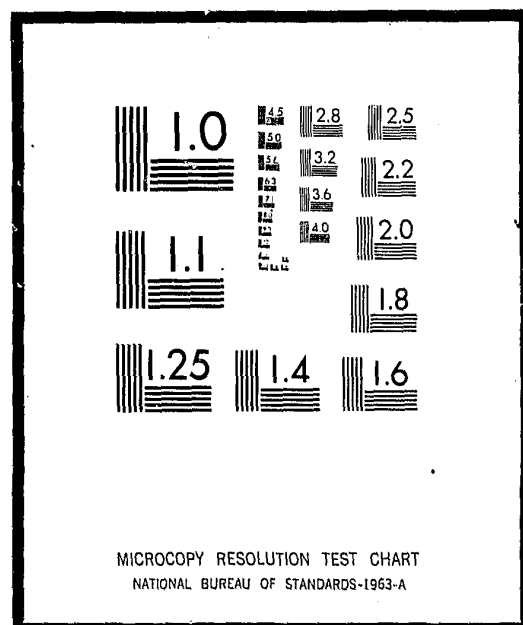


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THE KEY CITY POLICE-JUVENILE ATTITUDE PROGRAM WAS DESIGNED AS AN IMPLEMENTATION OF THE CINCINNATI POLICE- JUVENILE ATTITUDE PROJECT (NCJ-000191).

ABSTRACT:

IT PROPOSED TO DEMONSTRATE THAT THE SPECIAL CURRICULUM UNITS DEVELOPED IN THE EARLIER PROJECT WERE NOT SO LOCALIZED THAT THEY COULD NOT BE USED EFFECTIVELY OUTSIDE THE GREATER CINCINNATI AREA. A SECOND PURPOSE OF THE PROGRAM WAS TO STUDY IN SOME DEPTH THE ATTITUDES AND BEHAVIOR OF CINCINNATI NINTH GRADE STUDENTS WHO WERE EXPOSED TO ONE OF THE SPECIAL CURRICULUM UNITS AS PART OF THEIR STANDARD CIVICS CLASSES. A THIRD AND TANGENTIAL PURPOSE WAS TO WRITE ADDITIONAL TEXT MATERIALS FOR THE SEVENTH GRADE SPECIAL UNIT, UTILIZING GRADUATE STUDENTS IN A SPECIAL SEMINAR

DESIGNED FOR THAT PURPOSE. TO ACHIEVE THE FIRST PURPOSE, THE DEMONSTRATION THAT THE CURRICULUM UNITS COULD BE ADAPTED IN LOCALITIES OTHER THAN CINCINNATI, THREE KEY CITIES WERE SELECTED. THESE WERE ROCHESTER, NY, FORT SMITH, AR, AND TAMPA FLORIDA. IN EACH OF THESE CITIES POLICE-JUVENILE ATTITUDE PROGRAMS WERE ESTABLISHED. THESE INVOLVED THE PLACING OF THE SPECIAL CURRICULUM UNITS IN THE ONGOING SOCIAL STUDIES CLASSES OF SELECTED JUNIOR HIGH SCHOOLS AND EVALUATING THE SUCCESS OF THESE UNITS, ESPECIALLY IN TERMS OF THE ATTITUDES TOWARD POLICE OF THESE STUDENTS EXPOSED TO THE UNITS.

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THE KEY CITY POLICE- JUVENILE ATTITUDE PROGRAM

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THE KEY CITY POLICE-JUVENILE ATTITUDE PROGRAM

Final Report to
Office of Law Enforcement Assistance
U.S. Department of Justice

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position or policies of the U.S. Department of Justice.

