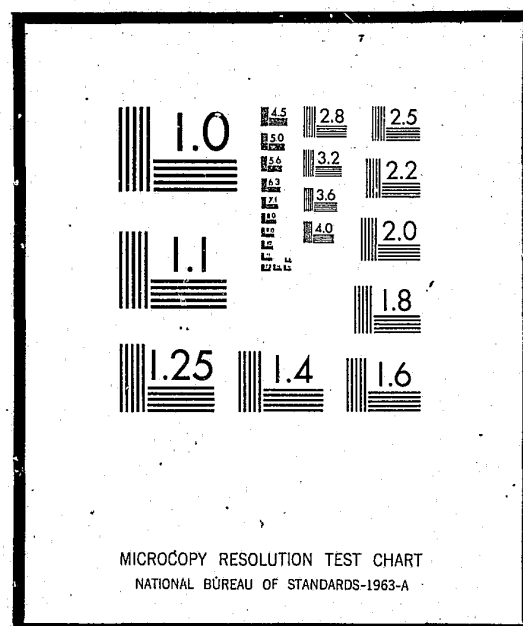


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ATTITUDES AND ATTITUDE CHANGE IN LAW ENFORCEMENT OFFICERS

J. Frank Lee

Middle Tennessee
State University

Murfreesboro, Tennessee
1970

17018

The school is being conducted at the suggestion of the F. B. I., and is staffed almost entirely by F. B. I. Personnel.

TENNESSEE LAW ENFORCEMENT TRAINING ACADEMY

ADVANCED SCIENTIFIC INVESTIGATION SCHOOL
December 15 - 19, 1969

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ATTITUDES AND ATTITUDE CHANGE
IN
LAW ENFORCEMENT OFFICERS

NILECJ Project No. NI-076

J. Frank Lee

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The research reported herein was supported by the National Institute of Law Enforcement and Criminal Justice. The fact that the National Institute of Law Enforcement and Criminal Justice 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.

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As always, however, the final responsibility for the findings and conclusions of this report rests with the writer.

Middle Tennessee State University
Murfreesboro, Tennessee
May 8, 1970

J.F.L.

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ATTITUDES AND ATTITUDE CHANGES
IN
LAW ENFORCEMENT OFFICERS

Chapter I

Introduction

Much concern is evidenced today concerning the manner in which professional law enforcement officers conduct themselves in the performance of their duties. Professional personnel and the general public have recognized the need for and extended support to training and educational programs designed to "upgrade" and improve the skills performance level of the nation's law enforcement officers.

Although there is an abundance of evidence that behavior is greatly affected by the attitude structure of the behavior, little attention has been rendered to the attitude influence on the behavior of the professional in law enforcement. Moreover, there is little published research concerning the measurement of attitudes of law enforcement personnel. The degree to which attitudes of law enforcement personnel undergo alteration as a function of skills improvement type training seems virtually unexplored. If attitudes do in fact

influence behavior to the degree that is indicated by some writers, then it would appear that some knowledge of the attitudes of law enforcement officers, and information concerning the degree and direction of change would be of value in prediction and controlling behavior of these personnel.

To state that scientific research has neglected to study the police or the police institution becomes a satirical understatement. Niederhoffer (1967) in the investigation of the scanty literature concerning the police found that from 1940 to 1965 "only six articles remotely concerned with the police were published in the American Journal of Sociology and the American Sociological Review, the two major sociological journals" (p. 4). An investigation of Psychological Abstracts revealed similar inadequacy of relevant scientific data concerning the police. No specific examples of research involving the attitudes of the police could be discovered in the scientific research literature. From the period beginning approximately with 1965, the police system became a popular subject for the non-scientific literature most commonly found in the weekly news magazines. Much of the nonscientific literature has focused on the relationship between the community and the police. Mention of attitudes, even in the non-scientific literature, has been confined primarily to the attitude of the community toward the law enforcement system.

Niederhoffer (1967), Skolnick (1966), and Westley (1951) offered similar reasons for the lack of scientific research in the area of law enforcement. All three authors indicated that the police built a resistance to the study of themselves. Matarazzo (1964) theorized that a deep sense of loyalty which develops in the police system creates an antipathy to psychologists and sociologists who attempt to study the police. Westley (1951) stated that the antipathy to scientific research by the police was caused by the "secret society" atmosphere which has prevailed in the law enforcement institutions. Skolnick (1966) preferred the term "seclusion" rather than "secret society" to characterize the police resistance to scientific study. In spite of the semantic differences found among writers, all writers indicated a rather general attitude among the police which has prevented the massive accumulation of relevant knowledge concerning the police.

There has been limited probing in the area of the law enforcement institution which offered a sketchy profile of the attitudinal structure of the "average" policeman. Niederhoffer (1967), Skolnick (1966), and Westley (1951) constitute the major writers in the presentation of the attitudinal profile of the "average" policeman.

Westley (1951) in a study of a small midwestern police department found that the average policeman is drawn from

a large, working-class family, in which job security became a major motivational factor for becoming a policeman. Niederhoffer (1967) described a study of the New York Police Department in which security was given by sixty per cent of the policemen surveyed as their "principal motivation" for joining the force. Other lesser motivational factors discovered by Niederhoffer (1967) included public services, adventure, family tradition, and the appeal of the uniform and the authority it connoted. Both Niederhoffer (1967) and Westley (1951) indicated that the attitude of security prevailed in the police institution. The existence of the strong attitude of employment security was strengthened by the report of Niederhoffer (1967) that occupational mobility was limited in the police system. According to Niederhoffer (1967), the attitude of employment security appeared to foster an anti-education attitude among the old members of the force who lacked formal education. Niederhoffer (1967) concluded that most policemen saw little advantage in attendance of special law enforcement schools or academies.

Niederhoffer (1967), Skolnick (1966), and Westley (1951) each demonstrated that the predominant political attitude of the police was of a conservative nature. Skolnick (1966), in a study of a police department in California, found that the "Goldwater" type of conservatism was the most dominant

political attitude of the police. Other auxillary attitudes which appear on the right politically have been noted by other writers. Niederhoffer (1967) theorized that policemen considered the court system the most uncooperative agency, and particularly felt that the recent Supreme Court decisions had shackled the police in their duty and authority. Westley (1951) characterized the police as having an attitude that the public should respect police authority or the police should "get tough". The apparent intolerance and harsh treatment of sex offenders, as described by Westley (1951), further supported the basic assumption that the conservative attitude prevailed among the police. Skolnick (1966) reported that a negative attitude toward Negroes by the police was a norm further strengthening the argument of the prevalence of political conservatism among policemen.

An adequate case was also presented to show that the "average" policeman is cynical or negativistic to many aspects of life both on and off the job. As an explanation for the negativistic attitude prevalent among policemen, Westley (1951) and Banton (1964) stated that the policeman was constantly exposed to the negative elements of society. The policeman was faced with a society that was crooked, weak, or unscrupulous. The public that the policeman faced

was hostile and unappreciative which caused the policeman to withdraw into the only system which he believed would accept him: his own police force. In a study by Niederhoffer (1967) of the cynicism of the New York Police Department, the writer found that the police held a moderate to highly cynical attitude on most of the twenty areas measured by the study. Westley (1951) supported Niederhoffer's (1967) view that the police exhibited a cynical attitude with his findings that seventy-five per cent of a small midwestern police force did not want their sons to become policemen.

Niederhoffer (1967) reported a study conducted by John McNamara in the New York Police Department in which the F scale was used to assess authoritarianism among a sample of police candidates. The results of the study indicated that police candidates were in general no higher in authoritarianism than the rest of the working class. Niederhoffer (1967) commented, however, that the police system placed the most authoritarian policemen in the area where they had the most opportunity to demonstrate authoritarianism.

There are unresolved conflicting arguments as to whether the police system or the personality of those who enter the police profession is the most important determinant of police attitudes. Rapaport (1949) presented the case for

the personality theorist when he stated

this adjustment as a partolman may have been, in many cases, an effort of sublimation or choice of a mode of life where their restlessness or aggression found a socially acceptable form of expression (p. 28).

Niederhoffer (1967) preferred to believe that "it is the police system, not the personality of the candidate, that is the more powerful determinant of behavior and ideology" (p. 160).

Whereas only limited research has been undertaken in the area of police and law enforcement, there has been an extensive investigation of the concept of attitude. The historical beginning of the concept of attitude was traced by Allport (1935) to three sources: (1) the Lange findings in 1888 in the area of experimental psychology; (2) the psychoanalytic emphases on the unconscious aspects of attitudes, and the early psychological emphases on individual differences; and (3) the sociological theories recognizing the relationship of attitudes to societal and cultural influence. All three sources which Allport suggested occurred at approximately the period between 1880 to 1900. It was not until 1918 when Thomas and Znaniecki published The Polish Peasant in Europe and America that the concept of attitude became a prominent factor in social psychological research. Thomas and Znaniecki (1918) produced the theoretical position that social psychology is primarily concerned

with the study of social attitudes. By 1935, Allport termed attitude "the most distinctive and indispensable concept in contemporary social psychology" (p.789). The concept of attitude became important in the area of personality theory with the publication of Fromm's (1941) Escape from Freedom and Adorno's, et al., (1950) The Authoritarian Personality.

Between 1900 and the present, the concept of attitude has been subject for extensive research and theory formulation. Jones and Gerard (1967) stated "the attitude concept has had a thorough examination; it has been defined and redefined, quarrelled over and debated" (p, 162). Rokeach (1968) stated, with a pessimistic note, that "despite the central position of attitudes in social psychology and personality, the concept has been plagued with ambiguity" (p. 110).

Rokeach (1968) considered the definitional problem concerning the concept of attitude to be a major problem in attempting to grasp the concept. He believed that the task of understanding how each definition of the concept was similar to or different from one another was extremely difficult.

Three of the most prolific writers in the area of attitudes offered differing definitions for the concept. Krech and Crutchfield (1948) defined an attitude as

"... an enduring organization of motivational, emotional, perceptual, and cognitive processes with respect to some aspect of the individual's world" (p. 152). Sherif and Sherif (1969) defined attitude as

...the individual's set of categories for evaluating a domain of social stimuli which he has established as he learns about that domain and which relate him to subsets within the domain with varying degrees of positive and negative affect (p. 336-337).

Allport (1935) offered the definition that

an attitude is a mental and neural state of readiness, organized through experience and exerting a directive or dynamic influence upon the individual's response to all objects and situations to which it is related (p. 801).

McGuire (1968) used Allport's (1935) definition of an attitude to indicate five areas of disagreement among definitions of the concept. First, definitions disagreed as to the psychological locality of attitudes. Second, definitions disagreed whether an attitude should be defined as a response or as readiness to respond. A third area of disagreement was the degree of organization of attitudes. The fourth area of disagreement concerned the extent to which attitudes are learned. The fifth area concerned the extent to which attitudes play a "directive-knowledge or a dynamic-motivational function" (McGuire, 1968, p. 302).

The definitional dilemma has caused two critics (Doob, 1947 and Blumer, 1955) to suggest that the concept of attitude be discarded. However, Chein (1948) argued that "at stake is not the definition of a word, but the definition

of a whole area of psychological inquiry" (p. 137). Katz and Stotland (1959) argued that rather than doing away with the concept of attitude a more flexible concept was needed.

Rokeach (1968), in a definitive work in the area of attitudes, offered a flexible and composite definition of an attitude. He stated that "an attitude is a relatively enduring organization of beliefs around an object or situation predisposing one to respond in some preferential manner" (p. 112). In an analysis of the definition, Rokeach further suggested that by "relatively enduring" he meant that a high test-retest reliability would be a minimum requirement. In describing the "organization of beliefs" facet of the definition of an attitude, he demonstrated that an attitude had three organizational components:

a cognitive component, because it represents a person's knowledge,...; an affective component, because under suitable conditions the belief is capable of arousing affect, ...; and a behavioral component, because the belief, being a response predisposition of varying threshold, must lead to some action when it is suitably activated (p. 113-114).

Rokeach (1968) theorized that attitudes incorporate beliefs but not all beliefs are a part of attitudes. The definitional phrase "organized around an object or situation" was offered by Rokeach (1968) to become a middle ground between the theorists who argued that only attitudes toward situations or attitudes toward objects existed. Rokeach (1963)

believed the theoretical argument to be primarily semantic, and that attitudes toward objects and situations existed simultaneously. The phrase "preferential response" meant to Rokeach (1968) that the dimensions of like-dislike and goodness-badness were inherent in attitudes. According to Rokeach (1968) each attitude had the characteristic of evaluation and subsequently led to behavior of some type.

Rokeach (1968) proposed that attitudes be distinguished from other related concepts. A "belief system" was the broadest system proposed by Rokeach (1968). "A belief system represents the total universe of a person's beliefs about the physical world, the social world, and the self" (Rokeach, 1968, p. 123). An attitude was conceived of as a subsystem of a "belief system." An ideology was defined as an organization of beliefs and attitudes, usually religious, political, or philosophical in nature. A value was theorized to be an abstract ideal located within one's belief system which determines how one ought or ought not to behave. A value system was the mental collection of various abstract ideals. An opinion was defined by Rokeach (1968) as a "verbal expression of some belief, attitude or value" (p. 125).

A further point of disagreement concerning the concept of attitude has been the functions of an attitude. In the 1930's and 1940's, with the writings of Freud (1930), Lasswell (1930), Fromm (1941), Maslow (1943), and Adorno, et al. (1950),

attitudes were proposed to have had irrational, ego-defensive functions. Recently, theorists such as Katz (1954), Smith, Bruner, and White (1956), and Rokeach (1960) have emphasized the position functions of attitudes. Rokeach (1963) stated

an attitude can be likened to a miniature theory in science, having similar functions and similar virtues and vices. An attitude, like a theory, is a frame of reference, saves time because it provides us a basis for induction and deduction, organizes knowledge, has implications of the real world, and changes in the face of new evidence (p. 131).

