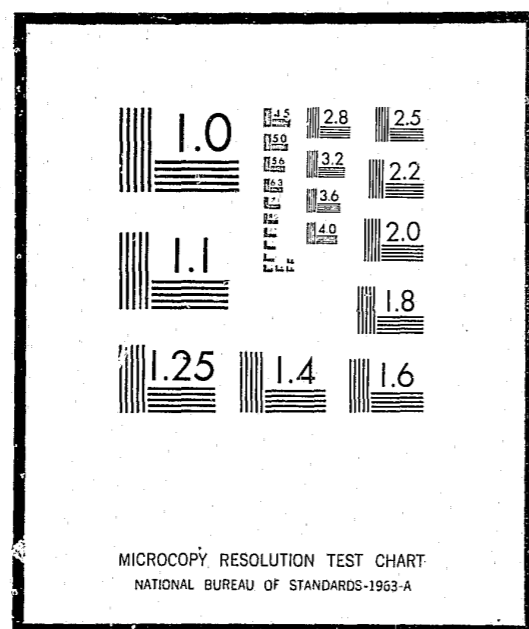


# NCJRS

This microfiche was produced from documents received for inclusion in the NCJRS data base. Since NCJRS cannot exercise control over the physical condition of the documents submitted, the individual frame quality will vary. The resolution chart on this frame may be used to evaluate the document quality.



Microfilming procedures used to create this fiche comply with the standards set forth in 41CFR 101-11.504

Points of view or opinions stated in this document are those of the author(s) and do not represent the official position or policies of the U.S. Department of Justice.

U.S. DEPARTMENT OF JUSTICE  
LAW ENFORCEMENT ASSISTANCE ADMINISTRATION  
NATIONAL CRIMINAL JUSTICE REFERENCE SERVICE  
WASHINGTON, D.C. 20531

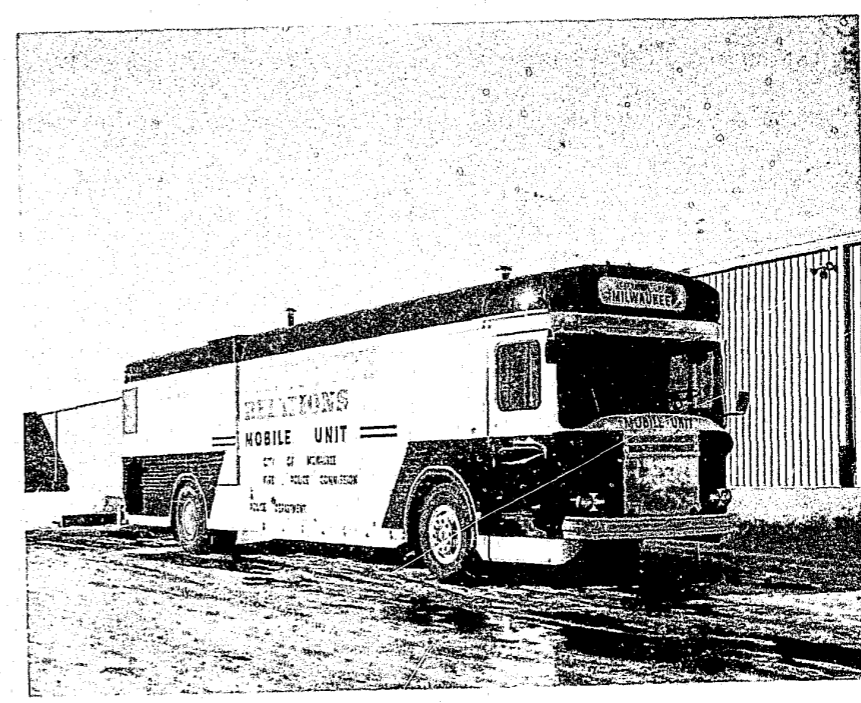
Date filmed

7/14/76

DF-69-008

EVALUATION REPORT OF DISCRETIONARY GRANT NO. ~~DF-000~~

MILWAUKEE FIRE AND POLICE COMMISSION  
COMMUNITY RELATIONS MOBILE UNIT



## I. INTRODUCTION

In June of 1968, President Lyndon Johnson signed an Act of Congress entitled "The Omnibus Crime Control and Safe Streets Act of 1968". Title I of the Act provides substantial Federal financial assistance to the state and local governments for programs designed to meet the needs and challenges of the criminal justice system. The major share of Federal assistance is provided through "bloc-grants" to States pursuant to an approved Comprehensive Law Enforcement Improvement Plan. However, the remainder is awarded at the discretion of the Law Enforcement Assistance Administration for demonstration and pilot projects which promote the National Government's interest or have a potential for substantial replicability.

The focus of this evaluation report is Discretionary Grant No. DF-008, entitled "The Milwaukee Police Recruitment - Community Relations Project". The Milwaukee Fire and Police Commission, acting in behalf of the City of Milwaukee, received \$77,973.86 in Federal funds and provided \$51,982.58 in local matching contribution.

The major purpose of this grant was to build, provide staff for, and operate a mobile community relations unit in the City of Milwaukee. This mobile unit was to be operated by officers of the Milwaukee Police Department, and was to be involved in community relations, recruitment, and specialized training activities, all with some emphasis on minority groups and the police.

Contained in the grant proposal was a commitment to evaluation. The evaluation, described in detail below, was conducted by a team

appointed by the Fire and Police Commission. It is important to underline the fact that once appointed the team operated with complete independence and was in no way limited by the City or the Fire and Police Commission. Therefore, the contents and conclusions of the Report represent the views of the team and are in no way representative of Milwaukee officials. Finally, the team wishes to formally acknowledge the excellent cooperation of Dean Charles W. Mentkowski, Chairman, Milwaukee Fire and Police Commission, and Mrs. Arlene Kennedy, Executive Secretary, Fire and Police Commission, in arranging the necessary appointments and meetings throughout the period of its work.

The Evaluation Team consisted of:

- 1) Walter Gabriel - Chief of Police, Burlington, Wisconsin
- 2) Robert Hoffer - President, Wisconsin Gas Company,  
Blue Coats Foundation, Inc.
- 3) James Jansen - Coordinator, Police Science, Milwaukee  
Area Technical College
- 4) Donald Manson - United States Conference of Mayors
- 5) John Sheehy - Attorney, Wisconsin Gas Company
- 6) Robert Walter - Executive Director, Wisconsin Council  
on Criminal Justice

## II. METHODOLOGY

The proposal submitted to LEAA outlined several tasks to be performed by the Evaluation Team. These include:

- 1) evaluating the mobile unit as a tool for recruiting;
- 2) evaluating the mobile unit as a method of leading to improved community relations;
- 3) developing and administering a questionnaire to measure the impact of the mobile unit on those who visit it;
- 4) analyzing the overall program of the mobile unit and suggesting ways in which it could be improved; and
- 5) considering the economic feasibility of continuing the project.

The Evaluation Team has been unable to locate any specific guidelines for the evaluation of police and community relations projects of this type. That being the case, a series of evaluation steps have been followed which the authors believe provide for a logical, thorough and unbiased examination of the project.

TEAM MEETINGS. During the last eight months, the Evaluation Team has come together for a series of seven team meetings. The dates and major accomplishments of these meetings can be summarized briefly:

- 7/08/70 - Original team meeting.
- Project and evaluation task explained.
- Meeting with officials of Milwaukee Fire and Police Commission and Milwaukee Police Department.
- Visited mobile unit.
- Agreed on basic outline of evaluation procedures.

- 7/21/70 - Decided on details of evaluation procedures.
- Drew up list of individuals to be interviewed.
- Examined written materials on the project.
  
- 9/08/70 - Report on first few field visits by team members.
- Drew up detailed questionnaire for adults.
- Drew up detailed questionnaire for young people.
  
- 10/01/70 - Decided to hire two professional police-community relations officers to conduct interviews in mixed, Black, and Spanish-American schools and neighborhoods.
- Decided to hire a professional in the testing field to refine questionnaires and write up results of interviews.
- Prepared detailed assignments for above.
- Assigned other interviews to team members.
  
- 12/03/70 - Met with professionals in testing field and police-community relations and discussed their final report.
- Prepared outline of final evaluation report.
- Assigned some sections for draft.
- Planned final meeting.
  
- 1/15/71 - Prepared draft of evaluation report after considering and discussing all materials presented to and gathered by the Evaluation Team and its consultants.
  
- 2/25/71 - Prepared final draft of report.

INTERVIEWS. Key individuals with close relationships to the project have been interviewed by Evaluation Team members in some detail.

Those interviewed include:

- 1) Arlene Kennedy - Executive Secretary, Fire and Police Commission
- 2) Harold A. Breier - Chief of Police, Milwaukee Police Department
- 3) George H. Fuhr - Deputy Inspector, Milwaukee Police Department, Police Academy
- 4) Milton Engbring - Captain of Police, Milwaukee Police Department, Youth Aid Bureau

- 5) Robert Ziarnik - Captain of Police, Milwaukee Police Department, Personnel Bureau
- 6) Three officers assigned to mobile unit.
  - a. Sergeant Van Vergetis
  - b. Patrolman James Ebert
  - c. Patrolman Alfonso Graham
- 7) Henry W. Maier - Mayor, City of Milwaukee
- 8) Richard Glaman - Department of Fiscal Liaison, City of Milwaukee

FIELD VISITS TO THE MOBILE UNIT. The van was used in two different types of settings. The formal usages were visits to schools and clubs. The officers, in this type of approach, spoke to the viewers before they went through the van. In the informal approach, the van was opened to viewers at their leisure and the officers met the visitors more on an individual basis. The informal visits were visits to playgrounds and the display at the Wisconsin State Fair Exposition.

During the original meeting, the Evaluation Team visited the mobile unit in operation at a playground. Each member of the team observed the van at his leisure and talked with the officers who work the unit. The team was given a complete explanation of the displays and talked with children who had viewed the unit.

The mobile unit was displayed at the Wisconsin State Fair Park during the 1970 Fair. Two members of the team spent a considerable amount of time observing the van in operation. Unstructured interviews were conducted with people as they left the van, an attempt was made at that time to reach a cross section of the population. That was the only interview contact with viewers residing outside the City of Milwaukee.

The van was scheduled for public schools four days each week with the fifth day reserved for other requests such as club activities and

parochial schools. Members of the Evaluation Team visited with the officers and students while the van was at schools.

