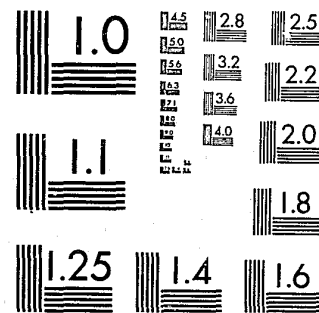


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INTRODUCTION

There is hardly anyone who would disagree with the belief that the police in many of our urban communities have been severely criticized. At the same time the police have found the public to be indifferent and apathetic to police problems. One of the consequences which public criticism and police frustration have produced is to challenge the police administrator, particularly the Chief-of-Police to develop a training program that would give meaning, integrity, and reality to the concept of police-community relations. Such training programs require certain prerequisites if it is to be an effective and successful learning experience.

The present report is an evaluation of the Recruit and In-Service Education Program of the New Haven Department of Police Service. This program was funded by the Law Enforcement Assistance Administration (LEAA) through the Connecticut Planning Committee on Criminal Administration. The objectives of this program include the following:

- a. To increase the understanding and knowledge of recruits and police officers about the conflict situations encountered in their day-to-day activities with the various "communities" in which they work.
- b. To introduce police personnel to an understanding of the importance of the problems of local communities, and the differences existing among community groups.
- c. To develop increased awareness and sensitivity

among police personnel to the views and feelings of the people and groups with whom they interact, clarify issues, and replace emotional exchanges with more rational dialogue.

- d. To develop a mechanism for transferring learned knowledge and skills to individual police departments through their own In-Service Training Program.

Due to complications in the Civil Service Testing Process and appointment of new recruits, the training program did not begin until June 3, 1974. Since the training program has been described elsewhere (grant application), the present research report will deal essentially with the program operation which was held for three (3) weeks, June 3 to June 21, Monday-Friday for a total of 60 hours.

The focus of the present evaluation will be upon objective data, with some explicitly identified exceptions that will include select observations by the training staff and anecdotal comments of the participants.

The design of this report is as follows:

1. To present data on the characteristics of the participants in the program.
2. To present data on the characteristics of the program operation.
3. To present data reflecting the effectiveness of the Recruit and In-Service Training Program.
4. Presentation of data of knowledge of the New Haven community, and attitudes of police personnel towards the law,

ethnic groups, and punishment of criminals.

5. Conclusions and recommendations will be presented in the final section of the report.

PARTICIPANT PROFILE

There were 60 participants in the Workshop. Representation from the various police departments included the following: New Haven Police Department, 39; New Haven Housing Authority, 4; Yale University Police, 4; Middletown Police, 5; Branford Police, 4; Clinton Police, 1; Railroad Police, 1; 1 person who refused to complete the requested background data form; and 1 person who entered the Workshop after the first week had been completed. Table I presents a detailed breakdown of the demographic characteristics of the 39 members of the New Haven Police Department. The sample of analysis is limited to the New Haven Police personnel for two major reasons which are: 1) that although the recruit and in-service training program is a regional offering available to the police departments of the South Central Region, the thrust of the program was orientated to the urban community and specifically to the need of the New Haven Police Department; 2) the data collection instruments sought responses which represented an urban police department.

The data indicate that 95.0% of the New Haven Police personnel were male, and for the first time 2 recruits or 5.0% were females. In addition, the data demonstrates that of the 82.0% white participants, 23.0% were Italian and 18.0%

TABLE I

Select Characteristics
of Workshop Participants

<u>Distribution By Sex</u>	<u>Number</u>	<u>Per Cent of Total</u>
Male	37	95.0
Female	2	5.0
<u>Distribution By Race</u>	<u>Number</u>	<u>Per Cent of Total</u>
White	32	82.0
Black	5	12.0
Spanish Surnamed	2	6.0
<u>Distribution By Ethnicity</u>	<u>Number</u>	<u>Per Cent of Total</u>
Italian	9	23.0
Irish	7	18.0
Black	5	13.0
English	3	8.0
Polish	3	8.0
Puerto Rican	2	5.0
German	2	5.0
Jewish	2	5.0
Maltese	1	2.5
Portugese	1	2.5
Scotch	1	2.5
Greek	1	2.5
Belgian	1	2.5
Non-identified	1	2.5
Total	39	100.0

were Irish. The minorities represented 18.0% of the participants, with Blacks accounting for 12.0% and Spanish Surnamed persons 6.0% of this number.

PROGRAM OPERATION

The three week program was structured in order to provide an arena in which the participants would have an opportunity to deal with realistic confrontations that reflect the experiences they face in their real life situations as police personnel. The participants were divided into four groups, with each group as similar as possible to the others with respect to racial mix, level of education, and affiliation with a suburban or metropolitan police department.

The basic design of the Workshop program represented an approach which emphasized the integration of the rational and emotional dynamics of police responsibilities and community life. It was to this relationship between the police and the community, particularly the minority communities that a series of content material was interwoven into a network of emotional conflict situations, true to the issues in which the police personnel find themselves. Some of the content material was presented by staff members through the lecture-discussion method and with audio-visual media, in order to provide the participants with some background on the meaning of group culture, group power, the roots of racism, the nature of conflict, the impact of urbanization on police-community relations, discretionary decision-making

and other subject matter relevant to the issues the groups will deal with as law enforcement personnel.

Through simulated exercises the participants involved themselves in issues that reflected authentic community problems. One simulation exercise, for example, (see Appendix I) assumed an urban-educational-community incident involving high school students, faculty and administration, community, and the police. These groups converged with one another in order to deal with what some people believed to be an impending riot, and to clarify the role of the police in their relationships with the various groups. The participants were divided into four groups. Each group had a specific responsibility, but was free to determine how they would implement their assignments. They could develop any plan or method which they felt would be effective. The only conditions imposed on the four groups was that each group was required to interact in some way with the other groups.

During the exercise, which lasted two-days, the debate over discretionary decision-making of police became particularly conflict producing, more so than the original incident. Some members of the group playing the role of students were ready to attack another student group. Some members playing the role of community were ready to picket the Mayor because he failed to demonstrate any leadership in this simulated conflict situation. The head of the principal's association threatened to resign, and the teachers' union was considering a strike. Members of the group playing the role of police

threatened union action against the city. Finally, the exercise was ended with an essentially ambiguous decision that was reached at a public hearing. Typically, no group was particularly satisfied.

During the one-day "debriefing" session which followed each exercise, the participants were given an opportunity to analyze the nature of the conflict, the extent to which the group members individually or collectively succeeded or failed to fulfill their assigned responsibilities, and why the participants behaved the way they did. For example, in this first simulation exercise involving racial conflict among high school students, there was considerable debate about the role of police in making discretionary decisions in the process of law enforcement. Some participants in the Workshop believed very strongly that law enforcement could not be selective. Others expressed the belief that circumstances may demand that police personnel use discretion in the enforcement of law and that this would not be a hypocritical behavior pattern. An intensive discussion took place on understanding the difference between law enforcement and order maintenance, and the role of police in relationship to these two concepts and their responsibility for discretionary decision-making.

The analysis further demonstrated that the majority of recruits and surprisingly several regular police personnel had serious stereotypes and misconceptions about police work.

For example, they failed to see the necessity of putting themselves in the other person's shoes and understand the feeling of frustration that members of other community groups may experience. They failed to acknowledge their own biases and fears toward people who are different than themselves. In the exercise, as members of the various groups, the high school students, the police, the community, and the educators, they rejected any ideas of compromise or accommodation. They could have considered alternative solutions, but the majority of participants insisted on maintaining rigid positions. The police group failed to solicit community suggestions in an effort to find its way out of the dilemma. The police group was clearly aware of their position of authority, too anxious to maintain it, and too reluctant to understand the dynamics of community or the difference between order maintenance and law enforcement.

As the debriefing sessions continued after each exercise, the participants were confronted with other realities about themselves. For example, despite their vehement denials, racist attitudes and beliefs about the Black minority group was an important dimension of the culture of the white majority group members in the Workshop, (see Appendix II, Social Distance Test). In addition, the recruits' perception of police work tends to reject the idea that as much as 80% of his work is service orientated rather than the caricature of "cops and robbers". As a corollary to this

misconception, the recruit tends to reject the necessity of understanding the impact of urbanization, and the role and significance of community. As a result, this failure may often play a significant contributing role in causing order maintenance responsibilities to become law enforcement duties. This was not only demonstrated in the simulation exercises, but in a real-life experience which happened to take place during the period of the Workshop.

PROGRAM EFFECTIVENESS

In order to collect data about the level of development of the participants attitude toward the law, the punishment of criminals, attitudes towards others, community knowledge, and social sensitivity, a battery of questionnaires were administered to the participants at the start of the 3 week Workshop. One questionnaire, Chapin's Social Insight Test was also administered at the conclusion of the training program. The validity and reliability of the staff's judgements of the behavior of the participants in the simulation exercises and debriefing sessions was in large measure checked through this testing program.

COMMUNITY KNOWLEDGE

The community knowledge test was administered at the start of the In-Service Training Program. Its purpose was to assess what the police recruits knew about their working environment.

An analysis of the responses to the community knowl-

edge questionnaire, Appendix III, Table I, indicate that the knowledge of the city changed with the specific inquiry. The recruits appeared to have a fair amount of knowledge of New Haven with respect to general demographic, political, governmental, economic, or ethnic aspects. For example, 91% of the respondents knew that the Italians are the largest ethnic block in New Haven, and that Newhallville represented one area of concentration of the Black community. In contrast, only 26% of the respondents knew the relative proportion of Puerto Ricans in New Haven, and only 42% knew the location of the major Puerto Rican neighborhood.