Even with the lack of conceptual consistency among theorists studying attitudes, beginning with World War II, attitude measurement proceeded at a rapid pace. Attitude measurement has represented an important part of the scientific history of attitudes, if for no other reason than the enormous volume of measurement which has occurred. The attitude measurement research not only revealed important conceptual theoretical considerations but also aided in understanding the area of attitude change.

Kiesler, Collins, and Miller (1969) in reviewing attitude measurement techniques stated that "whatever the definition or theory, the most common measure of attitude is a pencil and paper instrument" (p. 9). Cook and Selltitz (1964) offered five general categories of attitude measures: (1) attitude measures in which conclusions are drawn from self-report devices, (2) attitude measures in which conclusions are drawn

from the observation of behavior in a natural setting, (3) attitude measures in which conclusions are drawn from the individual's interpretation of partially structured stimuli, (4) attitude measures in which conclusions are drawn from performance on "objective" tasks, and (5) attitude measures in which conclusions are drawn by measuring physiological reactions of a subject to attitudinal objects or symbols.

Allport and Hartman (1925) developed the first self-report measurement device to assess attitudes. In 1929, Thurstone developed a technique of attitude measurement in which attitude statements were scaled along an attitude continuum. The Thurstone technique was a major break-through in attitude measurement. It was Likert (1929) who improved on the Thurstone technique so that summated ratings could be scored on a seven point agree-disagree scale. Each item in the Likert technique was posed in statement form and a subject marked his agreement or disagreement on a continuum. The Likert-type technique has been the most frequent form of self-report measurement of attitudes. Guttman (1950) developed a self-report measurement technique based upon the "successive hurdles" theory in testing. In the Guttman technique, the more questions a subject answered the stronger the degree of a certain attitude.

Osgood et al. (1957) developed a self-report technique which was not dependent upon opinion statements. The technique, named the semantic differential technique, measures a subject's evaluation of an attitudinal object in terms of bipolar adjectives. A series of bipolar adjectives, such as hot-cold, fair-unfair, valuable-worthless, are separated by seven intervals. A subject's degree of evaluation of an attitudinal object is determined by assigning a point value to each of the seven intervals and calculating a subject's total points.

Little research has been done using the technique of observing overt behavior. Jeopardizing scientific method was the major reason reported for not using the observing overt behavior technique. The interpretation of partially structured stimuli has been criticized for the same reasons presented in the technique of observing overt behavior. Both techniques have been compared to the use of projective techniques common in personality assessment.

The technique of performance on objective tests has had relatively substantial use. In various studies, the technique assumed that a subject's attitude, especially if it was extreme, became apparent when working on an objective test which involved an attitudinal object or symbol.

Various physiological reactions, such as galvanic skin response (GSR), vascular constriction in the finger, and pupil dilation, have been correlated (Raskin and Campbell, 1955; Westie and De Fleur, 1959; and Hess, 1965) to pencil and paper measures of attitudes and to exposure to attitudinal objects or symbols.

Kiesler, Collins and Miller (1969) stated that in spite of the "historical and theoretical pressure in the direction of a behaviorally defined attitude, attitudes are almost universally measured by pencil and paper or verbal report techniques" (p. 22). The authors believed that social scientists, while measuring by pencil and paper, generally retained a theory which specified behavior implications for attitudes.

There has been evidence which demonstrated an inconsistent relationship between attitudes and behaviors. The most often cited examples of research which indicated attitude-behavior inconsistency are La Piere's (1934) research with a Chinese couple who were discriminated against by restaurant owners, and Minard's (1952) research on race relationships in a coal mine operation. Evidence of consistency between attitudes and behavior has been drawn largely from validation of attitude scales. Most prominent among researchers who used the validation method to

demonstrate consistency have been Hovland (1961) and De Fleur and Westie (1958). In discussion whether inconsistency or consistency between attitudes and behavior exist, Kiesler, Collins and Miller (1969) stated "... most of the evidence falls between suggesting that it is possible to predict behavior from attitudes but without a great deal of precision" (p. 27). Further elaborating, Kiesler, Collins and Miller (1969) proposed that

... our notions that a "particular" attitude correlates with a "particular" behavior may be incorrect, not because of a general failure of attitudes to have any relationship to behavior, but because our intuitive notions about which attitudinal factors are correlated with which behavioral factors are incorrect (p. 36).

Festinger (1964) directed researchers and theoreticians to the problem of relating attitude change to behavior change. In a search of the literature by Festinger (1964), he was able to find only three research sources that directly focused their attention on the relationship between attitude change and behavior change. The three studies (Maccoby, et al., 1955; Fleishman, Harris and Burt, 1955; and Janis and Feshbach, 1953) reported a slightly negative relationship between attitude change and behavior change.

Prior to and since Festinger's (1964) statement, theories of attitude change have been proposed and tested.

Most of the theories appeared to have accepted the theoretical premise that there was a relationship between attitude change and behavior change.

The theories of attitude change can be grouped into six categories: (1) the Cognitive theories; (2) the Behavioristic theories, including the Stimulus-Response theories; (3) the Consistency theories; (4) the Dissonance theory, in actuality a Consistency theory; but because of the extensive usage, grouped in a category of its own; (5) the Social Judgement theory and (6) the Functional theories. Kiesler, Collins and Miller (1969) reported that the Dissonance theory has undergone the most thorough scientific analysis, but that the Social Judgement theory had gained considerable attention in recent years.

Campbell (1961) felt that the cognitive and behavioristic theories of attitude change were very similar, with the exception that semantic differences existed between the two theories. Since the theories have employed similar characteristics, an examination of the behavioristic theories will be offered.

Most of the behavioristic theories have been based on generalizations acquired from the learning theories and supported by research in animal laboratories. Doob (1947) proposed a theory in which objective stimulus-

attitude learning codes were theorized to develop according to the usual laws of learning. The attitude was conceptualized as being conditioned to a variety of objectively different stimuli. Attitude change occurred parallel to the laws of classical and instrumental conditioning. Attitudes tended to persist until they underwent a new learning experience. Hovland, Janis, and Kelly (1953) dominated research on attitude change during the 1950's but they never fully explained the behavioristic theory which they expounded. Weiss (1962) explained that in attitude measurement devices opinion statements had the characteristics of both a stimulus and a reinforcer. Bem (1965) argued according to Skinnerian behaviorism that an individual depended on cues from the environment to tell him what his attitude would be.

The consistency theories have assumed that, as Zajonc (1960) stated,

... the concept of consistency underscores and presumes human rationality. It holds that behavior and attitudes are not only consistent to objective observers, but that individuals try to appear consistent to themselves (p. 280).

Heider (1944) has been considered the originator of the idea of consistency. Heider's (1944) balance theory stated that attitude change was caused when an individual was in an unbalanced, unstable state, and change was produced to

secure balance. Cartwright and Harary (1956) attempted to quantify balance and apply it to groups. Abelson and Rosenberg (1958) simplified the basic Heider model. Feather (1964), Osgood (1960), and Newcomb (1961) each attempted a theoretical variation of the original Heider model.

Festinger (1957) developed the dissonance theory which was a type of consistency theory. The dissonance theory became so wide a topic of debate and theorizing that it overshadowed the original consistency theories. Festinger (1957) explored the relation of cognitive elements and the elements inconsistency with one another. "Cognitive elements are defined as bits of knowledge, or opinions or beliefs about oneself, about one's behavior, and about one's surrounding in the environment" (Kiesler, Collins and Miller, 1969, p. 191). In the dissonance theory it appeared that the term belief was synonymous with the term attitude. The basic premise of the dissonance theory was that when a person experienced dissonance in his beliefs or attitudes a state of psychological tension was created which motivated the person to reduce the dissonance and achieve consonance. The person experiencing dissonance was not only expected to reduce dissonance but also to avoid situations and information that tended to increase the dissonance. Festinger (1957) formed a formula which included a statement that

weight and magnitude of dissonance affected the individual's concern with overcoming dissonance. Brehm and Cohen (1962) and Aronson (1968) have attempted to refine the original Festinger theory of cognitive dissonance.

Sherif and Hovland (1961) developed the social judgement theory. The basic premise of the social judgement theory was that the judgement principle was the major factor in understanding attitude organization and change. An individual's attitude changed after he has evaluated a persuasive communication and found the communication to be compatible with his own position. Sherif (1965) theorized that three areas composed one's attitude judgement continuum: (1) latitude of acceptance, (2) latitude of rejection, and (3) latitude of non-commitment. The latitude of acceptance meant that the attitude was compatible with one's own judgemental position. The latitude of non-acceptance meant that the attitude was incompatible with one's position. The latitude of non-commitment was a neutral zone which might have been tolerable or intolerable with one's judgemental position. Attitudes changed when the persuasive communication fell within one's latitude of acceptance. Sherif (1965) proposed that one's latitude of acceptance could be broadened by exposing one to persuasive communication in modest amounts. Kiesler,

Collins and Miller (1969), commenting on the Sherif theory, stated that "the data on attitude change do seem to largely support the predictions of the theory" (p. 299)

Functional theories of attitude and attitude change have stressed the phenomenological approach. The functional theorists have attempted to define and study the relationship between attitudes and other aspects of human behavior. Katz (1960) has argued that knowledge of the functions of attitudes have aided in understanding how attitudes are changed. Katz (1960) summated his functional approach with the statement that

this function recognizes the fact that people strive to maximize the rewards in their external environment and to minimize the penalties. The child develops favorable attitudes toward the objects in his world which are associated with the satisfaction of his needs and unfavorable attitudes to objects which thwart or punish him (p.171).

Smith, Bruner, and White (1956) have offered similar theoretical justifications in support of the functional approach.

In a discussion of an overview of the various theories of attitude change, Kiesler, Collins and Miller (1969) criticized that "it is probably the case that too few experiments have been designed specifically to test conflicting predictions made by different theories" (p. 343). Kiesler, Collins and Miller (1969) felt that most

theorists dealt with attitude change rather than attitude formation. It was noted by several writers that the theories of attitude and attitude change are relatively new and untested. Much more experimentation and research was recommended in the entire field of attitude and attitude change.

Belasco and Trice (1969) recently noted that little research has attempted to accurately assess change as a result of training and therapy. The authors reported a study in which a pretest and posttest administration of a questionnaire attempted to measure change in the areas of knowledge, attitude, and action. Between pretesting and posttesting, subjects were required to participate in a training program which consisted of two hours per day of lecture-discussion, for a six weeks period. The authors attempted to evaluate the process of evaluating change.

Initially, Belasco and Trice (1969) found that "the very process of administering the questionnaires contaminates the training outcomes we seek to measure" (p. 142). Using an elaborate statistical evaluation procedure known as the Solomon Four-Way Design, the authors found the following conclusions: (1) changes associated with training were small, (2) training served many unintended ceremonial functions, (3) pretesting opened up subjects and made them more receptive to training material, (4)

(4) testing was found to be an important change agent regardless of actual training, and (5) change as a result of training could be increased by matching subjects between their predispositions and the demands of training. Change was statistically significant in the area of knowledge, but not in the areas of attitude and action. Testing, without training, seemed to increase changes in the areas of attitude and action. Subjects with high authoritarianism were changed favorably after training, but subjects with low authoritarianism were changed favorably after testing.

In summary, there has been little scientific research dealing with law enforcement. Most of the research has centered on the negative aspects of police attitudes. Niederhoffer (1967), Skolnick (1966), and Westley (1951), the major writers on the subject of police attitudes presented an attitudinal profile which shows the "average" policeman to be conservative and negativistic to many of the aspects of law enforcement.

There has been an abundance of literature and research dealing with the topic of attitudes. Most of the literature is recent and is concerned primarily with theory formulation. One basic problem in attitudinal research appears to be the problem of adequately defining an attitude. Most attitude theorists appear to believe that attitudes affect behavior.

How much, how, and why attitudes affect behavior is still a theoretical debate. Belasco and Trice (1969) noted that little research has been attempted to determine if attitudes change as a result of training or therapy.

Chapter II

Procedure

This research was intended to accomplish the following general purposes:

1. To generate information concerning certain specific attitudes of law enforcement officers of differing levels of experience and training, drawn from differing population areas and organizational structures.
2. To determine whether or not these attitudes undergo change during periods of instruction of varying kinds designed to improve law enforcement skills of the personnel, and to estimate the direction and degree of these attitude changes within and between the different groups.

This study, in keeping with the professed aim of the National Institute of Law Enforcement and Criminal Justice, brought together elements of the academic community and the law enforcement profession. The physical site of the study was the Tennessee Law Enforcement Training Academy, a state institution for training state, county, municipal and metropolitan enforcement officers. The objective of the academy is service to government through providing police science and administration programs for officers at all

levels of responsibility; to up-date individuals who attend these training programs, and increase their capacity to better serve their department and the citizens of their department and the citizens of their communities. The academy offers a total of fifty-one weeks per year of training, with twenty-one separate courses of instruction inoperational, technical, managerial, and supervision fields. The subjects for this study were drawn from the law enforcement officers enrolled in regular courses of study at the Tennessee Law Enforcement Training Academy.

