

STATE OF MICHIGAN



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DEPARTMENT OF STATE POLICE

October 21, 1970

The Department of Michigan State Police would like to acknowledge its appreciation to the several individuals and agencies which have contributed to the preparation of this report.

The Department is particularly appreciative of the financial support furnished by the Law Enforcement Assistance Administration of the United States Department of Justice. Their project, "Exercise Acorn", through which this research was made possible, will most certainly result in valuable contributions toward the improvement of our Nation's Criminal Justice System.

The Department likewise wishes to express its appreciation to Dr. Donald H. Bouma and Dr. Donald Williams and their various associates for this objective research and reporting. Their professional approach to the study and their interest in it are made obvious by the document.

The assistance and cooperation of Mr. Donald Dechow and his staff at the Reeths-Puffer Schools and Mr. Martin Adkins and his faculty of the Bridgeport Community Schools are also gratefully acknowledged. It is only through such support and encouragement that the Police-School Liaison Program can hope to succeed.

  
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MICHIGAN  
THE GREAT  
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STATE

An Evaluation of a Police-School Liaison Program

As a Factor in Changing Student Attitudes

Toward Police and Law Enforcement

September, 1970

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This project was funded by the National Institute of Law Enforcement and Criminal Justice, U. S. Department of Justice, (Grant Award: NI-068), under the title "Exercise Acorn".

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## ACKNOWLEDGEMENTS

The study directors are appreciative of the role played in this project by the Michigan Department of State Police, Col. Fredrick E. Davids, director. D/S/Sgt. Charles Weirman, commanding officer, Community Relations and Juvenile Section, was particularly helpful in all phases of the study. The Department of State Police initiated the idea of an evaluative study, financed the first stage of the controlled experiment, and took the steps leading to the funding of the second stage by the National Institute of Law Enforcement and Criminal Justice.

We are also grateful for the assistance of school administrators whose schools were used in the study: Martin Atkins, superintendent of Bridgeport Community Schools; Donald F. Dechow, superintendent, and Rudy Cooper, director of community relations, Reeths-Puffer Schools; Dr. G. L. Edson, superintendent of Whitehall Schools.

The study would not have been possible without the financial assistance of the National Institute of Law Enforcement and Criminal Justice of the U.S. Department of Justice. The fact that the Institute furnished financial support to the activity described in this publication does not necessarily indicate the concurrence of the Institute in the statements or conclusions contained herein.

## INTRODUCTION

A common theme in the literature dealing with police-community relations is that the American public holds the police in low esteem and is becoming less and less willing to cooperate with the police in law enforcement. This lack of respect for the police is considered to be especially prevalent among youth.

One attempt to reduce what many perceive as a growing alienation between youth and the police is the Police-School Liaison Program. Described in more detail in a later section, essentially this program involves the assignment of a police officer to a particular school to serve primarily as an unofficial counselor to students and a resource person while maintaining his primary identification as a law enforcement officer. The basic purpose of such programs is to improve police-community relations, especially the relations between police and young people. For an exhaustive review of established police-school liaison programs see Charles Lee Weirman, A Critical Analysis of a Police-School Liaison Program to Implement Attitudinal Changes in Junior High Students (Unpublished M. S. thesis, East Lansing: Michigan State University, 1970).

Although police-counselor programs have differed in methods, approaches, and personnel, two basic assumptions have usually been made. The first assumption is that students in general hold unfavorable images of the police. The second is that the placement of a police officer in the schools, coupled with his subsequent contacts with students, will have a positive influence on the way students perceive the police in general.

While some programs have been in operation for several years, notably

the pioneering project of the Flint (Michigan) Police Department in the Flint city schools, practically no evaluation of the effectiveness of such programs has been made. To our knowledge, this project represents the first attempt at evaluation through the use of an experimental design. The programs evaluated are those designed and operated by the Michigan Department of State Police in the Bridgeport school system and the Reeths-Puffer schools.

As is true in the other police-counselor programs operated by the Michigan State Police, these two school districts are located near large urban centers but are not located within the corporate limits of the central cities which have their own law enforcement agencies. Bridgeport is located to the southeast of Saginaw in the eastern part of the state, north of Detroit. Reeths-Puffer is located to the north of Muskegon in the western part of the state.

#### SUMMARY OF MAJOR FINDINGS

This study was designed to evaluate the effectiveness of the Police-School Liaison Program of the Michigan Department of State Police in influencing the attitudes of students toward the police and law enforcement. The state police had been operating police-counselor programs since 1966 and felt it was important to have an outside evaluation before more funds were committed to program continuance and program expansion. School officials were highly pleased with the program and many additional schools sought expansion of the program to their areas.

The study directors had recently completed a study of over 10,000 students as to their attitudes toward the police and law enforcement, and a companion study of three police departments as to their attitudes toward youth and their perceptions of youth attitudes toward the police. (See Donald H. Bouma, Kids and Cops: A Study in Mutual Hostility, Grand Rapids: Wm. B. Eerdmans Co., 1969, 168 pp.)

Students in two school systems, Reeths-Puffer (near Muskegon) and Bridgeport (near Saginaw), were studied as to their attitudes toward police and law enforcement prior to the initiation of a police-counselor program (November, 1968) and again after the program had been in operation one year (February, 1970). A control school, Whitehall, contiguous to Reeths-Puffer, was also studied.

The major findings of the study is that while there was some deterioration of attitudes toward the police in the two target schools, the deterioration was not nearly so great as it was in the control school without a police counselor program. Further, students, school officials and community adults felt the program was worthwhile and beneficial. This

suggests that, given the current situation of wide-spread anti-police sentiments, the major contribution of the police-school liaison program may be the maintenance of the generally pro-police attitudes of youth.

Other findings may be summarized as follows:

1. Most students in both schools were aware of the police-counselor program and the majority expressed approval. Approval was greatest in Reeths-Puffer.
2. Scale scores representing students perceptions of police in general were somewhat less favorable in 1970 than in 1968. However, the decrease was greater in the control school than in either of the program schools.
3. Male students reported slightly less favorable attitudes than corresponding female students in all three schools in both years.
4. Generally, pro-police sentiments decline as grade level of students advanced. Willingness to cooperate with the police by reporting various offenses followed the same pattern.
5. Black students held the police in lower regard than did white students both in 1968 and 1970. However, the difference between the two groups was less in 1970 than in 1968.
6. Importantly, there was an increase in pro-police attitudes of black students from 1968 to 1970.
7. Students who experienced prior negative police contact reported less favorable attitudes than other students. In Reeths-Puffer there was no increase in negative attitudes in the police contact group from 1968 to 1970.
8. Those students who regularly attended church held more favorable images of the police than those who were not regular attenders.

9. Perceptions of police fairness in dealing with various racial, ethnic, socio-economic and religious groups were quite similar in all three schools in 1968. After a year of the program the attitudes in the target schools remained basically the same. However, in the control school attitudes toward police fairness were less favorable.

10. Students in all three schools were less willing to cooperate with police by reporting offenses in 1970 than in 1968. However, the decline in willingness to cooperate was greater in the control school than in the target schools.

11. Willingness to report offenses increased with the severity of the offense.

12. Willingness to report offenses decreased with an increase in familiarity between respondent and hypothetical offender.

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

14. Student attitudes toward teachers were less favorable than those concerning the police. Further, there was a marked decline in favorable attitudes toward teachers from 1968 to 1970. However, the number of students viewing teaching as a good job stayed the same while fewer students viewed police work as a good job.

### THE POLICE-SCHOOL LIAISON PROGRAM

A relatively new program has been designed by police agencies in the United States in the past few years as an outgrowth of law enforcement's concern about "community relations", or the attitude of the general public toward the police. The Police-School Liaison Program is one of several new approaches utilized by police agencies in an attempt to develop a more positive public image.

A Police-School Liaison Program is basically the assignment of a police officer to a particular school or system of schools to act primarily as a resource person and unofficial counselor to the pupils. The exact duties of an officer on such an assignment vary considerably, depending on the police department and the school system. The general purpose of the program is to instill in the pupils a greater appreciation and a better and more positive understanding of the nature of police officers and their work. The greater understanding of the necessity of law enforcement hopefully will enhance the possibility of youth cooperation with the police.

Several police agencies are now instituting this type of program with their local schools, using various methods, approaches and types of personnel. Their purpose is to change the attitudes of the students from what is assumed to be negative to a more positive conception of law enforcement. There has been little research done to measure the effect of such a program on the attitudes of students. The assumption has been that the exposure of young people to a police officer will have a positive influence on their attitudes toward law enforcement.

The police-counselor program is not to be confused with the placement of police officers in the schools to maintain order and to prevent disturbances. Some of the criticism of the police-counselor programs reflects this confusion. For an evaluation of this criticism see Donald Bouma, Kids and Cops: A Study in Mutual Hostility (Grand Rapids: Wm. B. Eerdmans Co., 1969, Ch. 6).

The Michigan Department of State Police instituted the police-school program in September, 1966, and has since expanded the program to include schools outside the city limits of Flint, Benton Harbor, Ypsilanti, Saginaw, Muskegon, and Lansing. Officers selected had to have police experience as well as some college education. The latter was deemed important because of his close working relationship with school personnel and social workers. Officers chosen were to be young enough to readily identify with school children and be acceptable to them. Other qualities considered were: ability to work independent of close supervision, ability to develop and present public relations programs, an unbiased attitude toward juvenile offenders, an absence of racial prejudice, and an understanding of the social problems involved in minority-group relationships.