March, 1968 to January, 1969

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SUMMARY

The Key City Police-Juvenile Attitude Program was designed specifically as an implementation of the Cincinnati Police-Juvenile Attitude Project. It proposed to demonstrate that the special curriculum units developed in the earlier project were not so localized that they could not be used effectively outside the Greater Cincinnati area. A second purpose of the program was to study in some depth the attitudes and behavior of Cincinnati ninth grade students who were exposed to one of the special curriculum units as part of their standard Civics classes. A third, and tangential, purpose was to write additional text materials for the seventh grade special unit, utilizing graduate students in a special seminar designed for that purpose.

To achieve the first purpose, the demonstration that the curriculum units (WORLD OF RULES, WORLD OF GAMES, and WORLD OF LAWS) could be adapted in localities other than Cincinnati, three key cities were selected. These were Rochester, New York; Fort Smith, Arkansas; and Tampa, Florida. In each of these cities Police-Juvenile Attitude Programs were established. These involved the placing of the special curriculum units in the ongoing social studies classes of selected junior high schools and evaluating the success of these units, especially in terms of the attitudes toward police of these students exposed to the units.

In Rochester more than 4,000 students were taught the seventh and eighth grade units during academic year 1968-69. In Ft. Smith more than 500 students in grades seven, eight and nine were involved. In Tampa more than 1600 students took part, also in grades seven, eight and nine. Thirty-eight schools and 58 teachers participated in this non-Cincinnati part of the program, utilizing the teaching manuals and text materials designed and developed under OLEA Grant No. 052. In both Fort Smith and Tampa a research design was established so that experimental subjects (students exposed to the units) and control subjects

(matched students not exposed to the units) could be compared. The instrument of comparison was an attitude scale, the Portune Attitude-toward-Police Scale, developed in 1965, which had been used to evaluate the success of the original Cincinnati Project in 1967. This scale was used to pre-test and post-test all experimental and control subjects, so that statistical comparisons could be made and conclusions drawn.

In Rochester the number of students exposed to the units was so large that no matching sample could be used, so evaluation was made by a token administration of the attitude scale and subjective assessment.

THE WORLD OF RULES (grade seven), THE WORLD OF GAMES (grade eight), and THE WORLD OF LAWS (grade nine), are each taught for six weeks. These units are designed to bring about, on the part of the students, successive discoveries of basic concepts having to do with law and law enforcement in a free, democratic society. They involve a series of discovery activities, including the playing of specially created games, the development of classroom projects, role playing, the introduction of a police officer into the classroom as a resource person, and the viewing of various films. In the original Cincinnati experiment, utilizing twelve junior high schools, the teaching of these units brought about favorable changes in the attitudes of the experimental subjects (early adolescents) while the attitudes of control subjects either did not change or changed in an unfavorable direction.

In Rochester, New York, the classes that were tested showed a Mean Score change from 51.79 to 57.77 on the ATP-Scale. This indicated a very favorable modification after exposure to the units. The subjective responses also indicated that both teachers and students felt that the program had been effective. It is expected that Rochester will continue some form of the units in academic year 1969-70.

In Fort Smith, Arkansas, the experimental groups at every grade level showed favorable gains in Mean Score, while the control groups were either

unchanged or changed in an unfavorable direction, duplicating the findings of the original Cincinnati study. Fort Smith is considering an expansion of the program in the next year.

In Tampa, Florida, the Hillsborough County schools involved in the project showed the following results: the Total Mean Score was significantly more favorable for the experimental group than for the control group, with the ninth grade shift in attitude being the most significantly favorable. As a result of this pilot project the Hillsborough County Schools plan a two year extension of the program starting in academic year 1969-70.

What was demonstrated in this part of the Key City Program was that not only could the Cincinnati-developed units be adapted easily for use in other cities in the nation, but they brought about the same changes in attitude that had characterized Grant Project 052, namely, a favorable shift in groups exposed to the instruction. In brief, the curriculum units designed and developed under the earlier grant could be utilized in a widespread attack upon the problem of juvenile attitudes toward law and law enforcement. The teaching manuals, the lesson plans, and the materials that were part of the units were all flexible enough to be used by a competent junior high school social studies teacher in any region of the country, and an evaluating instrument was available to test the success of the program.