MEASUREMENT OF MOBILE UNIT'S IMPACT ON VISITORS. At the third team meeting it was determined what information would be necessary to perform an objective evaluation of the effectiveness of the police community relations unit. It was decided that any effort to reach viewers who had visited the van in informal visits would be too time consuming. It was decided that the school children would be reached and questioned along with teachers and school administrators who had seen the van. Also it was decided that comments of persons who visited the van at the Fair would be included as evaluative material.

Dr. Frank Samuels, who is employed by Milwaukee Area Technical College and working with minority group problems, was used as a consultant. Dr. Samuels devised a questionnaire that would elicit the information the team was seeking and enable the team to measure the effects of the van. The questionnaire forms are included as Appendix A. Comments noted at the Fair were interpolated and placed on questionnaire forms in order to obtain a greater sample of adults. Dr. Samuels also spoke with members of clubs and minority populations in the inner-city of Milwaukee. His report is included as Appendix B.

Because communication is difficult and at best unreliable between residents of the inner-city and team members with a law enforcement orientation, two experienced community relations specialists from the Chicago Police Department were asked to assist with interviews. Officers Theron Toole and Edward Willett interviewed children, teachers and school administrators from schools in the inner-city and Spanish-American areas.

The results of these interviews form the data base used in this part of the evaluation. A total of 154 interviews were obtained and interpreted. Comments of Officers Toole and Willett are included as Appendix C.

The Evaluation Team feels that the interviews achieved accurate, objective and comprehensive information. However, it should be pointed out that there are four weaknesses in the methodology:

- 1) There was no scientific selection of the sample.
- 2) The time lapse between viewing and the interview was in some cases four to six months.
- 3) Teachers may have selected more cooperative students for the interview.
- 4) Informal display of the van would have a tendency to attract people who are interested in Police and may have a tendency to shade interviews in favor of Police.



... of the ... in ...  
... of the ... in ...  
... of the ... in ...  
... of the ... in ...  
... of the ... in ...  
... of the ... in ...  
... of the ... in ...

... of the ... in ...  
... of the ... in ...  
... of the ... in ...  
... of the ... in ...  
... of the ... in ...

... of the ... in ...  
... of the ... in ...  
... of the ... in ...  
... of the ... in ...

- 1) A ...
- 2) A ...
- 3) A ...
- 4) The ...
- 5) Message ...
- 6) A ...

7) A display of police officers in various public service activities.

8) A series of brochures on recruiting and crime prevention.

The unit is equipped with an outside loudspeaker allowing people outside the bus to hear appropriate messages. Also, four portable exhibits are available to tell where the bus will next appear, and these are used at strategic points of heavy traffic flow to increase interest in the unit.

Photographs of the unit, together with a more detailed descriptive brochure, are included as appendices to this report.

PERSONNEL. The unit is manned by three policemen, two patrolmen and one sergeant. These officers are uniformed, and the three-man team is racially integrated. When the unit is in operation, these men actively engage visitors in conversations, answer their questions, and guide them through the exhibits in the van.

SUMMARY OF USE. From the moment of its dedication on February 9, 1970, the mobile unit has been extremely active. It has appeared at a wide variety of places and been used in many different ways. Report of use is included as Appendix D.

#### IV. PROJECT GOALS

At the time this project was proposed to IADAA, goals in three major areas of work were contemplated. As stated in the formal proposal, the goals, grouped into three areas, were:

1. Specialized Trainings
  - A. More specialized training of small groups of officers in the areas of minority culture, customs, dialect and habits.
  - B. Encouragement of more specialized community relations training.
  - C. Use of visual and audio techniques in presentation of materials.
  - D. Possible establishment of Spanish-speaking lab within the unit.
2. Recruitment
  - A. Encouragement of more minority group personnel to enlist in law enforcement work as a career.
  - B. A broader base of recruitment going to the source rather than interested persons solely coming to the administrative agency.
  - C. A brochure fully outlining the procedure, benefits, requirements involving police work.
3. Community Relations Function
  - A. Instilling greater public awareness of police work.
  - B. Image promoting of the policeman centered around the theme that the lifeline of the community is still the blue line.
  - C. Greater circulation to citizenry, juveniles and business operators of police-orientated and crime-preventive materials.
  - D. Allowing the public to see the police in action.
  - E. Particular emphasis in creating more police understanding among minority groups and alleviating the minority's impression that the policeman is an adversary.
  - F. Conveying the fact that the policeman of today is not only a law enforcement official but a lawyer, a minister, a social worker, a psychologist -- complexity of job.

It should be made clear at the outset that the major activities of the mobile unit have involved the community relations function, and while both training and recruiting will be discussed briefly, this evaluation will concentrate primarily upon community relations activities.

## V. EVALUATION AND RECOMMENDATIONS

TRAINING. The unit has not been used for special training programs. It is doubtful that the van could be effectively used for training for a police department the size of Milwaukee's. It is our recommendation that this objective be removed for this program.

RECRUITMENT. As to the second objective, again there has not been sufficient use of the unit for recruitment to truly measure the effectiveness. One question that came to the team when discussing this objective, was whether the use of the unit in police-community relations work would have a long range effect in recruitment of minority groups and if so, how it would be measured. From the time of the dedication of the van to this report, the unit was used almost exclusively for police-community relations work. There is at this time no significant increase in the numbers of minority group members recruited to the Milwaukee Police Department.

The van does have a potential for recruitment. There is an interview room located in the bus and the idea of going into the community with an explanation of what police work is all about will undoubtedly provide greater enticement for recruits when used more extensively for this purpose. The demands on the time of the unit for police-community relations work have been great and are increasing according to the personnel officer of the department under whose authority the van has been placed.

Indications of the success of the unit will almost certainly have a salutary, long range effect on recruitment. The change in attitude toward police as a result of a visit to the van for many young people may cause many of them to consider law enforcement as a career.

It is the recommendation of this committee that the mobile unit be used more extensively for recruitment purposes especially in the central city. The Milwaukee Police Department does contain a racial imbalance. Although racial problems in Milwaukee have not been as severe as in other major cities, there have been attacks on officers in the central city and there have been rumblings regarding the scarcity of black officers on the department.

The Community Relations Mobile Unit would be an excellent means of reaching the minority group members who may be interested in law enforcement work but for one reason or another can never bring themselves to police headquarters to fill out the job application.

POLICE COMMUNITY RELATIONS. The analysis of the data from a sample of viewers indicates that the community relations objective of the van is being attained. The clearest evidence pertains to the objective of establishing communication and mutual understanding between the police and various segments of the urban community. The responses to the questions which bore directly on this aspect of the program were unqualifiedly positive. This was particularly true for the younger segment of the sample. Their comments revealed that an image of the police as "tough", "mean" and "brutal" had some currency in significant numbers of the sample. However, their final assessment indicated a re-evaluation and a new imagery in which the police were described as "human", "funny" and "considerate". We cannot assess the extent to which these responses indicate permanent shifts in attitudes, but the weight of the evidence is very persuasive in view of the fact that many interviews were conducted as much as six months after the youngsters had seen the unit.

The analysis also revealed that the younger sample had few, if any, disruptive members and that previous contacts with the police had been of an informal and friendly nature; consequently, the objective rating of the police was significantly high. In a similar vein, the responses to the officers in the van by both segments of the sample was uniformly enthusiastic. This indicates the efficacy of police-community contacts in non-threatening contexts where the humane and conciliatory side of the law is more properly revealed. This, no doubt, facilitates the reduction of the fear and suspicion with which the police are viewed by even the younger age sets of the urban population.

The van was utilized most heavily in schools and playgrounds and as we indicated earlier, they were reaching the more stable members of the younger age categories. Some attempts should be made to modify the program, so that more street contacts could be made in a less formalized setting. To some extent, this is being done with informal visits to playgrounds. This is in keeping with the suggestions of the viewers where the overwhelming sentiment seemed to be in favor of extensive usage in their individual neighborhoods. It is also suggested that for maximum effectiveness within a given neighborhood, a serious attempt should be made to solicit the aid of churches, community schools, organizations, civic groups and social agencies. Without the support of these indigenous institutions, all police-community relations efforts are doomed to failure.

The teachers interviewed frequently voiced the complaint that the van was improperly scheduled within the schools and that there was a lack of coordination with ongoing programs and lesson plans. They indicated a strong need for more advanced planning which would take into consideration

the number of classes to be served and the number of potential viewers. Similarly, they suggested that the visit of the van should coincide with lessons in law enforcement, civics or government. The van program as it now operates does not fit easily into the proper educational framework. They also suggest that the regular beat policeman should be integrated into the program to insure program continuity.

Because of the need for variable scheduling and the number of schools, agencies and sites involved, we would recommend a master schedule of four months time periods, structured sufficiently in advance, to allow for changes and modifications.

The structure of the van is heavily slanted toward the younger viewer. Many of the adult viewers indicated that they had learned relatively little from the van displays. The possibility of setting up a collapsible, ancillary display which could be stored within the van and which would be geared to adult interest should be explored. Again, even where the emphasis is on the younger viewer, a structure with transposable elements might be more effective. An effort should also be made to include more displays which are manipulable, where the viewer becomes an actor in the ongoing demonstration.

The success of the Van Program is inextricably bound up with the performance of the men in charge. In this respect, the three officers have been extremely effective. The viewers at all age levels have commented upon their professionalism, humor, knowledge of police procedures and their ability to deal effectively and positively with a variety of audiences. The experience gained by these policemen in their service with the van should be utilized in the training of other officers who would like to engage in this kind of activity. The officers' experience

would also benefit in-service training programs in community relations within the larger department. The van utilizes a racially integrated crew which is absolutely essential to the success of the program. The benefits of an integrated crew are obvious and many. The crew was well received wherever it appeared.

Those interviewed indicated a feeling in various neighborhoods that a continuing friendly police presence is needed. At the same time, the police face a serious image problem -- not just locally, but nationally, which in large measure is due to a lack of mutual understanding essential to effective law enforcement in a free society. The effectiveness of the Police-Community Relations Van has been limited in this regard for it cannot be available in all places at all times. The integration of the Van Program into the entire range of departmental activities and by either expanding the van's usage, adding an additional van or through the introduction of other police-community relations programs would be steps towards meeting the concerns of the viewers and establishing a highly desirable communications link.

In conclusion, it must be remembered that the nature of police-community relations programs and the problems with which they attempt to deal are not subject to easy, brief, statistical or totally scientific evaluations. There are a wide variety of benefits from successful police-community relations programs which are complicated and very difficult to measure and not always immediately evident.

Nevertheless, the magnitude of the positive responses to the Milwaukee Police-Community Relations Van has been so great that the Evaluation Team has concluded generally that the program should not only be continued, but also expanded or supplemented by other police-community relations programs.



