACHERS AND PRINCIPALS										
1.	Do you think teachers and principals treat all pupils alike?	Yes	29	20	10	9	18	14	6	5
		No	68	70	82	85	74	79	91	91
		Not sure	3	10	8	5	8	6	3	3
2.	Do you think that the teachers and principals treat Negro and white students alike?	Yes	60	54	39	33	51	46	29	27
		No	31	31	49	55	38	40	58	62
		Not sure	9	15	12	10	11	13	13	11
3.	Do you feel that teachers and principals treat rich the same as poor students?	Yes	65	57	55	54	60	57	44	42
		No	22	26	28	28	28	30	35	45
		Not sure	13	17	17	17	12	12	22	14
4.	Do you think that teachers and principals are pretty nice guys?	Yes	64	48	37	39	66	64	53	40
		No	14	19	31	32	9	9	14	29
		Not sure	22	32	31	29	25	26	31	30
5.	Do you think that being a teacher is a good job for an intelligent guy?	Yes	76	76	69	78	79	80	78	75
		No	15	13	18	13	12	12	11	13
		Not sure	9	11	13	9	9	6	11	12

F. STUDENT PERCEPTIONS OF HOW FRIENDS FEEL ABOUT THE POLICE										
1.	Do your friends think that policemen are pretty nice guys?	Yes	44	37	21	27	44	40	28	22
		No	26	31	38	53	27	29	33	48
		Not sure	30	32	40	20	29	31	38	29
2.	Do your friends think people would be better off without the police?	Yes	11	9	10	20	5	7	10	20
		No	75	72	63	61	81	75	68	61
		Not sure	14	19	27	18	14	18	22	19
3.	Do your friends think that the police treat Negro and white people alike?	Yes	37	28	23	26	26	31	16	21
		No	37	41	38	50	43	39	48	50
		Not sure	26	30	39	23	31	29	34	28
4.	Do your friends feel that the police treat rich and poor boys alike?	Yes	47	38	29	31	32	41	19	24
		No	22	25	31	40	35	31	45	48
		Not sure	31	37	39	28	33	28	66	27

Reeths-Puffer Schools...contd.

		Grades 7,8,9,				Grades 10,11,12				
		1968	1970	1973	1974	1968	1970	1973	1974	
G. STUDENT PERCEPTIONS OF WILLINGNESS OF FRIENDS TO COOPERATE IN REPORTING OFFENSES										
1.	Would your friends tell the police if they saw _____ commit a murder?	Yes	83	74	55	55	82	53	50	48
		No	4	5	10	18	2	7	8	9
		Not sure	13	20	35	27	16	39	41	41
2.	Would your friends call the police if they saw _____ break into a store?	Yes	65	26	15	9	58	15	13	13
		No	11	25	43	57	14	30	42	51
		Not sure	24	48	42	33	28	33	45	35
3.	Would your friends call the police if they saw _____ steal a car?	Yes	49	34	24	16	25	20	19	15
		No	19	18	40	51	24	28	38	45
		Not sure	32	47	35	32	51	51	44	40
4.	Would your friends tell the clerk if they saw _____ take some small items from a store?	Yes	37	16	11	4	9	6	6	4
		No	30	41	57	72	44	43	59	60
		Not sure	33	42	32	24	47	50	35	34

H. STUDENT PERCEPTIONS OF HOW PARENTS FEEL ABOUT THE POLICE										
1.	Do your parents think people would be better off without the police?	Yes	3	3	1	3	4	1	2	1
		No	92	93	93	95	93	94	93	95
		Not sure	5	3	6	2	3	5	4	4
2.	Do your parents feel that the police treat Negro and white people alike?	Yes	52	51	46	46	39	47	39	38
		No	31	29	32	34	43	31	38	40
		Not sure	17	20	21	19	18	21	23	22
3.	Do your parents think that the police treat rich and poor people alike?	Yes	55	52	51	48	45	47	31	30
		No	20	25	27	31	30	31	44	45
		Not sure	25	23	22	21	25	22	25	25
4.	Do your parents think that the police are pretty nice guys?	Yes	78	81	80	83	82	77	77	76
		No	6	5	7	5	2	8	7	7
		Not sure	16	13	13	12	16	14	16	17
5.	If they needed help, would your parents call the Police?	Yes	86	86						
		No	2	1						
		Not sure	12	13						

APPENDIX F

SUMMARY OF RESPONSES--BRIDGEPORT SCHOOLS

SUMMARY OF RESPONSES  
(In Percentages)  
Bridgeport Schools  
(Target School)