THE SAMPLE

Four regularly scheduled schools at the Tennessee Law Enforcement Training Academy were selected for this study. Descriptive data for each class is presented below:

Table 1

First Basic Police School

N=49

Experience \bar{X} = 2 years 2 months R= 0 - 8 years 3 monthsAge \bar{X} = 30.12 years R= 21 years - 50 yearsMarital Status Married 37
Single 12Geographic Urban 22
Rural 27Education \bar{X} = 11.875 years R= 8 years - 16 years

Table 2

Basic Trooper Course

N=51

| | | |
|----------------|---------------------------|-----------------------|
| Experience | \bar{X} = 13.549 months | R=0- 9 years 6 months |
| Age | \bar{X} = 25.252 years | R= 21-31 years |
| Marital Status | Married 38 Single 13 | |
| Education | \bar{X} = 12.156 | R= 12-15 years |

Table 3

Advanced Scientific Investigation School

N=13

| | | |
|----------------|-----------------------------|---------------------|
| Experience | \bar{X} = 8 years 1 month | R= 5months-18 years |
| Age | \bar{X} = 32.846 years | R= 22-48 years |
| Marital Status | Married 11 Single 2 | |
| Geographic | Urban 6 Rural 7 | |
| Education | \bar{X} = 12.461 years | R= 12 - 15 months |

Table 4

Second Basic Police School

N= 47

| | | |
|----------------|-----------------------------|-----------------------------------|
| Experience | \bar{X} = 4 years 1 month | R= 2 months- 13 years 5 months |
| Age | \bar{X} = 35.52 years | R= 22- 54 years |
| Marital Status | Married 44 Single 2 | |
| Geographic | Rural 33 Urban 14 | |
| Education | \bar{X} = 11.375 years | R= 9 years- 14 years |

INSTRUMENTS

The Dogmatism Scale: This scale was developed in the early 1950's but did not appear until Milton Rokeach published The Open and Closed Mind (1960). According to Rokeach, "... the primary purpose of the scale is to measure individual differences in openness or closedness of belief system ... is conceived to represent all the beliefs, sets, expectancies, or hypotheses, conscious or unconscious, that a person at a given time accepts as true of the world he lives in." A person's belief system is judged to be open or closed to the extent to which the

person can "... receive, evaluate and act on relevant information received from the outside on its own intrinsic merits, unencumbered by irrelevant factors in the situation arising from within the person or from the outside." For example, "A closed way of thinking could be associated with any ideology regardless of content, an authoritarian outlook on life, and intolerance toward those with opposing beliefs, and a sufferance of these with similar beliefs." In Rokeach's notion, an "open" system is characterized by an opposite orientation.

The Dogmatism scale was constructed by designing statements which characterized various dogmatic position. Through five editions, the total of eighty-one items was reduced to the sixty-six items which make up Form D of the Dogmatism Scale. The respondent has six alternatives for each item;

- I agree a little
- I agree on the whole
- I agree very much
- I disagree a little
- I disagree on the whole
- I disagree very much

In scoring, responses are weighed from +3 (I agree very much) to -3 (I disagree very much), and a constant of 4 is added to the weighted value, to produce all positive scores from 1 to 7. The higher the score, the more dogmatic, more intolerant, the more closed the belief system of the respondent. Rokeach reports the reliability of Form D to be .91.

The Social Attitudes Scale: This scale was developed by Kerlinger (1963) to measure attitudes on a dimension of liberalism-conservatism. The scale consists of 26 Likert-type items selected by factor analysis of a much larger group of items. The two main factors are each a combination of two complementary factors. Earlier social attitude instruments by Eysenck, Vetter, Lentz and others and an additional 80 items were the initial pool of items. From this pool, Kerlinger selected 40 items through a factor analytic procedure, and of these 40 items found four complementary factors. The 40 items were then further reduced to the best 13 liberal items and the best 13 conservative items to produce the scale in its final form. The respondent is presented with 6 choices, in a manner similar to that of the Dogmatism Scale, and expresses his agreement or disagreement with the position of the item. Response choices are weighted from +3 (agree very strongly) to -3 (disagree very strongly). Higher scores are indicative of liberalism; lower scores of conservatism. The author reports split-half reliability estimates of .78 for liberalism items and .79 for conservatism items.

The Law Enforcement Perception Questionnaire

The LEPQ is not, in the usual sense, a scale of attitudes or values. It has been designed specifically for use in

this study and has as its primary purposes the assessment of existing attitudes among law enforcement officers and the measurement of change in those attitudes over periods of time. The LEPQ consists of thirty items, which have been grouped into three areas of attitudes: Attitudes toward the law enforcement jobs; attitudes toward the value of law enforcement jobs; and attitudes toward people in law enforcement.

Items in the first category, attitudes toward the job, are designed to assess the officer's feelings about certain aspects and characteristics of law enforcement work. The items pertain to such considerations as the perceived difficulty of law enforcement work, the pay, the danger, the challenge, and the opportunity to be found in law enforcement. The items, for the most part, are so constructed as to create a basis of comparison with other jobs (or jobs in general) for the person responding. All items in category I are marked by the respondent on a scale of six choices, which forces comparison of persons in law enforcement work with "the average person" or "person in other occupational groups."

The second category, attitudes toward the value of the jobs, is composed of items which are intended to assess

the attitude of the respondent concerning the importance of law enforcement service and functions. The items are scored in the same manner as these in Category I, and pertain to such things as standards for law enforcement jobs, respect accorded officers, the essentiality of law enforcement service, the contribution to society by law enforcement services, and other aspects of the value of law enforcement functions.

Category III, attitudes toward people in law enforcement work, is composed of items which are designed to assess attitudes toward certain characteristics of persons in law enforcement work. These items pertain to such things as the intelligence, honesty, loyalty, maturity, prejudice and dedication of persons in law enforcement work, as perceived by the respondent. The items in category III are marked by the respondent on a scale of three choices, which forces comparison of persons in law enforcement work with "the average person" or "persons in other occupational groups." The respondent must choose between "More," "Just As," or "Less" with regard to the characteristics listed.

Chapter III
Analysis, Summary and Conclusions

Analysis of the Data

Each of the schools selected for this study was administered the questionnaire form combining the instruments discussed in Chapter II (see Appendix I). Pre- and Post- instruction scores were obtained for two Basic Police Schools and for a Basic Trooper Training School. A single set of scores was obtained for an Advanced Scientific Investigation School, which was of only one week's duration. A syllabus of each of these courses of instruction is presented in Appendix II.

Table 5

Dogmatism Scale: Pre-Instruction Means and Standard Deviations

| | \bar{X} | S |
|--|-----------|-------|
| First Basic Police School | 250.4 | 39.42 |
| Basic Trooper Training School | 246.1 | 35.30 |
| Advanced Scientific Investigation School | 233.6 | 36.80 |
| Second Basic Police School | 258.4 | 41.50 |

Table 6

t Ratios between Pre-Instruction Means

| Schools: | Basic Trooper Training School | Advanced Scientific Investigation School | Second Basic Police School |
|-----------------------------------|-------------------------------|--|----------------------------|
| First Basic Police | .532 | 1.37 | .850 |
| Basic Trooper Training | | 1.052 | 1.379 |
| Advanced Scientific Investigation | | | 1.936 |

Tables 5 and 6 show the range of the Pre-instruction group means on the Dogmatism Scale, and the t ratios between these means. None of these mean differences were significant, supporting the notion that all of the groups were about equally Dogmatic prior to instruction.

Table 7

Dogmatism Scale: Post-instruction Means and S.D.'s

| | \bar{X} | S |
|--|-----------|-------|
| First Basic Police School | 263.6 | 36.54 |
| Basic Trooper Training School | 267.5 | 33.90 |
| Advanced Scientific Investigation School | | |
| Second Basic Police School | 258.5 | 32.26 |

Table 8

t ratios between Post-instruction Means

| Schools: | Basic Trooper Training | Second Basic Police |
|------------------------|------------------------|---------------------|
| First Basic Police | .466 | .497 |
| Basic Trooper Training | | .934 |

Tables 7 and 8 present the Post-instruction means on the Dogmatism Scales and the t ratios between these means. None of these mean differences were significant, and in fact the differences between the three groups for whom Post-instruction measures were obtained were much smaller than the Pre-instruction means.

Table 9

Mean Differences and t ratios between Pre- and Post- instruction Dogmatism Scale Measures

| Schools: | Instruction Means | | |
|-----------------------------------|-------------------|-------|--------|
| | Pre- | Post- | t |
| First Basic Police | 250.4 | 263.6 | 1.489 |
| Basic Trooper Training | 246.1 | 267.5 | 2.899* |
| Advanced Scientific Investigation | 233.6 | - | - |
| Second Basic Police | 258.4 | 258.5 | .011 |

* Significant at .05 level

Table 9 shows the mean differences and t ratios between pre- and post- instruction measures for the two Basic Police Schools and the Basic Trooper Training School. A significant increase in the mean score of the Basic Trooper Training School was found, while the group means for the two Basic Police Schools did not change significantly.

Table 10

Liberalism-Conservatism: Pre-instruction means and S.D.'s

| Schools: | \bar{X} | S |
|-----------------------------------|-----------|-------|
| First Basic Police | 105.4 | 12.86 |
| Basic Trooper Training | 97.4 | 14.20 |
| Advanced Scientific Investigation | 91.1 | 20.18 |
| Second Basic Police | 105.88 | 8.45 |

Table 11

t ratios between pre-instruction Liberalism-Conservatism Means

| Schools; | Basic Troop- er Training | Advanced Scientific | Second Basic Police |
|----------|-----------------------------|------------------------|------------------------|
|----------|-----------------------------|------------------------|------------------------|

| | | | |
|-----------------------------------|----------|--------|----------|
| First Basic Police | -2.749** | 2.321* | .343 |
| Basic Trooper Training | | 1.014 | 3.286*** |
| Advanced Scientific Investigation | | | 2.459* |

*Significant at .05 level

**Significant at .01 level

Tables 10 and 11 show the Liberalism-Conservatism pre-instruction means and the t ratios between these means. The data reveal that there were several significant differences between groups with respect to this factor. Both of the

Basic Police Schools achieved a mean score that was significantly higher than either of the means of the other two schools. As was the case with the Dogmatism Scale means, these differences lessened on the Post-instruction measure, and the groups showed no significant change over a period of instruction, as shown in Tables 12, 13 and 14.

Table 12

Liberalism-Conservatism Post-instruction means and S.D.

| | \bar{X} | S |
|-------------------------------|-----------|-------|
| First Basic Police School | 101.9 | 14.27 |
| Basic Trooper Training School | 97.0 | 9.80 |
| Second Basic Police School | 104.41 | 8.42 |

Table 13

t ratios between Post-instruction Liberalism-Conservatism means

| Schools: | Basic Trooper Training | Second Basic Police |
|------------------------|---------------------------|------------------------|
| First Basic Police | 1.678 | .765 |
| Basic Trooper Training | | 2.894* |

*Significant at .01 level

Table 14

Mean Differences and t ratios between Pre- and Post- instruction Liberalism - Conservatism Measures

| Schools: | Instruction Means | | t |
|-----------------------------------|-------------------|--------|------|
| | Pre- | Post- | |
| First Basic Police | 105.4 | 101.9 | 1.09 |
| Basic Trooper Training | 97.4 | 97.0 | .153 |
| Advanced Scientific Investigation | 91.1 | - | - |
| Second Basic Police | 105.88 | 104.41 | .576 |

The analysis of the data concerning the Dogmatism Scale scores and the Liberalism- Conservatism scale scores yielded a further interesting comparison between the groups.

Table 15 presents the means and rank order position of the groups with respect to the two measures.

Table 15

Means and Rank Order Position of the Four Groups
(Pre-instruction measure)

| Schools: | Dogmatism | | Liberalism | |
|-----------------------------------|-----------|------|------------|------|
| | Scale | Rank | Scale | Rank |
| First Basic Police | 250.4 | 2 | 105.4 | 2 |
| Basic Trooper Training | 246.1 | 3 | 97.4 | 3 |
| Advanced Scientific Investigation | 233.6 | 4 | 91.1 | 4 |
| Second Basic Police | 258.4 | 1 | 105.88 | 1 |

These data are suggestive of a high positive correlation between Liberalism and Dogmatism, in groups of law enforcement officers similar to those who made up the sample for this study. However, this finding holds true only prior to instruction. An examination of the means and rank order positions of the three groups for whom post-instruction measures were available reveals an exact reversal of this trend.

Table 16

Means and Rank Order Position of the Three Groups
(Post-instruction measure)

| Schools: | Dogmatism | | Liberalism | |
|------------------------|-----------|------|------------|------|
| | Scale | Rank | Scale | Rank |
| First Basic Police | 263.6 | 2 | 101.9 | 2 |
| Basic Trooper Training | 267.5 | 1 | 97.0 | 3 |
| Second Basic Police | 258.5 | 3 | 104.41 | 1 |

Instruction of the type presented to the school which constituted the sample of this study may have the effect of raising the level of dogmatism in those students who, prior to instruction, have a relatively low level of dogmatism and who are relatively conservative.

THE LAW ENFORCEMENT PERCEPTION QUESTIONNAIRE

The responses to the Law Enforcement Perception Questionnaire are presented in terms of the percentage of each school sample responding according to the +3 to -3 agree-disagree scale used on the instrument. For each school, the pre-instruction percentages are presented first, then the post-instruction percentages.

Directions:

"Circle each statement in the right margin according to how much you agree or disagree with it. Please mark every one. Circle +1, +2, +3, or -1, -2, -3, depending on how you feel in each case."