APPENDIX A

QUESTIONNAIRE SAMPLES BOTH CHILDREN AND ADULT

## QUESTIONNAIRE

on

## POLICE COMMUNITY RELATIONS VAN PROGRAM

<u>Question Number</u>	<u>PERSONAL DATA</u>
1.	Sex: Male <input checked="" type="checkbox"/> Female _____
2.	Age: <u>12</u>
3.	Occupation: <u>Student</u>
4.	Agency or School: <u>Vieau School</u>
5.	Address: <u>24th and National</u>
6.	How long have you lived in Milwaukee? <u>12 years</u>
7.	Ethnicity: Afro-American _____ Caucasian _____ Indian-American _____ Spanish-Speaking <input checked="" type="checkbox"/> Other _____

CHILDREN

ATTITUDES TOWARDS P-C-R VAN

8. Have you ever spoken to a policeman or has a policeman ever spoken to you?

Yes   x   No           

9. If "Yes", what was the reason for this contact?

Received a ticket for running (on foot) a red light. Felt it was a  
little sneaky on the part of the policeman as he was standing behind  
pole, thought to be hiding.

10. What do you think about (opinion) the police? A. Excellent           

B. Good        C. Fair   x   D. Poor        E. Indifferent           

Comments:   "I don't mind them"  

11. Where did you get this opinion?

A. Personal   x   B. Friends        C. Family        D. School       

12. Have you seen the Police Community Relations Van? Yes   x   No           

13. If "Yes", what were the things you remember about it?

The materials are "pretty cool". Remembers fingerprinting.

14. Did these materials give you a better understanding of police work  
(the police)?

<u>Materials List</u>	<u>Excellent</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>	<u>Did Not Understand</u>
<u>Breathalyzer</u>		<u>  x  </u>			
<u>Polygraph</u>		<u>  x  </u>			
<u>Police receiver</u>		<u>  x  </u>			
<u>Fingerprint ident</u>		<u>  x  </u>			

5. What was your impression of the officers who operated the Van?

A. Excellent \_\_\_\_\_ B. Good x C. Fair \_\_\_\_\_ D. Poor \_\_\_\_\_

Comments: "They were pretty nice."

16. What did you learn from your visit?

Thought previously, because of movies, that most of the police equipment was fake, was surprised however to learn it was not fake.

17. Did this visit change your views about the police or police work in any way?

Yes, it helped improve his views about police.

18. In what way would you like to see a Van like that operate in your neighborhood or school? Would like to see the van operate in the community

because it would give people an opportunity to experience something not normally available.

## QUESTIONNAIRE

on

## POLICE COMMUNITY RELATIONS VAN PROGRAM

Question  
NumberPERSONAL DATA

1. Sex: Male  Female
2. Age: 56
3. Occupation: Principal, Jr. High School
4. Agency or School: Wells Jr. High School
5. Address: \_\_\_\_\_
6. How long have you lived in Milwaukee? 56 years
7. Ethnicity: Afro-American \_\_\_\_\_ Caucasian   
 Indian-American \_\_\_\_\_ Spanish-Speaking \_\_\_\_\_  
 Other \_\_\_\_\_

## ADULTS

8. Have you had any experience with the Police Community Relations Van?

Yes  No  If "Yes"--

9. Why did you go through it?

Curiosity, also wanted to know what his students would be getting  
involved in.

10. What was your overall (rating) impression of the Van?

A. Excellent  B. Good  C. Fair  D. Poor

Comments: Exceptionally good and useful information presented by the  
police department, most constructive.

11. What was your (rating) impression of the officers who operated the Van?

A. Excellent  B. Good  C. Fair  D. Poor

Comments: Wonderful, great, "I think the police department went all  
out to select the best people they could for this operation."

12. What did you learn from your visit?

Learned that the police department is making a special attempt to reach  
the youngsters in the inner city, and giving positive information  
about the police.

13. Did this visit change your views about the police or police work in any way? Yes  No

14. If "Yes", how? View has always been constructive.

5. How useful were the following materials in aiding your understanding of police work?

<u>Materials List</u>	<u>Excellent</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>
Breathalyzer	x			
Polygraph	x			
Police receiver	x			
Fingerprint ident	x			

16. How would you change the Van or its operation to make it more effective?

Could use more programs of this kind giving the students more involvement with the exhibits. The Van was perfect and could not have been more effective.

17. What problems do you believe are solved by a program of this kind?

It improves the relationship between the students and police officer, it gives the kids a different (positive) point of view.

18. If "No" to question 8--  
Do you have any knowledge of the Police Community Relations Van?.

Yes \_\_\_\_\_ No \_\_\_\_\_

19. If "Yes" to question 18, what do you know about it?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

20. What do you think about such a program?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If "No" to question 18 (Explain P-C-R Van Program)

21. What do you think about the operation of such a program?

---

---

---



APPENDIX B

DATA INTERPRETATION BY DR. FRANK SAMUELS

## EVALUATION OF THE POLICE COMMUNITY RELATIONS VAN

### INTRODUCTION

Community relations in a police context indicate the efforts of law enforcement agencies to establish communication with the various publics and sub-cultural groups within their community and to solicit the aid of these entities in the maintenance of public order. The Milwaukee Police-Community Relations Van was devised as a strategy to realize these objectives.

The evaluation was designed to assess the impact of the police-community relations van on the various viewing publics and to determine if the stated objectives of the program were being significantly advanced.

### METHOD

Within this frame, a questionnaire was structured to determine the attitudes and opinions of both adults and children toward the various facets of the police-community relations van program. The interviewers were two police officers from a large metropolitan area and two police science instructors, MATC.

### INTERVIEWS WITH KEY PEOPLE

The interviews were limited to school sites because the police-community relations van program is confined primarily to playgrounds and primary and secondary schools throughout the city. Because the interviews were contingent upon the class schedules of the various schools, there was no attempt at random sampling, although a serious effort was made to obtain responses from all of the important categories.

### DESCRIPTION OF THE SAMPLE

The sample consisted of 46 adults and 108 children.

CHILDREN

Junior High School Type By Sex

TABLE 1.0

	<u>Sex</u>	
	<u>Male</u>	<u>Female</u>
Black	5 (10.64%)	9 (14.75%)
Spanish-American South Side	3 ( 6.38%)	2 ( 3.28%)
White South Side	14 (29.79%)	10 (16.39%)
Transitional	13 (27.66%)	23 (37.70%)
Far West Side	4 ( 8.51%)	9 (14.76%)
Grade School Respondents	8 (17.02%)	8 (13.12%)
Total	47 (100%)	61 (100%)

Location of Respondents By Sex

TABLE 1.1

<u>School</u>	<u>Sex</u>	
	<u>Male</u>	<u>Female</u>
Junior High School	39 (82.98%)	54 (88.52%)
Grade School	8 (17.02%)	7 (11.48%)
Total	47 (100%)	61 (100%)

CHILDREN

Grade School Type By Sex

TABLE 1.2

<u>Grade School</u>	<u>Sex</u>	
	<u>Male</u>	<u>Female</u>
Black	2 ( 4.25%)	2 ( 3.28%)
Transitional	6 (12.77%)	6 ( 9.84%)
High School Respondents	39 (82.98%)	53 (86.88%)
Total	47 (100%)	61 (100%)

The sub-sample of 108 children were drawn from ten junior high schools and two grade schools. In drawing the sample, provisions were made for geographical as well as racial representation. The junior high schools accounted for the largest segment of the children's sample and contained 39 males and 54 females. Although the grade schools were under-represented, accounting for only 8 males and 7 females, geographical and racial representation was achieved. This was in keeping with the research focus of determining whether peculiarities of attitudes on orientation towards the PCR Van existed as a consequence of membership in given age categories or specific racial or cultural neighborhoods. Table 1.0 indicates that the south side was represented by 17 males and 12 females and the north side by 5 males and 9 females, while the far west side was represented by 4 males and 9 females. The transitional schools, which suggest a location in a racially changing neighborhood, was represented by 8 males and 8 females.

In terms of ethnic composition, the children's sample contained 19 Afro-Americans, 80 Caucasians and 9 Spanish-speaking students.

CHILDREN

TABLE 1.3 Area of Residence By Sex

<u>Area of Residence</u>	<u>Sex</u>	
	<u>Male</u>	<u>Female</u>
East	None	None
West	12 (25.5%)	28 (45.9%)
North	7 (14.9%)	11 (18.0%)
South	22 (46.8%)	18 (29.5%)
Suburb	6 (12.8%)	4 (6.6%)
Total	47 (100%)	61 (100%)

In large measure, the children lived in the areas in which the schools were located. No east side schools were visited; consequently, no east side residents appear in the sample. A similar argument can be advanced for the apparent lack of suburban representation.

TABLE 1.4 Age and Sex

<u>Age</u>	<u>Sex</u>	
	<u>Male</u>	<u>Female</u>
11 years	2 (4.25%)	2 (3.28%)
12 years	4 (8.51%)	4 (6.56%)
13 years	27 (57.44%)	41 (67.21%)
14 and 15 years	14 (29.79%)	14 (22.95%)
Total	47 (100%)	61 (100%)

In terms of sex, the children sub-sample consisted of 47 males and 61 females. Children in the age categories 11, 12, 13, 14 and 15 years were represented. The modal age category was 13 years, and contained 27 males and 41 females. The under-representation of the 11 year olds is a reflection of the purposive sampling technique in which only two grade schools were drawn.

ADULTS

Junior High School Type By Sex

TABLE 2.0

<u>School Type</u>	<u>Sex</u>			
	<u>Male</u>		<u>Female</u>	
Black	8	(25.0%)	1	(7.1%)
Spanish American South Side	2	(6.3%)	1	(7.1%)
White South Side	5	(15.6%)	1	(7.1%)
Transitional	4	(12.5%)	5	(35.8%)
Far West Side	1	(3.1%)	1	(7.1%)
Grade School Respondents	12	(37.5%)	5	(35.8%)
Total	32	(100%)	14	(100%)

The adult sample consisted of 32 males and 14 females. The sample was drawn from the same schools as the children, as a consequence there is a similar distribution across school location and school types as indicated in Table 2.0 and Table 2.1. The latter table indicates that 9 males and 3 females were interviewed at the fairgrounds while 20 males and 9 females were interviewed in the junior high schools and 3 males and 2 females in the grade schools.

Location of Respondents By Sex

TABLE 2.1

<u>Location</u>	<u>Sex</u>			
	<u>Male</u>		<u>Female</u>	
Junior High School	20	(62.5%)	9	(64.3%)
Grade School	3	(9.4%)	2	(14.3%)
*Fair Grounds	9	(28.1%)	3	(21.4%)
Total	32	(100%)	14	(100%)

\* Category contains two individuals from one inner-city agency.