In terms of those test items referring to social service agencies in the city, the results suggest a need to expand the recruit's knowledge of available social services. The ability of police personnel to refer a citizen with a problem to an appropriate source of assistance would appear to be a desirable, non-controversial service for improving police-community relations, and particularly the social status or image of the patrol officers uniform. A complete listing of social service agencies by specific problems is available from the Youth Service Bureau of the Office of Human Services or the more comprehensive directory of the Family Youth Services of Family Counseling. In either case, an efficient way to familiarize police recruits with available community social services is to bring into the training program guest representatives and have them discuss the work of

their agency. However, a more effective method may be to arrange field trips to agencies in select areas for the recruits. This procedure would have the advantage of balancing a formal study of a directory, an informal agency presentation, with experiential knowledge.

RACIAL DISTANCE

Social distance refers to the degree of intimacy an individual allows members of groups outside his own. These groups may be religious, occupational or racial. In this analysis, the groups are racial, and social distance defined for the new recruits as "the different degrees of sympathetic understanding that exists between persons."

An individual's social distance score for a single racial group on the Test, Appendix III, is the rank of the most intimate relationship among seven types one may select. The relationships extend from a marriage, to friendship, neighbor, to ever increasing less intimate interactions. The focus of analysis is not the individuals' attitudes, but the recruits racial attitudes, as a group, toward select groups. It should be noted that the Social Distance Test is not recommended as a test of attitude toward one's own group. Given the high proportion of Italians and Irish in the training program, we can expect self-selection, but should not interpret this selection as necessarily a favorable attitude.

In Table 2, Appendix III, the proportion of recruits indicating the level of intimacy with which they would enter

a relationship is shown. The relative importance of race in the degree of intimacy permitted is conspicuous. The pattern of intimacy reflected is the avoidance of non-whites. In Table 3, Appendix III, we can observe that those groups which manifest non-white skin color are ranked lower than any other group with racial and ethnic characteristics which are "more American". This pattern typifies the general population from which candidates are recruited for a police department.

The data clearly support the observations of the staff, that despite very strong denial, the white police recruits had negative attitudes and feelings toward the generalized Black and Puerto Rican communities. While it is not the purpose of this evaluation to isolate the factors explaining the attitudes of the recruits, we may hypothesize that police, like the general white population have grown-up in a culture whose dominant values reflect racist attitudes. Another explanation may be that the lack of economic and political power that characterizes the Black and Puerto Rican communities plays a major contributory role in determining the attitudes and beliefs of the majority group toward minority group members.

ATTITUDE TOWARD LAW

The Law Test, Appendix II, is a measure of attitude towards various elements of the legal system such as laws, judges, juries, lawyers, and court decisions. It consists

of twenty-two items and was administered on the first day of the Workshop. The response categories to each item include: strongly agree, agree, undecided, disagree, and strongly disagree. This analysis combines the strong agreements with the agree responses, and the strong disagreements with the disagree responses.

In Table 4, Appendix III, the proportion of agreement, disagreement, or undecidedness to each questionnaire item is shown.¹ An examination of question #20, for example, indicates 100 percent of the recruits disagreed with the statement that "It is all right for a person to break the law if he doesn't get caught." Similarly, 92 percent of the participants disagreed with the statement that "A person should obey only those laws that seem reasonable" (item # 20). These levels of positive responses imply that the recruits are in consensus over the normative idea about an independence between the law and the individual. "No man is above the law" is clearly a normative belief of the Workshop participants.

In Table 5, Appendix III, each questionnaire item is ordered by the proportion of recruits showing a favorable attitude. The rank order runs from least favorable to most favorable. An analysis of the top and bottom of the rank ordering suggests that while the recruits share the belief

1. Brackets around a proportion indicates a positive orientation toward the law.

that "no man is above the law", they recognize social class discrimination in the administration of justice. In terms of immunities to the legal and penal systems by social class, the orientation of the recruits may be viewed as "realistic". Their attitude is nevertheless negative on these aspects of the law. On the basis of staff observations, in the debriefing session following each simulation exercise, the participants indicated a denial of class distinctions in American society, but were constantly struggling with the fact of class discrimination in the administration of justice.

ATTITUDES TOWARDS PUNISHMENT OF CRIMINALS

The test of attitude towards the punishment of criminals, Appendix II, was composed of 34 statements.¹ These statements were concerned with the purpose and appropriate use of punishment. Each statement had an assigned scale value ranging from 0.0 ("Even the most vicious criminal should not be harmed") to 10.6 ("Only by extreme brutal punishment can we cure the criminal"). An individual's score was the median of the scale values of the items with which the new recruits agreed. Since no comparative distribution for new recruits was found, this analysis is limited to a consideration of the distribution of median scale values within the group along the theoretical continuum.

In terms of statistical averages, the mean, median, and mode of distribution of scale values (Table 6, Appendix III)

1. See Table 7 for the scale value of each statement.

are respectively: 4.3, 4.38, and 4.5. The range of scale values was between 2.5 and 7.0; the interquartile range between 3.3 and 4.75, and the standard deviation of the distribution was 1.11.

In relation to the theoretical continuum, these summary statistics suggest that the recruits manifest a tendency towards imprisonment over more severe punitive reactions to crime, such as, the death penalty or physical torture. The data suggest that imprisonment is viewed as a legitimate aspect of the way society must deal with the criminal. As one recruit pointed out "we have to remove from the community those criminals who threaten the security and life of the population." It can also be stated that the recruits appear to question the effectiveness of the penal system in the form of imprisonment and severity of treatment within. A recruit indicated that "the prison system doesn't rehabilitate anyone. Most prisoners leave prison ill-equipped to be reintegrated into society, so they again resort to crime."

CYNICISM

The purpose of administering the Cynicism Test was to provide a measure of a recruit's orientation to the police role. On the one hand, the performance of a police role can be described as sincere if the actor believed his performance real and was concerned with its acceptance by an audience. On the other hand, the performance can be described as cynical if the actor had no belief in his act and no ultimate concern

with the belief of his audience.

It can be expected on the basis of the Niederhoffer study that the new police recruits would exhibit a professional view of their role rather than a cynical or disparaging view, the professional view being indicated by selecting the first alternative response to each questionnaire item on the Cynicism Test, and the latter view by the third choice alternative. The selection of second choice alternative suggests a middle ground between the sincere and cynical role performance.

In Table 8, Appendix III, we can observe the proportion of alternative responses to each questionnaire item. In terms of some questions, the orientation of the new recruits as a group may be described as professional. Question four, the majority (75%) indicated a belief that the best arrests are made as a result of hardwork and intelligent dedication to duty, in contrast to a belief that the best arrests are due to an informer or "coop". On other questionnaire items, the viewpoint of the participants as a group was one of a cynic. On Question 20, the majority (58.0%) indicated a belief that too often policemen are treated as criminals when they testify in court compared to a belief that the courts and police are in a cooperative relationship.

In Table 9, Appendix III, each questionnaire item is ranked from more cynical or scale score value of three to

more sincere or scale score value of one. An analysis indicates that no single item describes the participants as completely sincere or cynical. The range of scores vary from a high of 2.56 to a low of 1.25. It is observable herein that the recruits may already be on the defensive with respect to the court, the press, and the public.

In Table 10, Appendix III, the rank of each questionnaire item by the New Haven Police Department's new recruits are shown in relationship with the rank of each questionnaire item by the new recruits at the New York City Police Academy. In terms of the relative ranks of the questionnaire items in each group, a strong association exists between them ($r_s = .74$). The association is statistically significant ($r_s < .01$). That is, there is no significant difference in the rank order of the questionnaire items. Both groups apparently enter the police profession with cynical tendencies towards the public, the press, and the court. The importance of this association is that it serves as a basis to expect that what is descriptive of certain events in the N.Y.C. police force is descriptive of future events in this N.H. police force. Specifically, the degree of cynicism among the new recruits will increase in proportion to the length of service. If one accepts the proposition that high cynicism interferes with a professional role performance, then now is the time to take appropriate action. A possible benefit to the New Haven Police Department is that the scores were lower than the scores registered at N.Y.C. Police Academy on every item of the Cynicism Test.

SOCIAL INSIGHT

The Chapin Social Insight Test is a measure of a participant's ability to place himself in the other person's shoes. This implies the ability to perceive what might be needed to bring about certain changes in any given situation, to improve it, or to rectify disturbing tensions or conflicts. Descriptions which correlate positively with high scores on the Chapin Test include: "Is an effective leader; able to elicit the response and cooperation of others;" and "Is a good listener, draws other people out; has a knack for getting others to be themselves;" and "Observant and perceptive, quick to respond to the subtleties and nuances of others' behavior." A few descriptions which correlate negatively with the Chapin Test include: "Deliberate and methodical in behavior, inflexible and stubborn in attitude"; and "Wedded to routine; made anxious by change and uncertainty;" and "Dull, lacking in ability and understanding."