Secondly, the Key City Police-Juvenile Attitude Program produced further research information from the city of Cincinnati. As of academic year 1967-68 the ninth grade unit, WORLD OF LAWS, was incorporated on a permanent basis into the Civics course in the Cincinnati Public Schools. In second semester, 1968, approximately 1,600 students were enrolled in these Civics classes and were exposed to the law and law enforcement unit.

Since it had already been demonstrated that exposure to THE WORLD OF LAWS brought about favorable changes in attitude toward police, it was decided to test whether or not the unit also brought about favorable changes in attitude toward other authority figures. An attitude scale (the Thomas Attitude-toward-

Authority Scale) was developed for this purpose. This scale is used to measure the attitudes of early adolescents toward authority in the home, in the school, and in the community in general. It was administered to all students enrolled in the Civics classes and to a control sample of other ninth grade students in the Cincinnati Public Schools. The pre-test, post-test research design was followed in this part of the study.

Analysis of the Thomas-ATA Scale results showed that all students, experimental and control, had unfavorable shifts in attitude toward the three authority symbols of the scale, but the shift of the Civics students was significantly retarded, indicating that the unit had some tangential effect on attitudes toward psychological objects other than the police. Since the Civics classes are composed of low ability and, therefore, a preponderance of low socio-economic class students, while the control group was composed of higher ability and higher socio-economic class students, the results are even more significant than the statistics indicate.

In addition to the administration of the ATA-Scale, the Cincinnati research involved the tabulation and analysis of the police contacts of experimental and control students. Files were established in the Juvenile Bureau of the Cincinnati Police Department and numbers and types of police contacts were tabulated. These figures showed that the increase in percentage of police contacts from a year before the units were taught until a year after they were taught was higher for the control subjects than for the experimental. Likewise, the percentage increase of the number of students who had such contacts was higher for the control group than for the experimental group. These results, however, may be controversial because of the small number of contacts by members of the control group. (It must be re-emphasized that this is a comparison between low socio-economic students and higher socio-economic students.)

An analysis of the trends in both police contacts and in arrests indicated that the trend for the experimental group after the units shows a

sharper decline both in contacts and arrest than does that for the control group.

It is recommended that research of actual police contacts be carried out with other students exposed to other units of this project, with students who have been exposed to more than one unit, and with students in other cities than Cincinnati.

Finally, the Key City Program involved the development of additional text materials for grade seven, to be used in conjunction with the unit THE WORLD OF RULES. To accomplish this a graduate seminar was instituted in the College of Education, University of Cincinnati, and this seminar was devoted to an examination of the curriculum unit and a group attack on the problem of its reading materials. Several worthwhile short pieces were produced in this manner (they may be found in the Appendix to the Final Report on Grant Project 313-(S-052), but the group method of writing text did not prove to be completely successful. A lack of overall unity, such as would result from the work of a single person, permeated this portion of the project. The seminar was repeated, with the same results, before this method was pronounced unsuccessful.

It is recommended that whatever additional text material is developed for the curriculum units should be the work of a single author who is completely familiar with the units and their implementation. This would suggest a teacher who has had some experience working with the units in a realistic situation.

In total, the Key City Police-Juvenile Attitude Program must be considered successful. The major part of the program, the installation of the special curriculum units in cities other than Cincinnati, was accomplished with a minimum number of problems and at minimal cost. It achieved the goals that had been predicted for it and opened the way to implementation of a wide scale. It would appear that, following this demonstration, and with the original Cincinnati study as further proof, the special curriculum units could be presented to state superintendents of public instruction for their consideration.