The officers are paid and equipped by the Department of State Police. The only cost to the school is the office space and equipment, plus college tuition and book fees for the officer's continued education. The officer customarily takes one or two courses per semester at a local or area college. He ordinarily works in civilian clothes, occasionally wearing a uniform when presenting classroom talks in the lower grades.

The duties of the men are varied. They are first of all still a police officer and as such investigate the crimes which occur within and around

the schools. These investigations cover such things as burglary, malicious destruction, shoplifting, larceny, assault, extortion, weapons violations, alcohol and drug abuse, and similar crimes.

The officers do not enforce school discipline codes, and investigate only those crimes referred to them by school administrators. The primary concern in these investigations is the prevention of further criminality. They seek to identify the offender and make some type of disposition of him which will curtail the development of further criminality. The most frequent disposition is to advise parents and release the child to them. If conditions are such that the court must take action the offender is cited into the appropriate court.

The men also act as a coordinator for other police officers who wish to investigate a crime committed outside of the school system by pupils of his school. All other police officers wishing information about school personnel contact the liaison officer for assistance. He also investigates crimes committed against the students. Child molestation, child neglect, child abuse, incest and rape cases are referred to him by school administrators.

He is part of the counseling team within the school system and as such his services are often sought out by the other members of the team. Students frequently come to him with problems they may have at home or with other students and seek his advice. He maintains contacts with the parents of students exhibiting anti-social behavior patterns, and those parents who are contributing to the behavior. He offers his assistance and solicits their's in coping with the problems that seem to be under-

lying. In doing this the officer is opening up new avenues of communication and the possibility of creating within the parents an increased awareness and sense of responsibility toward the laws and their enforcement.

Basically, the officers are concerned with the prevention of delinquency through the determination of the causes and treatment of these causes, not apprehension by reason of the effects of delinquency.

The officers act as resource persons within the schools. In the lower grades emphasis is on presentation of safety programs, using films, posters and other types of visual aids. Some of the subjects covered are traffic safety, bicycle safety, water safety, gun safety, instruction concerning child molesters, and the like. In these programs the officers are attempting to impress the children with the concern of police for their welfare, as well as furnishing them with valid safety information.

In the intermediate grades the officers have programs dealing with various police functions, and those laws which are most frequently violated by this age group. The specific program "You and the Law" uses both visual aids and classroom talks to familiarize the students with what the laws are and their responsibilities under these laws. It explains the different functions of the components of the criminal justice system, the police, the courts, prosecution, and the correctional system.

Senior high school groups have presentations on drug and alcohol abuse, motor vehicle law and procedures, and a more sophisticated presentation of the "You and the Law" program. Discussion is important to correct the misconceptions many youth have of police enforcement policies and

practices.

The officer also maintains contacts outside of the school system. Public appearances are made before P. T. A. groups, service clubs, and church, civic and youth gatherings. He works with other agencies in the areas which are concerned with youth problems, including local police, juvenile courts, social agencies, mental health bureaus, churches, and similarly concerned private organizations.

The officer gains an operational knowledge of other youth-serving agencies and establishes lines of cooperation. By demonstrating that police are interested in more than apprehension and detention of offenders, it is expected that the general community image of the police officer will become more positive.

#### METHOD OF EVALUATION

The data for this study are based on a two-stage atitudinal survey of students in the Bridgeport and Reeths-Puffer school districts in Michigan. Field work for the initial survey was completed during November, 1968, prior to the arrival of the police-school liaison officer in the schools. Field work for the follow-up survey was completed during February, 1970, about one year after the arrival of the officers in the schools.

As a control, junior high students in the Whitehall school district were also surveyed at the same times. Whitehall was selected because it was contiguous to the Reeths-Puffer school district and was more similar to the experimental schools in size, racial composition and socio-economic characteristics than other contiguous schools. No special programs to influence the attitudes of students toward the police were in effect in the Whitehall schools.

In both Bridgeport and Reeths-Puffer a modified combination of cluster and stratified sampling techniques was employed. In both systems, academic classes which were required of all students in any given grade level were identified in both the high school and the junior high. Drawing from those classrooms so identified, enough classroom units were selected on each grade level (grades 7 through 12) so that the total number of students would equal approximately 100 on each grade level. Further, one third-grade classroom and one fifth-grade classroom were selected from each of three of the seven elementary schools in the Bridgeport system (Bridgeport



Table 1

Selected Characteristics of Samples  
by School System and Time of Testing

Characteristics	Bridgeport		Reeths-Puffer		Whitehall	
	Phase I	Phase II	Phase I	Phase II	I	II
Sample Size:	873	638	534	708	87	189
Sex:						
Male	50%	55%	47%	48%	49%	49%
Female	50	44	53	52	50	50
Race:						
White	97	95	94	94	84	85
Negro	1	1	4	4	13	10
Other	1	1	1	1	1	2
Father's Occupation:						
Large Business/Prof. White Collar/ Small Business	6	5	10	5	16	13
Skilled	24	17	16	15	26	13
Semi-skilled	14	28	30	26	15	25
Unskilled	37	36	39	46	30	26
Farm Owner	5	2	3	3	2	7
Retired	1	2	1	-	1	2
Unemployed	1	1	1	1	2	1
No Response	1	2	1	2	3	4
	7	8	8	2	3	10

Elementary, Banner, and Hess) and from each of four of the seven elementary schools in the Reeths-Puffer system (Reeths-Puffer, Twin Lake, Laketon Central, and MacMillan) during the first phase.

During the second phase (1970), classes were selected on each grade level in the junior high schools and the high schools in both districts. In addition, one sixth-grade class was used from each of the elementary schools listed above. (These would be the students who were tested as fifth-graders in the first phase of the project.) The questionnaire was then administered to all students present in the selected classrooms at the time of administration.

In Whitehall approximately 100 seventh-grade students were selected for the initial phase, while 100 seventh-grade and 100 eighth-grade students were selected for the follow-up phase.

The size and characteristics of the samples for both phases of the study in all three school systems are reported in Table 1.

The instrument utilized for this study was the Bouma-Williams Attitude Toward Police questionnaire which had been used by the authors in previous studies involving over 10,000 students. The instrument was constructed to ascertain the respondent's attitudes toward the police (both general and specific), attitudes toward school teachers, willingness to cooperate with the police, and respondent's perception of the attitudes toward the police held by his friends and parents. In addition, the following personal data were obtained: sex, age, grade in school, race, length of residence, church participation, involvement with police, and occupation of parents. On the follow-up instrument, additional information was obtained on the respondent's

attitudes toward and perception of the police-school liaison program.

(The complete questionnaire, along with complete summary of findings, is found in the Appendix.)

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

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

4. Do you feel that the police are always picking on Negroes?  
2 - No      1 - Not Sure      0 - Yes
6. Do you feel that policemen treat rich boys the same as poor boys?  
2 - Yes      1 - Not Sure      0 - No
13. Do you feel that policemen treat all people alike?  
2 - Yes      1 - Not Sure      0 - No
17. Do you think that the police treat Negro and white people alike?  
2 - Yes      1 - Not Sure      0 - No
25. Do you think police treat members of all churches alike?  
2 - Yes      1 - Not Sure      0 - No
26. Do you think police treat all nationalities alike?  
2 - Yes      1 - Not Sure      0 - No

Scale PPR (perception of police reputation) reflects the respondents' attitudes toward police behavior as related to the general performance of the

police role, and is composed of the following six items:

1. Do you think that policemen are pretty nice guys?  
2 - Yes      1 - Not Sure      0 - No
10. Do you think that the police think they are "big shots" because they wear a badge?  
2 - No      1 - Not Sure      0 - Yes
11. Do you think that the police are always picking on the guy who has been in trouble before?  
2 - No      1 - Not Sure      0 - Yes
12. Do you think that the police are mean?  
2 - No      1 - Not Sure      0 - Yes
15. Do you think that the police can steal and get away with it?  
2 - No      1 - Not Sure      0 - Yes
24. Do you think that the police accuse you of things you didn't even do?  
2 - No      1 - Not Sure      0 - Yes

On both scales, the total scale score is the equivalent of the summated ratings of the individual items. Scoring assigns two points for favorable reactions to a question, one point for uncertain answers, and no points for unfavorable reactions. The range for each scale is from 0 (unfavorable) to 12 (favorable). Both scales were determined to have adequate reliability by utilizing the Spearman-Brown prophecy formula, and both scales were determined to have both content and constructual validity.

A second technique used in the attempt to evaluate the effectiveness of the police-counselor program involved personal interviews conducted in the Reeths-Puffer district. No interviews were used in Bridgeport because there had been a change in the police officer assigned in that school prior to the interview phase of the study. It was felt that interview responses would be vitiated by the fact that he had brought modifications to the program and the fact that respondents would be referring to two different officers.

A purposive sample was drawn for the interview stage. High school and junior high students interviewed included both those known well to school officials (that is, they were known as being "very good" or "very bad" pupils) and those not known because they were "ordinary-average". Also interviewed as to their feelings about the police-counselor program were school staff, such as administrators, counselors and teachers; and community persons, such as school board members, P. T. A. members and room mothers. The interviews were relatively unstructured and designed to ascertain the respondents' perceptions of the purpose, operation, and effect of the program.