We can observe, Table 11, Appendix III, the mean (20.32) and standard deviation (5.03) of the 34 male police in comparison with occupational and other groups.¹ As a group, these police recruits are in a position somewhere between the sample of military officers and high school students with respect to social insight. It would also appear from their specific standing in the various groups that we could expect the more educated among the police recruits to be higher on social insight compared to the less educated. Comparative-

1. The distribution of social insight scores of the male police recruits is portrayed in Figure 1, Appendix III.

ly, the mean of the more than high school educated recruit (n = 23) was 21.17 (S.D. = 4.46) and 18.55 (S.D. = 5.66) for the only high school educated recruit (n = 11). If the more than high school educated recruit is partitioned into college educated or higher (n = 14) and less than a college graduate (n = 9), the respective means are 21.89 (S.D. = 5.0) and 19.14 (2.52). These findings indicate that the higher the educational attainment the greater the ability to appraise a situation and forecast events. Such findings have clear implications for the recruitment and selection processes of the New Haven Police Department.

While not every member of a police department can be expected to earn a college degree for its inherent value in relation to professional performance, every modern police department makes efforts to provide its members with educational opportunities to broaden their perspective. This Recruit and In-Service Education Program represented one such effort. In part, it attempted to positively influence the social insight of the new police recruits by a specific program effort already described, and evaluate the influence by an administration of the Chapin Social Insight Test.

In Table 12, Appendix III, the recruits' scores on the Chapin Test are shown. One initial set of score were collected on the first morning of the start of the three week program, and the final set of scores were collected on the last morning. A comparison of the before and after

columns indicate 12 participants moved upward in social insight, 13 participants downward, and 11 participants in neither direction. Statistically, no significant change is reflected between the before and the after columns of scores on the Chapin Test ($t > .05$, one-tail).

CONCLUSIONS AND RECOMMENDATIONS

In this section it is not unusual to suggest a long list of conclusions and recommendations, all perhaps sounding very good, but few of them capable of implementation. It is the purpose of this section to present a number of realistic proposals which the New Haven Department of Police Service may wish to consider.

The New Haven Police Department has demonstrated that it can successfully experiment with, and implement an innovative, non-traditional recruit training program. However, it is recommended that since the Workshop was designed for the needs of a metropolitan police department, future participants be limited to personnel whose experience and perspective of police responsibilities, and particularly police-community relations, be orientated to the urban community. A Workshop whose participants include personnel affiliated with suburban police departments produce unrealistic conflict of ideas, values and beliefs about such issues as inter-group relations, group culture, the roots of racism and the impact of urbanization on police-community relations.

Many of the recruits expressed the traditional belief that their responsibility is law enforcement as contrasted to order maintenance, and that as part of a para-military organization they are required to follow orders. This semi-military command structure is simply not necessary for successful police performance in which 80-90 percent of the work includes order maintenance, service and information gathering. In addition, this para-military structure gives the patrol officer a false understanding of authority and discipline in dealing with the civilian population, and may unwittingly on occasion encourage the abuse of police power. As a result, the respect and image of the police may be damaged among various segments of the community, particularly the Black and Puerto Rican areas.

It is suggested that the Police Department consider appropriate management and bureaucratic changes that will effect the patrol officer's self-image, the way his superiors view him, and enhance the organizational effectiveness of the department. This change in the organizational structure can also redefine police responsibilities by reorganizing police priorities and placing greater emphasis on order maintenance and conflict management within the patrol officer's area of responsibility.

The results of the Chapin Social Insight Test clearly suggest that the higher the educational achievement, the greater the ability of the individual to appraise others, evaluate an interpersonal situation, and forecast events.

It is suggested that consideration be given to increasing the educational requirements for police recruits, and that this requirement be extended for promotion to superior officer ranks. For recruits, this procedure may require a change in the current residential requirements for municipal employment in order to increase the pool of qualified personnel.

Despite strong denial, many of the white recruits provided significant evidence in a variety of discussion situations and debriefing sessions, as well as on the Social Distance Test, their biases and prejudices toward minority groups, particularly Blacks and Puerto Ricans. This feeling of racial superiority and latent hostility toward these minorities which is invariably translated into patterns of behavior in police-minority group interaction, has no place in a law enforcement agency.

While there is no easy answer to this problem, it is clear that the hierarchial leadership including all levels of police-management and decision-making sets the climate for effective action and can articulate an affirmative policy opposing racial animosities emerging in the performance of police duties.

Finally, it was quite clear from the very first day of the Workshop that many of the participants were not particularly interested or saw the need for a training program in Police-Community Relations. Some of the comments included:

"The program has no relationship to real police work", "This is of little importance", "We don't take this seriously". These comments were evident before the program was more than two days in progress. This reaction could therefore not be attributed to the training program which was not to be traditional, lecture orientated, without innovation, or a meaningless experience. Among those participants who saw value in the training program mention was made that failure to achieve a certain amount of weight-loss for some recruits or failure to pass the first-aid test, which is an incidental police responsibility, was perceived by some participants as cause for dismissal. Failure to be responsive to the demands of the training program carried no individual evaluation or consequences for the disinterested recruit.

If the training program is to be a beneficial educational experience and a worthwhile financial expenditure, the recruit must understand the requirement and importance of successfully meeting the demands and standards of the training program.

Appendix I - Simulation Exercises

a) High School Racial Conflict

b) Police - Press Conflict

Recruit In-Service
Training Program
New Haven Police Dept - Summer 1974

Incident #1

A major basketball game took place two nights ago between the city's two leading teams and traditional rivals. The game was very close and it was obvious that the players were under a great deal of pressure.

The fans, composed of both students, faculty and parents, were reacting to the excitement of the game, and becoming more and more tense and unusually vocal.

The home team (Hillsdale) is predominately black, except for one white player who is a guard. The student body of the home team is also predominately black. The Italians, Irish and few Jews are in the minority.

The visiting team (Sinatra High) is predominately white and Italian, except for their high scoring forward who is black. The majority of the school's student body is Irish and Italian.

In the middle of the fourth quarter with the score 76 to 75 in favor of the home team, a foul is committed which the referee does not see, and one of the players is accidentally hurled to the floor. The spectators notice the foul, shout their disapproval, the players become angry and excited, and one of the home team guards swings his fist and hits one of the visiting players.

As this takes place, bedlam breaks loose in one of the spectator sections. In practically no time at all, a fight involving several spectators develops, more people join the melee, and a riot is practically in progress. The game is halted, the police called in, several adults and students are arrested, and tremendous animosity has been generated between the two schools. The next day there are rumors of student suspensions, gang fights and anxiety and tension fills the Community atmosphere.

Last night some students from Sinatra High visited Hillsdale and smear racial slurs over buildings and cars. As a result, a decision is made by city officials to have policemen patrol the Hillsdale area surrounding the high school.

These patrolmen become subject to abusive language by the students who are questioning the presence of the police on their campus rather than at Sinatra High. The situation is further aggravated when the police arrest 3 students on drug charges. These arrests further solidify student sentiment at Hillsdale.

Several groups of people have been meeting at Hillsdale in order to stop what some people believe to be an impending riot and clarify the role of the police at Hillsdale High School.

Recruit In-Service
Training Program
New Haven Police Dept. - Summer 1974

Group I
Hillsdale Students

After students from Sinatra High visited your school one night and smeared racial slurs on some of your school walls, a decision was made to have policemen patrol the Hillsdale campus. Like it or not, the police are here and you have to deal with them.

Among the students there are different views of the police. Some of you are members of groups that see the police as pigs, as fuzz, as protectors, or as friends, etc. Your attitude is reflected in your behavior as a member of one of the student groups. You will want to get the student body to be responsive to the views of your group, and get the police to recognize your particular demands and get them (the police) to act on the demands.

Since there will be a meeting of the faculty - administration, and the police, an initial task of your group is to meet with the faculty-administration group of Hillsdale, and clarify your position or positions to them.

Recruit In-Service
Training Program
New Haven Police Dept. - Summer 1974

Group II
The Community

You are the community group. You are comprised of parents, representatives of civic organizations, and district politicians.

Your group has been formed and is meeting to consider the situation at the high school. Several nights ago a riot occurred, during a basketball game. Several people were hurt, and several were arrested, including some students from Hillsdale high. The riot began when a fan slugged another in anxiety over an incident on the playing floor. However, the resultant slugfest, between the white and black fans at the game indicates that, perhaps, the original fighting, and certainly, the melee, were caused by racial friction and hostility.

This view has been strengthened by the fact that the next night, a number of white students from rival Sinatra high, came over to Hillsdale and broke windows and painted racial slurs on buildings, and left messages that more violence would occur.

The (predominantly) Black students at Hillsdale high went into rebellion the next morning. Prevented from leaving their school to retaliate against the white students at Sinatra high, they became riotous and began breaking windows and destroying other kinds of school property. The principal, Mr. Hines, called in the police to restore and maintain order.

This action by the principal alienated many faculty who thought the principal should never have called the police. Other faculty thought he did the right thing and fully supported him. However, Hillsdale high is badly divided, and groups are openly hostile to each other.

The police were originally called in to restore and maintain order. However, the wider division and hostility at the school is greatly hampering their efforts to do so. Some individual officers have become somewhat heavy-handed in dealing with the situation.

Your group has mixed feelings about the situation at the high school. Some of you believe the police should not have been called in. Others of you feel that their presence was called for. There is a general feeling, however, from the information your group is getting, that the police are acting too harshly at the school, especially toward some of the students. Your group has to get more direct and specific information, as to what is going on at the school, so that it can make intelligent and productive responses.

Recruit In-Service
Training Program
New Haven Police Dept. - Summer 1974

Group III
Faculty - Administrators

After some students at Sinatra High visited the Hillsdale campus and demonstrated their prejudices and racist feelings toward the black students, the police were assigned to patrol the Hillsdale campus.