QUESTION ITEM	N=	Grades 7,8,9				Grades 10,11,12			
		1968 (313)	1970 (272)	1973 (305)	1974 (275)	1968 (360)	1970 (264)	1973 (255)	1974 (264)
A. GENERAL FEELINGS ABOUT THE POLICE									
1. Do you think that policemen are pretty nice guys?	Yes	83	73	66	71	79	65	56	56
	No	7	12	7	6	11	12	11	12
	Not sure	10	15	26	22	10	22	32	31
2. Do you think that the police are mean?	Yes	12	14	11	7	11	12	10	10
	No	74	67	63	66	74	62	59	61
	Not sure	13	19	25	26	14	24	28	28
3. Do you think that being a policeman is a good job for an intelligent guy?	Yes	61	58	53	61	65	56	51	50
	No	22	24	16	17	20	24	26	27
	Not sure	17	18	30	21	16	19	22	23
4. Would you like to be a policeman when you grow up?	Yes	21	14	17	16	8	13	10	12
	No	60	64	50	59	76	69	69	67
	Not sure	18	22	32	25	16	17	20	20
5. Do you think people would be better off without the police?	Yes	4	6	3	2	1	3	3	4
	No	91	90	91	93	92	94	90	89
	Not sure	3	4	5	5	5	3	7	6
6. Do you think that the city would be better off if there were more policemen?	Yes	72	63	59	63	55	47	49	45
	No	19	26	19	17	33	38	32	34
	Not sure	8	4	20	19	12	3	18	19
7. If you needed help, would you go to the policemen?	Yes	76	68	70	69	78	66	70	69
	No	11	12	9	9	12	10	10	13
	Not sure	13	18	21	21	11	12	20	17
8. Do you think the police get criticized too often?	Yes	58	52	57	63	65	58	62	62
	No	27	32	23	19	25	27	26	24
	Not sure	12	16	19	17	8	14	10	14
B. FEELINGS ABOUT THE WAY POLICE OPERATE									
1. Do you feel that most policemen would let you buy your way out of trouble?	Yes	6	8	5	9	5	5	6	11
	No	35	82	84	76	86	82	78	69
	Not sure	9	8	11	15	9	12	15	19

Bridgeport Schools... contd.

Grades 7,8,9				Grades 10,11,12			
1968	1970	1973	1974	1968	1970	1973	1974

B. FEELINGS ABOUT THE WAY POLICE OPERATE (contd)

2. Do you think that the police try not to arrest innocent people?	Yes	69	64	64	67	65	51	53	48
	No	17	25	14	18	24	31	22	31
	Not sure	13	10	20	14	11	15	23	19
3. Do you think that police don't even give you a chance to explain?	Yes	26	28	22	24	21	52	33	38
	No	56	52	55	53	60	23	36	34
	Not sure	18	19	22	22	19	24	29	27
4. Do you think police accuse you of things you didn't even do?	Yes	25	34	25	31	29	27	31	32
	No	47	41	43	39	45	44	39	38
	Not sure	24	25	31	29	25	28	29	29
5. Do you think that the police think they are "big shots" because they wear a badge?	Yes	22	23	17	24	20	28	29	29
	No	66	62	57	53	66	53	47	45
	Not sure	12	15	25	22	14	17	24	25
6. Do you think that the police can steal and get away with it?	Yes	10	11	16	15	13	16	25	29
	No	84	78	69	68	74	62	57	49
	Not sure	7	11	15	16	13	20	16	21

C. PERCEPTIONS OF POLICE FAIRNESS

1. Do you feel that policemen treat all people alike?	Yes	49	46	43	38	37	25	18	23
	No	39	40	39	39	50	57	64	59
	Not sure	12	13	18	22	14	18	18	17
2. Do you think that the police treat Negro and white people alike?	Yes	59	52	56	55	46	41	37	44
	No	28	53	17	27	36	38	35	33
	Not sure	12	15	26	19	17	20	28	23
3. Do you feel that police are always picking on Negroes?	Yes	13	13	6	8	9	9	5	8
	No	80	77	81	77	81	77	76	76
	Not sure	7	9	12	14	11	14	18	15
4. Do you think that police are always picking on the guy who has been in trouble before?	Yes	43	39	37	46	47	42	50	52
	No	41	41	34	31	33	30	26	26
	Not sure	16	19	28	22	20	26	22	22
5. Do you think that the police have it in for, or pick on young people?	Yes	27	39	25	24	39	42	40	42
	No	53	54	51	53	41	34	29	34
	Not sure	20	17	23	22	20	21	28	23

Bridgeport Schools... contd.

Grades 7,8,9				Grades 10,11,12			
1968	1970	1973	1974	1968	1970	1973	1974

C. PERCEPTIONS OF POLICE FAIRNESS (contd.)

6. Do you think the police are strict in one district and not in another?	Yes	38	36	37	44	52	52	62	55
	No	44	39	38	31	27	25	16	25
	Not sure	14	25	24	25	19	22	21	25
7. Do you feel that policemen treat rich boys the same as poor boys?	Yes	64	59	54	48	53	45	28	35
	No	25	27	24	37	30	31	42	44
	Not sure	11	14	20	15	17	22	31	20
8. Do you think the police treat all nationalities alike?	Yes	62	61	53	52	56	47	42	43
	No	20	18	18	23	23	24	29	30
	Not sure	15	21	28	24	19	28	29	25
9. Do you think police treat members of all churches alike?	Yes	74	70	59	59	74	67	63	66
	No	10	8	10	11	10	5	10	8
	Not sure	13	22	31	28	14	27	27	25