+1: I agree a little

+2: I agree on the whole

+3: I agree very much

-1: I disagree a little

-2: I disagree on the whole

-3: I disagree very much

1) Law enforcement work is rather difficult compared to other kinds of jobs.

| | | | | | | | | |
|------------------------------------|-----------|----|----|----|----|---|---|----|
| First Basic Police: | Pre- 86 | 40 | 37 | 9 | 2 | 2 | 9 | 13 |
| | Post- 78 | 45 | 21 | 12 | 12 | 6 | 3 | 21 |
| Basic Trooper Training: | | | | | | | | |
| | Pre- 78 | 41 | 35 | 8 | 8 | 6 | 2 | 21 |
| | Post- 88 | 51 | 24 | 13 | 4 | 4 | 4 | 12 |
| Second Basic Police: | Pre- 95 | 71 | 18 | 6 | 0 | 6 | 0 | 6 |
| | Post- 100 | 64 | 24 | 12 | 0 | 0 | 0 | 0 |
| Advanced Scientific Investigation: | | | | | | | | |
| | Pre- 92 | 46 | 31 | 15 | 0 | 0 | 8 | 3 |

2) Law enforcement work is generally a lonely job.

| | | | | | | | | |
|------------------------------------|----------|----|----|----|----|----|----|----|
| First Basic Police: | Pre- 33 | 19 | 14 | 5 | 7 | 21 | 35 | 63 |
| | Post- 43 | 21 | 18 | 9 | 15 | 18 | 18 | 51 |
| Basic Trooper Training: | | | | | | | | |
| | Pre- 43 | 16 | 16 | 16 | 12 | 18 | 22 | 52 |
| | Post- 53 | 22 | 24 | 7 | 18 | 7 | 22 | 47 |
| Second Basic Police: | Pre- 70 | 12 | 29 | 29 | 6 | 12 | 12 | 30 |
| | Post- 65 | 24 | 29 | 12 | 18 | 12 | 6 | 36 |
| Advanced Scientific Investigation: | Pre- 33 | 15 | 15 | 8 | 8 | 38 | 15 | 61 |

3) Law enforcement work is well paid compared to other jobs.

| | | | | | | | | |
|------------------------------------|----------|---|---|----|----|----|----|-----|
| First Basic Police: | Pre- 4 | 0 | 2 | 2 | 2 | 19 | 74 | 95 |
| | Post- 20 | 3 | 3 | 14 | 0 | 12 | 68 | 80 |
| Basic Trooper Training: | | | | | | | | |
| | Pre- 16 | 2 | 2 | 12 | 18 | 22 | 43 | 83 |
| | Post- 9 | 0 | 0 | 9 | 11 | 29 | 51 | 91 |
| Second Basic Police: | Pre- 6 | 6 | 0 | 0 | 0 | 24 | 70 | 94 |
| | Post- 0 | 0 | 0 | 0 | 0 | 24 | 76 | 100 |
| Advanced Scientific Investigation: | Pre- 15 | 0 | 0 | 15 | 8 | 23 | 54 | 35 |

4) Law enforcement work is more challenging than other jobs.

| | | | | | | | | |
|------------------------------------|-----------|----|----|----|----|----|---|----|
| First Basic Police: | Pre- 92 | 30 | 50 | 12 | 6 | 0 | 2 | 8 |
| | Post- 97 | 36 | 42 | 9 | 12 | 0 | 0 | 12 |
| Basic Trooper Training: | | | | | | | | |
| | Pre- 96 | 57 | 29 | 10 | 2 | 0 | 2 | 4 |
| | Post- 91 | 60 | 18 | 13 | 0 | 4 | 4 | 8 |
| Second Basic Police: | Pre- 100 | 59 | 35 | 6 | 0 | 0 | 0 | 0 |
| | Post- 100 | 70 | 24 | 6 | 0 | 0 | 0 | 0 |
| Advanced Scientific Investigation: | Pre- 69 | 38 | 23 | 8 | 8 | 15 | 8 | 31 |

5) Law enforcement work makes less demands on an officer's time than other jobs.

| | | | | | | | | |
|------------------------------------|----------|----|----|----|----|----|----|----|
| First Basic Police: | Pre- 12 | 7 | 0 | 5 | 7 | 26 | 56 | 89 |
| | Post- 27 | 12 | 9 | 6 | 12 | 9 | 52 | 73 |
| Basic Trooper Training: | | | | | | | | |
| | Pre- 4 | 4 | 0 | 0 | 12 | 14 | 69 | 95 |
| | Post- 4 | 0 | 2 | 2 | 4 | 20 | 71 | 95 |
| Second Basic Police: | Pre- 10 | 0 | 6 | 12 | 0 | 59 | 23 | 82 |
| | Post- 12 | 0 | 12 | 6 | 0 | 29 | 53 | 82 |
| Advanced Scientific Investigation: | Pre- 3 | 8 | 0 | 0 | 15 | 0 | 77 | 92 |

6) Law enforcement jobs in general do not call for a great deal of formal education.

| | | | | | | | | |
|------------------------------------|----------|----|----|----|----|----|----|----|
| First Basic Police: | Pre- 36 | 5 | 12 | 19 | 9 | 28 | 28 | 65 |
| | Post- 50 | 16 | 22 | 12 | 10 | 24 | 16 | 50 |
| Basic Trooper Training: | | | | | | | | |
| | Pre- 26 | 6 | 10 | 10 | 18 | 31 | 24 | 73 |
| | Post- 24 | 2 | 9 | 13 | 13 | 31 | 31 | 75 |
| Second Basic Police: | Pre- 24 | 0 | 18 | 6 | 12 | 12 | 53 | 77 |
| | Post- 24 | 6 | 0 | 18 | 0 | 47 | 29 | 77 |
| Advanced Scientific Investigation: | Pre- 16 | 0 | 8 | 8 | 8 | 0 | 77 | 85 |

7) Law enforcement jobs in general do not require a great deal of physical labor.

| | | Total Agree | +3 | +2 | +1 | -1 | -2 | -3 | Total Disagree |
|------------------------------------|-------|-------------|----|----|----|----|----|----|----------------|
| First Basic Police: | Pre- | 61 | 12 | 14 | 35 | 12 | 16 | 12 | 40 |
| | Post- | 43 | 15 | 18 | 15 | 24 | 15 | 12 | 51 |
| Basic Trooper Training: | | | | | | | | | |
| | Pre- | 71 | 12 | 26 | 33 | 14 | 4 | 10 | 23 |
| | Post- | 66 | 11 | 24 | 31 | 7 | 16 | 11 | 34 |
| Second Basic Police: | Pre- | 71 | 24 | 29 | 18 | 6 | 0 | 24 | 30 |
| | Post- | 54 | 12 | 18 | 24 | 16 | 12 | 18 | 46 |
| Advanced Scientific Investigation: | Pre- | 39 | 8 | 23 | 8 | 23 | 8 | 31 | 62 |

8) In general, law enforcement work is more dangerous than other types of work.

| | | | | | | | | | |
|------------------------------------|-------|-----|----|----|----|----|---|---|----|
| First Basic Police: | Pre- | 86 | 49 | 28 | 9 | 7 | 7 | 0 | 14 |
| | Post- | 35 | 58 | 12 | 15 | 12 | 3 | 0 | 15 |
| Basic Trooper Training: | | | | | | | | | |
| | Pre- | 31 | 51 | 18 | 12 | 6 | 6 | 6 | 13 |
| | Post- | 95 | 60 | 24 | 11 | 0 | 0 | 4 | 4 |
| Second Basic Police: | Pre- | 95 | 53 | 24 | 18 | 6 | 0 | 0 | 6 |
| | Post- | 100 | 41 | 41 | 18 | 0 | 0 | 0 | 0 |
| Advanced Scientific Investigation: | Pre: | 34 | 46 | 15 | 23 | 8 | 8 | 0 | 16 |

9) Law enforcement work is boring compared to other kinds of jobs.

| | | | | | | | | | |
|------------------------------------|-------|----|---|---|----|----|----|----|-----|
| First Basic Police: | Pre- | 11 | 2 | 0 | 9 | 7 | 19 | 63 | 39 |
| | Post- | 27 | 9 | 9 | 9 | 9 | 9 | 55 | 73 |
| Basic Trooper Training: | | | | | | | | | |
| | Pre- | 6 | 4 | 0 | 2 | 10 | 8 | 76 | 94 |
| | Post- | 8 | 2 | 2 | 4 | 4 | 10 | 78 | 92 |
| Second Basic Police: | Pre- | 13 | 0 | 6 | 12 | 6 | 24 | 53 | 33 |
| | Post- | 0 | 0 | 0 | 0 | 6 | 35 | 59 | 100 |
| Advanced Scientific Investigation: | Pre- | 3 | 8 | 0 | 0 | 8 | 8 | 77 | 93 |

10) Law enforcement work offers more opportunity for advancement than other kinds of jobs.

| | | | | | | | | | |
|------------------------------------|-------|----|---|----|----|----|----|----|----|
| First Basic Police: | Pre- | 26 | 7 | 7 | 12 | 16 | 28 | 30 | 74 |
| | Post- | 26 | 9 | 3 | 14 | 21 | 26 | 27 | 74 |
| Basic Trooper Training: | | | | | | | | | |
| | Pre- | 26 | 4 | 10 | 12 | 22 | 29 | 23 | 74 |
| | Post- | 16 | 4 | 6 | 6 | 25 | 22 | 36 | 83 |
| Second Basic Police: | Pre- | 30 | 0 | 6 | 24 | 41 | 12 | 18 | 71 |
| | Post- | 24 | 0 | 0 | 24 | 24 | 18 | 35 | 77 |
| Advanced Scientific Investigation: | Pre- | 15 | 0 | 15 | 0 | 31 | 15 | 38 | 84 |

11) Law enforcement work is more personally satisfying to the individual than other kinds of jobs.

| | | | | | | | | | |
|------------------------------------|-------|----|----|----|----|----|---|---|----|
| First Basic Police: | Pre- | 82 | 28 | 40 | 14 | 9 | 5 | 5 | 19 |
| | Post- | 34 | 36 | 30 | 18 | 3 | 9 | 3 | 15 |
| Basic Trooper Training: | | | | | | | | | |
| | Pre- | 92 | 37 | 35 | 20 | 6 | 2 | 0 | 8 |
| | Post- | 90 | 36 | 38 | 16 | 4 | 2 | 4 | 10 |
| Second Basic Police: | Pre- | 71 | 41 | 24 | 6 | 18 | 6 | 6 | 30 |
| | Post- | 77 | 24 | 35 | 18 | 18 | 0 | 6 | 24 |
| Advanced Scientific Investigation: | Pre- | 92 | 46 | 31 | 15 | 0 | 0 | 8 | 8 |

12) Law enforcement is an absolutely necessary function in our society.

| | | | | | | | | | |
|------------------------------------|-------|-----|-----|----|---|---|---|---|----|
| First Basic Police: | Pre- | 93 | 84 | 9 | 0 | 2 | 2 | 2 | 6 |
| | Post- | 85 | 76 | 9 | 0 | 3 | 3 | 9 | 15 |
| Basic Trooper Training: | | | | | | | | | |
| | Pre- | 93 | 88 | 8 | 2 | 0 | 2 | 0 | 2 |
| | Post- | 100 | 89 | 9 | 2 | 0 | 0 | 0 | 0 |
| Second Basic Police: | Pre- | 100 | 88 | 12 | 0 | 0 | 0 | 0 | 0 |
| | Post- | 100 | 100 | 0 | 0 | 0 | 0 | 0 | 0 |
| Advanced Scientific Investigation: | Pre- | 100 | 100 | 0 | 0 | 0 | 0 | 0 | 0 |

13) The average person does not realize how his own life and property are protected by law enforcement.

| | | Total Agree | +3 | +2 | +1 | -1 | -2 | -3 | Total Disagr |
|------------------------------------|-----------|-------------|----|----|----|----|----|----|--------------|
| 43 | | | | | | | | | |
| First Basic Police: | Pre- 93 | 56 | 28 | 9 | 0 | 2 | 5 | 7 | |
| | Post- 94 | 61 | 24 | 9 | 0 | 3 | 3 | 6 | |
| Basic Trooper Training: | | | | | | | | | |
| | Pre- 95 | 63 | 20 | 12 | 4 | 0 | 0 | 4 | |
| | Post- 100 | 69 | 24 | 7 | 0 | 0 | 0 | 0 | |
| Second Basic Police: | Pre- 94 | 76 | 18 | 0 | 6 | 0 | 0 | 6 | |
| | Post- 100 | 76 | 24 | 0 | 0 | 0 | 0 | 0 | |
| Advanced Scientific Investigation: | Pre- 100 | 62 | 38 | 0 | 0 | 0 | 0 | 0 | |

14) Law enforcement is as essential to our society as medical services.

| | | | | | | | | | |
|------------------------------------|-----------|----|----|----|----|---|---|----|--|
| First Basic Police: | Pre- 93 | 74 | 14 | 5 | 2 | 0 | 5 | 7 | |
| | Post- 91 | 73 | 9 | 9 | 0 | 9 | 0 | 9 | |
| Basic Trooper Training: | | | | | | | | | |
| | Pre- 98 | 74 | 14 | 10 | 2 | 0 | 0 | 2 | |
| | Post- 96 | 76 | 13 | 7 | 4 | 0 | 0 | 4 | |
| Second Basic Police: | Pre- 94 | 59 | 35 | 0 | 0 | 0 | 6 | 6 | |
| | Post- 100 | 82 | 18 | 0 | 0 | 0 | 0 | 0 | |
| Advanced Scientific Investigation: | Pre: 25 | 77 | 8 | 0 | 15 | 0 | 0 | 15 | |

15) A competent law enforcement officer makes as much of a contribution to a society as a competent teacher.

| | | | | | | | | | |
|-------------------------|----------|----|----|----|---|---|----|----|--|
| First Basic Police: | Pre- 97 | 67 | 23 | 7 | 2 | 0 | 0 | 2 | |
| | Post- 76 | 58 | 15 | 3 | 3 | 9 | 12 | 24 | |
| Basic Trooper Training: | | | | | | | | | |
| | Pre- 98 | 76 | 16 | 6 | 2 | 0 | 0 | 2 | |
| | Post- 97 | 73 | 20 | 4 | 0 | 0 | 2 | 2 | |
| Second Basic Police: | Pre- 100 | 47 | 41 | 12 | 0 | 0 | 0 | 0 | |
| | Post- 94 | 76 | 12 | 0 | 0 | 0 | 6 | 6 | |

Advanced Scientific Investigation: Pre- 100

16) The standards of becoming a law enforcement officer should be very high.

| | | | | | | | | | |
|------------------------------------|-----------|----|----|----|----|----|---|----|--|
| First Basic Police: | Pre- 94 | 56 | 33 | 5 | 2 | 2 | 2 | 6 | |
| | Post- 69 | 45 | 15 | 9 | 12 | 12 | 6 | 30 | |
| Basic Trooper Training: | | | | | | | | | |
| | Pre- 98 | 61 | 31 | 6 | 2 | 0 | 0 | 2 | |
| | Post- 97 | 64 | 29 | 4 | 2 | 0 | 0 | 2 | |
| Second Basic Police: | Pre- 94 | 59 | 35 | 0 | 6 | 0 | 0 | 6 | |
| | Post- 100 | 70 | 18 | 12 | 0 | 0 | 0 | 0 | |
| Advanced Scientific Investigation: | Pre- 100 | 54 | 38 | 8 | 0 | 0 | 0 | 0 | |