Your group consists of teachers and administrators of Hillsdale High. Some of you believe that the educational authority and the educational process has been challenged and compromised by the presence of the police, and cannot be restored until the police have been removed.

Some members of your group feel the presence of the police is essential for security and safety, and the disruptive students should be removed from the school so that those who want to get an education can do so. You may want to meet with the Hillsdale Student Group and the Police Group in order to help further clarify your position.

The two points of view will have to be resolved if your group is to make a meaningful recommendation at the Public Hearing to be held by the Mayor and Chief of Police regarding the role of the police at Hillsdale High School.

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Group IV
Police

Your group consists of the Deputy Police Chief, Inspector and several patrol officers. The Chief has assigned several patrol personnel to the Hillsdale area surrounding the high school. This action was taken primarily to protect school property from further damage by any students from Sinatra High School.

The Hillsdale students are angry at this decision to have the police patrol their high school. They are directing abusive language to the officers, who in turn are getting up tight with the students.

Some community groups have requested a meeting with the Chief and the Mayor. They strongly believe that the police should be withdrawn from Hillsdale and that their presence is increasing the tension.

Some members of the Police Group believe that if the Chief alters his original decision and withdraws the patrol, it will appear that he has compromised the department, and that this action will affect the moral of police, particularly the patrol personnel.

Some believe it would be wise to withdraw the patrol until such time as it is in fact needed.

The Chief has called a meeting for Monday, July 8 and expects to receive a recommendation from your group in order to make a final decision about the deployment of personnel for patrol duty.

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Incident #2

On Tuesday, June 18, 1974, the press reported that two men were apprehended by the police in connection with the destructive fire last evening at the children's home. Very little appeared in the paper about the two patrolmen who reported the fire to the city fire department and at the same time rescued a number of children before the firemen arrived.

A couple days later a lengthy news story appeared on a scuffle between the police, and the maintenance and service workers picketing in front of the city hospital. This press release laid blame for the struggle upon the police.

The biased attention of the press has created a lot of negative feelings towards the press and the community among the police.

According to a press report in today's paper, a television manager and a cameraman, who reportedly had filmed the scuffle at the hospital are bringing formal charges against a patrolman for the obstruction of free press and the destruction of property. The cameraman said that his camera and its contents were destroyed by a patrolman, when he insisted that the cameraman move somewhere else to film the demonstration at the hospital.

Community reaction is building against the police with every press report about the incident.

At this moment, the leadership of the police union is calling a membership meeting to discuss an action against the Department for its lack of support of the patrolmen, particularly the patrolman named by the cameraman.

The Chief-of-Police has received a recommendation from his Advisory Committee to temporarily relieve the patrolman of duties until the conflict disappears. This further disturbs the union membership, which feels both the community and the Department are making the cop a scapegoat.

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Group I
Police Patrolman Union

Your group is the union membership of the city police department. Your interest in this simulation is to increase the sensitivity of both the management of the Department and the wider community to your concern about the lack of police cooperation from the courts and the public. You feel that many of the problems connected with a lack of respect for the police are due to the courts and the public ignorance of your role.

While the community press could be instrumental through formulating public opinion directed towards changing court decisions, through educating the public about your role, and through reporting all-sides of an event involving the police, you feel that the community press is portraying an unfavorable image of the police. You also feel that the police management, particularly the chief, is too concerned about having a warm relationship with the public at your expense.

Your task is to have your concerns and interests recognized by the community, its press, and police management. Your success might be measured by more favorable press releases about the police, particularly the patrolman.

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Group 2
Chief-Management Group

Your group consists of the Chief-of-Police, Inspectors and others with a minimum rank of captain, and defined as members of police management. The chief has reported the recommendation of his Advisory Committee which is to temporarily relieve the patrolman of his duties until the conflict is resolved or disappears. Your group recognizes that this action will affect the morale of the department and the relationships between the police union, the chief of police, and others at the level of police management. The recommendation of the Advisory Committee may also have political implications.

Your task is to formulate a policy that will (1) retain the community's respect for your group, (2) represent an appropriate compromise of the recommendation of the Advisory Committee, (3) avoid alienating the Advisory Committee, the police union, or the management of the newspaper.

If your group finds that it cannot be all things to all people, you will have to decide which of the groups indicated (Community, Advisory Committee, Police Union, Newspaper Management), require the development of an order of priority that will affect the policy your group formulates.

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Group 3
Community

Your group consists of some of the wives of maintenance and service workers, a group of priests who have been supporting the workers in their strike for higher wages, and representatives from other community action groups who sympathize with the striking workers.

Your group is very angry. It feels that the violence at the picket-line the other day was uncalled for. You feel that it was provoked by the police who were intolerant and verbally abusive to the picketers. Your group also feels that the smashing of the television camera by the policeman was an example of just sheer police arrogance and brutality.

Your group wants serious and quick action taken. You want the patrolmen who, in your opinion provoked violence at the picket line, and the other one who smashed the TV camera to be fired from the department. You do not believe that the press has been forceful enough in its criticism of the police. You want the press to lead a campaign for firing the policemen. You intend to see that the press does this. You also fully intend, as an organized group, to put pressure on the Chief-of-Police to take the action you desire. Furthermore you do not intend to let the Chief or the Patrolman's Union "white-wash" the behavior of the patrolmen and not take any disciplinary action against them.

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Group 4
Press

You include a group of reporters and editors of the local newspapers, as well as reporters and news-editors of the local radio and TV station.

1. You are aware that the police union and the police chief feel you have not played up positive news about the police, such as their rescue of children from a burning building a few weeks ago.

2. The recent clash between police and pickets at the hospital was a major local news story. As journalists you certainly will resist any effort to play it down.

3. The editors and most of the reporters have a generally pro-police attitude, but some of the reporters in your group feel the press has a responsibility to expose any misuse of power by officials including police officials.

4. Despite your generally supportive attitude toward the police, you feel even more strongly that freedom of the press must be preserved. Though the newspapers and radio-TV newsmen are friendly rivals when it comes to news gathering, you all stick together when a reporter is interfered with. You therefore take the recent interference with a news photographer very seriously, and expect the Police-Chief to take firm disciplinary action.

5. On the other hand, you know that the police department and individual police officers are major sources of news stories each year, so you do not want to antagonize them unnecessarily.

6. One way to keep the heat on the police about the press photographer incident is to editorialize about it. Another way is to report criticisms of the police made by other groups in the city. As professional journalists you do not want to create a controversy when none exists, but there is nothing wrong in your view, with encouraging the other parties in a conflict to speak out publically - even if that tends to keep the controversy alive.

Appendix II Questionnaire

1. Community Information Survey
2. Social Distance Scale
3. Attitude Toward The Law
4. Attitude Toward Punishment of Criminal
5. Cynicism Test
6. Social Insight Test

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Community Information Survey

1. What proportion of the New Haven population was Black according to the 1970 Census?
☐ a) 26% ☐ b) 11% ☐ c) 67% ☐ d) 50%
2. At the present time the Board of Aldermen contains (Check One)
☐ a) no Black member
☐ b) a minority of Black members
☐ c) about 50% Black members
☐ d) a majority of Black members
3. The largest population of foreign stock in the City of New Haven according to 1970 Census is (Check One)
☐ a) Italian ☐ b) Irish ☐ c) Polish ☐ d) English
4. According to the 1970 Census, the population of New Haven was approximately (Check One)
☐ a) 75,000
☐ b) 140,000
☐ c) 100,000
☐ d) 200,000
5. How many members on the Board of Aldermen? (Check One)
☐ a) 5 members ☐ b) 10 members ☐ c) 30 members ☐ d) 60 members
6. The political party registration of New Haven is (Check One)
☐ a) predominantly Republican
☐ b) predominantly Democrat
☐ c) predominantly Independent
☐ d) evenly split between Republican and Democrats
7. What proportion of the New Haven population was less than 20 years of age according to the 1970 Census? (Check One)
☐ a) 50% ☐ b) 15% ☐ c) 21% ☐ d) 33%
8. Citizen complaints against policemen in New Haven are investigated by one of the following: (Check One)
☐ a) Chief of Police
☐ b) Board of Police Commission
☐ c) Division of Internal Affairs
☐ d) American Civil Liberties Union

9. The greatest concentration of Blacks in the City of New Haven is in the following neighborhood. (Check One)
- ___ a) Westville ___ b) Wooster Square ___ c) Newhallville ___ d) Morris Cove
10. What proportion of the New Haven population was Puerto Rican according to the 1970 Census? (Check One)
- ___ a) 2% ___ b) 10% ___ c) 15% ___ d) 25%
11. The principal source of revenue for the city of New Haven is (Check One)
- ___ a) taxes
___ b) state grants
___ c) licenses, permits and fees
___ d) rents
12. In terms of the employment of the New Haven population 16 years old and over, the economy is mostly (Check One)
- ___ a) Educational Center
___ b) Health Center
___ c) Manufacturing and Service Center
___ d) Transportation Center
13. Which of the following agencies is not primarily involved in dealing with discrimination against minority group members? (Check One)
- ___ a) NAACP
___ b) Urban League
___ c) New Haven Human Relations Council
___ d) Community Progress Inc. (CPI)
14. Which of the following is the largest employer in the City of New Haven? (Check One)
- ___ a) Yale University
___ b) Southern New England Telephone Co.
___ c) Winchester - Western Division
___ d) Pratt-Whitney
15. What proportion of the New Haven population was Puerto Rican according to the 1970 Census? (Check One)
- ___ a) 10% ___ b) 25% ___ c) 15% ___ d) 2.2%
16. Which of the following does not have any relationship to the New Haven Police Department? (Check One)
- ___ a) Civilian Review Board
___ b) Board of Police Commission
___ c) Advisory Committee to the Chief
___ d) L.E.A.A. - Law Enforcement Assistance Administration