#### EVALUATION OF THE PROGRAM

Three basic approaches were used in evaluating the effectiveness of the Police-School Liaison Program. First, in the questionnaire administered to students in the second phase of the study (1970, after the police counselor had been in the school for one year) students at Bridgeport and Reeths-Puffer schools were asked whether they knew about the program and how they felt about its value. Second, student attitudes toward the police and willingness to cooperate in law enforcement were measured prior to the beginning of the police-counselor program (late 1968) and again after the program had been in operation for one year (early 1970). This was done not only in the two police program schools (also called "target" or "experimental" schools) but also in the Whitehall schools where there was no police program (called "control" school) for comparative purposes. Third, interviews were conducted with both students and adults in the two target school districts to ascertain program reactions.

The findings are discussed below in that order.

## General Student Assessment of Police-Counselor Program

Inasmuch as the stated goal of the Police-School Liaison Program is to modify the attitudes and opinions of students, the students' perceptions of the functions of the program and their feelings toward the program are important considerations in evaluating success. The students are required to live with the program and with a police officer in their school. In order for the officer to have impact on the students, the students must accept the presence of that officer.

During the second phase of the survey, students in the target schools were asked to briefly describe what they thought the police-school liaison officer's tasks were. Why was he there? What did he do? Table 2 summarizes the students' responses to these questions.

These data in Table 2 suggest certain significant conclusions. (1) The proportion of students who either failed to respond to the question or who answered that they did not know the officer's function decreased as grade level increased, and this proportion was greater on all grade levels in the Bridgeport Schools.

(2) The officer's major function according to students in Reeths-Puffer Schools was to serve as a resource person in the sense of presenting class discussions, assemblies, safety programs, and drug programs (half of the elementary students and a third of the secondary students listed this as the primary function). A second important task was to act as an unofficial counselor or as someone students could discuss problems with. Elementary and junior high students also thought that an important function was the mainte-

Table 2

Respondent's Perceptions of the Functions of the Police-School Liaison Program by School and Grade Level

Function:	Bridgeport Schools			Reeths-Puffer Schools		
	Ele- men- tary	Jr. High	High School	Ele- men- tary	Jr. High	High School
- Improve Police/Youth Relations	0%	4%	14%	1%	9%	23%
- Counselor	14	18	20	6	23	16
- Law Enforcement	3	9	11	4	2	3
- Maintain Order	11	23	10	19	13	5
- Give Lectures	28	5	4	49	26	21
- Drug Program	6	7	8	2	7	13
- Negative Function	1	7	13	2	6	5
- Other	2	1	1	1	**	**
- Don't Know	2	4	6	**	2	3
- No Response	32	21	14	17	11	9

\*Students listed such tasks as "goofing off", nothing, play cards, cause trouble, etc. These tasks were categorized into one grouping.

\*\*Less than one percent.

nance of order or keeping the peace in the schools, while senior high students listed the improvement of police-youth relations as an important task.

(3) In the Bridgeport Schools, the ranking of the officer's tasks varied with grade level: in the elementary schools, resource person ranked as the most important with counselor and peace-keeper as other important functions; in the junior high schools, peace-keeper was ranked as the most important with counselor and resource person as other important functions; and in the senior high schools, counselor was ranked as the most important with community relations and resource person as other important functions.

(4) Many students in the junior high school and in the high school in both systems suggested that the most important task for the officer was his capacity as a resource person on drug-related issues.

(5) A small percentage of students listed dysfunctional tasks such as playing cards, nothing, or "goofing off". Slightly more students in the junior and high schools, especially Bridgeport High School, gave such listings than in the elementary schools.

Tables 3 and 4 report the students' attitudes toward the program. Table 3 shows the distribution of answers to the question, "Do you think that it is a good idea to have a policeman spend his time in your school?" A majority of students in both school systems agreed with this idea. However, while over eighty percent did so in Reeths-Puffer, only about sixty percent did so in Bridgeport.

During the second phase of the survey, students were asked to briefly describe their feelings about the program. Table 4 summarizes their comments

Table 3

## Evaluation of Police-School Liaison Program by School

		<u>Bridgeport Schools</u> (638)	<u>Reeths-Puffer Schools</u> (708)
Do you think that it is a good idea to have a policeman spend his time in your school?	Yes	63%	81%
	No	29	16
	No Response	6	2

Table 4

## Feelings Toward Police-School Liaison Program by School and Grade Level

	<u>Bridgeport Schools</u>			<u>Reeths-Puffer Schools</u>		
	Ele- men- tary	Jr. High	High School	Ele- men- tary	Jr. High	High School
Favorable Comments:	62%	62%	44%	73%	65%	68%
Unfavorable Comments:	7%	19%	33%	7%	13%	15%
Neutral Comment:	3%	9%	9%	17%	15%	11%
No Response:	28%	9%	14%	4%	6%	6%

into favorable, unfavorable, or neutral responses. A majority of students in all schools approved of the program. However, sixty-five to seventy percent of the students gave favorable responses in all schools in Reeths-Puffer and in the elementary and junior high in Bridgeport; but only forty-five percent of the students in Bridgeport High School gave favorable replies.

In short, most students in both school systems were aware of the existence of the program in their schools. Further, most students (over ninety percent in Reeths-Puffer and over eighty percent in Bridgeport) on all grade levels knew who the assigned officer was and could identify the officer by name. A majority of students in both systems expressed approval of the program.

#### Impact of Program on Attitudes Toward the Police

The second approach in evaluation of the effectiveness of the police-counselor program involved measuring the attitudes of students toward the police and law enforcement prior to the beginning of the program, and then again after the program had been in effect for a year. A control school (Whitehall), where no program was in effect, was used as a comparison base for the two target schools (Reeths-Puffer and Bridgeport).

The analysis of scale scores representing student perceptions of police reputation (called PPR Scores) suggest that student attitudes toward the police were not more favorable after the one-year program than they were before. In fact, as indicated in Table 5, attitudes expressed in all three schools were less favorable in 1970 than they were in 1968. However, the deterioration of attitudes was greater in the control school than in either of the target schools.

The following conclusions can be drawn from Table 5:

First, the students in the seventh grades in 1970 reported less favorable attitudes toward the police than the seventh graders in 1968.

Second, the comparison of mean scores for Phase I seventh graders and Phase II eighth graders (samples drawn from same general population) suggest that these students held less favorable attitudes in 1970 than those expressed in 1968. Again, the difference is much greater in the control school than in the target schools.

Third, male students reported less favorable attitudes than corresponding female students in all three schools, both in 1968 and in 1970. Further, reported attitudes for both sexes were slightly less favorable in 1970 than

Table 5

Perceptions of Police Reputation Prior to Program and During Program:  
Mean Scores on Scale PPR by School and Date.\*

	SCHOOL SYSTEMS		
	Control School Whitehall	Target Schools Bridgeport      Reeths-Puffer	
GRADE:			
Phase I (1968)			
Grade 7	8.9	8.9	9.0
Phase II (1970)			
Grade 7	7.0	7.4	8.2
Grade 8	6.0	7.6	8.0
SEX:			
Phase I (1968)			
Male	8.3	8.7	9.4
Female	9.5	9.5	9.1
Phase II (1970)			
Male	6.0	7.4	8.0
Female	7.1	8.3	8.6

\*PPR Scores are based on the six questionnaire items cited in the methodology section above, and range from 0 (unfavorable) to 12 (favorable).

Table 6

Pro-Police Sentiments of Students in Control School and in Target Schools:  
Percent of Favorable Response to Particular Items by School and Grade\*

	Whitehall Jr. High		Bridgeport Jr. High		Reeths-Puffer Jr. High	
	1968	1970	1968	1970	1968	1970
Do you think that:						
- police are mean?	74%	62%	74%	67%	71%	71%
- people would be better off without police?	91	85	91	90	91	92
- police think they are "big shots" because they wear a badge?	75	48	66	62	63	64
- the police don't even give you a chance to explain?	66	52	56	52	53	52
- being a policeman is a good job for an intelligent guy?	55	32	61	58	64	55
- most policemen would let you buy your way out of trouble?	89	81	85	87	87	82
- police can steal and away with it?	82	67	84	78	76	78

\*For comparison purposes all percentages give pro-police sentiments. Hence, 74 percent of Whitehall students in 1968 rejected the idea that police were mean, etc.

in 1968. Both female and male students in the control school in 1970 reported less favorable attitudes than the corresponding students in the target schools.

Another way of assessing results is to compare responses to specific questions in the two years. Table 6 indicates that pro-police sentiments in 1968 were similar in all three schools, and that the degree of pro-police sentiment expressed in 1970 was less than in 1968 in all three schools. However, the deterioration of pro-police attitudes was greater in the control school than in either of the target schools.

In fact, the difference between control and target schools is quite dramatically illustrated in Table 6. In Bridgeport there was a significant (more than five percentage points) although small decline in only two items (numbers one and seven). In Reeths-Puffer there was a significant although small decline from 1968 to 1970 in only one item (number five). However, in Whitehall there was a significant and often large decline in all seven items.

Table 7 describes pro-police sentiments as reflected in Perception of Police Reputation (PPR) scores according to respondents' grade in school, race, father's occupation, negative police contact, and church attendance. Previous studies by the authors have found that favorable attitudes toward the police decrease with increasing grade level, that blacks have more negative attitudes than whites, that attitudes become more favorable with an increase in socio-economic status, that negative police contact is associated with a decline in pro-police sentiments, and that regular church attenders had more favorable attitudes than others.