ADULTS

Occupation And Sex

TABLE 2.2

<u>Occupation</u>	<u>Sex</u>	
	<u>Male</u>	<u>Female</u>
Teacher	14 (43.8%)	7 (50.0%)
Principals	9 (28.1%)	4 (28.6%)
Others	9 (28.1%)	3 (21.4%)
Total	32 (100%)	14 (100%)

Table 2.2 indicates that 13 of the persons interviewed in the schools were either principals or vice-principals and 21 were teachers. Occupational data was not available for the other 12 respondents. In order to insure a balanced view of the Van, a serious attempt was made to obtain interviews from all levels of the school, the administration, staff and students.

ADULTS

Race And Sex

TABLE 2.3

<u>Race</u>	<u>Sex</u>	
	<u>Male</u>	<u>Female</u>
Afro-American	1 ( 3.1%)	1 ( 7.1%)
Caucasian	30 (93.8%)	13 (92.9%)
Spanish-speaking	1 ( 3.1%)	0 ( 0.0%)
Total	32 (100%)	14 (100%)

The racial imbalance within the adult sub-sample is an artifact of the sampling procedure. An analogous situation exists within the children's sample. The interviewers had no control over who would be interviewed. The emphasis within the schools was upon age representation rather than sex or race.



ADULTS

Place Of Residents By Sex

TABLE 2.4

<u>Place of Residence</u>	<u>Sex</u>	
	<u>Male</u>	<u>Female</u>
East	1 ( 3.1%)	0 ( 0.0%)
West	10 (31.3%)	6 (42.9%)
North	5 (15.6%)	1 ( 7.1%)
South	8 (25.0%)	3 (21.4%)
Suburbs	8 (25.0%)	4 (28.6%)
Total	32 (100%)	14 (100%)

There was a slight difference between the adult and children sub-samples in terms of place of residence. The east side only had 1 respondent but the suburbs had 12 respondents. All taken at fairgrounds.

## ANALYSIS OF DATA

CHILDREN

## Contacts With Police By Sex

TABLE 3.0

<u>Contacts with Police</u>	<u>Sex</u>	
	<u>Male</u>	<u>Female</u>
Informal	23 (48.9%)	44 (72.1%)
Official Investigation	7 (14.9%)	9 (14.8%)
Personal Difficulties	5 (10.7%)	0 (0.0%)
Not Applicable	12 (25.5%)	8 (13.1%)
Total	47 (100%)	61 (100%)

Sixty-seven students indicated that they had had informal contacts with the police. For many of these, the contacts were with family members or relatives who were members of the force. Contact with the policeman on the beat accounted for 5% of the informal contacts. Sixteen students stated that they had met policemen through official investigations, although none of the respondents were personally involved in any violations.

The personal difficulty category accounted for 65% of the responses. No major infractions were listed. The difficulties consisted of minor incidents such as "playing in the streets", and "throwing stones in the park".

Based upon the responses to this question we can characterize the sample, as a relatively stable, well-behaved student group.

CHILDREN

Opinion Of The Police By Race

TABLE 3.1

<u>Opinion of the Police</u>	<u>Race</u>		
	<u>Afro- American</u>	<u>Caucasian</u>	<u>Spanish- Speaking</u>
Good	12 (63.1%)	73 (91.2%)	5 (55.6%)
Fair	6 (31.6%)	2 ( 2.5%)	3 (33.3%)
Poor	0 ( 0.0%)	2 ( 2.5%)	1 (11.1%)
Indifferent	1 ( 5.3%)	3 ( 3.8%)	0 ( 0.0%)
Total	19 (100%)	80 (100%)	9 (100%)

There was no significant differences between the various ethnic groups and their opinions of the police.

The majority of the students interviewed had a positive attitude toward the police, of the 108 students only 3 indicated an unfavorable attitude. Forty-five students stated that their attitudes were based on personal observations. Although the comments to this question covered a wide range of ideas and attitudes, there were some recurrent themes, some of which are expressed in the quotations below.

"Pretty good because they help us out with a lot of things."

"They are all right. Some of my friends like them, others dislike them."

"O.K., I guess. They are do-gooders."

"I think they are pretty nice because they help you out in different ways."

"Necessary to have them."

"No opinion - neutral feeling."

"Don't know what to think about them because I have heard good and bad from both sides."

"Policemen are nice. Policemen are people."

CHILDREN

Opinion Of The Police By Sex

TABLE 3.2

<u>Opinion of the Police</u>	<u>Sex</u>	
	<u>Male</u>	<u>Female</u>
Good	38 (80.8%)	52 (85.3%)
Fair	6 (12.8%)	5 ( 8.2%)
Poor	0 ( 0.0%)	3 ( 4.9%)
Indifferent	3 ( 6.4%)	1 ( 1.6%)
Total	47 (100%)	61 (100%)

Impression Of Officers In The Van By Sex

TABLE 3.3

<u>Impressions of Officers</u>	<u>Sex</u>	
	<u>Male</u>	<u>Female</u>
Excellent	33 (70.2%)	39 (64.0%)
Good	13 (27.7%)	18 (29.5%)
Fair	1 ( 2.1%)	3 ( 4.9%)
Poor	0 ( 0.0%)	1 ( 1.6%)
Total	47 (100%)	61 (100%)

The students responses to the question, "What was your opinion of the officers in the van?" indicated that the van operators had made a significant impact upon them. As detailed in Table 3.3, 70.2% of the boys and 64.0% of the girls said they were excellent, while 27.7% of the boys and 29.5% of the girls had good opinions of them, and more importantly, there was only one negative response.

The enthusiasm evinced toward the officers is even more evident in the unstructured comments to the question. Apparently the officers have developed consummate skills in interacting with students at various age levels, because the high level of enthusiasm was sustained throughout the various grades. In terms of Tables 3.1 and 3.2, we can only speculate as to whether or not the excellent showing by the three officers in the van had a halo effect on the police in general.

CHILDREN

Contents Of The PCR-Van Remembered  
By Sex

TABLE 3.4

<u>Contents of the PCR-Van Remembered</u>	<u>Sex</u>	
	<u>Male</u>	<u>Female</u>
Breathalyzer	3 ( 6.4%)	13 (21.3%)
Polygraph	10 (21.3%)	11 (18.0%)
Police Receiver	3 ( 6.4%)	4 ( 6.5%)
Fingerprint Identification	20 (42.5%)	14 (22.9%)
Movie	11 (23.4%)	14 (22.9%)
Others	0 ( 0.0%)	5 ( 8.2%)
Total	47 (100%)	61 (100%)

Most of the children recalled the fingerprint identification, this was particularly true for the boys, where 42.5% of the boys indicated that this display made the strongest impression on them. The movie was second in terms of recall, and accounted for 23.4% of the boys and 22.9% of the girls.

Many of the children indicated that they remembered all of the displays, but some left stronger impression than others. This impression is indicated by the ratings in Table 3.5, where 44.7% of the boys and 44.3% of the girls rated the fingerprint identification display as excellent. The polygraph received a rating of excellent from 46.8% of the boys, while only 24.6% of the girls agreed with this rating. The breathalyzer received the highest rating among the boys, and the police receiver received the highest rating among the girls. None of the boys indicated a poor rating for any of the displays, while all of the displays received some poor ratings

CHILDREN

Rating of Displays By Sex

TABLE 3.5

Displays	Male				Total
	Excellent	Good	Fair	Poor	
Breathalyzer	27 (57.5)	16 (34.0)	4 (8.5)	0 (0.0)	47 (100%)
Polygraph	22 (46.8)	16 (34.0)	9 (19.2)	0 (0.0)	47 (100%)
Police Receiver	20 (42.5)	17 (36.2)	10 (21.3)	0 (0.0)	47 (100%)
Fingerprint Identification	21 (44.7)	16 (34.0)	10 (21.3)	0 (0.0)	47 (100%)
-----					
Displays	Female				Total
	Excellent	Good	Fair	Poor	
Breathalyzer	21 (34.4)	23 (37.7)	12 (19.7)	5 (8.2)	61 (100%)
Polygraph	15 (24.6)	27 (44.3)	16 (26.2)	3 (4.9)	61 (100%)
Police Receiver	13 (21.3)	30 (49.2)	16 (26.2)	2 (3.3)	61 (100%)
Fingerprint Identification	15 (24.6)	27 (44.3)	17 (27.9)	2 (3.2)	61 (100%)

from the girls, although these poor ratings were relatively insignificant. The data does not indicate any sharp differences in the interest level of the boys and girls, although comments from the adults elsewhere suggest that displays which are manipulable are more likely to hold the interest of the children.

What Children Learned From Visit  
By Sex

TABLE 3.6

What Children Learned From Visit	Sex	
	Male	Female
Police Work and Job Requirements	26 (55.3%)	34 (55.8%)
Respect For The Law	9 (19.1%)	6 (9.8%)
How To Act If Witness To A Crime	3 (6.4%)	2 (3.3%)
Ways Of Cooperating With The Police	3 (6.4%)	5 (8.2%)
Police Officers Are "Great" Persons	4 (8.5%)	8 (13.1%)
Nothing Learned	2 (4.3%)	6 (9.8%)
Total	47 (100%)	61 (100%)

According to the responses, the students, because of the opportunity given them to visit the van and to see a variety of law enforcement equipment and practices on display, gained a greater respect for the law. In addition to that, a considerable number of them were ignorant of police methods and procedures before the visit. Subsequently, 55.3% of the boys and 55.8% of the girls indicated that they had gained a greater knowledge of police work and job requirements.

The question also elicited the response that the police are "great persons", 11% of the students gave this response. The humanity displayed by the police operations of the van was obviously a surprising development for many of these students. Many indicated that they had never seen the "human side" of the policeman before. The students, judging from their comments, were delighted at this discovery and their attitudes strongly indicated that they would like to see more of this.



Change In Attitude Subsequent To  
Van Visit By Race

TABLE 3.7

Change In Attitude Subsequent To Van Visit	Race		
	Afro- American	Caucasian	Spanish- Speaking
Positive Attitude Change	14 (73.7%)	45 (55.0%)	7 (77.8%)
Negative Attitude Change	0 ( 0.0%)	1 ( 1.2%)	1 (11.1%)
Attitude Unchanged	5 (26.3%)	34 (43.8%)	1 (11.1%)
Total	19 (100%)	80 (100%)	9 (100%)

Sixty-six students indicated a positive change of attitude. Many of those who stated that their views had not been changed clarified that by indicating that they always held the police in high regard. The image of the big, brutal policeman appeared to have some currency among the students. According to the data, the visit to the van dispelled that notion.