17. The Italian population between 1960 and 1970 (Check One)
- ___ a) increased ___ b) decreased ___ c) remained same ___ d) don't know
18. According to the 1970 Census, the greatest concentration of Puerto Ricans in the City of New Haven is in the following neighborhood (Check One)
- ___ a) Wooster Square ___ b) Fairhaven ___ c) Westville ___ d) Hill
19. Which of these people does not hold a public office? (Check One)
- ___ a) Bart Guida
___ b) George Barbarito
___ c) Arthur Barbieri
___ d) Steve Popa
20. Which agency does not help people with drug problems? (Check One)
- ___ a) Daytop Inc. ___ b) NARCO ___ c) Project Enough ___ d) Headstart
21. In the 1974 city budget, the major expenditure is for (Check One)
- ___ a) health and welfare
___ b) police and fire protection
___ c) education
___ d) public works
22. How is the Chief of Police chosen in New Haven? (Check One)
- ___ a) Elected by Citizens
___ b) Chosen by Police Commissioner
___ c) Chosen by the Mayor
___ d) Decision by Civil Service Exam and Seniority

SOCIAL DISTANCE SCALE

Social distance means the different degrees of sympathetic understanding that exist between persons. This test relates to a special form of social distance known as personal-group distance, or the distance that exists between a person and groups, such as races, occupations, and religions.

You are asked to give in every instance your first feeling reactions. Proceed through the tests without delaying.

Remember to give your first feeling reactions in every case. Give your reactions to each race as a group. Do not give your reactions to the best or the worst members that you have known.

Put a cross after each race in as many of the seven columns as your feeling reactions dictate.

	1	2	3	4	5	6	7
	Would marry into group	Would have as close friends	Would have as next door neighbors	Would work in same office	Have as speaking acquaintances only	Have as visitors only to my nation	Would debar from my nation
Canadians	_____	_____	_____	_____	_____	_____	_____
Chinese	_____	_____	_____	_____	_____	_____	_____
English	_____	_____	_____	_____	_____	_____	_____
French	_____	_____	_____	_____	_____	_____	_____
Germans	_____	_____	_____	_____	_____	_____	_____
Greeks	_____	_____	_____	_____	_____	_____	_____
Irish	_____	_____	_____	_____	_____	_____	_____
Italians	_____	_____	_____	_____	_____	_____	_____
Japanese	_____	_____	_____	_____	_____	_____	_____
Jews	_____	_____	_____	_____	_____	_____	_____
Negroes	_____	_____	_____	_____	_____	_____	_____
Poles	_____	_____	_____	_____	_____	_____	_____
Puerto Ricans	_____	_____	_____	_____	_____	_____	_____
Russians	_____	_____	_____	_____	_____	_____	_____

Attitude Toward The Law

This is a measure of attitudes toward laws, judges, juries, court decisions, lawyers, and other aspects of the American Legal system. There are no right or wrong answers to the following statements. Please remember that it is not necessary to identify yourself. Do not put your name on this paper.

Please read each item carefully and underline quickly the phrase which best expresses your feeling. Let your own personal experience determine your response. Be sure to answer every item.

- The law protects property rights at the expense of human rights.
Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree
- A person should obey only those laws that seem reasonable.
Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree
- It is all right to evade the law if you do not actually violate it.
Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree
- The sentences of judges in court are determined by their prejudices.
Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree
- On the whole, judges are honest.
Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree
- Juries seldom understand a case well enough to make a just decision.
Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree
- On the whole, policemen are honest.
Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree
- A man should obey the laws no matter how much they interfere with his personal ambition.
Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree
- Court decisions are almost always just.
Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree
- In the courts a poor man will receive as fair treatment as a millionaire.
Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree
- Personal circumstances should never be considered as an excuse for lawbreaking.
Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree

12. A man should tell the truth in court, regardless of consequences.
Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree
13. A person who reports minor law violations is only a trouble-maker.
Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree
14. A person is justified in giving false testimony to protect a friend on trial.
Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree
15. A hungry man has a right to steal.
Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree
16. All laws should be strictly obeyed because they are laws.
Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree
17. Laws are so often made for the benefit of small selfish groups that a man cannot respect the law.
Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree
18. Almost anything can be fixed up in the courts if you have enough money.
Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree
19. It is difficult to break the law and keep one's self-respect.
Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree
20. On the whole, lawyers are honest.
Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree
21. Violators of the law are nearly always detected and punished.
Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree
22. It is all right for a person to break the law if he doesn't get caught.
Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree

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Attitude Toward Punishment
of Criminals

This is a measure of attitudes toward the punishment of criminals. It is not a test for which you will receive a grade. There are no right or wrong answers to the statements listed below. It is not necessary for you to identify yourself. Please do not put your name on this paper. We are only interested in the total group score.

Please indicate your own beliefs by a check mark (✓) when you agree, by a cross (X) when you disagree, and a question mark (?) if you cannot decide about the following statements.

- _____ 1. A person should be imprisoned only for serious offenses.
_____ 2. It is wrong for society to make any of its members suffer.
_____ 3. Hard prison life will keep men from committing crime.
_____ 4. Some criminals do not benefit from punishment.
_____ 5. Most prisons are schools of crime.
_____ 6. We should not consider the comfort of a prisoner.
_____ 7. A criminal will go straight only when he finds that prison life is hard.
_____ 8. No punishment can reduce crime.
_____ 9. Prison influence is degenerating.
_____ 10. Only habitual criminals should be punished.
_____ 11. We should employ corporal punishment in dealing with all criminals.
_____ 12. I have no option about the treatment of crime.
_____ 13. Punishment of criminals is a disgrace to civilized society.
_____ 14. Solitary confinement will make the criminal penitent.
_____ 15. It is advantageous to society to spare certain criminals.
_____ 16. Only humane treatment can cure criminals.
_____ 17. Harsh imprisonment merely embitters a criminal.
_____ 18. No leniency should be shown to convicts.
_____ 19. Many petty offenders become dangerous criminals after a prison term.
_____ 20. Failure to punish the criminal encourages crime.
_____ 21. Only by extreme brutal punishment can we cure the criminal.
_____ 22. The more severely a man is punished, the greater criminal he becomes.
_____ 23. A criminal should be punished first and then reformed.
_____ 24. One way to deter men from crime is to make them suffer.
_____ 25. Punishment is wasteful of human life.
_____ 26. A bread and water diet in prison will cure the criminal.
_____ 27. Brutal treatment of a criminal makes him more dangerous.
_____ 28. A jail sentence will cure many criminals of further offenses.
_____ 29. Prison inmates should be put in irons.
_____ 30. We should consider the individual in treating crime.
_____ 31. Even the most vicious criminal should not be harmed.
_____ 32. It is fair for society to punish those who offend against it.
_____ 33. Humane treatment inspires the criminal to be good.
_____ 34. Some punishment is necessary in dealing with the criminal.

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THE CYNICISM QUESTIONNAIRE

In each of the following items, please circle the letter of the statement which, in your opinion, is most nearly correct. This is not a test for which you will receive a grade.

1. The average police superior is:
 - a. Very interested in the welfare of his subordinates
 - b. Somewhat concerned about the welfare of his subordinates
 - c. Mostly concerned with his own problems
2. The average departmental complaint is a result of:
 - a. The superior's dedication to proper standards of efficiency
 - b. Some personal friction between superior and subordinate
 - c. The pressure on superiors from higher authority to give out complaints
3. The average arrest is made because:
 - a. The patrolman is dedicated to perform his duty properly
 - b. A complainant insisted on it
 - c. The officer could not avoid it without getting into trouble
4. The best arrests are made:
 - a. As a result of hard work and intelligent dedication to duty
 - b. As a result of good information from an informer
 - c. Coming from the "coop".
5. A college degree as a requirement for appointment to the police department:
 - a. Would result in a much more efficient police department
 - b. Would cause friction and possibly do more harm than good
 - c. Would let into the department men who are probably ill-suited for police work
6. When you get to know the department from the inside, you begin to feel that:
 - a. It is a very efficient, smoothly operating organization
 - b. It is hardly any different from other civil service organizations
 - c. It is a wonder that it does one-half as well as it does
7. Police Academy training of recruits:
 - a. Does a very fine job of preparing the recruit for life in the precinct
 - b. Cannot overcome the contradiction between theory and practice
 - c. Might as well as be cut in half. The recruit has to learn all over when he is assigned to a precinct.
8. Professionalization of police work:
 - a. Is already here for many groups of policemen
 - b. May come in the future
 - c. Is a dream. It will not come in the foreseeable future
9. When a patrolman appears at the police department Trial Room:
 - a. He knows that he is getting a fair and impartial trial with legal safeguards
 - b. The outcome depends as much on the personal impression he leaves with the trial commissioner as it does on the merits of the case
 - c. He will probably be found guilty even when he has a good defense
10. The average policeman is:
 - a. Dedicated to high ideals of police service and would not hesitate to perform police duty even though he may have to work overtime
 - b. Trying to perform eight hours of duty without getting into trouble
 - c. Just as interested in promoting private contracts as he is in performing police work
11. The Rules and Regulations of police work:
 - a. Are fair and sensible in regulating conduct off and on duty
 - b. Create a problem in that it is very difficult to perform an active tour of duty without violating some rules and regulations
 - c. Are so restrictive and contradictory that the average policeman just uses common sense on the job, and does not worry about rules and regulations
12. The youth problem is best handled by police who are:
 - a. Trained in a social service approach
 - b. The average patrolman on post
 - c. By mobile, strong-arm Youth Squads who are ready to take strong action
13. The majority of special assignments in the police department:
 - a. Are a result of careful consideration of the man's background and qualifications, and depend on merit
 - b. Are being handled as capably as you could expect in a large civil service organization
 - c. Depend on whom you know, not on merit
14. The average detective:
 - a. Has special qualifications and is superior to a patrolman in intelligence and dedication to duty
 - b. Is just about the same as the average patrolman
 - c. Is a little chesty and thinks he is a little better than a patrolman
15. Police department summonses are issued by policemen:
 - a. As part of a sensible pattern of enforcement
 - b. On the basis of their own ideas of right and wrong driving
 - c. Because a patrolman knows he must meet his quota even if this is not official
16. The public:
 - a. Shows a lot of respect for policemen
 - b. Considers policemen average civil service workers
 - c. Considers policemen very low as far as prestige goes