Table 7

Pro-Police Sentiments by Grade in School, Race, Police Interaction, Church Attendance, and Father's Occupation: Mean Scores on Scale PPR\*

Variable	Reeths-Puffer Schools		Bridgeport Schools	
	1968 (367)	1970 (705)	1968 (761)	1970 (644)
<u>Grade in School:</u>				
5th	10.5	--	10.2	--
6th	--	9.6	--	9.8
7th	9.0	8.2	8.9	7.4
8th	8.2	8.0	8.7	7.6
9th	9.0	8.0	9.1	7.8
10th	8.2	8.0	9.0	7.2
11th	8.2	7.8	9.1	7.2
12th	9.5	8.2	7.5	7.3
<u>Race:</u>				
White	9.4	8.4	9.1	7.8
Negro	6.4	6.3	7.3	6.0
<u>Father's Occupation:</u>				
Large Business/Professional	9.1	8.4	9.4	8.9
White Collar/Small Business	9.5	8.4	9.4	8.1
Skilled Manual Worker	9.1	8.2	9.0	7.4
Semi-Skilled Manual Worker	9.5	8.1	8.9	7.7
Unskilled Manual Worker	8.2	7.8	9.8	6.9
<u>Negative Police Contact:</u>				
Has had contact	7.9	7.4	7.6	6.3
Has had no contact	9.5	8.7	9.7	8.6
<u>Church Attendance:</u>				
Attends	9.6	8.6	9.2	8.4
Does Not Attend	8.5	7.6	8.6	6.6

\*See footnote for Table 5.



There was some substantiation for these conclusions in the present study. From data found in Table 7, the following summary seems indicated:

1. Grade in school -- generally, a slight decrease in favorable attitudes at all grade levels from fifth through twelfth from 1968 to 1970.
2. Race -- Black students held the police in lower regard both in 1968 and 1970 than white students. In the Reeths-Puffer district, the difference between the degree of pro-police sentiment expressed by the black students and that of the white students was less in 1970 than in 1968. The decrease in difference was due both to a deterioration of white student attitudes, and a slight increase in positive sentiments of black students.
3. Occupation-- While in 1968 there was no relationship between occupation of father, as an indication of socio-economic status, and attitudes, in 1970 the slight differences noted gives some support to the idea that attitudes become more favorable as status of occupation increases.
4. Negative Police Contact -- Students who had had prior police contact reported less favorable attitudes than those students who had no such experience, but this difference was especially large in the Bridgeport Schools. In Reeths-Puffer there was only a slight increase in negative attitudes in the police contact group from 1968 to 1970.
5. Church Attendance -- Those students who regularly attended church held more favorable images of the police than those who were not regular church attenders. However, both groups had more negative attitudes in 1970 than in 1968. The deterioration was especially marked among non-attenders at Bridgeport.

The one police-counselor in each of the target schools was forced to

divide his time between elementary, junior high and senior high students. An attempt was made to assess the differential impact of the program at these three grade levels. Table 8 shows the before and after favorable responses to eight particular questionnaire items.

It is important to note the generally high level of pro-police sentiments expressed at all grade levels, in both years, and at both schools. As stated in the methodology section above, students were given three options in answering each question, "yes", "no", and "don't know". Hence, when favorable responses are tabulated, as in Table 8, it means the "don't knows" as well as the negative responses remain as the obverse of the percentage cited. In other words, one cannot conclude that the "remainder" of the positive percentage cited is negative response. Some of the "remainder" represents neutral responses.

While there was a generally similar sentiment about the police at all three levels, when a difference is noted elementary students held more favorable views than did junior high students, who in turn held more favorable views than high school students.

The data in Table 8 may be summarized as follows: (differences must be greater than five percentage points to be considered meaningful)

Bridgeport

Elementary--Increase in favorable response on two items, decrease on two, with four remaining the same.

Junior High--Decrease on three items, five remaining the same.

High School--Decrease on six items, two the same.

Table 8

Comparison of Attitudes Toward Police Prior to Program and During Program by Grade: Percent of Favorable Responses to Particular Items in 1968 and in 1970\*

	N=	1968	Bridgeport Schools			Reeths-Puffer Schools		
			Ele- men- tary	Jr. High	High School	Ele- men- tary	Jr. High	High School
Do you think that:								
- police are mean?								
	1968	(86)	(313)	(362)	(82)	(182)	(103)	
	1970	(87)	(273)	(264)	(107)	(291)	(307)	
- police are mean?	1968	81%	74%	74%	90%	71%	76%	
	1970	87	67	62	93	71	69	
- people would be better off without police?	1968	93	91	92	96	91	93	
	1970	94	90	94	98	92	95	
- police think they are "big shots" because they wear a badge?	1968	84	66	66	87	63	57	
	1970	77	62	53	85	64	60	
- police don't even give you a chance to explain?	1968	55	56	60	66	53	44	
	1970	51	52	52	64	52	52	
- being a policeman is a good job for an intelligent guy?	1968	85	61	65	76	64	53	
	1970	55	58	56	77	55	59	
- most policemen would let you buy your way out of trouble?	1968	73	85	86	80	87	87	
	1970	84	82	82	73	87	88	
- police can steal and get away with it?	1968	85	84	74	94	76	78	
	1970	90	78	62	88	78	70	
- police are pretty nice guys?	1968	94	83	79	92	75	78	
	1970	89	73	65	92	74	67	

\*To facilitate comparison, all percentages indicate favorable responses. Hence, 81 percent of Bridgeport elementary students in 1968 rejected idea that "police are mean".

### Reeths-Puffer

Elementary--Decrease on two items, six remaining the same.

Junior High--Decrease on only one item, seven the same.

High School--Increase on two items, decrease on three, with three remaining the same.

It is interesting to note the marked similarity of 1968 and 1970 attitudes of Reeths-Puffer junior high students, as well as the dramatic 30-point decline in favorable responses by Bridgeport elementary students on item 5. One can only wonder what it was that brought about such a sharp decline in the number of students who thought "being a policeman is a good job for an intelligent guy".

Another way of assessing the impact of the police-counselor program is to determine the perceptions of police fairness held by students before the program and after. How fair do students think police are in their dealings with various racial, ethnic, socio-economic, and religious groups in the community?

Six items in the questionnaire probed perceptions of police fairness. The findings are summarized in Table 9 for the control school (Whitehall) and the two target schools. Considering to be meaningful only differences of more than five percentage points, the following conclusions can be drawn:

1. Attitudes expressed in 1968 were quite similar in all three schools.
2. In the target schools the attitudes expressed in 1970 were basically similar to those in 1968. In Bridgeport there was a decrease in favorable response on one item, while five remained the same. In Reeths-Puffer there was an increase in one item, with five remaining the same.

3. In the control school the 1970 attitudes were less favorable toward

Table 9

Perceptions of Police Fairness Held by Respondents Prior to Initiation of Program and After: Percent of Favorable Response to Particular Items by School System

	Whitehall Jr. High		Bridgeport Jr. High		Reeths-Puffer Jr. High	
	1968	1970	1968	1970	1968	1970
Do you think that:						
- police treat all people alike?	39%	57%	49%	46%	49%	46%
- police treat Negro and white people alike?	48	51	59	52	53	55
- police are always picking on the guy who has been in trouble before?	40	29	41	41	43	44
- police treat rich boys the same as poor boys?	63	60	64	59	59	54
- police treat all nationalities alike?	60	48	62	61	57	55
- police treat members of all churches alike?	64	54	74	70	63	69

the police than those expressed in 1968. There was a decrease on three items, an increase on one, with two remaining the same.

The data indicate that the police-counselor programs in the two target schools were successful in maintaining the student attitudes concerning police fairness, while the attitudes of a comparable student group in a school without a police-liaison program were becoming more negative. While one might have hoped for an improvement of attitudes, the maintenance of attitude level can be considered a contribution when indications are that a shift to the negative might have been expected.

Perceptions of police fairness held by students at the three grade levels in the two target schools are presented in Table 10. Again it is apparent that elementary students held more favorable attitudes toward the police than did junior high students, and junior high students expressed more favorable feelings than did high school students.

Considering all students in both schools, and again considering as meaningful only differences of more than five percentage points, there was an increase in favorable responses in eleven instances, a decrease in nine, while sixteen remained the same.

The greatest improvement in attitudes was found among elementary students where there was an increase in seven items, a decrease in two, with three remaining the same.

Junior high students increased in one item, decreased in two, while nine stayed the same.

High school students increased in three items, decreased in five, with four remaining the same.

Table 10

Perceptions of Police Fairness Held by Respondents Prior to Initiation of Program and After: Percent of Favorable Responses to Particular Items by School and Grade

		Bridgeport Schools			Reeths-Puffer Schools		
		Ele- men- tary	Jr. High	High School	Ele- men- tary	Jr. High	High School
Do you think that:							
-police treat all people alike?	1968	57%	49%	37%	46%	49%	33%
	1970	64	46	25	64	46	28
- police treat Negro and white people alike?	1968	67	59	46	56	53	41
	1970	72	52	41	72	55	49
- police are always picking on the guy who has been in trouble before?	1968	70	41	33	62	43	31
	1970	50	41	30	62	36	36
- police treat rich boys the same as poor boys?	1968	79	64	53	72	59	48
	1970	70	59	45	70	54	55
- police treat all nationalities alike?	1968	50	62	56	49	57	56
	1970	60	61	47	64	55	48
- police treat mem- bers of all churches alike?	1968	63	74	74	62	63	62
	1970	72	70	67	70	69	73

As was the case in Table 8, the program at Reeths-Puffer appears to have been more successful than that at Bridgeport. In the former school there was an increase in favorable responses in eight instances, a decrease in two, and eight remained the same. In Bridgeport there was an increase in three, a decrease in seven, with eight staying the same.