"I always thought that all police were big, bad and mean; now I know differently."

"I thought most of them just busted kids, but now I know they do it for the safety of the kids."

"Not a bunch of monsters knocking people over the head."

"I thought they were mean, but they are not."

"I used to think that police liked to yell at kids but I see that they are trying to protect me."

"I used to think they were not interested in younger people and children, but they are."

"My brother told me police were not that good, but I saw otherwise."

CHILDREN

Suggested Changes Or Modifications  
In Van Content And Procedures  
By Sex

TABLE 3.8

---

<u>Suggested Changes And Modifications</u>	<u>Sex</u>	
	<u>Male</u>	<u>Female</u>
Greater Use In Respondents' Community	25 (53.2%)	41 (67.3%)
The Present Operation Is Satisfactory	3 ( 6.4%)	1 ( 1.6%)
More Demonstrations In The Schools	16 (34.0%)	18 (29.5%)
Additional Vans	0 ( 0.0%)	1 ( 1.6%)
No Suggestions	3 ( 6.4%)	0 ( 0.0%)
Total	47 (100%)	61 (100%)

---

The children suggested that they would like to see an expanded operation of the PCR-Van program in terms of greater use in their community and more demonstrations in the schools.

ADULTS

Reason For Visiting Van  
By Sex

TABLE 4.0

<u>Reason For Visiting Van</u>	<u>Sex</u>	
	<u>Male</u>	<u>Female</u>
To Obtain Information About The Police	13 (40.6%)	7 (50.0%)
Supervision of Students	10 (31.3%)	4 (28.6%)
Curiosity	9 (28.1%)	3 (21.4%)
Total	32 (100%)	14 (100%)

The majority of the teachers who visited the van did so primarily in a supervisory capacity, although a significant segment went of their own accord in order to gain first-hand knowledge of its operation, structure and content so that they would be better prepared to discuss its various aspects with the class in the aftermath of the visit. Some teachers indicated that they were instrumental in bringing the van to the school because they had heard of its operation at other schools. This might indicate the need for a uniform policy of informing the various schools in a given area as to the availability of the van, so that the student bodies of all these schools could benefit from more detailed planning and fellow utilization.

ADULTS

Rating Of Displays  
By Sex

TABLE 4.1

Male					
Displays	Excellent	Good	Fair	Poor	Total
Breathalyzer	12 (37.5%)	16 (50.0%)	2 (6.3%)	2 (6.2%)	32 (100%)
Polygraph	10 (31.2%)	19 (59.4%)	2 (6.2%)	1 (3.2%)	32 (100%)
Police Receiver	11 (34.4%)	16 (50.0%)	3 (9.4%)	2 (6.2%)	32 (100%)
Fingerprint Identification	12 (37.5%)	17 (53.1%)	2 (6.2%)	1 (3.2%)	32 (100%)
-----					
Female					
Displays	Excellent	Good	Fair	Poor	Total
Breathalyzer	3 (21.4%)	7 (50.0%)	2 (14.3%)	2 (14.3%)	14 (100%)
Polygraph	4 (28.6%)	6 (42.8%)	2 (14.3%)	2 (14.3%)	14 (100%)
Police Receiver	4 (28.6%)	6 (42.8%)	2 (14.3%)	2 (14.3%)	14 (100%)
Fingerprint Identification	4 (28.6%)	6 (42.8%)	2 (14.3%)	2 (14.3%)	14 (100%)

The men rated the displays uniformly high. The women were consistent in their ratings but much more modest in their appraisal. We cannot advance any valid reason for the sex differences in the ratings of the display, although some of the women commented favorably on the pamphlets which dealt with a variety of everyday situations.

ADULTS

Overall Rating Of The Van  
By Sex

TABLE 4.2

<u>Overall Rating Of Van</u>	<u>Sex</u>	
	<u>Male</u>	<u>Female</u>
Excellent	21 (65.6%)	12 (85.7%)
Good	6 (18.8%)	2 (14.3%)
Fair	2 ( 6.2%)	0 ( 0.0%)
Poor	3 ( 9.4%)	0 ( 0.0%)
Total	32 (100%)	14 ( 0.0%)

According to Table 4.2 the response of the adult viewers to the van was uniformly enthusiastic. Their comments indicated that the displays were well selected and that they attempted to present an accurate picture of the full range of activities carried out by the police department. They stated that the exhibits underscored the need for police officers within the community and clearly delineated the responsible values of police officers toward the citizenry.

The teachers in the adult audience commented favorably on the multi-media approach utilized by the van. They were particularly impressed by the enthusiasm evinced by their students towards those exhibits in which the students were personally involved in the demonstration. In fact, in their overall impression of the van, many viewers singled out the manipulable exhibits for particular praise. This suggests that in the future when modifications and additions are being contemplated, some thought should be given to these sentiments which were strongly expressed by the viewers.

Because the question of the overall impression of the van is of moment to the continuance of the Police-Community Relations Van Program, a sampling of these comments is given below.

"Exceptionally good and useful information presented by the police department, most constructive."

"Gives a more positive approach to students of what the police are all about. Impressed the students very much, a good multi-media approach."

"Thought it was very interesting. The police movie was very good and held the students' attention. The practical learning experience afforded by the van is excellent."

"Van was not as much of an aid as the officers coming into the classroom."

"Thought that the experience was tremendously educational and fun for the children, helped humanize the police to the students."

"Tremendously impressed."

"False attempt to cover up for poor police practices. Hippie community is laughing at van."

"Gave a completely different view of police from how most people see them."

"Should give a more true picture of police work, more of the unpleasant aspects should be shown."

"I think that this is the kind of thing that should be done more."

"Fine, within the limitations of the van."

ADULTS

What Respondent Learned From  
Visit To PCR-Van By Sex

TABLE 4.3

	<u>Sex</u>	
	<u>Male</u>	<u>Female</u>
Police Duties And Responsibilities	10 (31.3%)	6 (42.9%)
Police Equipment And Technology	3 (9.4%)	2 (14.3%)
Extent of Police Community Relations Work	2 (6.2%)	1 (7.1%)
Nothing New	17 (53.1%)	5 (35.7%)
Total	32 (100%)	14 (100%)

The adult viewers in general were already knowledgeable about the machinery displayed and police functions. Apparently the effect was not so much one of increased knowledge as it was attitudinal. They learned more from the pamphlets which were geared to their own needs and interest than from the other exhibits. The dominating response of the adult viewers was that although they acquired very little in actual knowledge, because of the van displays and the geniality of the officers, they now saw the police in a more positive light.

ADULTS

Impression Of Officers By Sex

TABLE 4.4

<u>Impression Of Officers</u>	<u>Sex</u>	
	<u>Male</u>	<u>Female</u>
Excellent	24 (75.0%)	14 (100%)
Good	6 (18.8%)	0 ( 0.0%)
Fair	2 ( 6.2%)	0 ( 0.0%)
Poor	0 ( 0.0%)	0 ( 0.0%)
Total	32 (100%)	14 (100%)

A major reason for the excellent overall impression of the van was the professionalism of the policemen who were in charge of its operation. The viewers were unanimous in their praise of the policemen, according to the viewers, they exhibited warmth, understanding and an in-depth knowledge of the machinery on display as well as police functions. The teachers were particularly impressed with their handling of the students, especially those in the earlier grades.

The following statements, randomly selected, demonstrates the general tenor of the comments.

"Any one of them could sign a teaching contract with us. They were good actors. They handled questions well, with good humor."

"They were more helpful than the van could ever be. They really presented the human side of their jobs."

"Personable, interesting, informative, their attitude and approach is very good."



**CONTINUED**

**1 OF 2**

"Answered all questions well, were very cooperative and well informed."

"Good contrast, each officer offered something different."

"Thought they did a tremendous job and that the students responded very well to them. Felt the integrated crew was a good approach."

"I think they did a beautiful job."

"The officers were good and had excellent rapport with the youngsters."

ADULTS

Attitude Change Subsequent To  
PCR-Van Visit By Sex

TABLE 4.5

<u>Attitude Change Subsequent to PCR-Van Visit</u>	<u>Sex</u>	
	<u>Male</u>	<u>Female</u>
Attitude Remained The Same	9 (28.1%)	4 (28.6%)
Experienced Positive Attitude Change	23 (71.9%)	10 (71.4%)
Total	32 (100%)	14 (100%)

The majority of the adult viewers were starting from either neutral or positive positions in regard to their attitudes toward the police. The presentations in the van, therefore, served to reinforce previous positive attitudes on to move these neutral observers toward a more positive position. The data did not indicate any instance where the van displays had a negative effect upon the viewer's attitude.

ADULTS

Factors In Attitude Change By Sex

TABLE 4.6

---

	Sex	
	<u>Male</u>	<u>Female</u>
Greater Familiarization With Police Work	5 (15.6%)	2 (14.3%)
Obtained A More Positive View Of Police	3 ( 9.4%)	2 (14.3%)
Always Had High Regard For Police	8 (25.0%)	6 (42.9%)
Saw The Police As Human Beings	2 ( 6.3%)	0 ( 0.0%)
Other	5 (15.6%)	1 ( 7.1%)
Not Applicable	9 (28.1%)	3 (21.4%)
Total	32 (100%)	14 (100%)

---

Many viewers indicated that heretofore, they had never had the opportunity to engage an officer in pleasant conversation, within a context sociability. The van afforded them this singular opportunity and allowed them to view the officers for the first time outside of their "hard official" roles.

Similar to the children, many of the adult viewers who gave an indication of a shift to a more positive regard for the police expressed surprise at the humor and humanity of the officers and in their personal comments to the question, were at pains to applaud this effort of the police in community relations.

ADULTS

Problems Solved By Programs  
Of This Kind By Sex

TABLE 4.7

Problems Solved By Programs Of This Kind	Sex	
	Male	Female
Reduce Conflict Between The Police and Community	10 (31.2%)	2 (14.3%)
Change The Negative Image Of The Police	3 ( 9.4%)	0 ( 0.0%)
Gives Children A Better Image Of The Police	18 (56.3%)	11 (78.6%)
Other	1 ( 3.1%)	1 ( 7.1%)
Total	32 (100%)	14 (100%)

According to the majority of the respondents, the two major problems solved by the Community Relations Van Program are the reduction of conflict between the police and the community and the erosion of the negative image which had began to take hold in various segments of the community. In addition to this, it fosters mutual respect between the police and its various publics which is a crucial dimension of effective police work.