17. The public:
 - a. Is eager to cooperate with policemen to help them perform their duty better
 - b. Usually has to be forced to cooperate with policemen
 - c. Is more apt to obstruct police work if it can, than cooperate
18. Policemen:
 - a. Understand human behavior as well as psychologists and sociologists because they get so much experience in real life
 - b. Have no more talent in understanding human behavior than any average person
 - c. Have a peculiar view of human nature because of the misery and cruelty of life which they see every day
19. The newspapers in general:
 - a. Try to help police departments by giving prominent coverage to items favorable to police
 - b. Just report the news impartially whether or not it concerns the police
 - c. Seem to enjoy giving an unfavorable slant to news concerning the police and prominently play up police misdeeds rather than virtues
20. Testifying in court:
 - a. Policemen receive real cooperation and are treated fairly by court personnel
 - b. Police witnesses are treated no differently from civilian witnesses
 - c. Too often the policemen are treated as criminals when they take the witness stand

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SOCIAL INSIGHT TEST

Situation

1. Joseph Runway occasionally drinks too much. He has a steady job, but has never succeeded in all the years of continuous employment in getting the promotion to a better paid assistant managership, which he deeply desires in the firm for which he works. His younger brother had been the "apple of his mother's eye," and now Joseph's wife is very partial to the one son in the family otherwise consisting of three girls. To help Mr. Runway, a friend of the family:
2. Mr. H. left high school before graduation to take a job as a clerk in a store. Although still a clerk, he has always had steady work and an income sufficient to enable him to marry, buy a home, equip and maintain it in a very comfortable manner, although this has required him to do without many other things (e.g., children, social-recreational activities, etc.). When Mr. H. is with other people in an informal group, his chief topic of conversation is the quality and cost of the various articles he has purchased for his home. The reason for Mr. H's chief topic of conversation is:
3. Mr. Smith, a business man, is strongly opposed to suggestions favoring social planning and control of business by government, because he says, "World conditions have caused our depressions" and "Industrial cycles are normal and if the government interferes it will be worse." His opposition to government planning and control probably is the result of:
4. The principal of the school attended by James reported that he showed generally bad behavior in the schoolroom, constant teasing and bullying of younger children, and occasional petty thieving. He was conspicuous in classes for his lack of attention and concentration. He was a pale, slim boy, rather tall for his twelve years. Out of school, he played little with boys of his own age and was frequently found bullying and teasing younger children. His father was a traveling salesman. James' right arm was broken twice when he was seven and eight years old. When he was nine, his left leg was fractured while in rough play with children. His mother discouraged his playing with older boys. He had a real passion for movies that showed western and adventure stories. His reading consisted of two to three books a week, preferably of the boy adventurer type. James' behavior is due to the fact that:
5. Martha, an overconscientious girl of 19 years, is given to self-analysis. She is always concerned with what others think about her and the things she has done. Martha finds it difficult to start conversations with strangers and frequently analyzes the motives of others. Another trait which is characteristic of Martha's behavior is:

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SOCIAL INSIGHT TEST

Response

1. ☐ a. Takes strong measures to deprive him of access to all liquor and strong drink
☐ b. Advises that he leave home and "take the cure" to correct his tendency to drink.
☐ c. Sympathetically hears his story and recognizes the contribution to the security of his family that he has made by steadiness on the job.
☐ d. Secretly urges Mrs. Runway to take the children and go away, thus to establish a separate residence leading to ultimate divorce.
2. ☐ a. He has ideals of quality and believes "production should be for use rather than for profit."
☐ b. He wishes to keep conversation limited to subjects on which he is informed.
☐ c. By talking about subjects on which he is informed, he diverts conversation from subjects he is ignorant of, but which most people are informed and interested in.
☐ d. He wishes to appear pleasant, to make conversation, and to avoid giving offense.
3. ☐ a. His belief in individual initiative.
☐ b. His opposition to any form of socialism.
☐ c. His own business activities which just manage to keep within" the law.
4. ☐ a. He is discontented because he cannot go on trips and see the country with his father.
☐ b. He feels the need to make up for his weak physical condition by gaining mastery and attention of his playmates.
☐ c. He is an incipient criminal of the "moral imbecile" type.
☐ d. He is a moron and can never hope to develop a superior intelligence because his parents have mediocre minds.
5. ☐ a. Worrying over possible misfortunes.
☐ b. Frequent craving for excitement.
☐ c. Showing consideration of others' feelings.
☐ d. Preference for reading about something rather than experiencing it.

Appendix III Tables

Table 1

Community Knowledge
Rank Order of Questionnaire Items

1: Least Number of Recruits Answering Item Correctly
20: Greatest Number of Recruits Answering Item Correctly

Rank	% Correct
1. What proportion of the New Haven population was Puerto Rican according to 1970 Census?	26
2. The Italian population between 1960 and 1970.	29
3. According to the 1970 Census, the greatest concentration of Puerto Ricans in City of New Haven is in following neighborhood.	42
4. What proportion of the New Haven population was Black according to the 1970 Census?	54
5. Which of the following is the largest employer in the City of New Haven?	59
6. Which agency does not help people with drug problems?	61
7.5 What proportion of the New Haven population was less than 20 years of age according to the 1970 Census?	65
7.5 Which of the following agencies is not primarily involved in dealing with discrimination against minority groups?	65
9. According to the 1970 Census, the population of New Haven was approximately.	69
10. Which of the following does not have any relationship to the New Haven Police Dept?	71
11.5 Citizen complaints against policemen in New Haven are investigated by one of the following.	74
11.5 In the 1974 city budget, the major expenditure is for.	74
13. How many members on the Board of Alderman	79
14. In terms of the employment of the New Haven population 16 years old and over, the economy is mostly.	82
15. At the present time the Board of Alderman contains.	83
16. How is the Chief of Police chosen in New Haven?	86
17. The principal source of revenue for the city of New Haven is.	89
18. The largest population of foreign stock in the City of New Haven according to the 1970 Census.	91
19. The political party registration of New Haven is.	94
20. The greatest concentration of Blacks in the City of New Haven is in the following neighborhood.	97

Table 2

Distribution of Responses to Social Distance
Test, New Haven Police Dept. Recruit
Training Workshop, Summer, 1974.

Racial Group	Racial Distance						
	1 Would marry into group %	2 Would have as close friends %	3 Would have as next door neighbors %	4 Would work in same office %	5 Have as speaking acquaintances only %	6 Have as visitors only to my nation %	7 Would debar from my nation %
Canadians	81	17	3	--	--	--	--
Chinese	53	44	3	--	--	--	--
English	81	14	3	3	--	--	--
French	81	14	6	--	--	--	--
Germans	75	19	3	3	--	--	--
Greeks	78	17	6	--	--	--	--
Irish	86	8	6	--	--	--	--
Italians	92	8	--	--	--	--	--
Japanese	58	36	6	--	--	--	--
Jews	78	16	3	3	--	--	--
Negroes	42	52	3	3	--	--	--
Poles	78	16	6	--	--	--	--
Puerto Ricans	61	33	3	3	--	--	--
Russians	69	22	6	--	3	--	--

Table 3

Ranks of Racial Groups by New Haven
Police Dept. Recruit Training Workshop,
Summer, 1974.