A further attempt to evaluate the effectiveness of the police-counselor program involved a comparison of student willingness to cooperate with the police by reporting certain offenses before and after initiation of the program. Tables 11 and 12 summarize the findings.

Data presented in Table 11 suggest the following conclusions:

1. Students in all schools were less willing to report offenses in 1970 than they were in 1968.
2. Students in the control school were as willing to report offenses in 1968 as were those students in the target schools.
3. However, students in the control school were less willing in 1970 to report offenses than were students in the target schools. This, again, seems to indicate the value of the police-counselor program.
4. Willingness to report offenses increases with the severity of the offense. That is, a larger percentage of students would report a store break-in than would report shoplifting.
5. Willingness to report offenses decreases with an increase in familiarity between respondent and hypothetical offender. That is, students would be more likely to report "someone" stealing a car than a "friend" stealing a car.

Prior to the initiation of the Police-School Liaison Program about

Table 11

Comparison of Respondents' Willingness to Cooperate with Police Prior to Program and Subsequent to Program: Percent of Favorable Response to Particular Items by School System

	Whitehall Jr. High		Bridgeport Jr. High		Reeths-Puffer Jr. High	
	1968	1970	1968	1970	1968	1970
Would you tell the police if you saw _____*						
commit a murder?	92%	82%	90%	84%	92%	73%
breaking into a store?	85	60	88	74	86	40
stealing a car?	69	61	55	73	63	57
shop lifting?	49	40	44	48	49	29
Do you think criminals usually get caught?	75	77	79	78	74	79

\*The reference for this series of questions was varied according to following plan:

	1968 Phase All Schools		1970 Phase Whitehall & Bridgeport	
		Reeths-Puffer		
murder -	someone	friend	someone	
breaking into a store -	someone	friend	someone	
auto theft -	friend	friend	someone	
shop lifting -	friend	friend	someone	

90 percent of the respondents indicated a willingness to report to the police a murder or someone breaking into a store, approximately two-thirds would have reported a friend stealing a car, and slightly under half would have reported a friend shoplifting. The proportion of students willing to cooperate with the police in this way was similar in all three schools, with the exception that slightly fewer students were willing to report auto theft in Bridgeport.

In the 1970 phase of the study both the severity of the offense and the familiarity of the offender were systematically varied, as indicated in Table 11 footnote. This procedure resulted in an interesting pattern. When responses from Whitehall and Bridgeport are compared (the familiarity of the offender was identical in these two schools), it is clear that students in the control school were less likely to report a given offense than were students in the target school. When the degree of familiarity remained constant, students in both schools were less willing to report an offense in 1970 than in 1968. However, when the familiarity of the offender was decreased, students in Whitehall were slightly less willing to report offenses, but students in Bridgeport were more willing to cooperate with police in this way.

When the responses for Reeths-Puffer are compared with those from the other two schools (the familiarity of the offender was greater in Reeths-Puffer than in either of the other schools in 1970), students are less willing to report an offense than are those students from either Whitehall or Bridgeport. This was predictable from the basic finding cited above that willingness to report an offense decreases as familiarity between

respondent and offender increases.

The vast majority of students in all three schools in both years felt that criminals usually get caught. The similarity patterns are remarkable, ranging between 74 and 79 percent. This confirms what we have found in our earlier studies of larger numbers of students. The lesson that crime does not pay because you usually get caught has been well taught, in spite of the evidence to the contrary. It is estimated that only half of all serious crimes are reported, and that only twelve percent of those reported are cleared by arrest. Of these, it is believed that only six percent result in conviction, with one percent ending up in prison.

The data in Table 12 suggest that elementary students were more likely to report offenses than were students in junior high, and junior high students were more likely to report than high school students. Further, students on all grade levels were less likely to report offenses than they were in 1968, and all students were more willing to report an unknown offender than an offender who was a friend.

While the central focus of the study concerned student attitudes toward the police, respondents were asked several questions about their attitudes toward teachers, teacher fairness, and the teaching profession. In our earlier study of 10,000 students in a large number of schools we were surprised to find that students generally held more negative attitudes toward teachers than they did toward the police. (See Donald Bouma, Kids & Cops: A Study in Mutual Hostility, Grand Rapids: Wm. B. Eerdmans Publishing Co., 1969).

Again in this study the students were found to have less favorable

Table 12

Comparison of Respondents' Willingness to Cooperate with Police Prior to Program and Subsequent to Program: Percent of Favorable Response to Particular Items by School System and by Grade

		Bridgeport Schools			Reeths-Puffer Schools		
		Ele- men- tary	Jr. High	High School	Ele- men- tary	Jr. High	High School
Would you tell the police if you saw * _____:							
commit a murder?	1968	94%	90%	88%	100%	92%	91%
	1970	93	84	86	93	81	73
breaking into a store?	1968	90	88	81	91	86	79
	1970	91	74	67	68	40	28
stealing a car?	1968	85	55	38	84	63	38
	1970	89	73	69	79	57	34
shop-lifting?	1968	80	44	25	84	49	22
	1970	86	48	31	69	29	12
Do you think criminals usu- ally get caught?	1968	71	79	78	78	74	72
	1970	80	78	72	86	79	71

\*See footnote for Table 11.

images of teachers than of police. Further, the deterioration of attitudes toward teachers from 1968 to 1970 was much greater than that for the police. Table 13 presents the data on three key questions. (Complete results are found in the Appendix.)

While perceptions of police fairness remained constant from 1968 to 1970, there was a marked drop in the perception of teacher fairness. How "nice" they thought teachers were also dropped considerably more than police "niceness" ratings.

However, there was consistency in student perceptions of teaching as a good job. Meanwhile there was a drop in perceptions of police work as a good job.

In conclusion, the comparison of student attitudes before and after initiation of the Police-School Liaison Program indicated that while there was no measurable improvement in student sentiments, the program was effective in preventing the decline of favorable feelings which was occurring in the control school without a police-counselor program. Whether measured in terms of perception of general police reputation, perception of police fairness, or willingness to cooperate with the police in reporting specified offenses, the attitudes of students in the target schools remained pretty much the same from 1968 to 1970. Given a socio-cultural situation when pro-police sentiments were declining, this maintenance of favorable police attitudes can be considered a contribution of the police-counselor program.

Table 13

Student Perceptions of Teachers and Police Compared: Percent of Favorable Response by School System and Year

		<u>Reeths-Puffer</u>		<u>Bridgeport</u>	
		1968	1970	1968	1970
(They) treat all people alike.	Teachers	30%	19%	25%	16%
	Police	41	41	42	39
(They) are pretty nice guys.	Teachers	70	57	62	49
	Police	83	74	84	71
Is a good job for an intelligent person.	Teaching	79	79	75	74
	Police Work	68	60	67	56

### Interview Results

The third approach used to evaluate the police-counselor program involved extensive interviews with students, school officials, and community people. Selection of interviewees is described in methodology section above.

Persons who are engaged in actual social interaction many times gain certain insights into and perspectives on the processes and the functions of that interaction. Thus the views toward the program and the opinions of the program's worth held by those people who are directly involved in the Police-School Liaison Program (i.e., students, teachers, community leaders, and school administrators) provide useful insights into the operation of the program. Personal interviews with some of the individuals in the Reeths-Puffer District resulted in a series of interesting conclusions.

Before a trooper was actually placed in any school district, the Michigan State Police cooperated with local school officials in preparing the system for such a placement. As one high school teacher put it: "Prior to Trooper Allen's arrival, school officials sold the program to students, teachers, and parents." Thus it was in all of the schools. Through presentations to the faculty and staff, discussions with the students, and newsletters to the homes in the community, people both in and outside the school were made aware that a Michigan State Police officer would be assigned to the Reeths-Puffer school system.

Further, they were made aware why the officer would be so assigned and what he would be doing. This advance work proved to be highly successful. Prior to the time that the officer was introduced into the system, the initial

reservations that some persons had had when they first heard of such a program were cleared. For example, a male teacher in the junior high school suggested that he had initially thought that the program would be of little value to the school. He had at first wondered: "Why in Reeths-Puffer? Why not in a school where they have real trouble?"

Similarly, a counselor expressed two initial negative reactions: first, a "cop in the halls" would be seen as a threat by the students and the students would react negatively; and second, the community would react unfavorable ("Is Reeths-Puffer that bad?") These two individuals, as well as all others who expressed initial reservations, suggested that their fears were dissipated by the school administration.

Even with the advance preparation and the advance idea that the trooper was to be a "public relations" man and not a law enforcer or a disciplinarian, many suggested that in the beginning they were unsure exactly what the officer would be doing. Further, some felt that the officer was unsure of his exact role when he arrived. However, at the end of the first year, most perceived the officer's job to consist of three essential tasks: 1) public relations -- a representative of law enforcement who is able to interact with the students both formally and informally; 2) resource person -- a person able to provide materials and lead discussions on topics such as drugs, gun safety, laws, crime, criminal investigation, and driver's training and able to provide assistance in an official capacity (legal advice) to school personnel; and 3) unofficial counselor -- a friend to students able to help them as individuals with their problems.

Although all three functions were seen as important, the priority of



these tasks varied by grade level. Those persons interviewed in the elementary school suggested that, on their level, the trooper's main task was to present classroom programs on such topics as bicycle safety and on the role of the policeman. On the junior high level, most suggested that he was primarily a counselor and a public relations person. His function as a resource person was secondary to these tasks. On the high school level, the officer's function as a resource person was viewed as his most important task.