D. STUDENT WILLINGNESS TO COOPERATE IN REPORTING OFFENSES

1. Would you tell the police if you saw _____ commit a murder?	Yes	90	84	75	74	88	86	69	67
	No	2	5	7	7	2	2	9	9
	Not sure	5	10	17	19	9	11	21	23
2. Would you call the police if you saw _____ break into a store?	Yes	88	74	44	35	81	67	20	19
	No	5	10	23	28	6	11	40	46
	Not sure	8	16	33	37	14	19	39	35
3. Would you call the police if you saw _____ stealing a car?	Yes	55	73	44	45	38	69	30	25
	No	16	12	23	22	23	12	33	40
	Not sure	26	15	33	32	37	19	36	34
4. Would you tell the clerk if you saw _____ take some small items from a store?	Yes	44	48	26	28	25	31	9	7
	No	26	26	34	35	39	37	56	63
	Not sure	27	26	40	37	34	31	34	29
5. Do you think criminals usually get caught?	Yes	79	78	43	55	78	72	53	47
	No	11	11	25	24	11	17	32	34
	Not sure	7	10	31	21	9	9	14	18

Bridgeport Schools... contd.

		Grades 7,8,9				Grades 10,11,12			
		1968	1970	1973	1974	1968	1970	1973	1974
E. STUDENT PERCEPTIONS OF TEACHERS AND PRINCIPALS									
1. Do you think teachers and principals treat all pupils alike?	Yes	25	16	18	23	14	10	4	7
	No	67	78	74	65	78	84	91	86
	Not sure	5	6	9	12	6	5	4	7
2. Do you think that the teachers and principals treat Negro and white students alike?	Yes	63	55	48	63	54	48	36	39
	No	21	29	28	27	29	33	45	38
	Not sure	13	15	23	10	16	18	18	22
3. Do you feel that teachers and principals treat rich the same as poor students?	Yes	59	51	50	52	49	41	39	43
	No	26	36	31	32	35	44	41	40
	Not sure	11	13	18	16	14	15	19	16
4. Do you think that teachers and principals are pretty nice guys?	Yes	42	37	46	59	67	54	51	51
	No	30	34	20	16	13	17	16	24
	Not sure	24	25	33	26	17	27	31	24
5. Do you think that being a teacher is a good job for an intelligent guy?	Yes	69	70	70	76	77	77	75	74
	No	17	21	15	12	13	14	13	10
	Not sure	11	9	15	12	9	8	11	16

F. STUDENT PERCEPTIONS OF HOW FRIENDS FEEL ABOUT THE POLICE

1. Do your friends think that policemen are pretty nice guys?	Yes	49	39	36	33	45	32	29	23
	No	28	31	30	36	29	34	34	49
	Not sure	20	29	33	31	24	32	36	26
2. Do your friends think people would be better off without the police?	Yes	12	19	9	15	6	9	7	18
	No	76	66	65	68	81	74	64	63
	Not sure	8	15	25	17	11	16	27	18
3. Do your friends think that the police treat Negro and white people alike?	Yes	36	34	25	32	25	25	17	31
	No	39	39	38	41	43	46	44	47
	Not sure	22	26	36	27	29	28	38	21
4. Do your friends feel that the police treat rich boys and poor boys alike?	Yes	50	42	38	38	37	33	19	30
	No	27	30	26	39	34	34	40	47
	Not sure	19	27	36	24	27	32	40	22

Bridgeport Schools...contd.

		Grades 7,8,9				Grades 10,11,12			
		1968	1970	1973	1974	1968	1970	1973	1974
G. STUDENT PERCEPTIONS OF WILLINGNESS OF FRIENDS TO COOPERATE IN REPORTING OFFENSES									
1. Would your friends tell the police if they saw _____ commit a murder?	Yes	83	72	57	52	78	64	50	41
	No	5	9	14	12	1	8	11	15
	Not sure	11	19	29	36	21	28	36	43
2. Would your friends call the police if they saw _____ break into a store?	Yes	59	51	25	21	51	41	14	9
	No	10	18	33	40	9	20	37	54
	Not sure	31	30	43	39	40	38	48	35
3. Would your friends call the police if they saw _____ stealing a car?	Yes	43	52	27	27	28	45	19	11
	No	21	18	30	33	22	17	31	48
	Not sure	36	29	43	40	50	38	48	40
4. Would your friends tell the clerk if they saw _____ take some small items from a store?	Yes	30	34	16	15	16	19	7	3
	No	36	31	44	47	38	40	54	66
	Not sure	34	35	40	38	46	41	38	30