The teachers among the adult viewers also believe that concentrating the van program within the schools attacks the problem of police acceptability within the community while it is still in its latent stages and sets up effective measures to counter those negative attitudes and sentiments which may exist in the students' homes and peer group.

ADULTS

Suggestions For Improving The Effectiveness  
Of The PCR-Van By Sex

TABLE 4.8

Suggestions For Improving The Effectiveness Of The PCR-Van	Sex	
	Male	Female
Increase The Size Of The Program	2 ( 6.2%)	4 (28.6%)
Provide For A Wider Range of Equipment	10 (31.3%)	3 (21.5%)
Better Scheduling	6 (18.8%)	5 (35.7%)
Greater Neighborhood Usage	4 (12.5%)	1 ( 7.1%)
Better Use Of Community Resources	4 (12.5%)	0 ( 0.0%)
Effective As It Is	1 ( 3.1%)	1 ( 7.1%)
No Opinion	5 (15.6%)	0 ( 0.0%)
Total	32 (100%)	14 (100%)

Varying responses were elicited by the request for suggestions on improving the van. Almost all the responses were prefaced with the remark that they (the viewers) had no major complaints with the present operation. The majority of the suggestions for improvement came from the teachers who viewed the van within a total learning context.

The teachers would like to see a better scheduling of the van, so that they could organize lesson plans around the visit in the civics and social science areas. In this context, they would be able to provide both pre- and post-visit lesson exercises. Under the present operation, the visit, although useful, was not placed within any meaningful context.

In a similar vein, they suggest the utilization of the beat policemen's services so that there would be program continuity and law enforcement in general would be made more effective. In terms of scheduling, another complaint was voiced that the time allotted for the visits was too short; consequently, a mood of disorganization prevailed. There was little time to study the exhibits and on many occasions the inspection tours suffered from over-crowdedness within the van.

The teachers would also like to see the program geared to the interest level and comprehension of the students. Displays would be structured around such practices as vandalism, shop-lifting, curfew violations, trespassing and other violations in their genre.

Some suggestions were also offered for the modification of the van and the contents. The majority of the viewers would like to see more exhibits, particularly those which are manipulable and involve the viewer more in its operation.

All the viewers expressed the belief that the program should be expanded and that more extensive use be made of the van in central city neighborhoods.

APPENDIX C

COMMENTS BY OFFICERS THERON TOOLE AND EDWARD WILLETT



EXPLANATORY NOTE: Officers Theron Toole and Edward Willett of the Chicago Police Department's Human Relations Section, in addition to interviewing students, teachers, and school officials as described earlier, were requested by the Evaluation Team members to submit a memorandum covering any thoughts or observations they might wish to bring to the team's attention concerning the Van Program, their interviewing, or police-community relations generally.

The complete memorandum they submitted follows as Appendix C. As Officers Toole and Willett clearly state, their comments are in no way intended as an in-depth evaluation of the Milwaukee scene. However, it was the unanimous opinion of the Evaluation Team that the comments of these two officers, because they are directly relevant to the Van Program, and because they come from experienced professionals in the police-community relations field, would be of interest to readers of the evaluation report, and thus should be included as an appendix.

MEMORANDUM

TO: Milwaukee Evaluation Team

FROM: Theron C. Toole and Edward V. Willett  
Chicago Police Department

SUBJECT: Observations on Milwaukee Police-Community Relations  
Van Program and our work for the Evaluation Team.

INTRODUCTION:

These are some brief observations and opinions relating to our experiences in Milwaukee. We have placed them in a memorandum as you requested. The validity of the views expressed bear no more substantiation than the sum total of our own thoughts, training and experience. However, they are given sincerely with the hope that what is said will help initiate further and more comprehensive community relations planning and programs.

THE VAN PROGRAM:

The Van's value as an overall Community Relations project is excellent. The interviews would indicate that it has been generally well received and is significant as an educational tool for initiating young people to the policemen and the police operation. Most of the educators interviewed were equally impressed with the Van especially as a medium for education.

The only criticism of the Van focused itself in one particular area and was actually a positive criticism. That is, it was felt that there should be much more of the kind of service that the Van is providing. Just about everyone interviewed agreed with this latter point

and similarly they also thought the Van would be of great value in the various communities where people live. Several teachers thought that the Van visit should be made available to all of the students in the schools as it was learned that in some schools, visits were limited to Social studies classes and in others, only certain grade levels were able to visit the Van. At some of the schools, however, all of the students were able to go through the Van.

Another positive criticism from several sources was that the follow-up critique, the evaluation, should have occurred sooner since much of the stimulus from the original visit had worn off. Most of the suggestions for improving the program would require that it be expanded. Some of the suggestions were as follows:

A more relaxed scheduling at the schools visited to allow all students to participate in a leisurely more comprehensive visit.

Better coordination with the schools in terms of scheduling.

Provide for a question and answer and discussion period between the policemen, the students and the teacher in the classroom after each class visit.

Gear the exhibits more specifically to the general age group that will be visiting the Van on a given day, i.e.: more manipulative exhibits for younger students; more comprehensive exhibits for older students.

Add exhibits dealing with narcotics, shoplifting and the complete processing of youthful offenders from arrest to detention.

Continued operation of the Van by integrated crews.

More demonstration of exhibits.

Coordination of classroom projects with the visit of the PCR Van.

Maintain the same high calibre of officers on the Van.

Some officers should be assigned to the Van on a full time basis, with no additional duties.

Involve resource people, parents and the whole school in the project.

#### THE INTERVIEW PROCESS:

Although the bulk of the interviews were favorable in the extreme to the PCR Van, there are several factors which should be considered along with them, such as the following:

That most of the interviewees were aware that the interviewers were police officers.

The interviewed were selected by the teachers or principals.

#### THE SCHOOLS:

Of the five schools where interviews were conducted, they were each located in somewhat unique surroundings, which would tend to influence the type of experience with and therefore the attitudes the students would have toward the police.

A. The Roosevelt Jr. High School, predominantly Black enrollment, is located in the heart of an area with a large Black public housing community. The community appears very neat and orderly on the surface and the school appears to be well organized and orderly also.

B. The Wells Jr. High School is located in what appears to be a Transitional area of generally low income housing and apartments, most

of which are in a poor state of repair. As is the case with many schools in such areas, the school is predominantly Black and appears to be somewhat overcrowded.

C. The Vieau Elementary school is located in an established, working class, Latin American community. The school itself appears to be very orderly and very well run with a freedom of spirit that usually does not accompany the aforementioned type of atmosphere in a school.

D. The Keefe Elementary school also appears to convey a freedom of spirit amongst its students and yet be very orderly. The community in which it is located is dominated by neat bungalows that indicate middle class incomes and neighborhood stability. Both the school and the neighborhood appears to be predominantly Black, we believe.

E. The Lincoln Jr. High School has a predominantly Black enrollment and is located just inside of a primarily white mixed income community. This area borders another community where the income appears to be markedly higher. The school although under the effects of overcrowding appears to be well run.

The capsule descriptions of these schools and their neighborhoods give some indication of the circumstances the students live and attend school in, and of police experiences the students would have, if any, in their respective school communities.

At Lincoln school there is probably considerable pressure on the students to quickly move into and out of the school area before and after school hours with a close scrutiny of those found in the area after school hours. To the extent that this burden is forced on the police, it

would not foster any positive relationships.

The surroundings of Roosevelt Jr. High School indicate a somewhat self-contained atmosphere in which the service attitudes of city government agencies will be generally positive until or unless the public housing projects develop into an overcrowded situation with its concomitant problems of low income and crime. (If the housing projects did in fact become seriously overcrowded, and crime, hostility, and fear in that area all increased, then there would be much greater pressure brought to bear on the police, and all aspects of their work, including the service functions, would be much more difficult to perform well.)

We would suspect that the police community relationships in the area around the Vieau Elementary school are generally good and probably tend to be worse only in the bordering areas where racial and ethnic friction might occur. The good or better relations are probably due more to the homogeneity of the community and a strong religious orientation than to any other factors.

Police visibility is probably very high in the area surrounding Wells Jr. High School. This would be due to the variance of services and the great number of calls for service that usually occur in an area of low income, high density, great influx and continuous transition.

The community surrounding the Keefe Elementary school seems to be the most stable and the residents seem to have fewer police contacts than any of the other communities mentioned. This is probably due in large part to its lower density population, greater economic independence and possibly a generally higher level of education.

RELATED FACTORS:

Although the mechanics and effects of the Van Program are important to evaluate, the entire program must be considered within the overall context of conditions within the city-community relations programs which by their very nature sometimes tend to treat the symptoms, and not the causes of problems. Therefore, as a part of fully evaluating the Van Program, it is necessary to identify some of the basic conditions within the city (or any city) which both make police-community relations programs necessary and also determine their success or failure. Some of the important factors which should be recognized and considered in these respects include the following:

1. Amount and character of low-income housing, and extent of housing segregation.
2. Availability of jobs and working conditions for minority groups.
3. Adequacy of school facilities and the quality of education opportunities for youth.
4. Number and ranks of minority police officers and their assignments to neighborhoods.
5. Quality of city services regularly provided to low-income and minority group areas.
6. Public opinion regarding general opportunities for minority groups.

CONCLUSION:

Community Relations is preventative medicine. It is recognizing potential problems and their causal relationships. And it is working with people to solve those problems before they become more serious in nature, so much so that they often appear to be insoluble. At first this will seem like an extra burden on the often overworked officer but in the long run it will, like a second nature, serve to lessen his work in terms of the anxiety it will eliminate, the respect it will engender and the crime it will prevent.

There are numerous reasons why the police should be at the lead in preventing the development of serious social problems, the most practical one being that they are usually the first to be involved whenever they occur. Whatever the reasons for becoming involved, the first step is the recognition of the need to solve a problem. The Milwaukee Police Department, like all big city police departments today, faces a series of complex problems in performing its tasks, some of them in the police-community relations area. The Milwaukee Police-Community Relations Van Program, in that it implies a need to deal directly with some of these problems, is a good beginning.