17) In general, society gives law enforcement the support it deserves.

| | | | | | | | | | |
|------------------------------------|----------|---|----|----|----|----|----|----|--|
| First Basic Police: | Pre- 30 | 2 | 19 | 9 | 9 | 33 | 28 | 70 | |
| | Post- 42 | 9 | 21 | 12 | 6 | 15 | 36 | 57 | |
| Basic Trooper Training: | | | | | | | | | |
| | Pre- 36 | 4 | 12 | 20 | 10 | 33 | 20 | 63 | |
| | Post- 20 | 0 | 9 | 11 | 26 | 24 | 29 | 79 | |
| Second Basic Police: | Pre- 30 | 6 | 0 | 24 | 12 | 18 | 41 | 71 | |
| | Post- 30 | 0 | 12 | 18 | 18 | 29 | 24 | 71 | |
| Advanced Scientific Investigation: | Pre- 33 | 0 | 23 | 15 | 8 | 31 | 23 | 62 | |

18) Any average person, given the proper training can become a good law enforcement officer.

| | | | | | | | | | |
|------------------------------------|----------|----|----|----|----|----|----|----|--|
| First Basic Police: | Pre- 65 | 23 | 26 | 16 | 9 | 16 | 9 | 34 | |
| | Post- 63 | 24 | 18 | 21 | 18 | 9 | 9 | 36 | |
| Basic Trooper Training: | | | | | | | | | |
| | Pre- 46 | 12 | 22 | 12 | 14 | 22 | 18 | 54 | |
| | Post- 33 | 4 | 11 | 18 | 20 | 22 | 24 | 66 | |
| Second Basic Police: | Pre- 36 | 12 | 13 | 6 | 24 | 12 | 29 | 65 | |
| | Post- 36 | 18 | 6 | 12 | 29 | 18 | 18 | 65 | |
| Advanced Scientific Investigation: | Pre- 31 | 8 | 15 | 8 | 15 | 0 | 54 | 69 | |

19) The law enforcement officer should receive as much respect from the community as the businessman.

| | | Total Agree | +3 | +2 | +1 | -1 | -2 | -3 | Total Disagree |
|--|--|-------------|----|----|----|----|----|----|----------------|
|--|--|-------------|----|----|----|----|----|----|----------------|

| | | | | | | | | | |
|------------------------------------|-------|-----|----|----|---|---|---|---|---|
| First Basic Police: | Pre- | 91 | 70 | 16 | 5 | 2 | 5 | 2 | 9 |
| | Post- | 97 | 67 | 27 | 3 | 3 | 0 | 0 | 3 |
| Basic Trooper Training: | Pre- | 96 | 84 | 8 | 4 | 2 | 0 | 2 | 4 |
| | Post- | 100 | 82 | 11 | 7 | 0 | 0 | 0 | 0 |
| Second Basic Police: | Pre- | 95 | 71 | 24 | 0 | 0 | 6 | 0 | 6 |
| | Post- | 100 | 76 | 18 | 6 | 0 | 0 | 0 | 0 |
| Advanced Scientific Investigation: | Pre: | 100 | 98 | 2 | 0 | 0 | 0 | 0 | 0 |

20) I would be pleased for my child to go into law enforcement work as a life-time career.

| | | | | | | | | | |
|------------------------------------|-------|----|----|----|----|---|---|----|----|
| First Basic Police: | Pre- | 83 | 53 | 23 | 7 | 5 | 2 | 9 | 16 |
| | Post- | 72 | 39 | 24 | 9 | 6 | 3 | 18 | 27 |
| Basic Trooper Training: | Pre- | 90 | 51 | 25 | 14 | 6 | 0 | 4 | 10 |
| | Post- | 88 | 55 | 20 | 13 | 4 | 4 | 4 | 12 |
| Second Basic Police: | Pre- | 70 | 41 | 29 | 0 | 6 | 0 | 24 | 30 |
| | Post- | 33 | 59 | 6 | 18 | 6 | 0 | 12 | 13 |
| Advanced Scientific Investigation: | Pre- | 85 | 62 | 23 | 0 | 0 | 8 | 8 | 16 |

21) ... honest than the average person.

| | | More | Just as | Less |
|--|--|------|---------|------|
|--|--|------|---------|------|

| | | | | |
|------------------------------------|-------|----|----|---|
| First Basic Police: | Pre- | 56 | 44 | 0 |
| | Post- | 33 | 67 | 0 |
| Basic Trooper Training: | Pre- | 57 | 43 | 0 |
| | Post- | 71 | 29 | 0 |
| Second Basic Police: | Pre- | 53 | 47 | 0 |
| | Post- | 47 | 53 | 0 |
| Advanced Scientific Investigation: | Pre- | 46 | 54 | 0 |

22) ... intelligent than the average person.

| | | More | Just As | Less |
|------------------------------------|-------|------|---------|------|
| First Basic Police: | Pre- | 21 | 79 | 0 |
| | Post- | 21 | 73 | 6 |
| Basic Trooper Training: | Pre- | 16 | 83 | 2 |
| | Post- | 27 | 71 | 2 |
| Second Basic Police: | Pre- | 12 | 88 | 0 |
| | Post- | 35 | 59 | 6 |
| Advanced Scientific Investigation: | Pre- | 8 | 85 | 8 |

23) ... loyal to each other than persons in other groups.

| | | | | |
|------------------------------------|-------|----|----|---|
| First Basis Police; | Pre- | 74 | 23 | 2 |
| | Post- | 67 | 30 | 3 |
| Basic Trooper Training: | Pre- | 80 | 20 | 0 |
| | Post- | 78 | 18 | 4 |
| Second Basis Police: | Pre- | 71 | 29 | 0 |
| | Post- | 76 | 18 | 6 |
| Advanced Scientific Investigation: | Pre- | 77 | 23 | 0 |

24) ... mature than the average person.

| | | | | |
|------------------------------------|-------|----|----|---|
| First Basic Police: | Pre- | 53 | 47 | 0 |
| | Post- | 45 | 52 | 3 |
| Basic Trooper Training: | Pre- | 72 | 25 | 2 |
| | Post- | 69 | 31 | 0 |
| Second Basic Police: | Pre- | 47 | 53 | 0 |
| | Post- | 65 | 35 | 0 |
| Advanced Scientific Investigation: | Pre- | 47 | 54 | 0 |

25) ... patriotic than the average person.

| | | More | Just As | Less |
|------------------------------------|-------|------|---------|------|
| First Basic Police: | Pre- | 58 | 40 | 2 |
| | Post- | 55 | 45 | 0 |
| Basic Trooper Training: | Pre- | 80 | 18 | 2 |
| | Post- | 75 | 25 | 0 |
| Second Basic Police: | Pre- | 47 | 47 | 6 |
| | Post- | 71 | 29 | 0 |
| Advanced Scientific Investigation: | Pre- | 54 | 46 | 0 |

26) ... racially prejudiced than the average person.

| | | | | |
|------------------------------------|-------|----|----|----|
| First Basic Police: | Pre- | 14 | 37 | 49 |
| | Post- | 9 | 61 | 30 |
| Basic Trooper Training: | Pre- | 10 | 45 | 45 |
| | Post- | 9 | 35 | 56 |
| Second Basic Police: | Pre- | 12 | 29 | 59 |
| | Post- | 6 | 35 | 59 |
| Advanced Scientific Investigation: | Pre- | 0 | 23 | 77 |

27) People in law enforcement work tend to loaf on the job _____ the average person.

| | | More Than | Just As Much As | Less Than |
|------------------------------------|-------|-----------|-----------------|-----------|
| First Basic Police: | Pre- | 5 | 30 | 65 |
| | Post- | 0 | 55 | 45 |
| Basic Trooper Training: | Pre- | 2 | 31 | 67 |
| | Post- | 4 | 33 | 62 |
| Second Basic Police: | Pre- | 6 | 29 | 65 |
| | Post- | 0 | 41 | 59 |
| Advanced Scientific Investigation: | Pre- | 0 | 69 | 31 |

More Than Just As Much As Less Than

28) People in law enforcement tend to take advantage of their position _____ other persons.

| | | | | |
|------------------------------------|-------|----|----|----|
| First Basic Police: | Pre- | 12 | 56 | 32 |
| | Post- | 12 | 49 | 39 |
| Basic Trooper Training: | Pre- | 14 | 43 | 43 |
| | Post- | 7 | 38 | 55 |
| Second Basic Police:- | Pre- | 6 | 41 | 53 |
| | Post- | 12 | 59 | 29 |
| Advanced Scientific Investigation: | Pre- | 0 | 77 | 23 |

29) Most people in law enforcement work could do _____ economically in another kind of job.

| | | Better | About the same | Not as well |
|------------------------------------|-------|--------|----------------|-------------|
| First Basic Police: | Pre- | 58 | 37 | 5 |
| | Post- | 52 | 36 | 12 |
| Basic Trooper Training: | Pre- | 47 | 43 | 10 |
| | Post- | 73 | 24 | 2 |
| Second Basic Police: | Pre- | 70 | 24 | 6 |
| | Post- | 82 | 12 | 6 |
| Advanced Scientific Investigation: | Pre- | 38 | 54 | 8 |

30) Most people in law enforcement work tend to be _____ dedicated to their job than (as) persons in other occupational groups.

| | | More | Just As | Less |
|------------------------------------|-------|------|---------|------|
| First Basic Police: | Pre- | 79 | 21 | 0 |
| | Post- | 76 | 24 | 0 |
| Basic Trooper Training: | Pre- | 92 | 8 | 0 |
| | Post- | 87 | 13 | 0 |
| Second Basic Police: | Pre- | 100 | 0 | 0 |
| | Post- | 88 | 12 | 0 |
| Advanced Scientific Investigation: | Pre- | 85 | 15 | 0 |

In general, although there are small differences between groups, a relatively high degree of agreement of perceptions of law enforcement emerges from the data. These law enforcement officers perceive law enforcement as a difficult, poorly paid but challenging job. It is not seen as a boring job, but rather as one which is dangerous and demanding of the individual's time, when compared to other jobs. While there is somewhat less agreement than with the former points, most of these officers perceive law enforcement as not particularly physically laborious, and as offering little opportunity for advancement. They feel that it calls for some degree of formal education beyond a bare minimum. Taking the sample as a whole, there is disagreement on whether law enforcement is a lonely job.

Law enforcement work is seen as being an absolutely necessary, highly contributing but generally unappreciated function within our society. These officers generally agree that their profession should be more respected than it is, but they consider it a personally satisfying job, and one which they would consider an acceptable career choice for their own child. They feel that there should be high entry standards for the profession, and there is considerable disagreement over whether any average person, even with training, can become a good law enforcement officer.

No officer in the entire sample perceives people in law enforcement as being less honest than the average person, and there is a strong tendency for law enforcement officers to perceive their peers as being more honest than the average person. Law enforcement personnel are seen as being more loyal to each other than persons in other occupational groups, and are believed to be just as intelligent as the average person. On the whole, these officers rate their peers as generally more mature and patriotic than the average person. A high degree of dedication to the job is seen among law enforcement officers by this sample, and there is fairly general agreement that most people in law enforcement could better themselves economically in some other profession. These officers feel that people in law enforcement tend to take advantage of their position about the same as or somewhat less than persons in the other occupations, and that there is about the same as or somewhat less loafing on the job than with other jobs. While there is a general tendency in this sample to regard law enforcement personnel as being less racially prejudiced than the average person, there is substantial belief that racial prejudice among law enforcement officers is about equal to that found among other groups, and some perception of a greater degree of racial prejudice among officers.

Small changes in perception of these factors were noted following the training periods, but these changes do not appear to be uniform or drastic. In general, the changes in perception took the form of less extreme views on the post-instruction measures, although there were exceptions to this trend.

SUMMARY AND CONCLUSIONS

Four regularly scheduled schools at the Tennessee Law Enforcement Training Academy were administered the Dogmatism Scale, a measure of liberalism-conservatism, and the Law Enforcement Perception Questionnaire prior to a course of instruction. Three of these schools were administered these same instruments following the course of instruction.

Data showing certain characteristics of the sample was presented, and measures of central tendency and variability for the instruments used in this study were shown for each group. Results of tests of statistical difference between groups and between pre- and post-instruction measurements were also shown.

An item analysis by percentages was presented for the Law Enforcement Perception Questionnaire.

The analysis of the data showed that there were no significant differences between any of the pre-instruction or post-instruction means of the various groups on the

Dogmatism Scale. One significant difference between a pre- and post- instruction mean for a single school is reported. This significant difference occurs in an increase in mean dogmatism scores for the Basic Trooper Training School. This school was of eight weeks duration, and this increase in dogmatism scores may be as much a function of the length of the school as of the curriculum or other factors involved in the school situation. Similar increases in mean dogmatism scores were not noted for those schools which were of three weeks duration, in spite of the fact that there was great similarity in the curricula.

Four significantly different pre-instruction means on liberalism-conservatism were reported among the four groups in the study. These between-group differences attenuated markedly on the post-instruction measure, and no significant differences between the liberalism-conservatism means were found for the post-instruction scores. In addition, data was presented to show no significant change in liberalism-conservatism scores from beginning to end of instruction.

Data was presented to illustrate a high positive correlation between pre-instruction measures of dogmatism and liberalism. It was noted that a reversal of this finding occurred on the post-instruction measures, a finding which lends support to the notion that instruction of the type presented to the classes in this study may have the effect

of raising the level of dogmatism in those students who, prior to instruction, have a relatively low level of dogmatism and who are relatively conservative.