Correspondence with the Cincinnati Project Office has revealed that there is a growing awareness that instruction in the law and law enforcement is vitally needed in the compulsory school. School districts are searching for materials on which to base such instruction. It should not be left to chance, then, that these seekers find the results of OLEA Grant Projects 052 and 313-(S-052). These projects have demonstrated that early adolescent attitudes can be modified by exposure to certain kinds of instruction. They have shown that students who discover basic concepts about the law and law enforcement have significantly more favorable attitudes toward police than do students who have not discovered such concepts. They have shown that the attitudes of students toward their parents, toward school authority, and toward their communities in general are modified by exposure to special curriculum units. They have shown that police contacts are probably affected by such exposure. They have shown, in short, that one of the most promising avenues toward a peaceful and orderly society leads through the classroom.

Now is the time to act on this research.

CHAPTER I

THE PROBLEM

The Key City Police-Juvenile Attitude Project was designed to be supplemental to the Cincinnati Police-Juvenile Attitude Project (OLEA Grant No. 052). Between July, 1966, and December, 1967, the Cincinnati Police-Juvenile Attitude Project had planned and developed curriculum units on law and law enforcement for junior high school social studies programs. These units had been placed in twelve experimental schools in the Greater Cincinnati area with the aim of bringing about favorable changes in student attitudes toward police. An attitude scale developed by Dr. Robert Fortune in 1965 was employed to pre-scale and post-scale the experimental subjects exposed to the curriculum units and control subjects not exposed to the units. Analysis of these Attitude-toward-Police Scale scores indicated that in all cases in which the full six week units were taught experimental subjects underwent significant favorable changes in their scale scores, while control subjects either did not change or changed significantly in an unfavorable direction.¹

During the summer of 1967 a National Institute was held on the campus of the University of Cincinnati in order to discuss the Cincinnati program in full detail as well as to elicit suggestions for modification and implementation. Police and school representatives who attended that institute were equally enthusiastic about putting the Cincinnati program into their own cities, and it was suggested that some funding might be obtained to attempt to implement the program in several "key cities" across the nation.

¹ A full report of the Cincinnati Police-Juvenile Attitude Project is available from the Dissemination Office, Office of Law Enforcement Assistance, U.S. Department of Justice, Washington, D.C., 20537 (OLEA Grant No. 052).

In addition to suggesting widespread implementation of the program, it was also suggested that some of the materials used in the program might be printed, rather than being distributed in mimeographed form, that some additional materials might be written, especially for use at the seventh grade level, and that some follow-up studies might be conducted in the city of Cincinnati, which had played a prominent role in the original project.

It was with all of these suggestions in mind that the directors of the Cincinnati Project consulted with OLEA concerning possible widespread implementation of their program. It was originally proposed that ten cities be used as key cities to test whether the curriculum units were flexible enough for use anywhere in the United States. At the same time it was proposed that an office be established in the University of Cincinnati for the purpose of centralizing the distribution of materials, such as the films used in the original program. It immediately became clear, however, that OLEA could not, in January, 1968, fund a program of the size needed to fully support implementation in ten cities. Interest was expressed, instead, in partial support of programs in a smaller number of cities and some in-depth study of the Cincinnati students involved in the program.

Now, as a modified program was proposed, five key cities were to be involved and a replication of the Cincinnati program was to be attempted. In brief, this meant the establishment of curriculum units in selected junior high schools, and an assessment of the attitude change that occurred in students in those schools, utilizing the Attitude-toward-Police Scale that had been developed in Cincinnati. Cities originally contacted for this project included Tampa, Florida; Rochester, New York; Ft. Smith, Arkansas; Nashville, Tennessee; Lansing, Michigan; and Cincinnati. The first five cities would replicate the Cincinnati program, and Cincinnati itself would be involved in a program that involved further research with the students who were exposed to the curriculum

units.