APPENDIX D

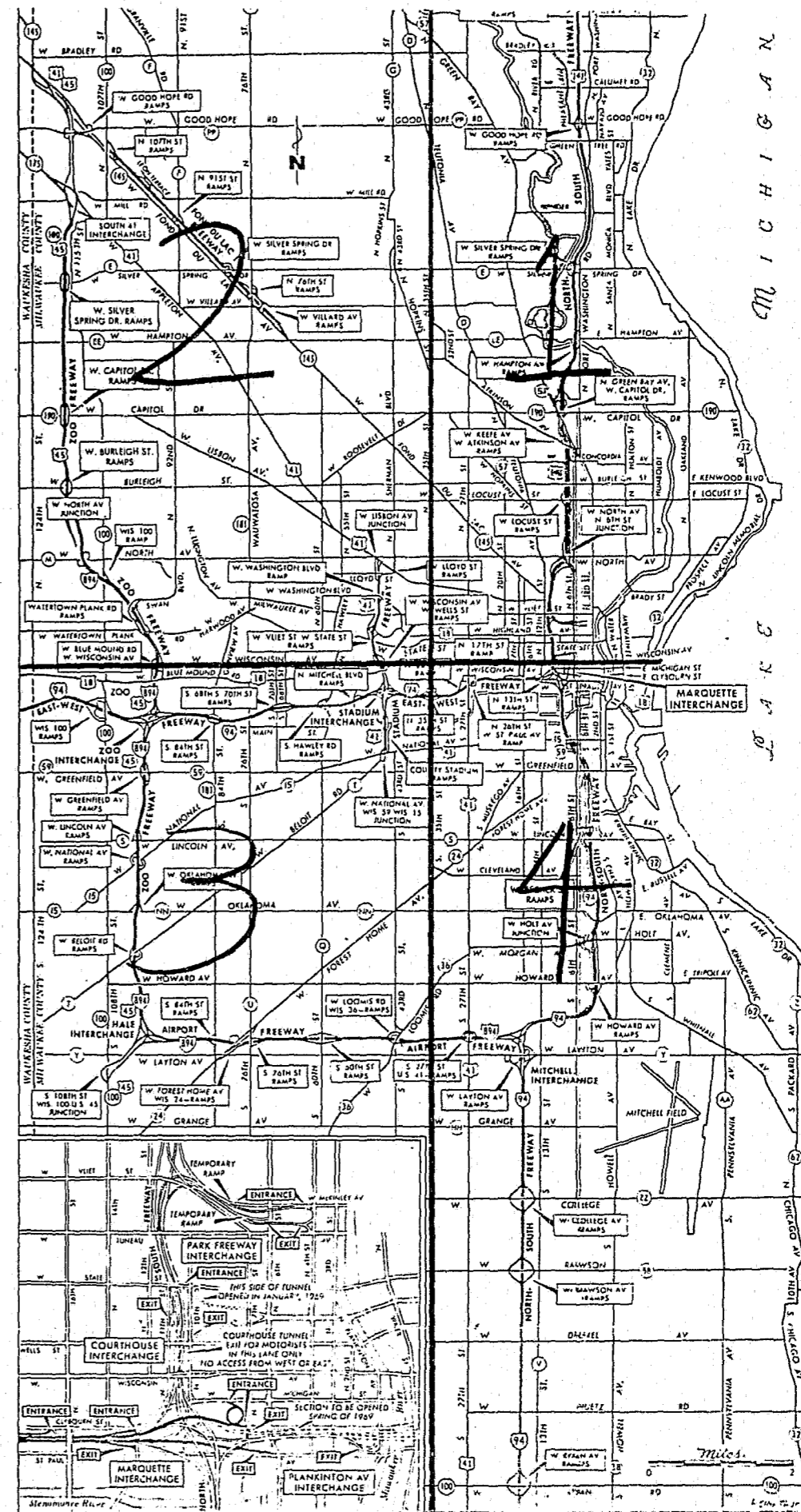
SUMMARY OF VAN'S USAGE

Since its dedication on February 9, 1970, 38,122 persons have visited the Community Relations Mobile Unit.

The enclosed map, divided into quarters, indicates a very balanced coverage of the entire city. The Southwest quadrant produced the highest number of visitors, because of the State Fair and County Stadium being located there.

Visits by type of establishment are as follows:

69	Elementary School visits	18,511
15	Junior High School visits	5,811
2	High School visits	360
4	Boys' Club visits	1,155
53	Playground visits	3,255
15	Miscellaneous visits	9,030
		<hr/>
		38,122



This is the freeway system in the Milwaukee area, as of December, 1968.  
The Milwaukee Journal Travel Bureau

POLICE-COMMUNITY RELATIONS BUS ATTENDANCE

November 10, 1970 Thru January 12, 1971

QUADRANT 1

22	Elementary Schools . . . . .	5,720
4	Junior High Schools . . . . .	1,501
1	Boys' Club . . . . .	425
3	Factories . . . . .	150
11	Playgrounds . . . . .	535
	Safety Building . . . . .	1,325
	TOTAL . . . . .	9,656

QUADRANT 2

15	Elementary Schools . . . . .	3,726
6	Junior High Schools . . . . .	2,485
1	High School . . . . .	210
1	Library . . . . .	325
4	Parks . . . . .	230
22	Playgrounds . . . . .	1,470
	Milwaukee School Board . . . . .	50
	TOTAL . . . . .	8,496

POLICE-COMMUNITY RELATIONS BUS ATTENDANCE

November 10, 1970 Thru January 12, 1971

QUADRANT 3

13	Elementary Schools . . . . .	3,675
2	Junior High Schools . . . . .	735
5	Playgrounds . . . . .	325
1	Park . . . . .	60
	Wisconsin State Fair . . . . .	6,300
	County Stadium . . . . .	500
	TOTAL . . . . .	11,595

QUADRANT 4

19	Elementary Schools . . . . .	5,390
3	Junior High Schools . . . . .	1,090
1	High School . . . . .	150
15	Playgrounds . . . . .	925
3	Boys' Clubs . . . . .	730
1	Park . . . . .	65
	Milwaukee Christian Center . . . . .	25
	TOTAL . . . . .	8,375

POLICE-COMMUNITY  
RELATIONS BUS  
May 21, 1970

<u>DATE</u>	<u>SCHOOL</u>	<u>NUMBER OF VIEWERS</u>
5-18-70	Audubon Jr. High	230
5-19-70	" " "	220
5-18-70	Bruce Elementary School	475
5-15-70	Fulton Jr. High	200
5-14-70	" " "	200
5-12-70	Kosciuszko Jr. High	200
5-11-70	" " "	200
5- 8-70	Muir Jr. High	200
5- 6-70	" " "	210
5- 5-70	Peckham Jr. High	225
5- 4-70	" " "	200
5- 1-70	St. Peters School	250
4-30-70	Lincoln High School	150
4-29-70	Sholes Jr. High	230
4-28-70	Morse Jr. High	160
4-27-70	" " "	100
4-24-70	Vieau School	210
4-24-70	Browning School	210
4-23-70	Juneau High School	210
4-22-70	Bell Jr. High	220
4-21-70	Wells Jr. High	250
4-20-70	Wells Jr. High	211
4-17-70	Roosevelt Jr. High	190
4-16-70	21st St. School	180
4-15-70	Story School	250
4-14-70	Wilbur Wright Jr. High	350
4-13-70	" " " "	230
4-10-70	Parkman Jr. High	200
4- 9-70	" " "	250
4- 7-70	Burroughs Jr. High	400
4- 7-70	Thomas Edison Jr. High	200
4- 6-70	" " " "	200
3-21-70	Milwaukee Boys' Club, Franklin	425
3- 4-70	Mount Calvary Lutheran School	236
		<hr/>
	TOTAL	7,872

POLICE-COMMUNITY  
RELATIONS BUS  
May 21, 1970

<u>DATE</u>	<u>LOCATION</u>	<u>NUMBER OF VIEWERS</u>
2-13-70	Police-Community Van was parked in front of the Safety Building on West State Street between North 8th and 9th Street	200
2-12-70	Same . . .	425
2-11-70	Same . . .	325
2-10-70	Same . . .	375
		<hr/>
	TOTAL	1,325

POLICE-COMMUNITY  
RELATIONS BUS  
July 21, 1970

<u>DATE</u>	<u>LOCATION</u>	<u>NUMBER OF VIEWERS</u>
5-21-70	Walker Jr. High	250
5-22-70	" " "	265
5-23-70	Boys' Club (Seher Unit)	250
5-25-70	Fritsche Jr. High	220
5-26-70	" " "	230
5-27-70	Fratney St. School	260
5-28-70	12th St. School	300
6-12-70	Fire-Police Baseball Game County Stadium	500
6-29-70	Parkview Playground	150
	Stuart Playground	75
	Barton Playground	60
6-30-70	Berryland Playground	65
	Westlawn Playground	50
	Carmen Playground	50
7- 1-70	Grantosa Playground	200
	Hampton Playground	35
	Congress Playground	30
7- 2-70	Irving Playground	50
	Capitol Library	325
7- 6-70	Cannon Playground	40
	Blaine Playground	60
	Neeskara Playground	60
7- 7-70	Jewell Playground	45
	Victory Playground	60
	Kilmer Playgròund	70
7- 8-70	Trowbridge Playground	55
	Lewis Playground	75
	Linus Playground	100
7- 9-70	Cleveland Playground	50
	Pulaski Playground	60
	Lincoln Playground	60
7-13-70	Vieau Playground	85
	Allen Field Playground	60
	Kagel Playground	50
7-14-70	Whitman Playground	50
	Wedgewood Playground	65
	Alcott Playground	50



POLICE-COMMUNITY  
RELATIONS BUS  
July 21, 1970

(continued)

<u>DATE</u>	<u>LOCATION</u>	<u>NUMBER OF VIEWERS</u>
7-15-70	Boys' Club (Seher Unit)	250
7-16-70	Pierce Playground	50
	Fratney Playground	60
	Maryland Playground	45
		<hr/>
	TOTAL	4,865
	PREVIOUS TOTAL (2-10-70 to 5-18-70)	9,187
	GRAND TOTAL	14,052

POLICE-COMMUNITY  
RELATIONS BUS  
September 3, 1970

<u>DATE</u>	<u>LOCATION</u>	<u>NUMBER OF VIEWERS</u>
7-27-70	Pulaski St. Playground	20
	Cass St. Playground	55
7-28-70	Hillside St. Playground	60
	27th St. Playground	30
	McDowell Playground	60
	Lapham Playground	60
7-29-70	Hi-Mount Playground	125
	Washington Park	60
	Merrill Park	50
7-30-70	Ludington Playground	25
	Juneau Playground	65
	Burbank Playground	95
8- 3-70	Fairview Playground	40
	Lyons Park	60
	Southlawn	50
8- 4-70	Hawley Playground	80
	Hawthorn Glen	50
8- 5-70	Cooper Playground	60
	Lowell Playground	45
	Wilson Park	65
8- 6-70	Sherman Park	60
	Parklawn	75
	Auer Avenue Playground	50
	Franklin Square	45
8- 7-70	Stark Playground	35
	65th Street Playground	55
	McGovern Park	60
8-12-70	Boys' Club	
	2404 West Rogers Street	230
8-14-70 thru		
8-23-70	Wisconsin State Fair	6,300
8-24-70	A.O. Smith Women's Club	50
		<hr/>
	TOTAL	8,115
	PREVIOUS TOTAL (2-10-70 to 7-16-70)	14,087
		<hr/>
	GRAND TOTAL	22,202