1st rank, most intimacy allowed
14th rank, least intimacy allowed

Rank	Score	Group
1	1.08	Italians
2	1.19	Irish
3	1.22	Canadians
4	1.25	French
5	1.28	English
6	1.28	Greeks
7	1.28	Poles
8	1.31	Jews
9	1.33	Germans
10	1.44	Russians
11	1.47	Japanese
12	1.47	Puerto Ricans
13	1.50	Chinese
14	1.67	Negroes

Table 4

Distribution of Responses to Law Test
Items, New Haven Police Dept. Recruit Training
Program, Summer, 1974

Questionnaire Item	% Agree	% Undecided	% Disagree
1. The law protects property rights at the expense of human rights.	28	17	(55)
2. A person should obey only those laws that seem reasonable.	8	0	(92)
3. It is all right to evade the law if you do not actually violate it.	8	17	(75)
4. The sentences of judges in court are determined by their prejudices.	36	20	(44)
5. On the whole, policemen are honest.	(81)	14	5
6. Juries seldom understand a case enough to make a just decision.	28	19	(53)
7. On the whole, policemen are honest.	(97)	0	3
8. A man should obey the laws no matter how much they interfere with his personal ambition.	(86)	6	8
9. Court decisions are almost always just.	(28)	22	50
10. In the courts a poor man will receive as fair treatment as a millionaire.	(14)	11	75
11. Personal circumstances should never be considered as an excuse for law breaking.	(54)	11	35
12. A man should tell the truth in court regardless of consequences.	(64)	14	22
13. A person who reports minor law violations is only a trouble maker.	3	17	(80)
14. A person is justified in giving false testimony to protect a friend on trial.	3	11	(86)
15. A hungry man has a right to steal.	22	28	(50)
16. All laws should be strictly obeyed because they are laws.	(44)	14	42
17. Laws are so often made for the benefit of small selfish groups that a man cannot respect the law.	11	25	(64)
18. Almost anything can be fixed up in the courts if you have enough money.	36	31	(33)
19. It is difficult to break the law and keep one's self-respect.	(47)	14	39
20. On the whole, lawyers are honest.	(38)	41	21
21. Violators of the law are nearly always dissected and punished.	(9)	6	85
22. It is alright for a person to break the law if he doesn't get caught.	0	0	(100)

*The proportion in parenthesis indicates positive attitude toward the law.

Table 5

Rank Order of Questionnaire Items in
Law Test, New Haven Police Dept. Recruit Training
Program, Summer 1974.

Rank	Questionnaire Item	Original Item #
1.	Violators of the law are nearly always detected and punished.	21
2.	In the courts a poor man will receive as fair treatment as a millionaire.	10
3.	Court decisions are almost always just.	9
4.	Almost anything can be fixed up in the courts if you have enough money.	18
5.	On the whole, lawyers are honest.	20
6.5	All laws should be strictly obeyed because they are laws.	16
6.5	The sentences of judges in court are determined by their prejudices.	4
8.	It is difficult to break the law and keep one's self-respect.	19
9.	A hungry man has a right to steal.	15
10.	Juries seldom understand a case well enough to make a just decision.	6
11.	Personal circumstances should never be considered as an excuse for law breaking.	11
12.	The law protects property rights at the expense of human rights.	1
13.5	A man should tell the truth in court, regardless of consequences.	12
13.5	Laws are so often made for the benefit of small selfish groups that a man cannot respect the law.	17
15.	It is alright to evade the law if you do not actually violate it.	3
16.	A person who reports minor law violations is only a trouble maker.	13
17.	On the whole, judges are honest.	5
18.5	A man should obey the laws no matter how much they interfere with his personal ambition.	8
18.5	A person is justified in giving false testimony to protect a friend on trial.	14
20.	A person should obey only those laws that seem reasonable.	2
21.	On the whole, policemen are honest.	7
22.	It is alright for a person to break the law if he doesn't get caught.	22

Table 6

Distribution of Median Scale Values and
Attitudes Toward Punishment, New Haven Police Dept.
Recruit Training Program, Summer, 1974.

Scale Scores	f	cf	c%
6.8 - 7.2	1	36	100.0
6.3 - 6.7	2	35	97.2
5.8 - 6.2	2	33	91.7
5.3 - 5.7	1	31	86.1
4.8 - 5.2	3	30	83.3
4.3 - 4.7	12	27	75.0
3.8 - 4.2	3	15	41.7
3.3 - 3.7	5	12	33.3
2.8 - 3.2	5	7	19.4
2.3 - 2.7	2	2	5.6

n=36

Table 7

Scale Values for Attitude Toward Punishment
of Criminals New Haven Police Dept. Recruit Training
Program, Summer, 1974.

Scale Value	Questionnaire Item	Item Number
0.0	Even the most vicious criminal should not be harmed.	31
0.5	No punishment can reduce crime.	8
0.8	Punishment of criminals is a disgrace to civilized society.	13
1.1	It is wrong for society to make any of its members suffer.	2
1.5	Only humane treatment can cure criminals.	16
1.8	The more severely a man is punished, the greater criminal he becomes.	22
2.3	Punishment is wasteful of human life.	25
2.7	Most prisons are schools of crime.	5
2.7	Humane treatment inspires the criminal to be good.	33
3.1	Prison influence is degenerating.	9
3.1	Harsh imprisonment merely embitters a criminal.	17
3.2	Brutal treatment of a criminal makes him more dangerous.	27
3.4	Many petty offenders become dangerous criminals after a prison term.	19
4.1	It is advantageous to society to spare certain criminals.	15
4.6	We should consider the individual in treating crime.	30
4.8	Some criminals do not benefit from punishment.	4
5.3	I have no opinion about the treatment of crime.	12
5.5	Only habitual criminals should be punished.	10
5.8	A person should be imprisoned only for serious offenses.	1
6.4	A criminal should be punished first and then reformed.	23
6.6	Some punishment is necessary in dealing with the criminal.	34
7.4	It is fair for society to punish those who offend against it.	32
7.6	A jail sentence will cure many criminals of further offenses.	28
8.1	Failure to punish the criminal encourages crime.	20
8.2	We should not consider the comfort of a prisoner.	6
8.6	A criminal will go straight only when he finds that prison life is hard.	7

8.8	One way to deter men from crime is to make them suffer.	24
9.0	Hard prison life will keep men from committing crime.	3
9.2	A bread and water diet in prison will cure the criminal.	26
9.3	Solitary confinement will make the criminal penitent.	14
9.8	No leniency should be shown to convicts.	18
10.0	We should employ corporal punishment in dealing with all criminals.	11
10.3	Prison inmates should be put in irons	29
10.6	Only by extreme brutal punishment can we cure the criminal.	21

Table 8

Distribution to Responses of Items
on Cynicism Questionnaire New Haven Police Dept.
Recruit Training Program, Summer 1974.

Questionnaire Item	% of choice
1. The average police superior is:	
a. Very interested in the welfare of his subordinates.	50
b. Somewhat concerned about the welfare of his subordinates. . . .	40
c. Mostly concerned with his own problems.	6
2. The average departmental complaint is a result of:	
a. The superior's dedication to proper standards of efficiency . .	36
b. Some personal friction between superior and subordinate	33
c. The pressure on superiors from higher authority to give	31
out complaints.	
3. The average arrest is made because:	
a. The patrolman is dedicated to perform his duty properly	50
b. A complainant insisted on it.	36
c. The officer could not avoid it without getting into trouble . .	14
4. The best arrests are made:	
a. As a result of hard work and intelligent dedication to duty . .	75
b. As a result of good information from an informer.	25
c. Coming from the "coop".	0
5. A college degree as a requirement for appointment to the police department:	
a. Would result in a much more efficient police department	61
b. Would cause friction and possibly do more harm than good. . . .	25
c. Would let into the department men who are probably ill-suited .	14
for police work	
6. When you get to know the department from the inside, you begin to feel that:	
a. It is a very efficient, smoothly operating organization	53
b. It is hardly very different from other civil service.	28
organizations	
c. It is a wonder that it does one-half as well as it does	19
7. Police Academy training of recruits:	
a. Does a very fine job of preparing the recruit for life in the .	56
precinct.	
b. Cannot overcome the contradiction between theory and practice .	42
c. Might as well be cut in half. The recruit has to learn all . .	2
over when he is assigned to a precinct.	
8. Professionalization of police work:	
a. Is already here for many groups of policemen.	67
b. May come in the future.	33
c. Is a dream. It will not come in the foreseeable future	0

9. When a patrolman appears at the police department Trial Room:	
a. He knows that he is getting a fair and impartial trial. . . .	36
with legal safeguards.	
b. The outcome depends as much on the personal impression he. . .	47
leaves with the trial commissioner as it does on the merits. .	
of the case.	
c. He will probably be found guilty even when he has a good . . .	17
defence.	
10. The average policeman is:	
a. Dedicated to high ideals of police service and would not . . .	72
hesitate to perform police duty even though he may have to . .	
work overtime.	
b. Trying to perform eight hours of duty without getting into . .	25
trouble.	
c. Just as interested in promoting private contracts as he is . .	3
in performing police work.	
11. The Rules and Regulations of police work:	
a. Are fair and sensible in regulating conduct off and on duty . .	56
b. Create a problem in that it is very difficult to perform an . .	39
active tour of duty without violating some rules and	
regulations.	
c. Are so restrictive and contradictory that the average	5
policeman just uses common sense on the job, and does not . .	
worry about rules and regulations.	
12. The youth problem is best handled by police who are:	
a. Trained in a social service approach	75
b. The average patrolmen on post	17
c. By mobile, strong-arm Youth Squads who are ready to take . .	8
strong action.	
13. The majority of special assignments in the police department:	
a. Are a result of careful consideration of the man's background .	56
and qualifications, and depend on merit.	
b. Are being handled as capably as you could expect in a large . .	31
civil service organization.	
c. Depend on whom you know, not on merit.	13
14. The average detective:	
a. Has special qualifications and is superior to a patrolman . . .	36
in intelligence and dedication to duty	
b. Is just about the same as the average patrolman.	39
c. Is a little chesty and thinks he is a little better than a . .	25
patrolman.	
15. Police department summonses are issued by policemen:	
a. As part of a sensible pattern of enforcement	78
b. On the basis of their own ideas of right and wrong driving . .	17
c. Because a patrolman knows he must meet his quota even if this .	5
is not official.	