During the first two months of 1968 tentative plans were made to establish projects in the key cities, as the grant proposal was being considered by OLEA. Cincinnati, which had been the focal point of the original project, had adopted the ninth grade curriculum unit into its social studies curriculum in September, 1967, and was planning to teach this unit in every Civics class in the Cincinnati Public Schools in the spring of 1968. Other cities, however, either could not wait for the key city project to be funded (and proceeded on their own) or could not institute a project on short notice in the spring of 1968. Tampa, which would have proceeded, was forced to postpone the program because of a crisis that closed the Florida schools late in academic year 1967-68. Thus, when a small grant was awarded in March, 1968, to partially implement a key city program, only Cincinnati was ready to proceed with its part of the project in academic year 1967-68.

The Hillsborough County Schools, Tampa, Florida, indicated that they would proceed during the first semester, 1968-69. Rochester, New York, indicated that a massive program, involving more than four thousand students could go into operation during the first semester, 1968-69, also. Ft. Smith, Arkansas, which had attempted a pilot project on its own, indicated interest in acting as a key city during the 1968-69 school year.

It was at this time that Nashville, Tennessee, and Lansing, Michigan, withdrew. Nashville officials felt that school finances would not permit the implementation of such a program without more grant assistance than was possible, and Lansing officials indicated that they were interested in proceeding with their own modification of the program rather than replication of the Cincinnati project.

Because the implementation had originally been planned to include five thousand students, and because Tampa, Rochester, and Ft. Smith combined would be providing six thousand subjects, the director of the project decided to proceed with the program, utilizing three key cities and Cincinnati, with the

possibility of adding other key cities, should it seem financially feasible.

In March, 1968, then, the key city project offered approximately six thousand students outside the city of Cincinnati as subjects who would test whether or not the curriculum units developed under Grant No. 052 could be used in all junior high schools. In Cincinnati an additional fourteen hundred students would serve as subjects for continuing and deeper study into the effects of the curriculum units on early adolescents.

In addition, the Project Director proposed to the College of Education, University of Cincinnati, that a graduate seminar be established in the Department of Secondary Education with the express purpose of designing and developing additional materials to be used in the program. This proposal was approved in academic year 1967-68 and the seminar was established during that year.

The problem to be solved by the Key City Project, then, broke down into the following questions:

1. Can the curriculum units, THE WORLD OF RULES, THE WORLD OF GAMES, and THE WORLD OF LAWS, developed under Grant No. 052, be adapted for use in cities other than Cincinnati?
2. Can the evaluative techniques used in the Cincinnati project be adapted for use in other cities?
3. Does further research in Cincinnati indicate that the curriculum units affect other attitudes than those toward police? Does this research indicate that the curriculum units affect the number of police contacts of subjects exposed to such units?
4. Can additional materials be written for inclusion in this program, especially for THE WORLD OF RULES, grade seven?
5. Is there an ultimate goal to be achieved by this project?

It is to answer these questions that this final narrative report has been written. It is expected that some of the answers will not be clear cut,

but will be subject to some debate, since the determination of attitudes and attitude modification is a science that is still in its infancy.

It will be evident, however, that what has been achieved by Grant Project 313-(S-052) has been a maximum implementation at minimal cost of a program that attacks the problem of police-juvenile relations from an educational base. It will be shown that the success of such a program is not necessarily limited to the local area where it was developed, and that the evaluative techniques developed under Grant No. 052 are adaptable to situations outside the Greater Cincinnati area. In brief, it can be demonstrated that a nationwide school program, utilizing the curriculum materials of the earlier grant, is possible, and that an evaluative instrument for testing the program's effectiveness is available.

CHAPTER II

THREE KEY CITIES

Can the curriculum units, THE WORLD OF RULES, THE WORLD OF GAMES, and THE WORLD OF LAWS, developed under Grant No. 052, be adapted for use in cities other than Cincinnati?