Results of the several administrations of the Law Enforcement Perception Questionnaire were presented in item analysis form, by percentages. Perceptual agreements and disagreements among the law enforcement officers in this study were noted, and a general verbal summary of the results was given.*

Many aspects of this study offer a strong suggestion for further research. Evidence is presented that a change in some aspects of attitude, such as dogmatism, can take place over a period of instruction. Other evidence suggests that such a change may be more likely for persons who are relatively conservative. There are, however, a multitude of other factors which are undoubtedly related to this phenomenon of attitudinal

*The present investigator has obtained responses to the Law Enforcement Perception Questionnaire from various other groups, and preliminary analysis seems to indicate that while some differences do exist, there is not a marked difference in the perception of the law enforcement role and function between these groups of law enforcement officers and groups of students and hard-core unemployed persons. Due to their preliminary nature, however, these findings should be interpreted with caution.

change in a group of law enforcement officers. Identification of these factors could have important implications for curriculum and instructional change.

A general perceptual picture of what the law enforcement officer thinks about his job, its value to society, and the people who do the job can be derived from the data yielded on the Law Enforcement Perception Questionnaire. There are many aspects of the law enforcement function which are not covered by this short instrument, and efforts should be made to identify and assess the importance of such factors. Such research could yield important clues as to the values and characteristics of the "desirable" kind of police officer.

Finally, the entire scope of this research emphasizes the importance of recognizing that attitudes as well as knowledge and skill levels are affected by instruction. While this investigation of the relative importance does not address itself to changing attitudes versus increasing knowledge, certainly discussion and consideration of this point should be stimulated by the results of this research.

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LAW ENFORCEMENT QUESTIONNAIRE

APPENDIX I

LAW ENFORCEMENT QUESTIONNAIRE

Circle each statement in the right margin according to how much you agree or disagree with it. Please mark every one. Circle +1, +2, +3, or -1, -2, -3, depending on how you feel in each case. The following are in the margin.

- | | |
|-------------------------|----------------------------|
| +1 I agree a little | -1 I disagree a little |
| +2 I agree on the whole | -2 I disagree on the whole |
| +3 I agree very much | -3 I disagree very much |

1. The United States and Russia have just about nothing in common.
2. Communism and Catholicism have nothing in common.
3. The principles I have come to believe in are quite different from those believed in by most people.
4. In a heated discussion people have a way of bringing up irrelevant issues rather than sticking to the main issue.
5. The highest form of government is a democracy and the highest form of democracy is a government run by those who are most intelligent.
6. Even though freedom of speech for all groups is a worthwhile goal, it is unfortunately necessary to restrict the freedom of certain political groups.
7. While the use of force is wrong by and large, it is sometimes the only way possible to advance a noble ideal.
8. Even though I have a lot of faith in the intelligence and wisdom of the common man I must say that the masses behave stupidly at times.
9. It is only natural that a person would have a much better acquaintance with ideas he believes in than with ideas he opposes.

10. There are certain "isms" which are really the same even though those who believe in these "isms" try to tell you they are different.
11. Man on his own is a helpless and miserable creature.
12. Fundamentally, the world we live in is a pretty lonesome place.
13. Most people just don't give a "damn" for others.
14. I'd like it if I could find someone who would tell me how to solve my problems.
15. It's only natural for a person to be rather fearful of the future.
16. There is so much to be done and so little time to do it in.
17. Once I get wound up in a heated discussion I just can't stop.
18. In a discussion I often find it necessary to repeat myself several times to make sure I am being understood.
19. In a heated discussion I generally become so absorbed in what I am going to say that I forget to listen to what the others are saying.
20. In a discussion I sometimes interrupt others too much in my eagerness to put across my own point of view.
21. It is better to be dead hero than to be a live coward.
22. My hardest battles are with myself.
23. At times I think I am no good at all.
24. I am afraid of people who want to find out what I'm really like for fear they'll be disappointed in me.
25. While I don't like to admit this even to myself, my secret ambition is to become a great man, like Einstein, or Beethoven, or Shakespeare.
26. The main thing in life is for a person to want to do something important.

27. If given a chance I would do something of great benefit to the world.
28. If I had to choose between happiness and greatness, I'd choose greatness.
29. It's all too true that people just won't practice what they preach.
30. Most people are failures and it is the system which is responsible for this.
31. I have often felt that strangers were looking at me critically.
32. It is only natural for a person to have a guilty conscience.
33. People say insulting and vulgar things about me.
34. I am sure I am being talked about.
35. In the history of mankind there have probably been just a handful of really great thinkers.
36. There are a number of people I have come to hate because of the things they stand for.
37. A man who does not believe in some great cause has not really lived.
38. It is only when a person devotes himself to an ideal or cause that life becomes meaningful.
39. Of all the different philosophies which exist in this world there is probably only one which is correct.
40. A person who gets enthusiastic about too many causes is likely to be a pretty "wishy-washy" sort of person.
41. To compromise with our political opponents is dangerous because it usually leads to the betrayal of our own side.
42. When it comes to differences of opinion in religion we must be careful not to compromise with those who believe differently from the way we do.
43. In times like these, a person must be pretty selfish if he considers primarily his own happiness.

44. To compromise with our political opponents is to be guilty of appeasement.
45. The worst crime a person could commit is to attack publicly the people who believe in the same thing he does.
46. In times like these it is often necessary to be more on guard against ideas put out by people or groups in one's own camp than by those in the opposing camp.
47. A group which tolerates too much difference of opinion among its own members cannot exist for long.
48. There are two kinds of people in this world: those who are for the truth and those who are against the truth.
49. My blood boils whenever a person stubbornly refuses to admit he's wrong.
50. A person who thinks primarily of his own happiness is beneath contempt.
51. Most of the ideas which get printed nowadays aren't worth the paper they are printed on.
52. I sometimes have a tendency to be too critical of the ideas of others.
53. In this complicated world of ours the only way we can know what is going on is to rely on leaders or experts who can be trusted.
54. It is often desirable to reserve judgement about what's going on until one has had a chance to hear the opinions of those one respects.
55. In the long run the best way to live is to pick friends and associates whose tastes and beliefs are the same as one's own.
56. There's no use wasting your money on newspapers which you know in advance are just plain propaganda.
57. Young people should not have too easy access to books which are likely to confuse them.
58. The present is all too often full of unhappiness. It is only the future that counts.

59. It is by returning to our glorious and forgotten past that real social progress can be achieved.
60. To achieve the happiness of mankind in the future it is sometimes necessary to put up with injustices in the present.
61. If a man is to accomplish his mission in life it is sometimes necessary to gamble "all or nothing at all."
62. Unfortunately, a good many people with whom I have discussed important social and moral problems don't really understand what's going on.
63. Most people just don't know what's good for them.
64. There is nothing new under the sun.
65. To one who really takes the trouble to understand the world he lives in, it's an easy matter to predict future events.
66. It is sometimes necessary to resort to force to advance an ideal one strongly believes in.
67. Individuals who are against churches and religions should not be allowed to teach in colleges.
68. Large fortunes should be taxed fairly heavily over and above income taxes.
69. Both public and private universities and colleges should get generous aid from both state and federal governments.
70. Science and society would both be better off if scientists took no part in politics.
71. Society should be quicker to throw out old ideas and traditions and to adopt new thinking and customs.
72. To insure adequate care of the sick, we need to change radically the present system of privately controlled medical care.
73. If civilization is to survive, there must be a turning back to religion.
74. A first consideration in any society is the protection of property rights.

75. Government ownership and management of utilities leads to bureaucracy and inefficiency.
76. If the United States takes part in any sort of world organization, we should be sure that we lose none of our power and influence.
77. Funds for school construction should come from state and federal government loans at no interest or very low interest.
78. Inherited racial characteristics play more of a part in the achievement of individuals and groups than is generally known.
79. Federal Government aid for the construction of schools is long overdue, and should be instituted as a permanent policy.
80. Our present economic system should be reformed so that profits are replaced by reimbursements for useful work.
81. Public enterprises like railroads should not make profits; they are entitled to fares sufficient to enable them to pay only a fair interest on the actual cash capital they have invested.
82. Government laws and regulations should be such as first to ensure the prosperity of business.
83. All individuals who are intellectually capable of benefiting from it should get college education, at public expense if necessary.
84. The well-being of a nation depends mainly on its industry and business.
85. True democracy is limited in the United States because of the special privileges enjoyed by business and industry.
86. The gradual social ownership of industry needs to be encouraged if we are ever to cure some of the ills of our society.
87. There are too many professors in our colleges and universities who are radical in their social and political beliefs.

88. There should be no government interference with business and trade.
89. Some sort of religious education should be given in public schools.
90. Unemployment insurance is an inalienable right of the working man.
91. The United Nations should be whole-heartedly supported by all of us.
92. Individuals with the ability and foresight to earn and accumulate wealth should have the right to enjoy that wealth without government interference and regulations.
93. Law enforcement work is rather difficult compared to other kinds of jobs.
94. Law enforcement work is generally a lonely job.
95. Law enforcement work is well-paid compared to other jobs.
96. Law enforcement work is more challenging than other jobs.
97. Law enforcement work makes less demands on an officer's time than other jobs.
98. Law enforcement jobs in general do not require a great deal of formal education.
99. Law enforcement jobs in general do not require a great deal of physical labor.
100. In general, law enforcement work is more dangerous than other types of work.
101. Law enforcement work is boring compared to other kinds of jobs.
102. Law enforcement work offers more opportunity for advancement than other kinds of jobs.
103. Law enforcement work is more personally satisfying to the individual than other kinds of jobs.
104. Law enforcement is an absolutely necessary function in our society.

105. The average person does not realize how his own life and property are protected by law enforcement.
106. Law enforcement is as essential to our society as medical services.
107. A competent law enforcement officer makes as much of a contribution to a society as a competent teacher.
108. The standards for becoming a law enforcement officer should be very high.
109. In general, society gives law enforcement the support that it deserves.
110. Any average person, given the proper training, can become a good law enforcement officer.
111. The law enforcement officer should receive as much respect from the community as the businessman.
112. I would be pleased for my child to go into law enforcement work as a lifetime career.
113. People in law enforcement work tend to be (more-just as-less) honest than the average person.
114. People in law enforcement work tend to be (more-just as-less) intelligent than the average person.
115. People in law enforcement work tend to be (more-just as-less) loyal to each other than persons in other groups.
116. People in law enforcement work tend to be (more-just as-less) mature than the average person.
117. People in law enforcement work tend to be (more-just as-less) patriotic than the average person.
118. People in law enforcement work tend to be (more-just as-less) racially prejudiced than the average person.
119. People in law enforcement work tend to loaf on the job (more than - just as much as - less than) the average person.
120. People in law enforcement work tend to take advantage of their position (more than- just as much as- less than) other persons.

121. Most people in law enforcement work could do (better-
about the same- not as well) economically in another
kind of job.
122. Most people in law enforcement work tend to be (more
just as- less) dedicated to their job than (as) persons
in other occupational groups.

SYLLABUS
FOR

First and Second Basic Police Schools
Basic Trooper Training School
Advanced Scientific Investigation School

APPENDIX II

SYLLABUS FOR 1 and 2
BASIC POLICE TRAINING PROGRAM

REQUIRED TEXT AND MATERIALS

The following textbooks and/or materials are required of this course. They will be issued to students during registration.

1. Baker, J. Stannard, . Traffic Accident Investigator's Manual. Evanston: The Traffic Institute, Northwestern University, 1963.
2. Clift, Raymond E., A Guide to Modern Police Thinking. Cincinnati: W. H. Anderson Co., 1965.
3. Donigan, Robert L. and Fisher, Edward C., The Evidence Handbook. Evanston: The Traffic Institute, Northwestern University, 1965.
4. Fisher, Edward C., Laws of Arrest. Evanston: The Traffic Institute, Northwestern University, 1967.
5. Soderman, Harry D. and O'Connell, John J., Modern Criminal Investigation. New York: Funk and Wagnalls, 1962.
6. . Officer's Handbook. Donelson: Tennessee Law Enforcement Training Academy, 1967.
7. . Motor Vehicle Laws, Nashville: Department of Safety, 1966.
8. . First Aid. New York: Doubleday and Co., Inc., 1967.
9. . Tennessee History in Brief. Nashville: Tennessee Historical Commission, 1964.