H. STUDENT PERCEPTIONS OF HOW PARENTS FEEL ABOUT THE POLICE

1. Do your parents think people would be better off without the police?	Yes	4	6	5	0	2	3	4	2
	No	94	87	90	97	94	92	89	95
	Not sure	1	6	5	2	3	5	7	2
2. Do your parents feel that the police treat Negro and white people alike?	Yes	51	42	49	53	48	42	32	46
	No	36	42	26	29	36	36	42	33
	Not sure	12	15	24	17	16	20	25	19
3. Do your parents think that the police treat rich and poor people alike?	Yes	64	52	50	50	48	36	33	42
	No	21	29	20	29	29	38	41	34
	Not sure	15	19	30	21	22	26	26	22
4. Do your parents think that the police are pretty nice guys?	Yes	83	81	76	85	79	77	78	80
	No	6	6	6	4	7	5	7	7
	Not sure	10	13	17	10	13	10	14	12
5. If they needed help, would your parents call the police?	Yes	90	89						
	No	2	3						
	Not sure	8	8						

APPENDIX G

SUMMARY OF RESPONSES--WHITEHALL SCHOOLS

SUMMARY OF RESPONSES  
(In Percentages)  
Whitehall Schools  
(Control School)      Grade

QUESTION ITEM

N=	7 1968 (87)	7,8 1970 (184)	7 1973 (101)	7 1974 (109)	11 1973 (100)	12 1974 (77)
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A. GENERAL FEELINGS ABOUT THE POLICE

1. Do you think that policemen are pretty nice guys?	Yes	77	72	65	58	39	55
	No	7	15	9	10	15	13
	Not sure	14	12	26	31	45	31
2. Do you think that the police are mean?	Yes	13	24	11	16	4	14
	No	74	62	67	61	60	52
	Not sure	11	11	22	22	32	34
3. Do you think that being a policeman is a good job for an intelligent guy?	Yes	55	32	51	54	49	65
	No	24	49	20	19	19	14
	Not sure	18	19	29	27	32	21
4. Would you like to be a policeman when you grow up?	Yes	14	8	16	8	11	14
	No	69	81	54	70	73	69
	Not sure	15	10	30	22	15	16
5. Do you think people would be better off without the police?	Yes	2	6	2	6	2	3
	No	91	85	92	86	88	92
	Not sure	5	7	6	6	9	5
6. Do you think that the city would be better off if there were more policemen?	Yes	51	45	47	46	34	35
	No	28	33	25	28	53	51
	Not sure	18	21	29	26	13	14
7. If you needed help, would you go to the policemen?	Yes	54	40	66	54	64	74
	No	20	37	12	14	10	8
	Not sure	24	21	22	32	26	18
8. Do you think the police get criticized too often?	Yes	63	50	62	59	63	58
	No	16	30	18	28	23	19
	Not sure	17	19	20	14	12	22

B. FEELINGS ABOUT THE WAY POLICE OPERATE

1. Do you feel that most policemen would let you buy your way out of trouble?	Yes	3	11	3	6	5	9
	No	89	81	82	86	70	77
	Not sure	6	7	14	6	24	13
2. Do you think that the police try not to arrest innocent people?	Yes	63	63	79	65	54	53
	No	10	23	10	17	25	22
	Not sure	12	12	11	17	19	23

Whitehall Schools...contd.

		Grade						
		7	7,8	7	7	11	12	
		1968	1970	1973	1974	1973	1974	
B. FEELINGS ABOUT THE WAY POLICE OPERATE (contd)								
3.	Do you think that police don't even give you a chance to explain?	Yes	15	31	32	33	27	31
		No	66	52	43	47	44	48
		Not sure	15	13	26	18	28	21
4.	Do you think police accuse you of things you didn't even do?	Yes	28	33	27	34	40	34
		No	40	46	31	27	30	35
		Not sure	30	21	41	39	28	31
5.	Do you think that the police think they are "big shots" because they wear a badge?	Yes	13	41	26	24	30	31
		No	75	48	59	55	45	39
		Not sure	10	10	15	21	25	30
6.	Do you think that the police can steal and get away with it?	Yes	7	21	13	10	32	35
		No	82	67	75	83	48	47
		Not sure	10	11	11	7	19	18

C. PERCEPTIONS OF POLICE FAIRNESS

1.	Do you feel that policemen treat all people alike?	Yes	39	57	28	39	18	9
		No	44	32	58	43	63	68
		Not sure	14	11	14	17	17	23
2.	Do you think that the police treat Negro and white people alike?	Yes	48	51	43	51	35	42
		No	30	28	36	32	32	29
		Not sure	20	18	21	17	33	30
3.	Do you feel that the police are always picking on Negroes?	Yes	9	16	23	11	4	5
		No	75	70	58	71	73	77
		Not sure	14	13	19	17	23	17
4.	Do you think that police are always picking on the guy who has been in trouble before?	Yes	32	58	48	51	53	44
		No	40	29	30	25	20	22
		Not sure	25	13	23	23	26	34
5.	Do you think that the police have it in for, or pick on, young people?	Yes	16	53	23	29	40	36
		No	61	36	50	48	33	35
		Not sure	20	8	28	23	24	29
6.	Do you think the police are strict in one district and not? in another	Yes	32	37	33	41	70	65
		No	44	36	33	32	9	14
		Not sure	22	26	34	26	20	21

Whitehall Schools...contd.