16.	The public:	
a.	Shows a lot of respect for policemen	33
b.	Considers policemen average civil service workers.	31
c.	Considers policemen very low as far as prestige goes	36
17.	The public:	
a.	Is eager to cooperate with policemen to help them perform their duty better.	33
b.	Usually has to be forced to cooperate with policemen	47
c.	Is more apt to obstruct police work if it can, than cooperate.	20
18.	Policemen:	
a.	Understand human behavior as well as psychologists and sociologists because they get so much experience in real life	36
b.	Have no more talent in understanding human behavior than any average person	11
c.	Have a peculiar view of human nature because of the misery and cruelty of life which they see every day	53
19.	The newspapers in general:	
a.	Try to help police departments by giving prominent coverage to items favorable to police	11
b.	Just report the news impartially whether or not it concerns the police	61
c.	Seem to enjoy giving an unfavorable slant to news concerning the police and prominently play up police misdeeds rather than virtues.	28
20.	Testifying in court:	
a.	Policemen receive real cooperation and are treated fairly by court personnel.	3
b.	Police witnesses are treated no differently from civilian witnesses.	39
c.	Too often the policemen are treated as criminals when they take the witness stand	58

Table 9

Rank of Items on Cynicism
Questionnaire by New Haven Police Dept.
Recruit Training Program, Summer 1974.

Rank	Subject Matter of Item	Score	Original Item #
1.	How policemen are treated in court.	2.57	20
2.	The newspaper's attitude toward the police.	2.19	19
3.	Policemen's ability to judge human nature.	2.16	18
4.	The public's attitude toward policemen.	2.03	16
5.	The reason for department complaints.	1.94	2
6.	Qualities of average detective.	1.88	14
7.	Does the public cooperate with policemen.	1.86	17
8.	Is a Police Dept. trial fair to policemen.	1.80	9
9.	Why a policeman makes an arrest.	1.64	3
10.	An insider's view of the Police Dept.	1.63	6
11.	How justly are men chosen for special assignment in Police Dept.?	1.58	13
12.	The attitude of police superiors.	1.56	1
13.	Effect of requiring college degree in Police Dept. job.	1.52	5
14.	Appraisal of Police Dept. rules and regulations.	1.50	11
15.	The outcome of police academy training.	1.47	7
16.5	The professionalization of police work.	1.33	12
16.5	How police ought to handle the youth problem.	1.33	8
18.	The dedication shown by the average policeman.	1.31	10
19.	Why policemen issue summonses.	1.28	15
20.	How the best arrests are effected.	1.25	4

Table 10

Rank Order and Scores of Items on
Cynicism Questionnaire New Haven and
New York Police Depts. Recruit Training
Program, Summer, 1974.

New York Police Dept.			New Haven Police Dept.		
Rank	Item	Score	Rank	Item	Score
1.	19	3.35	1.	20	2.56
2.	18	3.18	2.	19	2.19
3.	20	3.00	3.	18	2.16
4.	17	2.88	4.	16	2.03
5.	16	2.76	5.	2	1.94
6.	5	2.50	6.	14	1.88
7.	2	2.41	7.	17	1.86
8.5	1	2.17	8.	9	1.80
8.5	12	2.17	9.	3	1.64
10.	9	2.06	10.	6	1.63
11.	8	1.94	11.	13	1.58
12.	13	1.91	12.	1	1.56
13.	14	1.909	13.	5	1.52
14.	11	1.59	14.	11	1.50
15.	7	1.54	15.	7	1.47
17.	3	1.47	16.5	12	1.33
17.	6	1.47	16.5	8	1.33
17.	15	1.47	18.	10	1.31
19.	4	1.41	19.	15	1.28
20.	10	1.29	20.	4	1.25

Table 11

Chopin Social Insight Test
Summary Measures by Occupational
and Other Groups of Males Only

Group*	N	M	S.D.
1. Bank Managers	26	28.15	4.37
2. Graduate Students, psychology	190	27.56	5.03
3. Industrial Research Scientists	45	26.62	4.30
4. College Students, Liberal Arts	133	25.34	5.05
5. College Students, engineering	162	25.01	4.83
6. Business Executives, middle-level	89	24.16	5.16
7. Medical Students	186	23.88	5.58
8. Military Officers	343	23.65	4.62
9. N. H. P. D. Recruits	34	20.32	5.03
10. High School Students	32	15.47	4.75

*Comparative groups are taken from manual for the Chopin Social Insight Test,
Palo Alto, California: Consulting Psychologists Press, 1967, p. 7.

Table 12

Recruit Scores on Social Insight Test,
Before and After The Recruit Training
Program, Summer 1974.

<u>Individual</u>	<u>Before</u>	<u>After</u>	<u>Individual</u>	<u>Before</u>	<u>After</u>
1	9	11	19	24	22
2	29	29	20	25	27
3	16	20	21	33	28
4	17	17	22	21	22
5	16	18	23	17	21
6	19	15	24	16	18
7	24	14	25	18	18
8	13	24	26	11	13
9	23	23	27	25	20
10	22	21	28	21	16
11	28	27	29	17	21
12	20	19	30	24	22
13	20	17	31	19	23
14	16	16	32	24	23
15	22	21	33	16	17
16	16	17	34	17	18
17	23	21	35	22	26
18	22	21	36	25	28

$t=.0928$, $\alpha=.05$, one tail, d.f. 35

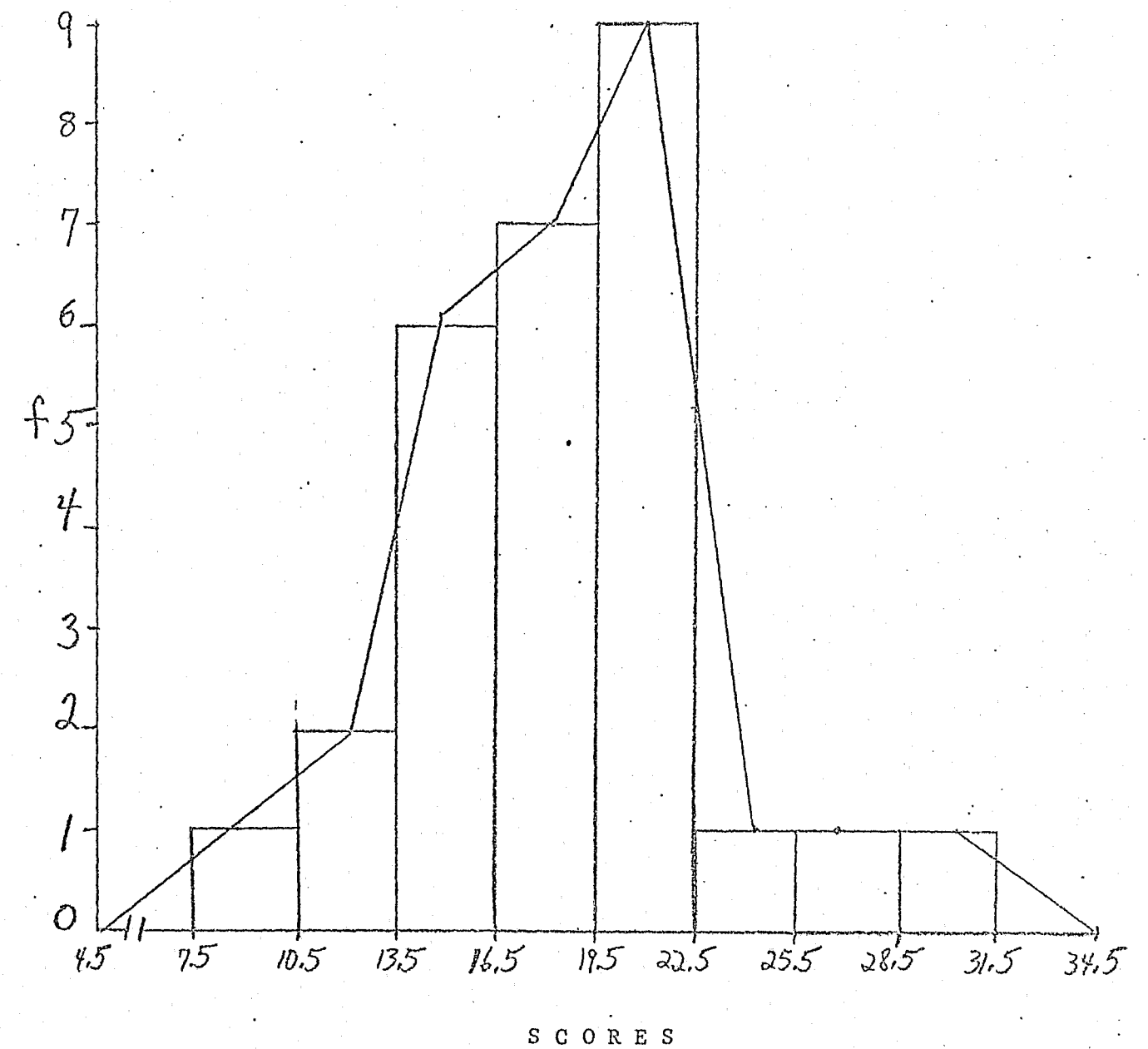


Figure: I.
Distribution of Chapin Social Insight Scores,
New Haven Police Dept., Male Recruits, Recruit
Training Program, Summer, 1974.

END