POLICE-COMMUNITY RELATIONS BUS

Summary - September 16, 1970 thru January 12, 1971

<u>DATE</u>	<u>LOCATION</u>	<u>NUMBER OF VIEWERS</u>
9-16-70	Holy Cross Grade School	225
9-17-70	Our Lady of Sorrows Grade School	375
9-22-70	St. Barbara School	340
9-23-70	St. Alexander School	400
9-24-70	Opportunities Industrialization Center of Greater Milwaukee	65
9-25-70	Milwaukee Urban League	35
9-28-70	St. Nicholas School	570
9-29-70	St. Veronica School	450
9-30-70	St. Charles Borromeo School	390
10- 1-70	St. Matthews School	385
10- 5-70	Milwaukee Christian Center	25
10- 7-70	Meinecke Avenue School	250
10- 8-70	Engelburg School	200
10- 9-70	Milwaukee School Board	50
10-15-70	Manitoba School	250
10-12-70	Keefe Avenue School	160
10-13-70	" " "	180
10-14-70	" " "	180
10-19-70	St. Roman Catholic School	480
10-20-70	St. Helen Catholic School	315
10-20-70	St. Rose Catholic School	225
10-22-70	Blessed Sacrament Catholic School	500
10-22-70	Cross Youth Center	50
10-26-70	St. Gregory the Great Catholic School	275
10-27-70	St. Mary Catholic School	350
10-28-70	Holy Angels Catholic School	275
10-29-70	St. Vincent De Paul Catholic School	265
10-30-70	Custer High School	---
11- 2-70	Trowbridge School	375
11- 3-70	Whitman School	200
11- 4-70	" "	150
11- 5-70	Sacred Heart Catholic School	500
11- 9-70	Curtin School	190
11-10-70	Silver Spring School	220
11-11-70	Riley School	160
11-12-70	Hayes School	175
11-16-70	Alcott School	230
11-17-70	Forest Home School	220
11-18-70	St. Anthony School	180
11-19-70	Wisconsin Avenue School	180
11-20-70	St. Casimer Catholic School	300
11-23-70	Blaine School	160

Police-Community Relations Bus - Summary, Continued . . .

9-17-70 thru 1-12-71

<u>DATE</u>	<u>LOCATION</u>	<u>NUMBER OF VIEWERS</u>
11-24-70	Ludington School	165
11-25-70	Ninth Street School	175
11-30-70	Story School	360
12- 1-70	Burdick School	320
12- 2-70	Burbank School	185
12- 3-70	Fourth Street School	240
12- 4-70	St. Lawrence Catholic School	250
12- 7-70	Kilmer School	165
12- 8-70	Brown Street School	120
12- 9-70	88th Street School	225
12-10-70	Parkview School	200
12-14-70	29th Street School	170
12-15-70	Franklin School	170
12-16-70	Maryland Avenue School	210
12-17-70	38th Street School	240
12-21-70	Hopkins Street School	300
12-23-70	Holmes School	220
1- 5-71	Craig School	200
1- 6-71	Kilbourn School	220
1- 7-71	Stuart School	160
1- 8-71	St. John Kanty	320
1-11-71	Clemens School	125
1-12-71	St. Cyril and Methodias School	300
1-13-71	McDowell School	200
1-14-71	Mitchell School	210
1-12-71	St. Agnes Catholic School	360
	TOTAL	16,315
	PREVIOUS TOTAL (2-10-70 thru 8-24-70)	22,202
	GRAND TOTAL	38,517

APPENDIX E

PHOTOS AND BROCHURES



MINIMUM REQUIREMENTS - AGENTS OF COMPLETE AND INTENSIVE TRAINING

AGE 21 TO 33 INCLUSIVE  
 MINIMUM HEIGHT 5FT. 6IN.  
 AVERAGE WEIGHT

UNRESTRICTED WISCONSIN DRIVER'S LICENSE  
 RESIDENT OF WISCONSIN AT LEAST ONE YEAR  
 EXCELLENT MORAL CHARACTER  
 HIGH SCHOOL GRADUATE OR EQUIVALENT

**SALARY AND BENEFITS**

\$7,950 TO \$9,450 PER YEAR  
 40-HOUR WEEK  
 UNIFORM ALLOWANCE  
 CIVIL SERVICE PROMOTIONS  
 MEDICAL, SURGICAL, HOSPITAL AND LIFE INSURANCE

PENSION  
 SICK LEAVE  
 VACATION  
 PAID HOLIDAYS

PROJECT BEFORE



CITIZEN COOPERATION



WHAT IS IT?  
 WHAT DOES IT DO FOR YOU?  
 WHAT DOES IT DO FOR YOUR COMMUNITY?  
**IT DEPENDS ON WHAT YOU DO!**

YOU ARE RESPONSIBLE FOR THE POLICE SERVICE YOU RECEIVE IN A CITY AS RESPONSIBLE AS YOU ARE FOR THE EDUCATION OF YOUR CHILDREN.

YOUR CITY AND YOUR LAW ENFORCEMENT AGENCIES ARE REPRESENTED BY THE POLICE DEPARTMENT AND THE CITY BOARD. YOUR CITY'S POLICE DEPARTMENT IS THE ONLY AGENCY THAT PROTECTS YOU, YOUR NEIGHBOR AND YOUR PROPERTY.

CITIZEN POLICE & COMMUNITY RELATIONS DEPARTMENT  
 WHAT YOU DO FOR YOUR POLICE DEPARTMENT IS THE KEY TO YOUR SAFETY AND THE SAFETY OF YOUR NEIGHBOR.

PLEASE MAKE SUGGESTIONS IN THIS BUREAU AND JOIN YOUR LAW ENFORCEMENT AGENCY IN ITS FIGHT AGAINST CRIME!

CITIZEN COOPERATION

MONTHS: JAN FEB MAR APR MAY JUN JUL AUG SEPT OCT NOV DEC

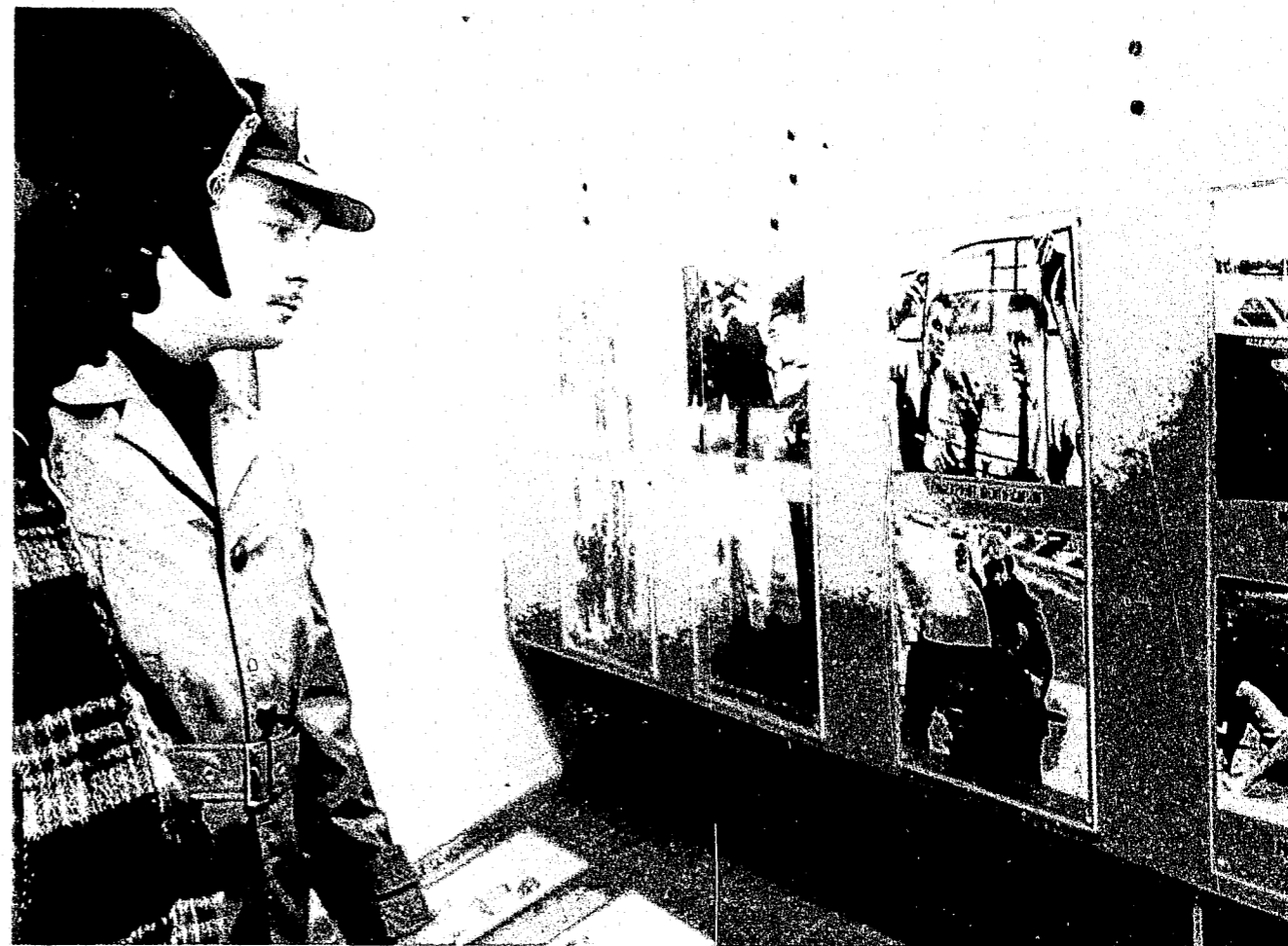
YOURS: 1957 1958 1959 1960 1961 1962 1963 1964 1965 1966

CITY OF MILWAUKEE

MONTH	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966
JAN										
FEB										
MAR										
APR										
MAY										
JUN										
JUL										
AUG										
SEPT										
OCT										
NOV										
DEC										

**HELP THE POLICE HELP**







**END**