Question 1, p. 3

Rochester, New York. From July 10 through July 21, 1967, a National Institute on Early Adolescent Attitudes toward Law Enforcement (funded under OLEA Grant No. 052) was held on the campus of the University of Cincinnati in Cincinnati, Ohio. Among the police officers in attendance was Sergeant Jeremiah Moynihan of the Rochester, New York, Police Department. Following the Institute many police officers, including Sergeant Moynihan, expressed an interest in implementing the Cincinnati experimental project in their home cities. These officers, and numerous school officials, corresponded with the University of Cincinnati Project Office after the close of the Institute and before the end of 1967. Sergeant Moynihan, whose police work involved him very closely with the Rochester school system, was especially anxious that Rochester be included in any plans to select certain "key cities" for a replication of the Cincinnati Project.

Although OLEA funding was not immediately available for assisting any cities to implement the program, Sergeant Moynihan proceeded to persuade both the public and parochial schools of Rochester that they should undertake a pilot project during academic year 1967-68. As a result, five Rochester schools established modest programs in the Autumn of 1967, using manuals provided by the University of Cincinnati Project Office. These schools were:

Corpus Christi

St. Andrew

Sacred Heart

Benjamin Franklin

Madison

The number of students involved was:

Grade Eight 177

Grade Seven 72

Teachers spent six hours in orientation prior to the establishment of their curriculum units. In Grade Eight THE WORLD OF GAMES was taught, as specified in the manual developed under Grant No. 052. In Grade Seven THE WORLD OF RULES was taught.

Since this pilot project was neither under the guidance nor control of the University of Cincinnati Project, no statistical evaluation was received by the Project Office, attitude scales were not used, and the only feedback was a series of subjective reports indicating that both the Rochester schools and the Rochester Police Department had found the pilot project "successful" and were anxious to mount a large-scale program the following year.

In March, 1968, Grant No. 313-(S-052) was funded and Sergeant Moynihan (and other interested parties) was sent the following letter:

Under the terms of the new OLEA Grant awarded to the University of Cincinnati it will be possible for the Project to provide the following goods and services to those cities selected as Key Cities in the use of the curriculum materials developed for junior high schools and police training programs:

1. Printed curriculum guides and text material, as follows:

THE LAW AND LAW ENFORCEMENT, a manual for junior high school teachers
THE NATURE OF THE EARLY ADOLESCENT, a manual for police training officers
CATCH ME IF YOU CAN, a novel to be used with the Grade Eight teaching manual
(Materials to be selected for Grade Seven)

2. Printed copies of the Attitude-toward-Police Scale, for use in evaluating the Key City programs

3. Two consultation visits by the Director of the Project, for the purpose of holding workshop or evaluation sessions with teachers and/or police personnel

4. Statistical analysis of attitude scale results

We are sorry that the size of the present grant will not permit us to furnish copies of John Hanna's Teenagers and the Law, which is used with the Grade Nine unit. Nor is any provision made for paying the salaries of local personnel acting in directing or coordinating positions.

Under the terms of the grant we would furnish the goods and services listed above in return for your commitment to mount a pilot project using our curriculum materials in your schools. This program should involve at least 500 students and should be adopted during the first semester 1968-69. Programs already underway will be discussed separately, if you will inform us of your present situation.

It is suggested that cities interested in availing themselves of our help under this program should plan to pre-scale and post-scale both the experimental groups taking the unit and control groups from the same school environment but not involved with the unit. Details for evaluation of the program will be worked out with those persons responsible.

The Key Cities Project is still fairly flexible at this point, and we are interested in discussing any ways in which we can be helpful to you, should you wish to participate. Since our grant does provide for visits to your city, a preliminary planning visit might be helpful, if you so desire.

Sincerely yours,

Correspondence between Sergeant Moynihan and the Project Director clarified the timing of Rochester's participation in the "key city" program. It was indicated that such participation would not be possible until academic year 1968-69, but that participation would involve a great number of schools and students at that time. Plans were made, therefore, to include Rochester as a "key city". Correspondence continued during the spring and summer of 1968 and the Project Director made plans to visit Rochester in September of that year.