2

2

2

3.
second
week.

| September | | training schedule | | | third week | |
|----------------|---|--------------------------|---|--------------------------------------|--|--------------------------------------|
| time | 15 Monday | 16 Tuesday | 17 Wednesday | 18 Thursday | 19 Friday | |
| 7:00 | Breakfast | | | | | |
| 8:10 9:00 | Larcenies Burglaries Robberies | Counterfeit- ing | Sex Criminals | Traffic Directions and Control | Profes- sional- ization and ... | |
| 9:10 10:00 | | | Juvenile Offenders | | L.E. | |
| 10:10 11:00 | | | Telephone Burglary | | Narcotics and Dangerous Drugs | Traffic Directions and Control |
| 11:10 12:00 | Postal Violations | First Aid | Open | | | |
| 12:00 | Lunch | | | | | |
| 1:10 2:00 | Car Theft Investigations | Liquor Law Violations | Traffic Law and Accident Investigation | | O P E N | |
| 2:10 3:00 | | | | | | |
| 3:10 4:00 | | | | | | Arson |
| 4:10 5:00 | Prevention and Control of Civil Disturbances | | | Review | | |
| 5:00 | Dinner | | | | | |

TENNESSEE LAW ENFORCEMENT TRAINING ACADEMY

BASIC TROOPER TRAINING SCHOOL

September 29- November 21, 1969

SYLLABUS

| Number | Subject | Hours |
|--------|--|-------|
| 1. | Orientation | 2 |
| 2. | Introductory Subjects | 9 |
| | a. Study aids | 3) |
| | b. Police officer responsibilities | 3) |
| | c. History of law enforcement | 3) |
| 3. | Department of Safety | 15 |
| | a. History and organization | 2) |
| | b. Safety education | 2) |
| | c. Motor vehicle maintenance | 2) |
| | d. Driver control | 4) |
| | e. Personnel management | 2) |
| | f. Supply | 2) |
| | g. T.B.I. | 1) |
| 4. | Philosophy of Law Enforcement | 5 |
| | a. Police ethics | 3) |
| 5. | Legal Aspects of Law Enforcement | 61 |
| | a. Constitutional law | 3) |
| | b. Crimes against persons | 3) |
| | c. Crimes against property | 3) |
| | d. Laws of arrest, search and seizure | 10) |
| | e. Laws of confessions | 2) |
| | f. Traffic laws | 11) |
| | g. Rules of evidence | 4) |
| | h. Court organization and operation | 4) |
| | i. Crime scene search | 8) |
| | j. Identifying and interviewing principals/witnesses | 4) |
| | k. Case preparation and court appearance | 4) |

| <u>Number</u> | <u>Subject</u> | <u>Hours</u> |
|---------------|--|--------------|
| | l. Grand jury; proceedings before m. Moot court n. Implied Consent law | 2) 2) |
| 6. | Police Reports | 10 |
| | a. Preparing and submitting traffic reports | 3) |
| | b. Types and uses of THP reports | 3) |
| | c. Report writing | 2) |
| | d. Preparing reports | 2) |
| 7. | Traffic Law Enforcement | 22 |
| | a. Detection of offenses | 2) |
| | b. Apprehension of offenders | 4) |
| | c. Traffic patrol | 4) |
| | d. Traffic law enforcement introduction | 2) |
| | e. Pursuit and defensive driving | 6) |
| | f. Traffic direction and control | 4) |
| 8. | Police Traffic Accident Investigation | 12 |
| | a. Facts from road and vehicle | 4) |
| | b. Maps and measurements | 4) |
| | c. Skidmarks | 2) |
| | d. Analyzing traffic accident information | 2) |
| 9. | Special Investigation Offenses and Offenders | 19 |
| | a. Hit and run investigation (manslaughter) | 4) |
| | b. Car theft | 2) |
| | c. Narcotics investigation | 2) |
| | d. Sex crimes | 3) |
| | e. Jurisdiction, A.B.C. | 1) |
| | f. Jurisdiction, A. and T.T. (firearms act) | 2) |
| | g. Relationships with juveniles in juvenile delinquency | 4) |
| | h. Automotive crash injury research | 2) |

| <u>Number</u> | <u>Subject</u> | <u>Hours</u> |
|---------------|---|--------------|
| 10. | Physical Aspects of Law Enforcement | 84 |
| | a. Principles and techniques of arrest, search and seizure | 4) |
| | b. Transportation and disposition of prisoners | 2) |
| | c. Firearms training | 36) |
| | d. Calisthenics (30 min. daily) | 36) |
| | e. Defensive tactics | 4) |
| | f. Handling abnormal persons | 2) |
| 11. | Prevention and Control of Civil Disturbances | 9 |
| | a. Psychological aspects | 4) |
| | b. Techniques | 5) |
| 12. | Scientific Aids to Investigation | 21 |
| | a. Radio-telephone communication | 4) |
| | b. Fingerprints | 4) |
| | c. Speed measurement devices | 2) |
| | d. Plaster casts | 2) |
| | e. Photography | 6) |
| | f. Police laboratory services | 2) |
| | g. Post mortem examinations | 1) |
| 13. | Allied Police Agencies | 8 |
| | a. State Fire Marshal | 1) |
| | b. Dept. of Revenue | 1) |
| | c. Sedret Service | 1) |
| | d. Postal Inspectors | 1) |
| | e. F. B. I. | 1) |
| | f. Game and Fish Commission | 1) |
| | g. Role of National Guard in Civil disturbances | 2) |
| 14. | First Aid | 18 |
| 15. | Police Community Relations | 3 |
| 16. | Psychology for Police | 4 |
| 17. | Sociology for Police | 6 |
| 18. | Tennessee History | 2 |
| 19. | Tennessee Geography | 1 |

| <u>Number</u> | <u>Subject</u> | <u>Hours</u> |
|---------------|--------------------------------------|--------------|
| 20. | Public Speaking | 17 |
| 21. | Role of the Supervisor in the T.H.P. | 2 |
| 22. | T.H.P. Policy | 2 |
| 23. | Driver Testing | 4 |
| 24. | Extremist Groups | 3 |
| 25. | Basic Spelling | 6 |
| 26. | Basic Grammar | 8 |
| 27. | Basic Math | 7 |
| 28. | Special Weapons Demonstration | 2 |
| 29. | Guidance by Staff | 4 |
| 30. | Making Law Enforcement a Profession | 4 |
| | a. Personal appearance | 1) |
| | b. Future of law enforcement | 2) |
| | c. Career development | 1) |
| 31. | Exams and Review | 8 |
| 32. | Special Problems, Critiques, etc. | 5 |
| 33. | Graduation | 2 |
| TOTAL | | 385 |

REQUIRED TEXT AND MATERIALS

1. Officer's Handbook
2. Guide to Modern Police Thinking
3. State Trooper's Manual
4. Modern Criminal Investigation
5. Laws of Arrest
6. Motor Vehicle Laws Manual
7. The Evidence Handbook
8. Traffic Accident Investigator's Manual
9. English Essentials
10. First Aid Manual

Films

1. The Great and Honorable Duty
2. Uniform Traffic Law
3. Courtroom Demeanor
4. Traffic Police
5. Traffic Court
6. Engineering for Traffic Safety
7. The Voice of your Business
8. A Manner of Speaking
9. Traffic Patrol
10. Routine Stops
11. Four Against One
12. Officer-Violator Relationship
13. Collecting and Preserving Evidence
14. The Anatomy of an Accident
15. A Matter of Judgment
16. Interviewing
17. Detecting and Recording Skidmarks
18. Signals and Gestures
19. Hit and Run
20. Handcuffing and the Use of the Baton
21. Defensive Tactics
22. Single Action (firearms)
23. Double Action (firearms)
24. Mob and Riot Control
25. Sudden Birth
26. First Aid Films

TENNESSEE HIGHWAY PATROL RECRUIT TRAINING PROGRAM

10

September 29 - November 21, 1969

| September | | Training Schedule | | | first week | |
|-----------|---------------------------------|--------------------------|------------------------------------|-------------------------------------|------------------------------------|--|
| | 29 | 30 | October 1 | 2 | 3 | |
| Time | Monday | Tuesday | Wednesday | Thursday | Friday | |
| 7:00 | Breakfast | | | | | |
| 8:10 | Orientation | Departement of Safety | Supply | Constitutional law | Laws of Arrest, Search and Seizure | |
| 9:00 | | History and Organization | | | | |
| 9:10 | | | | | | |
| 10:00 | | | | | | |
| 10:10 | Study Aids Notetaking | Personnel Management | T. B. I. | | | |
| 11:00 | | | | | | |
| 11:10 | | | Criminal law crime against persons | Criminal law crime against property | | |
| 12:00 | | | | | | |
| 12:00 | lunch | | | | | |
| 1:10 | | Driver Control | | | | |
| 2:00 | | | | | | |
| 2:10 | Police Officer Responsibilities | | | | | |
| 3:00 | | | | | | |
| 3:10 | | | Police Ethics | Laws of Arrest Search and Seizure | | |
| 4:00 | | | | | | |
| 4:10 | | | | | | |
| 5:00 | | | | | | |
| 5:00 | Dinner | | | | | |

11

September 29 - November 21, 1969

| October | | Training Schedule | | | first week |
|---------|--------------------|---------------------|--|--|------------|
| | Saturday | Sunday | | | |
| 7:00 | | Breakfast | | | |
| 8:10 | First Aid | Free Time Church | | | |
| 9:00 | | | | | |
| 9:10 | | | | | |
| 10:00 | | | | | |
| 10:10 | | | | | |
| 11:00 | | | | | |
| 11:10 | | | | | |
| 12:00 | | | | | |
| 12:00 | | Lunch | | | |
| 1:10 | | Physical Education | | | |
| 2:00 | | Notebooks | | | |
| 2:10 | | | | | |
| 3:00 | | | | | |
| 3:10 | Physical Education | | | | |
| 4:00 | Notebooks | | | | |
| 4:10 | | | | | |
| 5:00 | | | | | |
| 5:00 | | Dinner | | | |

September 29 - November 21, 1969

12

Training Schedule

second

| October | 6 | 7 | 8 | 9 | 10 |
|----------------|---------------------|-------------------|---|--|--------------------------------|
| time | Monday | Tuesday | Wednesday | Thursday | Friday |
| 7:00 | Breakfast | | | | |
| 8:10 9:00 | Laws of Confessions | Rules of Evidence | Maintenance of Motor Vehicle and Gas Cards | Scientific Aid: I. Radio-Telephone Communications | III. Speed measurement devices |
| 9:10 10:00 | | | | | |
| 10:10 11:00 | Traffic Law | | Preparing and Submitting T.H.P. Traffic Reports (Daily Reports) | | IV. Laboratory Services |
| 11:10 12:00 | | | | | |

12:00 Lunch

| | | | | | |
|--------------|--|----------------------------------|----------------------------------|------------------|------------------|
| 1:10 2:00 | | Court Organization and Operation | | II. Fingerprints | V. Plaster Casts |
| 2:10 3:00 | | | Types and Uses of T.H.P. Reports | | |
| 3:10 4:00 | | | | | |
| 4:10 5:00 | | | | | Exam Review |

5:00 Dinner

September 29 - November 21, 1969

13

Training Schedule

Second Week

| October | Saturday | Sunday | | | |
|----------------|-----------|------------------|--|--|--|
| time | | | | | |
| 8:10 9:00 | First Aid | Free Time Church | | | |
| 9:10 10:00 | | | | | |
| 10:10 11:00 | | | | | |
| 11:10 12:00 | | | | | |

12:00 Lunch

| | | | | | |
|--------------|------------------------------|--|--|--|--|
| 1:10 2:00 | Physical Education Notebooks | | | | |
| 2:10 3:00 | | | | | |
| 3:10 4:00 | | | | | |
| 4:10 5:00 | | | | | |

Dinner

September 29 - November 21, 1969

14

October

Training Schedule

third week

| third week | | | | | |
|------------|----------------|------------------|--|--|---|
| time | 13 Monday | 14 Tuesday | 15 Wednesday | 16 Thursday | 17 Friday |
| 7:00 | Breakfast | | | | |
| 8:10 | A.C.I.R. | Report Writing | Introduction T.L.E. | Traffic Patrol | Transportation Disposition of Prisoners |
| 9:00 | | | | | |
| 9:10 | | | | | |
| 10:00 | | | | | |
| 10:10 | Photography | Safety Education | Detections of Offenses | | Defensive Pursuit Driving |
| 11:00 | | | | | |
| 11:10 | | | | | |
| 12:00 | | | | | |
| 12:00 | Lunch | | | | |
| 1:10 | Basic Spelling | Basic Spelling | Stopping, Approaching, and Apprehension of Offenders | Principles and Techniques of Arrest, Search, and Seizure | |
| 2:00 | | | | | |
| 2:10 | | | | | |
| 3:00 | Basic Grammar | Basic Grammar | | | |
| 3:10 | | | | | |
| 4:00 | | | | | |
| 4:10 | | | | | |
| 5:00 | | | | | |
| 5:00 | | | | | |
| 5:00 | Dinner | | | | |

September 29 - November 21, 1969

15

October

Training Schedule

third week

| time | Saturday 18 | Sunday 19 | | | | | | |
|-------|--------------------|--------------------|--|--|--|--|--|--|
| 7:00 | Breakfast | | | | | | | |
| 8:10 | First Aid | Free Time | | | | | | |
| 9:00 | | Church | | | | | | |
| 9:10 | | | | | | | | |
| 10:00 | | | | | | | | |
| 10:10 | | | | | | | | |
| 11:00 | | | | | | | | |
| 11:10 | | | | | | | | |
| 12:00 | | | | | | | | |
| 12:00 | Lunch | | | | | | | |
| 1:10 | | Physical Education | | | | | | |
| 2:00 | | Notebooks | | | | | | |
| 2:10 | | | | | | | | |
| 3:00 | | | | | | | | |
| 3:10 | Physical Education | Notebooks | | | | | | |
| 4:00 | | | | | | | | |
| 4:10 | | | | | | | | |
| 5:00 | | | | | | | | |
| 5:00 | Dinner | | | | | | | |