The unanimous sentiment expressed by all persons interviewed was that the program was a success during its first year of operation. Most persons described their personal reactions to having an officer stationed in their school as highly favorable. No one expressed an unfavorable reaction. Most persons suggested that the most important contribution the program had made was to humanize the police officer for the students. The next most important contribution was the input, in terms of materials, discussions, and ideas, the program made for class-related work (especially drug education).

Most persons interviewed thought that the program had been successful on all grade levels and with most types of students. A few thought that the program had not made an impact on the majority of students who were serious delinquents or the trouble-makers. However, these individuals thought that the program would be a success even if the program had helped only a handful of these students.

Everyone interviewed reported that they would like to see the program continued in the Reeths-Puffer District, and that such a program should be incorporated in other school districts. The one aspect of the program that

persons would alter and the major criticism of the current program is the frequency of contact of the officer with a particular school. Most persons said that they thought an officer should be assigned to one school (i.e., junior high or high school) and not to the entire system. One teacher stated: "The major difficulty with the program is that Allen is spread too thin. He should be able to spend more time in our building." Most felt that the officer needs a chance to merely be around so that he has the opportunity to interact informally with students both in and out of the classroom. Further, he needs time so that he can regularly interact with faculty, staff, and parents.

Many persons expressed the notion that the key to the success of the program in Reeths-Puffer was the qualities possessed by the trooper assigned to the school system. One junior high teacher compared the program to an insurance salesman. "To sell insurance, you must first sell yourself. If the right type of person is assigned, this program is a great success. If the wrong type of person is assigned, this program would blow up and be a disaster." Because of this officer's personality configuration, most persons, both students and faculty, found him extremely easy to interact with and to relate to.

Due to the close identification of the program with one particular officer, however, the markedly positive reactions noted in the interviews may pertain only to that officer with scant carryover to police in general. Although individuals defined the police-counselor as a Michigan State Police Trooper when he first arrived, he later was thought of more as a member of the school staff than as a member of a police agency. Even though the

trooper wore his uniform on some days, his uniform was defined as irrelevant to both the student and faculty groups interviewed. Whether or not he wore his uniform, he was still Trooper Allen. And Trooper Allen was seen to be different than other policemen.

Thus, students developed a very positive attitude toward both the police-school liaison program and the particular officer who served as police-counselor. However, there was little indication that this positive feeling transferred to police in general, at least not in the short time that the program was in operation.

As one high school student who was on probation said, "Trooper Allen is not a policeman. I like him, but I don't like the others. Kids in trouble know that a real cop is different than Trooper Allen."

## CONCLUSION

The Police-School Liaison Program, a relatively new approach to the problem of improving relationships between youth and the police, has come into increasing use throughout the country. This study of over 3,000 students in three Michigan school systems is one of the first attempts to evaluate the effectiveness of police-counselor programs through use of an experimental design.

Students in fifth through twelfth grades in Bridgeport, Reeths-Puffer, and Whitehall schools were administered the Bouma-Williams "Attitude Toward Police" questionnaire in late 1968 and again in early 1970. After the first testing the Michigan Department of State Police initiated a police-counselor program in the first two schools. The later testing, along with interviews with a sample of students, teachers and administrators, and community persons, formed the basis for evaluation.

The results reported in the body of this report demonstrate the value of the program. First, overwhelmingly the students, school officials and community adults interviewed felt the program was worthwhile and beneficial.

Second, even though there was only one officer in each school to cover all grades from elementary through high school, and even though the program was in operation only for one year when the second testing was done, most students in both schools were aware of the program and the majority expressed approval.

Third, while pro-police sentiments stayed pretty much the same or decreased slightly from 1968 to 1970 in the program schools, in the control

school without a police-counselor the pro-police sentiments showed a considerable decrease. Further, pro-teacher sentiments in the program schools markedly decreased during that period. Although one might have hoped for an improvement of attitudes toward the police, given a socio-cultural situation when pro-police and pro-teacher sentiments were declining, this maintenance of favorable police attitudes can be considered a contribution of the police-counselor program.

Fourth, there is some indication that the program was particularly effective with two groups who are known to have had especially negative attitudes toward the police. While all students in the target schools were demonstrating somewhat less regard for the police in general in 1970, black students revealed a more favorable attitude. Also, students with previous negative police contact showed no change at Reeths-Puffer.

The fact that the primary value of the police-counselor program is the prevention of further development of anti-police sentiments confirms the finding of Charles Weirman who had evaluated a Michigan State Police counselor program in Ypsilanti area schools a year earlier. (See Charles Weirman, A Critical Analysis of a Police-School Liaison Program, unpublished M. S. thesis, East Lansing: Michigan State University, 1970.)

The obvious blocking of the development of negative police feelings in just one year of program operation demonstrates the value of the program. It is to be hoped that further evaluation of the programs will be made in the second and subsequent years. Adaptations in the programs will likely be made as experience accumulates. Data gathered in this evaluation project also can be used to pinpoint specific areas and population segments

where future work might be concentrated.

Since the most crime-prone segment of the population (youths aged 15 to 24) will increase disproportionately at least through 1975, there must be a careful study of all possibilities of preventing the development of anti-police feelings among students. The Police-School Liaison Program is one approach which has been utilized to advantage. There should be continued evaluation of its possibilities.

APPENDIX A  
SUMMARY OF RESPONSES  
(In Percentages)  
Whitehall Jr. High School  
(Control School)

QUESTION ITEM	N=	Grade 7, 1968	Grade 7 & 8, 1970
		(87)	(189)
A. GENERAL FEELINGS ABOUT THE POLICE			
1. Do you think that policemen are pretty nice guys?	Yes	77	72
	No	7	15
	Not sure	14	12
2. Do you think that the police are mean?	Yes	13	24
	No	74	62
	Not sure	11	11
3. Do you think that being a policeman is a good job for an intelligent guy?	Yes	55	32
	No	24	49
	Not sure	18	19
4. Would you like to be a policeman when you grow up?	Yes	14	8
	No	69	81
	Not sure	15	10
5. Do you think people would be better off without the police?	Yes	2	6
	No	91	85
	Not sure	5	7
6. Do you think that the city would be better off if there were more policemen?	Yes	51	45
	No	28	33
	Not sure	18	21
7. If you needed help, would you go to the policemen?	Yes	54	40
	No	20	37
	Not sure	24	21
8. Do you think the police get criticized too often?	Yes	63	50
	No	16	30
	Not sure	17	19

## Whitehall Jr. High School (contd.)

## B. FEELINGS ABOUT THE WAY POLICE OPERATE

1. Do you feel that most policemen would let you buy your way out of trouble?	Yes	3	11
	No	89	81
	Not sure	6	7
2. Do you think that the police try not to arrest innocent people?	Yes	63	63
	No	10	23
	Not sure	12	12
3. Do you think that police don't even give you a chance to explain?	Yes	15	31
	No	66	52
	Not sure	15	13
4. Do you think police accuse you of things you didn't even do?	Yes	28	33
	No	40	46
	Not sure	30	21
5. Do you think that the police think they are "big shots" because they wear a badge?	Yes	13	41
	No	75	48
	Not sure	10	10
6. Do you think that the police can steal and get away with it?	Yes	7	21
	No	82	67
	Not sure	10	11

## C. PERCEPTIONS OF POLICE FAIRNESS

1. Do you feel that police-men treat all people alike?	Yes	39	57
	No	44	32
	Not sure	14	11
2. Do you think that the police treat Negro and white people alike?	Yes	48	51
	No	30	28
	Not sure	20	18
3. Do you feel that police are always picking on Negroes?	Yes	9	16
	No	75	70
	Not sure	14	13

## Whitehall Jr. High School (contd.)

## C. PERCEPTIONS OF POLICE FAIRNESS (Contd.)

4. Do you think that police are always picking on the guy who has been in trouble before?	Yes	32	58
	No	40	29
	Not sure	25	13
5. Do you think that the police have it in for, or pick on, young people?	Yes	16	53
	No	61	36
	Not sure	20	8
6. Do you think the police are strict in one district and not in another?	Yes	32	37
	No	44	36
	Not sure	22	26
7. Do you feel that policemen treat rich boys the same as poor boys?	Yes	63	60
	No	15	32
	Not sure	18	6
8. Do you think the police treat all nationalities alike?	Yes	60	48
	No	21	24
	Not sure	17	26
9. Do you think police treat members of all churches alike?	Yes	64	54
	No	16	15
	Not sure	16	29

## D. STUDENT WILLINGNESS TO COOPERATE IN REPORTING OFFENSES

1. Would you tell the police if you saw _____ commit a murder?	Yes	92	82
	No	2	9
	Not sure	3	8
2. Would you call the police if you saw _____ breaking into a store?	Yes	85	60
	No	8	17
	Not sure	6	21
3. Would you call the police if you saw a _____ stealing a car?	Yes	69	61
	No	10	17
	Not sure	18	21

## Whitehall Jr. High School (contd.)

## D. STUDENT WILLINGNESS TO COOPERATE IN REPORTING OFFENSES (Contd.)

4. Would you tell the clerk if you saw a _____ take some small items from a store...?	Yes	49	40
	No	29	29
	Not sure	22	31
5. Do you think criminals usually get caught?	Yes	75	77
	No	11	14
	Not sure	11	7