Grade

7	7,8	7	7	11	12
1968	1970	1973	1974	1973	1974

C. PERCEPTIONS OF POLICE FAIRNESS (contd)

7.	Do you feel that policemen treat rich boys the same as poor boys?	Yes	63	60	42	46	30	25
		No	15	32	33	37	44	53
		Not sure	18	6	25	17	25	22
8.	Do you think the police treat all nationalities alike?	Yes	60	48	37	41	28	30
		No	21	24	32	32	32	26
		Not sure	17	26	32	27	39	44
9.	Do you think police treat members of all churches alike?	Yes	64	54	48	61	50	66
		No	16	15	17	13	5	5
		Not sure	16	29	36	27	45	29

D. STUDENT WILLINGNESS TO COOPERATE IN REPORTING OFFENSES

1.	Would you tell the police if you saw _____ commit a murder?	Yes	92	82	82	81	72	74
		No	2	9	3	5	4	4
		Not sure	3	8	14	15	21	22
2.	Would you call the police if you saw _____ breaking into a store?	Yes	85	60	37	36	16	14
		No	8	17	28	37	39	47
		Not sure	6	21	34	27	41	39
3.	Would you call the police if you saw a _____ stealing a car?	Yes	69	61	50	44	23	26
		No	10	17	19	30	36	47
		Not sure	18	21	32	25	40	27
4.	Would you tell the clerk if you saw a _____ take some small items from a store...?	Yes	49	40	35	29	5	6
		No	29	29	32	39	61	68
		Not sure	22	31	34	30	34	25
5.	Do you think criminals usually get caught?	Yes	75	77	69	66	49	55
		No	11	14	14	17	25	25
		Not sure	11	7	17	17	25	21

E. STUDENT PERCEPTIONS OF TEACHERS AND PRINCIPALS

1.	Do you think teachers and principals treat all pupils alike?	Yes	29	20	12	12	2	3
		No	60	71	80	80	94	95
		Not sure	9	7	8	8	4	3
2.	Do you think that the teachers and principals treat Negro and white students alike?	Yes	60	53	27	26	4	16
		No	26	30	55	63	82	74
		Not sure	11	15	18	11	14	10

Whitehall Schools....contd. Grade

7  
1968
7,8  
1970
7  
1973
7  
1974
11  
1973
12  
1974

E. STUDENT PERCEPTIONS OF TEACHERS AND PRINCIPALS (contd)

1.	Do you feel that teachers and principals treat rich the same as poor students?	Yes	60	54	45	41	28	26
		No	24	29	34	43	50	49
		Not sure	14	15	21	16	21	25
4.	Do you think that teachers and principals are pretty nice guys?	Yes	66	49	33	18	32	53
		No	20	25	32	38	21	12
		Not sure	13	24	35	44	44	34
5.	Do you think that being a teacher is a good job for an intelligent guy?	Yes	68	64	71	74	74	79
		No	15	22	22	9	9	6
		Not sure	15	13	7	17	17	14

F. STUDENT PERCEPTIONS OF HOW FRIENDS FEEL ABOUT THE POLICE

1.	Do your friends think that policemen are pretty nice guys?	Yes	54	33	16	30	12	25
		No	18	34	32	39	49	44
		Not sure	25	31	52	31	38	31
2.	Do your friends think people would be better off without the police?	Yes	8	16	11	10	20	9
		No	76	56	52	69	55	57
		Not sure	14	26	37	21	24	34
3.	Do your friends think that the police treat Negro and white people alike?	Yes	33	31	15	23	9	21
		No	38	31	39	39	52	39
		Not sure	23	36	47	38	38	40
4.	Do your friends feel that the police treat rich boys and poor boys alike?	Yes	34	31	18	27	14	21
		No	16	34	26	40	35	45
		Not sure	20	33	56	33	50	34

G. STUDENT PERCEPTIONS OF WILLINGNESS OF FRIENDS TO COOPERATE IN REPORTING OFFENSES

1.	Would your friends tell the police if they saw _____ commit a murder?	Yes	78	63	57	67	47	49
		No	5	10	7	7	9	6
		Not sure	15	24	35	26	42	43
2.	Would your friends call the police if they saw _____ break into a store?	Yes	66	37	25	30	4	6
		No	8	25	25	28	44	47
		Not sure	24	35	50	40	51	47
3.	Would your friends call the police if they saw _____ steal a car?	Yes	51	46	26	35	9	12
		No	13	19	23	22	38	40
		Not sure	34	32	50	43	52	48

Whitehall Schools....contd. Grade

	7 1968	7,8 1970	7 1973	7 1974	11 1973	12 1974
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G. STUDENT PERCEPTIONS OF WILLINGNESS OF FRIENDS  
TO COOPERATE IN REPORTING OFFENSES (contd)

4. Would your friends tell the clerk if they saw _____ take some small item from a store?	Yes	39	24	21	19	2	1
	No	28	37	35	47	56	64
	Not sure	31	37	44	34	41	35