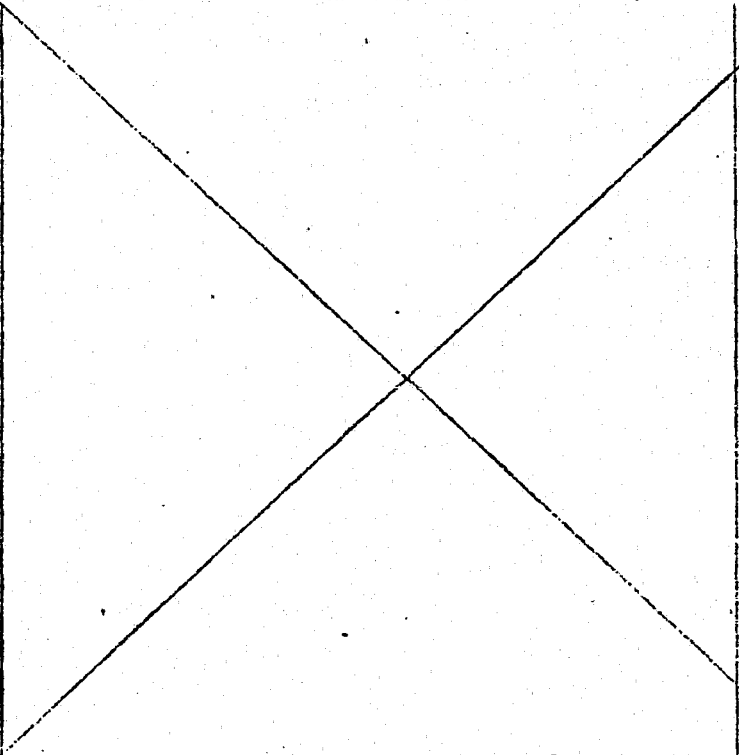
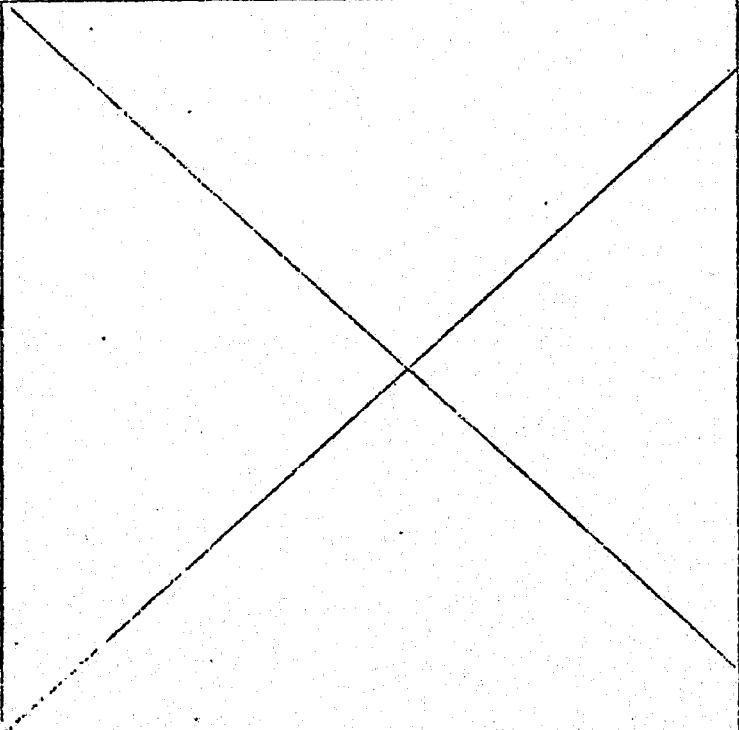
September 29 - November 21, 1969

| October Training Schedule Fourth | | | | | |
|----------------------------------|--|---|-----------------------|-------------------------------------|-----------------------|
| time | 20 Monday | 21 Tuesday | 22 Wednesday | 23 Thursday | 24 Friday |
| 7:00 | Breakfast | | | | |
| 8:10 | Crime Scene Search | Facts From The Road and Vehicle | Maps and Measurements | Firearms Training | Skid marks |
| 9:00 | I. Preliminary Procedures | | | At the State Prison Leave 7:30 a.m. | |
| 9:10 | | | | | |
| 10:00 | | | | | |
| 10:10 | II. Ga thering and Preserving and Recording | | | | Review of Examination |
| 11:00 | | | | | |
| 11:10 | | | | | |
| 12:00 | | | | | |
| 12:00 | Lunch | | | | |
| 1:10 | III. Evaluating Evidence and Obtaining Process | Identifying and Interviewing Subjects and Witnesses | Firearms Training | | OPEN |
| 2:00 | | | | | |
| 2:10 | | | | | |
| 3:00 | | | | | |
| 3:10 | | | | | |
| 4:00 | | | | | |
| 4:10 | | | | | |
| 5:00 | | | | | |
| 5:00 | Dinner | | | | |

September 29 - November 21, 1969

| October . | | Training Schedule | | | fifth week | |
|-----------|--|----------------------------------|---|---|---------------------------------|--|
| Time | 27 Monday | 28 Tuesday | 29 Wednesday | 30 Thursday | 31 Friday | |
| 7:00 | Breakfast | | | | | |
| 8:10 | PRinciples of Public Speaking | Sociology of Police | Sociology for Police | Firearms Training: State Prison Leave 7:30 a.m. | Public Speaking | |
| 9:00 | | | | | | |
| 9:10 | | | Control Techniques of Civil Disturbances | | | |
| 10:00 | | | | | | |
| 10:10 | Researching and Preparing Speaking | | | | | |
| 11:00 | | | | | | |
| 11:10 | | | | | | |
| 12:00 | | | | | | |
| 12:00 | Lunch | | | | | |
| 1:10 | Psychological Aspects of Civil Disturbances | Police Community Relations | Defensive Tactics | | Guidance and the Staff | |
| 2:00 | | | | | | |
| 2:10 | | | | | | |
| 3:00 | | | | | | |
| 3:10 | | | | | | |
| 4:00 | | | | | | |
| 4:10 | | | | | | |
| 5:00 | | | | | | |
| 5:00 | | Sociology for Police | | | | |
| 5:00 | Dinner | | | | | |

September 29 - November 21, 1969

| November | | Training Schedule | | Fifth Week | |
|----------|--------------------------|------------------------------------|--|------------|--|
| | Saturday 1 | Sunday 2 | | | |
| Time | | | | | |
| 7:00 | Breakfast | | | | |
| 8:10 | Psychology for Police | Free Time: Church |  | | |
| 9:00 | | | | | |
| 9:10 | | | | | |
| 10:00 | | | | | |
| 10:10 | | | | | |
| 11:00 | | | | | |
| 11:10 | | | | | |
| 12:00 | | | | | |
| 12:00 | Lunch | | | | |
| 1:10 | Public Speaking | Physical Education Notebooks |  | | |
| 2:00 | | | | | |
| 2:10 | | | | | |
| 3:00 | | | | | |
| 3:10 | | | | | |
| 4:00 | | | | | |
| 4:10 | | | | | |
| 5:00 | | | | | |
| 5:00 | Dinner | | | | |

CONTINUED

1 OF 2

September 29, - November 21, 1969

| November | | Training Schedule | | | Sixth Week |
|----------------|--|---|---|--|--|
| time | 3 Monday | 4 Tuesday | 5 Wednesday | 6 Thursday | 7 Friday |
| 7:00 Breakfast | | | | | |
| 8:10 | Traffic Direction and Control | Case Preparation and Court Appearance | Car Theft | Firearms Training State Prison Leave 7:30a.m. | Review of Examina- tion |
| 9:00 | | | | | |
| 9:10 | | | | | |
| 10:00 | | | | | |
| 10:10 | | | | | |
| 11:00 | | | Analyzing Traffic Accident Information | | Class Critique Questions and Answers |
| 11:10 | | | | | |
| 12:00 | | | | | |
| 12:00 Lunch | | | | | |
| 1:10 | Hit and Run Investigation (manslaughter) | Grand Jury Proceedings Before | Moot Court | | Driving Testing |
| 2:00 | | | | | |
| 2:10 | | | | | |
| 3:00 | | | | | |
| 3:10 | | | | | |
| 4:00 | | Preparing Reports | Control Techniques in Civil Disturbances | | |
| 4:10 | | | | | |
| 5:00 | | | | | |
| Dinner | | | | | |

September 29, - November 21, 1969

20

November

Training Schedule

sixth

| Saturday | | Sunday | Training Schedule | | Sixth |
|----------|----------------------|----------------------|-------------------|--|-------|
| time | | | | | |
| 7:00 | Breakfast | | | | |
| 8:10 | Personal Appearance | Free Time | | | |
| 9:00 | | Church | | | |
| 9:10 | Public Speaking | | | | |
| 10:00 | | | | | |
| 10:10 | | | | | |
| 11:00 | | | | | |
| 11:10 | | | | | |
| 12:00 | | | | | |
| 12:00 | Lunch | | | | |
| 1:10 | | Physical Education-- | | | |
| 2:00 | | Notebooks | | | |
| 2:10 | | | | | |
| 3:00 | | | | | |
| 3:10 | Physical Education-- | | | | |
| 4:00 | Notebooks | | | | |
| 4:10 | | | | | |
| 5:00 | | | | | |
| 5:00 | Dinner | | | | |

September 29 - November 21, 1969

21

Training Schedule

Seventh Week

| November | | | | | | Training Schedule | | | | | | Seventh week | | | | | |
|----------|--|--|--|--|--|--|--|---------------------------------------|--|---|--|--------------|--|--|--|--|--|
| time | | 10 Monday | | 11 Tuesday | | 12 Wednesday | | 13 Thursday | | 14 Friday | | | | | | | |
| 7:00 | | | | | | Breakfast | | | | | | | | | | | |
| 8:10 | | F.H.P. Policy | | Relationships with Juveniles and Juvenile Delinquency | | Jurisdiction A. and T. T. Federal Firearms Act | | Firearms Training: State Prison | | Jurisdic tion A.B.C. | | | | | | | |
| 9:00 | | | | | | | | Leave 7:30 a.m. | | Jurisdic tion State fire Marshall | | | | | | | |
| 9:10 | | | | | | | | | | | | | | | | | |
| 10:00 | | | | | | | | Final Qualification Shoot | | | | | | | | | |
| 10:10 | | Role of Supervisor in T.H.P. | | | | Jurisdiction Game and Fish Commission | | | | Special tax Dept. of Revenue | | | | | | | |
| 11:00 | | | | | | | | | | | | | | | | | |
| 11:10 | | | | | | Sex Crimes | | | | Jurisdic tion F.B.I. | | | | | | | |
| 12:00 | | | | | | | | | | | | | | | | | |
| 12:00 | | | | | | Lunch | | | | | | | | | | | |
| 1:10 | | Special Problems | | Traffic Law | | | | | | Jurisdic tion Secret Service | | | | | | | |
| 2:00 | | | | | | | | | | Jurisdic tion Postal Inspectors | | | | | | | |
| 2:10 | | | | | | | | | | | | | | | | | |
| 3:00 | | | | | | | | | | | | | | | | | |
| 3:10 | | Role of National Guard in Civil Disturbances | | Basic Grammar | | Jurisdiction Narcotics Investigation | | | | Implied Consent Law | | | | | | | |
| 4:00 | | | | | | | | | | | | | | | | | |
| 4:10 | | | | | | | | | | Basic Math | | | | | | | |
| 5:00 | | | | | | | | | | | | | | | | | |
| 5:00 | | | | | | Dinner | | | | | | | | | | | |

September 29 - November 21, 1969

22

Training Schedule

Seventh Week

| November | | Training Schedule | | Seventh Week | | | |
|----------|-------------------------|--------------------------|--|--------------|--|--|--|
| | Saturday 15 | Sunday 16 | | | | | |
| Time | | | | | | | |
| 7:00 | Breakfast | | | | | | |
| 8:10 | Basic Math | Free Time: Church | | | | | |
| 9:00 | | | | | | | |
| 9:10 | | | | | | | |
| 10:00 | | | | | | | |
| 10:10 | | | | | | | |
| 11:00 | | | | | | | |
| 1:10 | | | | | | | |
| 2:00 | | | | | | | |
| 12:00 | | Lunch | | | | | |
| 1:10 | Physical Education-- | Physical Educa tion-- | | | | | |
| 2:00 | Notebooks | Notebooks | | | | | |
| 2:10 | | | | | | | |
| 3:00 | | | | | | | |
| 3:10 | | | | | | | |
| 4:00 | | | | | | | |
| 4:10 | | | | | | | |
| 5:00 | | | | | | | |
| 5:00 | Dinner | | | | | | |

September 29 - November 21, 1969

| November Training Schedule eighth week | | | | | |
|--|---------------------------------|-------------------------------------|----------------------------|-------------------------------------|-------------------------------------|
| Time | 17 Monday | 18 Tuesday | 19 Wednesday | 20 Thursday | 21 Friday |
| 7:00 | Breakfast | | | | |
| 8:10 9:00 | Extremist Groups | Tennessee History | Traffic Law | History of Law Enforcement | Making L.E. a profes- sion |
| 9:10 10:00 | | | | | The fu- ture of L.E. |
| 10:10 11:00 | | Tennessee Geography | | | Career Develop- ment |
| 11:10 12:00 | Handling Abnormal Persons | Basic Math | Basic Math | Philosophy of Law Enforcement | Special Problems |
| 12:00 | Lunch | | | | |
| 1:10 2:00 | Post Mortem Examination | Special Weapons Demonstration | Spelling and Grammar | | Gradua- tion |
| 2:10 3:00 | | | | | |
| 3:10 4:00 | Spelling and Grammar | Photography | Photography | Exam | Free |
| 4:10 5:00 | | | | | |
| 5:00 | Dinner | | | | |

TENNESSEE LAW ENFORCEMENT ACADEMY
ADVANCED SCIENTIFIC INVESTIGATION SCHOOL

December 15 - 19, 1969

| Training Schedule | | | | | | | | | |
|-------------------|-----------------------------------|---------------------------------|---|--|---|--|--|------------------------------|--|
| time | 15 Monday | 16 Tuesday | 17 Wednesday | 18 Thursday | 19 Friday | | | | |
| 7:00 | Breakfast | | | | | | | | |
| 8:10 | Introduction and Aims | Film A. T. and F. | Open | Open | Open | | | | |
| 9:00 | | | | | | | | | |
| 9:10 | Investigation Note Taking | Latent Fingerprints | Crime Scene and Evidence Photography | Introduction to F.B.I. Laboratory Toxicology Examination Serology Examination Soils and Minerals | Forensic Pathology and Autopsy Procedures | | | | |
| 10:00 | | | | | | | | | |
| 10:10 | | | | | | | | | |
| 11:00 | | | | | | | | | |
| 11:10 | Crime Scene Searches | | | | | | | | |
| 12:00 | | | | | | | | | |
| 12:00 | Lunch | | | | | | | | |
| 1:10 | Collection and Preservation | Principles of Photography | Plaster Casting and Shoe Print and Tire Examination | Spectro- graphic Analysis Document Examination Hairs and Fibers Firearms and Tool Marks and Numbers Restoration | Gradua- tion | | | | |
| 2:00 | | | | | Staff | | | | |
| 2:10 | Chain of Evidence | | | | | | | O P E N | |
| 3:00 | | | | | | | | | |
| 3:10 | Crime Scene Sketching | | | | | | | | |
| 4:00 | | | | | | | | | |
| 4:10 | | | | | | | | | |
| 5:00 | | | | | | | | | |
| 5:00 | Dinner | | | | | | | | |

END