## E. STUDENT PERCEPTIONS OF TEACHERS AND PRINCIPALS

1. Do you think teachers and principals treat all pupils alike?	Yes	29	20
	No	60	71
	Not sure	9	7
2. Do you think that the teachers and principals treat Negro and white students alike?	Yes	60	53
	No	26	30
	Not sure	11	15
3. Do you feel that teachers and principals treat rich the same as poor students?	Yes	60	54
	No	24	29
	Not sure	14	15
4. Do you think that teachers and principals are pretty nice guys?	Yes	66	49
	No	20	25
	Not sure	13	24
5. Do you think that being a teacher is a good job for an intelligent guy?	Yes	68	64
	No	15	22
	Not sure	15	13

## F. STUDENT PERCEPTIONS OF HOW FRIENDS FEEL ABOUT THE POLICE

1. Do your friends think that policemen are pretty nice guys?	Yes	54	33
	No	18	34
	Not sure	25	31
2. Do your friends think people would be better off without the police?	Yes	8	16
	No	76	56
	Not sure	14	26

## Whitehall Jr. High School (contd.)

## F. STUDENT PERCEPTIONS OF HOW FRIENDS FEEL ABOUT THE POLICE (Contd.)

3. Do your friends think that the police treat Negro and white people alike?	Yes	33	31
	No	38	31
	Not sure	23	36
4. Do your friends feel that the police treat rich boys and poor boys alike?	Yes	34	31
	No	16	34
	Not sure	20	33

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

1. Would your friends tell the police if they saw _____ commit a murder?	Yes	78	63
	No	5	10
	Not sure	15	24
2. Would your friends call the police if they saw _____ break into a store?	Yes	66	37
	No	8	25
	Not sure	24	35
3. Would your friends call the police if they saw a _____ steal a car?	Yes	51	46
	No	13	19
	Not sure	34	32
4. Would your friends tell the clerk if they saw a _____ take some small items from a store?	Yes	39	24
	No	28	37
	Not sure	31	37

## H. STUDENT PERCEPTIONS OF HOW PARENTS FEEL ABOUT THE POLICE

1. Do your parents think people would be better off without the police?	Yes	5	6
	No	85	84
	Not sure	8	7
2. Do your parents feel that the police treat Negro and white people alike?	Yes	47	47
	No	28	25
	Not sure	22	25
3. Do your parents think that the police treat rich and poor people alike?	Yes	57	40
	No	10	31
	Not sure	18	26

## Whitehall Jr. High School (contd.)

## H. STUDENT PERCEPTIONS OF HOW PARENTS FEEL ABOUT THE POLICE (Contd.)

4. Do your parents think that the police are pretty nice guys?	Yes	68	76
	No	6	9
	Not sure	11	13

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

QUESTION ITEM		Grades 7, 8, 9		Grades 10, 11, 12	
		1968	1970	1968	1970
N=		(182)	(291)	(103)	(307)
A. GENERAL FEELINGS ABOUT THE POLICE					
1. Do you think that policemen are pretty nice guys?	Yes	75	74	78	67
	No	9	4	5	7
	Not sure	16	22	17	24
2. Do you think that the police are mean?	Yes	10	7	7	8
	No	71	71	76	69
	Not sure	19	21	17	23
3. Do you think that being a policeman is a good job for an intelligent guy?	Yes	64	55	53	59
	No	22	23	20	22
	Not sure	14	21	27	18
4. Would you like to be a policeman when you grow up?	Yes	10	7	10	8
	No	71	77	70	77
	Not sure	19	16	20	14
5. Do you think people would be better off without the police?	Yes	6	3	1	1
	No	91	92	93	95
	Not sure	3	5	6	4
6. Do you think that the city would be better off if there were more policemen?	Yes	59	49	52	42
	No	23	30	31	41
	Not sure	18	20	17	16
7. If you needed help, would you go to the policemen?	Yes	72	55	71	63
	No	12	28	11	15
	Not sure	16	17	18	21
8. Do you think the police get criticized too often?	Yes	49	56	71	65
	No	35	27	17	21
	Not sure	16	16	12	13

## Reeths-Puffer Schools...contd.

		Grades 7, 8, 9		Grades 10, 11, 12	
		1968	1970	1968	1970
B. FEELINGS ABOUT THE WAY POLICE OPERATE					
1. Do you feel that most policemen would let you buy your way out of trouble?	Yes	7	2	1	2
	No	87	87	87	88
	Not sure	6	10	12	10
2. Do you think that the police try not to arrest innocent people?	Yes	68	66	71	58
	No	19	21	17	27
	Not sure	13	13	12	13
3. Do you think that police don't even give you a chance to explain?	Yes	29	23	35	23
	No	53	52	44	52
	Not sure	18	25	21	23
4. Do you think police accuse you of things you didn't even do?	Yes	46	33	23	28
	No	27	41	47	46
	Not sure	27	25	30	25
5. Do you think that the police think they are "big shots" because they wear a badge?	Yes	23	15	20	17
	No	63	64	57	60
	Not sure	14	21	23	22
6. Do you think that the police can steal and get away with it?	Yes	9	9	6	14
	No	76	78	78	70
	Not sure	15	12	16	14
C. PERCEPTIONS OF POLICE FAIRNESS					
1. Do you feel that policemen treat all people alike?	Yes	49	46	33	25
	No	36	40	52	57
	Not sure	15	14	15	18
2. Do you think that the police treat Negro and white people alike?	Yes	53	55	41	49
	No	33	28	42	31
	Not sure	14	17	17	20



## Reeths-Puffer Schools...contd.

		Grades 7, 8, 9		Grades 10, 11, 12		
		1968	1970	1968	1970	
C. PERCEPTIONS OF POLICE FAIRNESS (Contd.)						
3.	Do you feel that police are always picking on Negroes?	Yes No Not sure	15 73 12	12 77 10	6 81 13	7 77 15
4.	Do you think that police are always picking on the guy who has been in trouble before?	Yes No Not sure	40 43 17	44 36 20	50 31 19	40 36 23
5.	Do you think that the police have it in for, or pick on, young people?	Yes No Not sure	28 56 16	25 56 18	35 43 22	35 41 24
6.	Do you think the police are strict in one district and not in another?	Yes No Not sure	44 41 15	41 34 23	56 21 23	57 21 22
7.	Do you feel that policemen treat rich boys the same as poor boys?	Yes No Not sure	59 24 17	54 26 19	48 35 17	55 28 16
8.	Do you think the police treat all nationalities alike?	Yes No Not sure	57 21 22	55 22 21	54 25 21	48 24 27
9.	Do you think police treat members of all churches alike?	Yes No Not sure	63 13 24	69 8 23	62 9 29	73 7 19

## D. STUDENT WILLINGNESS TO COOPERATE IN REPORTING OFFENSES

1.	Would you tell the police if you saw _____ commit a murder?	Yes No Not sure	92 4 4	81 4 14	91 2 7	73 9 17
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## Reeths-Puffer Schools ... contd.

		Grades 7,8,9.		Grades 10,11,12		
		1968	1970	1968	1970	
D. STUDENT WILLINGNESS TO COOPERATE IN REPORTING OFFENSES (Contd.)						
2.	Would you call the police if you saw _____ break into a store?	Yes No Not sure	86 7 7	40 21 38	79 9 12	28 34 36
3.	Would you call the Police if you saw a _____ stealing a car?	Yes No Not sure	63 12 25	57 15 28	38 19 43	34 32 33
4.	Would you tell the clerk if you saw a _____ take some small items from a store...?	Yes No Not sure	49 24 27	29 34 36	22 40 38	12 52 35
5.	Do you think criminals usually get caught?	Yes No Not sure	74 14 12	79 9 12	72 17 11	71 13 15
E. STUDENT PERCEPTIONS OF TEACHERS AND PRINCIPALS						
1.	Do you think teachers and principals treat all pupils alike?	Yes No Not sure	29 68 3	20 70 10	18 74 8	14 79 6
2.	Do you think that the teachers and principals treat Negro and white students alike?	Yes No Not sure	60 31 9	54 31 15	51 38 11	46 40 13
3.	Do you feel that teachers and principals treat rich the same as poor students?	Yes No Not sure	65 22 13	57 26 17	60 28 12	57 30 12

## Reeths-Puffer Schools ...contd.

		Grades 7, 8, 9		Grades 10,11,12		
		1968	1970	1968	1970	
E. STUDENT PERCEPTIONS OF TEACHERS AND PRINCIPALS (Contd.)						
4.	Do you think that teachers and principals are pretty nice guys?	Yes No Not sure	64 14 22	48 19 32	66 9 25	64 9 26
5.	Do you think that being a teacher is a good job for an intelligent guy?	Yes No Not sure	76 15 9	76 13 11	79 12 9	80 12 6
F. STUDENT PERCEPTIONS OF HOW FRIENDS FEEL ABOUT THE POLICE						
1.	Do your friends think that policemen are pretty nice guys?	Yes No Not sure	44 26 30	37 31 32	44 27 29	40 29 31
2.	Do your friends think people would be better off without the police?	Yes No Not sure	11 75 14	9 72 19	5 81 14	7 75 18
3.	Do your friends think that the police treat Negro and white people alike?	Yes No Not sure	37 37 26	28 41 30	26 43 31	31 39 29
4.	Do your friends feel that the police treat rich boys and poor boys alike?	Yes No Not sure	47 22 31	38 25 37	32 35 33	41 31 28