On September 20, 1968, the Project Director traveled to Rochester for an on-scene planning session with Chief Lombard, Lt. Tom Hastings, Sergeant Moynihan, and members of the faculties of the schools that would participate in the Key City Project. An orientation program was held for the teachers and police officers and and discussions of the goods and services to be provided by Cincinnati were undertaken.

Additional teaching manuals, printed copies of Catch Me if You Can (the junior novel used with the grade eight teaching unit), and printed attitude scales were promised. It was agreed that the novels would have to be rotated through the classes using them, as would be the films and other aids used in the teaching unit. Schools involved in the project would begin teaching the units at the times that seemed most advisable to school personnel.

Thus, in the autumn and winter of academic year 1968-69 the public and parochial school systems of Rochester began a massive program in grades seven and eight in thirty-three schools. These schools were:

<u>Public</u>	<u>Parochial</u>
Monroe High School	Annunciation
Charlotte High School	Our Lady of Good Counsel
Madison High School	Immaculate Conception
John Marshall High School	St. Augustine
Benjamin Franklin High School	Sacred Heart
West High School	Blessed Sacrament
Frederick Douglas Junior High	St. Monica
Enrico Fermi School #17	St. Anne
Jonathan Child School #21	St. John the Evangelist
John Williams School #5	Most Precious Blood
Horace Mann School #13	St. Philip Neri
John Warrant School #40	St. Michael
Kodak Park School #41	St. Stanislaus
Freeman Clark School #15	
Francis Parker School #23	
Helen Barrett Montgomery #50	
Susan B. Anthony School #27	
Pinnacle School #35	
Lincoln Park School #44	
George H. Thomas School #49	

The number of students involved in this project was:

Grade Seven 3,247

Grade Eight 868

Teachers who participated in the project included the following:

Barry Roach	Samuel Bishop	Elaine Dunn
Harriett Alexander	Miss DeVito	Bessie Fleetwood
Helen Villone	Mrs. Schlageter	Robert Grimes
Ralph Garofalo	Nancy McRae	Miss Aino Turu
Robert Allen	Todd Storm	Theodore Baldino
Nino Donofrio	Marilyn Mantagne	Sister Agnes Claire
Kenneth Skidmore	Charles Julien	Mrs. Gunther
Bruce Rosen	Mrs. Spinelli	Sister Margaret Louise
Howard Conklin	Mrs. Towne	Sister Delores Teresa
John Barber	Meredith Davis	Sister St. Thomas
Sister Eymard	Sister Carmel Marie	Sister Campion

Local directors of the project were Mr. Kenneth Fulkerson, for the public schools, and the Reverend Daniel Brent, for the parochial schools. Police directors were Lt. Hastings and Sergeant Moynihan. Participating officers were Officer Harold Connor, Officer Albert Piacelli, and Officer Edward Hughes.

The curriculum units were incorporated into the normal social studies program, with each teacher being given the freedom to adapt the lessons as he best felt they could be applied to his particular class. In this way the flexibility of the units was tested in a great variety of ways through the efforts of thirty-three different teachers. High points of the units were the classroom visits made by police officers and the field trips that some classes were able to make to the police academy and crime laboratory.

In adapting the program for Grade Seven, where a preponderance of students was found, many teachers used both the text Teenagers and the Law (John Hanna, Ginn

and Company) and Catch Me If You Can (prepared under OLEA Grant 052 and printed under OLEA Grant 313-(S-052)). Some reading difficulties were experienced with these materials at the seventh grade level in those cases in which the students' reading abilities were low. Other seventh grade classes, however, were able to handle these materials. Thus, the adapting of reading materials seems to depend upon the teacher's assessment of the reading level of his class.

Although it had been suggested by the Cincinnati Project Office that evaluation consist of a pre-scale and post-scale design, utilizing the Portune Attitude-toward-Police Scale, the Rochester directors felt that such scaling should be optional with the teachers, and that other methods of evaluating might prove as valuable. In the next chapter all means of evaluating the Rochester program will be examined and the results presented.