H. STUDENT PERCEPTIONS OF HOW PARENTS FEEL ABOUT THE POLICE

1. Do your parents think people would be better off without the police?	Yes	5	6	3	1	2	0
	No	85	84	85	93	89	90
	Not sure	8	7	12	6	9	9
2. Do your parents feel that the police treat Negro and white alike?	Yes	47	47	42	55	25	34
	No	28	25	34	27	36	31
	Not sure	22	25	25	18	39	34
3. Do your parents think that the police treat rich and poor people alike?	Yes	57	40	48	52	22	27
	No	10	31	25	35	35	31
	Not sure	18	26	27	13	43	39
4. Do your parents think that the police are pretty nice guys?	Yes	68	76	75	71	63	73
	No	6	9	6	17	8	6
	Not sure	11	13	18	13	28	19

TABLE H: 1  
 MEAN SCALE SCORES BY SCHOOL, GRADE, SEX, YEAR  
 SCALE PPP-S

06 - 18  
 Low - High

	Year	BRIDGEPORT				REETHS-PUFFER				WHITEHALL			
		68	70	73	74	68	70	73	74	68	70	73	74
7th Grade	Total	14.5	14.0	14.6	14.0	14.5	13.9	14.5	13.3	14.2	14.1	12.6	13.4
	Male	14.8	13.7	14.5	14.1	14.2	13.7	13.8	12.9	13.4	13.4	12.9	13.4
	Female	14.2	14.5	14.8	13.9	14.8	14.0	15.3	13.7	15.1	14.9	12.2	13.4
8th Grade	Total	14.8	14.3	14.6	14.0	13.6	14.3	14.0	13.4		13.3		
	Male	14.2	14.1	14.7	14.0	14.1	14.4	13.1	13.4		12.9		
	Female	15.4	14.6	14.3	13.9	13.0	14.2	14.7	13.4		13.3		
9th Grade	Total	14.4	14.5	13.7	13.8	14.5	14.6	12.7	13.1				
	Male	14.1	14.5	13.5	12.9	15.3	14.2	12.6	12.7				
	Female	14.7	14.6	14.0	14.4	14.1	14.8	12.9	13.5				
10th Grade	Total	13.8	13.5	13.0	13.4	14.0	14.1	12.8	13.0				
	Male	13.7	13.2	13.1	12.9	13.8	14.1	12.1	13.2				
	Female	13.9	14.0	12.9	14.0	13.9	14.1	13.3	12.5				
11th Grade	Total	14.7	13.3	12.9	13.2	13.2	13.8	13.1	12.4				
	Male	14.9	12.7	12.4	12.8	14.3	13.1	13.1	12.3			12.5	
	Female	14.5	13.9	13.7	13.9	12.5	14.4	13.0	12.6			12.1	
12th Grade	Total	12.7	13.6	12.4	12.1	13.2	13.9	12.4	11.7				12.6
	Male	12.7	13.6	11.9	12.2	13.4	13.8	12.3	11.8				12.7
	Female	12.6	13.6	12.9	12.0	12.6	13.9	12.5	11.5				12.5

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APPENDIX H

MEAN SCALE SCORES BY SCHOOL, GRADE, SEX, YEAR

TABLE H: 3  
 MEAN SCALE SCORES BY SCHOOL, GRADE, SEX, YEAR  
 SCALE PPR-F

06 - 18  
 Low - High

		BRIDGEPORT				REETHS-PUFFER				WHITEHALL			
Year		68	70	73	74	68	70	73	74	68	70	73	74
7th Grade	Total		12.3	13.1	12.4		13.2	12.2	11.2		12.5	11.8	12.1
	Male		11.1	12.6	12.1		12.5	11.7	10.7		11.9	12.1	11.2
	Female		14.0	13.8	13.3		13.8	12.9	11.6		13.2	11.5	12.9
8th Grade	Total		12.9	12.8	12.1		12.8	12.4	10.7		11.5		
	Male		12.0	12.7	12.1		13.1	11.7	10.5		11.0		
	Female		14.0	12.9	12.1		12.6	13.0	10.9		11.9		
9th Grade	Total		12.7	11.7	12.2		12.9	11.1	11.2				
	Male		12.3	11.3	11.3		13.0	10.9	10.7				
	Female		13.4	12.2	12.7		12.8	11.4	11.6				
10th Grade	Total		12.6	11.3	11.4		13.1	11.7	10.4				
	Male		12.6	11.2	10.5		13.2	10.3	10.4				
	Female		12.7	11.5	12.3		12.9	12.8	10.5				
11th Grade	Total		12.5	11.5	10.5		12.7	11.5	11.7			10.8	
	Male		10.9	10.5	10.1		11.9	11.3	10.7			10.2	
	Female		14.0	13.0	10.9		13.5	11.8	12.5			11.6	
12th Grade	Total		12.8	11.6	10.7		13.3	12.6	11.0				11.5
	Male		12.6	10.3	10.1		12.5	12.1	11.1				11.0
	Female		13.1	12.6	11.6		14.0	13.0	11.0				11.9

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TABLE H: 2  
 MEAN SCALE SCORES BY SCHOOL, GRADE, SEX, YEAR  
 SCALE PPR-S