## Reeths-Puffer Schools...contd

		Grades 7, 8, 9		Grades 10, 11, 12		
		1968	1970	1968	1970	
G. STUDENT PERCEPTIONS OF WILLINGNESS OF FRIENDS TO COOPERATE IN REPORTING OFFENSES						
1.	Would your friends tell the police if they saw _____ commit a murder?	Yes No Not sure	83 4 13	74 5 20	82 2 16	53 7 39
2.	Would your friends call the police if they say _____ break into a store?	Yes No Not sure	65 11 24	26 25 48	58 14 28	15 30 33
3.	Would your friends call the police if they _____ steal a car?	Yes No Not sure	49 19 32	34 18 47	25 24 51	20 28 51
4.	Would your friends tell the clerk if they saw _____ take some small items from a store?	Yes No Not sure	37 30 33	16 41 42	9 44 47	6 43 50
H. STUDENT PERCEPTIONS OF HOW PAREN.'S FEEL ABOUT THE POLICE						
1.	Do your parents think people would be better off without the police?	Yes No Not sure	3 92 5	3 93 3	4 93 3	1 94 5
2.	Do your parents feel that the police treat Negro and white people alike?	Yes No Not sure	52 31 17	51 29 20	39 43 18	47 31 21
3.	Do your parents think that the police treat rich and poor people alike?	Yes No Not sure	55 20 25	52 25 23	45 30 25	47 31 22

## Reeths-Puffer Schools...contd.

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

## H. STUDENT'S PERCEPTIONS OF HOW PARENTS FEEL ABOUT THE POLICE (Contd.)

4. Do your parents think that the police are pretty nice guys?	Yes	78	81	82	77
	No	6	5	2	8
	Not sure	16	13	16	14
5. If they needed help, would your parents call the police?	Yes	86	86		
	No	2	1		
	Not sure	12	13		

APPENDIX C  
SUMMARY OF RESPONSES  
(In Percentages)  
Bridgeport Schools  
Prior to Program (1968)  
(Target School)

QUESTION ITEM	Grades 7, 8, 9		Grades 10,11,12		
	1968	1970	1968	1970	
A. GENERAL FEELINGS ABOUT THE POLICE					
1. Do you think that policement are pretty nice guys?	Yes	83	73	79	65
	No	7	12	11	12
	Not sure	10	15	10	22
2. Do you think that the police are mean?	Yes	12	14	11	12
	No	74	67	74	62
	Not sure	13	19	14	24
3. Do you think that being a policeman is a good job for an intelligent guy?	Yes	61	58	65	56
	No	22	24	20	24
	Not sure	17	18	16	19
4. Would you like to be a policeman when you grow up?	Yes	21	14	8	13
	No	60	64	76	69
	Not sure	18	22	16	17
5. Do you think people would be better off without the police?	Yes	4	6	1	3
	No	91	90	92	94
	Not sure	3	4	5	3
6. Do you think that the city would be better off if there were more policeman?	Yes	72	63	55	47
	No	19	26	33	38
	Not sure	8	4	12	3
7. If you needed help, would you go to the policemen?	Yes	76	68	78	66
	No	11	12	12	10
	Not sure	13	18	11	12
8. Do you think the police get criticized too often?	Yes	58	52	65	58
	No	27	32	25	27
	Not sure	12	16	8	14

## Bridgeport Schools... contd.

		Grades 7, 8, 9		Grades 10,11,12		
		1968	1970	1968	1970	
B. FEELINGS ABOUT THE WAY POLICE OPERATE						
1.	Do you feel that most policemen would let you buy your way out of trouble?	Yes No Not sure	6 85 9	8 82 8	5 86 9	5 82 12
2.	Do you think that the police try not to arrest innocent people?	Yes No Not sure	69 17 13	64 25 10	65 24 11	51 31 15
3.	Do you think that police don't even give you a chance to explain?	Yes No Not sure	26 56 18	28 52 19	21 60 19	52 23 24
4.	Do you think police accuse you of things you didn't even do?	Yes No Not sure	25 47 24	34 41 25	29 45 25	27 44 28
5.	Do you think that the police think they are "big shots" because they wear a badge?	Yes No Not sure	22 66 12	23 62 15	20 66 14	28 53 17
6.	Do you think that the police can steal and get away with it?	Yes No Not sure	10 84 7	11 78 11	13 74 13	16 62 20

## C. PRECEPTIONS OF POLICE FAIRNESS

1.	Do you feel that policemen treat all people alike?	Yes No Not sure	49 39 12	46 40 13	37 50 14	25 57 18
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## Bridgeport Schools..contd.

		Grades 7, 8, 9		Grades 10, 11, 12		
		1968	1970	1968	1970	
C PERCEPTIONS OF POLICE FAIRNESS (Contd.)						
2.	Do you think that the police treat Negro and white people alike?	Yes No Not sure	59 28 12	52 53 15	46 36 17	41 38 20
3.	Do you feel that police are always picking on Negroes?	Yes No Not sure	13 80 7	13 77 9	9 81 11	9 77 14
4.	Do you think that police are always picking on the guy who has been in trouble before?	Yes No Not sure	43 41 16	39 41 19	47 33 20	42 30 26
5.	Do you think that the police have it in for, or pick on, young people?	Yes No Not sure	27 53 20	39 54 17	39 41 20	42 34 21
6.	Do you think the police are strict in one district and not in another?	Yes No Not sure	38 44 14	36 39 25	52 27 19	52 25 22
7.	Do you feel that policemen treat rich boys the same as poor boys?	Yes No Not sure	64 25 11	59 27 14	53 30 17	45 31 22
8.	Do you think the police treat all nationalities alike?	Yes No Not sure	62 20 15	61 18 21	56 23 19	47 24 28
9.	Do you think police treat members of all churches alike?	Yes No Not sure	74 10 13	70 8 22	74 10 14	67 5 27

## Bridgeport Schools...contd.

		Grades 7, 8, 9		Grades 10, 11, 12		
		1968	1970	1968	1970	
D. STUDENT WILLINGNESS TO COOPERATE IN REPORTING OFFENSES						
1.	Would you tell the police if you saw _____ commit a murder?	Yes No Not sure	90 2 5	84 5 10	88 2 9	86 2 11
2.	Would you call the police if you saw _____ break into a store?	Yes No Not sure	88 5 8	74 10 16	81 6 14	67 11 19
3.	Would you call the police if you saw _____ stealing a car?	Yes No Not sure	55 16 26	73 12 15	38 23 37	69 12 19
4.	Would you tell the clerk if you saw _____ take some small items from a store?	Yes No Not sure	44 26 27	48 26 26	25 39 34	31 37 31
5.	Do you think criminals usually get caught?	Yes No Not sure	79 11 7	78 11 10	78 11 9	72 17 9

## E. STUDENT PERCEPTIONS OF TEACHERS AND PRINCIPALS

1.	Do you think teachers and principals treat all pupils alike?	Yes No Not sure	25 67 5	16 78 6	14 78 6	10 84 5
2.	Do you think that the teachers and principals treat Negro and white students alike?	Yes No Not sure	63 21 13	55 29 15	54 29 16	48 33 18

## Bridgeport Schools...contd.

		Grades 7, 8, 9		Grades 10, 11, 12		
		1968	1970	1968	1970	
E. STUDENT PERCEPTIONS OF TEACHERS AND PRINCIPALS (Contd.)						
3.	Do you feel that teachers and principals treat rich the same as poor students?	Yes No Not sure	59 26 11	51 36 13	49 35 14	41 44 15
4.	Do you think that teachers and principals are pretty nice guys?	Yes No Not sure	42 30 24	37 34 25	67 13 17	54 17 27
5.	Do you think that being a teacher is a good job for an intelligent guy?	Yes No Not sure	69 17 11	70 21 9	77 13 9	77 14 8

## F. STUDENT PERCEPTIONS OF HOW FRIENDS FEEL ABOUT THE POLICE

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

## Bridgeport Schools...contd.

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

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

1. Would your friends tell the police if they saw _____ commit a murder?	Yes	83	72	78	64
	No	5	9	1	8
	Not sure	11	19	21	28
2. Would your friends call the police if they saw _____ break into a store?	Yes	59	51	51	41
	No	10	18	9	20
	Not sure	31	30	40	38
3. Would your friends call the police if they saw _____ steal a car?	Yes	43	52	28	45
	No	21	18	22	17
	Not sure	36	29	50	38
4. Would your friends tell the clerk if they saw _____ take some small items from a store?	Yes	30	34	16	19
	No	36	31	38	40
	Not sure	34	35	46	41

## H. STUDENT PERCEPTIONS OF HOW PARENTS FEEL ABOUT THE POLICE

1. Do your parents think people would be better off without the police?	Yes	4	6	2	3
	No	94	87	94	92
	Not sure	1	6	3	5
2. Do your parents feel that the police treat Negro and white people alike?	Yes	51	42	48	42
	No	36	42	36	36
	Not sure	12	15	16	20
3. Do your parents think that the police treat rich and poor people alike?	Yes	64	52	48	36
	No	21	29	29	38
	Not sure	15	19	22	26

## Bridgeport Schools...contd.

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

## H. STUDENT PERCEPTIONS OF HOW PARENTS FEEL ABOUT THE POLICE (Contd.)

4. Do your parents think that the police are pretty nice guys?	Yes	83	81	79	77
	No	6	6	7	5
	Not sure	10	13	13	10
5. If they needed help, would your parents call police?	Yes	90	89		
	No	2	3		
	Not sure	8	8		

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