06 - 18  
 Low - High

		BRIDGEPORT				REETHS-PUFFER				WHITEHALL			
Year		68	70	73	74	68	70	73	74	68	70	73	74
7th Grade	Total	14.9	13.9	14.8	14.4	14.9	14.6	14.3	13.6	14.9	13.8	14.0	13.6
	Male	14.7	12.9	14.6	14.2	14.8	14.1	13.5	13.2	14.2	13.1	14.1	12.9
	Female	15.1	15.1	15.1	15.0	15.1	15.1	15.4	14.0	15.5	14.7	13.9	14.3
8th Grade	Total	14.7	14.5	14.5	13.8	14.2	14.4	13.8	13.4		12.7		
	Male	14.0	14.0	14.6	14.1	14.7	14.2	12.7	13.2		12.3		
	Female	15.5	15.1	14.4	13.2	13.8	14.5	14.7	13.5		13.0		
9th Grade	Total	14.6	14.3	13.4	14.3	15.0	14.6	13.3	13.0				
	Male	13.9	14.1	13.1	13.4	14.6	14.3	13.0	12.4				
	Female	15.3	14.6	13.8	14.9	15.1	14.7	14.0	13.9				
10th Grade	Total	14.5	13.8	13.1	13.4	14.2	14.2	13.2	12.5				
	Male	13.5	14.0	12.7	12.9	13.9	14.0	12.6	12.6				
	Female	15.3	13.6	13.7	13.9	14.4	14.3	13.7	12.2				
11th Grade	Total	15.0	13.7	13.3	13.0	14.2	14.1	13.8	13.9			12.4	
	Male	14.6	12.6	12.3	12.4	14.6	13.8	13.3	13.0			11.7	
	Female	15.3	14.8	14.7	13.7	14.0	14.4	14.2	14.6			13.3	
12th Grade	Total	13.2	13.9	13.2	12.8	15.6	14.8	14.0	13.1				12.8
	Male	12.4	14.1	12.3	12.0	15.6	14.6	13.5	12.5				12.3
	Female	14.1	13.6	13.9	14.0	15.8	15.0	14.5	13.5				13.3

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TABLE H: 5  
 NUMBER OF RESPONDENTS IN EACH CELL USED TO COMPUTE THE MEANS  
 OF THE SCALE SCORES IN THE PRECEDING TABLES

		BRIDGEPORT				REETHS-PUFFER				WHITEHALL			
Year		68	70	73	74	68	70	73	74	68	70	73	74
7th Grade	Total	113	71	99	95	99	91	112	77	87	107	99	106
	Male	60	40	55	59	46	43	63	37	42	56	52	53
	Female	53	31	44	34	53	48	49	40	45	51	47	53
8th Grade	Total	90	105	104	81	87	111	100	77		75		
	Male	49	59	65	51	44	48	44	38		33		
	Female	41	46	39	30	43	63	56	39		42		
9th Grade	Total	102	95	101	97	94	88	102	85				
	Male	49	59	50	40	31	34	75	51				
	Female	53	36	51	56	63	54	27	33				
10th Grade	Total	139	96	94	107	28	89	82	87				
	Male	60	53	63	51	11	48	38	65				
	Female	79	43	31	53	17	41	44	22				
11th Grade	Total	140	102	78	97	46	114	72	71			92	
	Male	60	51	47	49	20	59	38	31			50	
	Female	80	51	31	47	26	55	34	39			42	
12th Grade	Total	76	64	82	57	25	104	75	81				75
	Male	41	38	37	35	20	50	36	37				39
	Female	35	26	45	22	5	54	39	44				36

Note: Male plus female may equal less than total due to a "no response" on the question concerning sex.

TABLE H: 4  
 MEAN SCALE SCORES BY SCHOOL, GRADE, SEX, YEAR  
 SCALE PPR-P

06 - 18  
 Low - High

		BRIDGEPORT				REETHS-PUFFER				WHITEHALL			
Year		68	70	73	74	68	70	73	74	68	70	73	74
7th Grade	Total		15.6	15.9	15.7		16.1	15.8	15.5		15.3	15.3	14.9
	Male		14.7	15.6	15.5		16.0	15.3	15.4		14.2	15.2	14.3
	Female		16.7	16.3	16.1		16.2	16.4	15.5		16.5	15.5	15.5
8th Grade	Total		15.7	15.7	15.9		15.7	15.9	15.9		15.4		
	Male		15.4	15.9	15.7		15.5	15.0	15.7		14.6		
	Female		16.1	15.3	16.1		15.9	16.6	16.0		16.0		
9th Grade	Total		15.6	15.3	16.0		15.7	14.9	15.1				
	Male		15.3	15.2	15.5		15.5	14.6	14.9				
	Female		16.1	15.3	16.4		15.9	15.9	15.3				
10th Grade	Total		15.2	14.5	15.6		15.4	15.3	14.9				
	Male		15.7	14.6	15.0		15.3	15.0	14.9				
	Female		14.4	14.1	16.0		15.6	15.7	15.0				
11th Grade	Total		15.3	15.2	15.4		15.4	15.2	15.1			14.2	
	Male		14.6	14.5	15.2		15.1	14.9	14.6			13.9	
	Female		16.1	16.2	15.5		15.7	15.5	15.4			14.6	
12th Grade	Total		15.5	15.1	15.3		15.8	15.1	14.7				14.6
	Male		15.3	13.9	14.9		15.3	14.7	14.2				14.3
	Female		15.8	16.1	16.0		16.4	15.4	15.0				14.8

TABLE: SELECTED CHARACTERISTICS OF SAMPLES BY SCHOOL SYSTEM AND TIME OF TESTING

SCHOOL: PHASE: Sample Size:	BRIDGEPORT				REETHS-PUFFER				WHITEHALL			
	I.	II.	III.	IV.	I.	II.	III.	IV.	I.	II.	III.	IV.
	673	536	560	539	381	599	546	479	87	184	201	186
	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)
GRADE:												
7th:	17(113)	13 (71)	18(101)	18 (95)	26(100)	15 (92)	21(112)	16 (77)	100(87)	58(107)	50(100)	59(109)
8th:	13 (90)	19(105)	18(103)	15 (83)	23 (87)	19(111)	18(100)	16 (77)		42 (77)	0 (1)	
9th:	16(110)	18 (96)	18(101)	18 (97)	25 (94)	15 (88)	19(102)	18 (85)				
10th:	21(140)	18 (96)	17 (95)	20(107)	8 (29)	15 (89)	16 (85)	18 (87)				
11th:	21(141)	19(102)	14 (78)	18 (98)	12 (46)	19(114)	13 (72)	15 (71)			46 (93)	
12th:	12 (79)	12 (66)	15 (82)	11 (59)	7 (25)	17(104)	14 (75)	17 (82)			3 (7)	41 (77)
SEX:												
Female:	51(346)	44(233)	43(241)	45(244)	54(208)	53(316)	46(249)	46(218)	52 (45)	52 (95)	46 (93)	48 (89)
Male:	49(327)	56(302)	57(317)	53(288)	46(173)	47(283)	54(294)	54(259)	48 (42)	48 (89)	53(107)	49 (92)
RACE:												
Black:	1 (07)	1 (05)	0 (02)	1 (8)	4 (15)	4 (22)	6 (32)	3 (14)	13 (11)	9 (17)	6 (13)	7 (13)
White:	97(651)	96(517)	93(520)	92(497)	95(361)	94(561)	92(505)	95(457)	86 (75)	86(159)	90(180)	89(166)
Other:	1 (09)	1 (06)	5 (30)	5 (27)	1 (03)	1 (06)	1 (06)	1 (01)	1 (0)	2 (04)	2 (04)	2 (04)

Note: Numbers and/or percentages may not equal totals and/or 100% due to a "no response" category.

TABLE: SELECTED CHARACTERISTICS OF SAMPLES BY SCHOOL SYSTEM AND TIME OF TESTING (contd)

SCHOOL:	BRIDGEPORT				REETHS-PUFFER				WHITEHALL			
	I.	II.	III.	IV.	I.	II.	III.	IV.	I.	II.	III.	IV.
PHASE:												
Sample Size:	673	536	560	539	381	599	546	479	87	184	201	186
	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)
PARENTAL OCCUPATION:												
Large business/professional:	6 (43)	5 (25)	6 (31)	16 (85)	11 (40)	5 (27)	14 (74)	18 (86)	16 (14)	13 (24)	19 (39)	23 (42)
White collar/small business:	23 (154)	17 (92)	26 (146)	11 (59)	17 (66)	16 (95)	21 (117)	14 (68)	26 (23)	14 (25)	19 (39)	16 (30)
Skilled:	24 (158)	28 (151)	29 (165)	29 (154)	24 (93)	27 (163)	28 (151)	30 (142)	15 (13)	25 (46)	23 (46)	31 (57)
Semi-skilled:	34 (231)	37 (198)	19 (105)	26 (140)	34 (129)	44 (266)	26 (142)	27 (129)	32 (28)	26 (48)	26 (52)	15 (28)
Unskilled:	5 (31)	1 (07)	5 (28)	3 (14)	4 (15)	4 (21)	2 (13)	3 (15)	2 (02)	8 (14)	4 (08)	4 (08)
Farm owners:	1 (08)	2 (10)	0 (01)	1 (07)	1 (02)					1 (01)		
Farm Laborers:				0 (01)				0 (01)		1 (01)		
Retired:	1 (06)	1 (04)	0 (02)	1 (07)	1 (05)	1 (03)	1 (05)	1 (04)	1 (01)	1 (01)	1 (02)	
Unemployed:	1 (04)	2 (09)	1 (03)	1 (08)	1 (03)	2 (09)	1 (05)	2 (09)	3 (03)	4 (08)	2 (04)	2 (04)

Note: Numbers and/or percentages may not equal totals and/or 100% due to a "no response" category.

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APPENDIX J

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