What was clearly demonstrated in Rochester during academic year 1968-69 was that the curriculum units developed under OLEA Grant No. 052 could be incorporated on a large scale in a city school system outside the Greater Cincinnati area, that the material of these units could be effectively taught to 4,115 students in grades seven and eight, and that there was reason to believe that evaluation of the program marked it as successful in achieving some favorable change in attitude of the students involved.

Ft. Smith, Arkansas. Attending the National Institute on the University of Cincinnati campus in 1967 were Mr. Richard Mulloy of the Fort Smith Public Schools and Patrolman Paul Rivaldo of the Fort Smith Police Department, both of whom commenced correspondence with the Cincinnati Project Office after returning to their home city. Mr. Mulloy, who had been particularly impressed by the research design of the Cincinnati project, indicated that he would be interested in mounting such a project, using evaluative techniques of pre-scale and post-scale, in the city of Fort Smith.

As in the case of Rochester, New York, a pilot project was started in Fort Smith during academic year 1967-68, prior to the funding of the Key City

Project. Using the Portune ATP-Scale, Mr. Mulloy was able to demonstrate to school officials that favorable changes in attitude toward police did occur after students were exposed to the curriculum units developed under OLEA Grant No. 052. Thus, when the Key City Project was funded in March, 1968, the Fort Smith school system indicated that it would like to participate. The Project Director indicated in his "goods and services" letter the conditions under which this was possible, and the Fort Smith schools agreed to establish a Key City program during academic year 1968-69. The program was incorporated in the social studies curriculum in the second semester with manuals, novels, and ATP-Scales supplied by the Cincinnati Project Office.

Two Fort Smith Junior High Schools were chosen to participate. These were Kimmons Junior High and Darby Junior High. Teachers selected to present the WORLD OF RULES, the WORLD OF GAMES, and the WORLD OF LAWS units were:

Nancy Baker	Bill Washum
Darrel Sparkman	James Shropshire
Mary Shannon Brown	Mark Hall
Linda Jones	Dollie Baxter
Jo Ann Bock	Don Butcher
Ora Smith	John Carty

The numbers of students involved were as follows:

Grade Seven	159 experimental	153 control
Grade Eight	201 experimental	87 control
Grade Nine	206 experimental	135 control

Approximately ten hours of orientation took place, involving both teachers and local police. Local directors for the project were Mr. Mulloy and Mrs. Bock, for the schools, and Sergeant Rivaldo, for the police department. Additional police time was donated by Assistant Chief Chester Bean.

The research design followed in Fort Smith was identical to that established in the earlier Cincinnati project. All experimental and control groups were

control groups were pre-scaled by means of the Portune ATP-Scale. All experimental groups then received six weeks of instruction which utilized the special curriculum materials developed under OLEA Grant No. 052, while the control groups continued with their normal social studies program. At the conclusion of the units both experimental and control groups were post-scaled in order that the program might be evaluated. The results of that evaluation and certain conclusions to be drawn from it will be presented in the next chapter of this report.

In Ft. Smith, as in other cities using the special curriculum units, the visit by a police officer was a high point of the project. Sergeant Rivaldo, who usually acted as this resource officer, displayed aquad car, uniform, personal equipment, and fingerprinting processes on his visits. He answered student questions and described police procedures, presenting a real life version of the motion picture Every Hour, Every Day which had been shown to the students earlier in the unit.

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Three schools were selected to become involved in the project. These were:

Pierce Junior High
Monroe Junior High
Young Junior High

The number of students involved was:

Grade Seven 646
Grade Eight 618
Grade Nine 428

Matching control groups were selected in the participating schools, and all experimental and control students were pre-scaled by means of the Portune ATP-Scale.

Teachers selected to present the special curriculum units were the following:

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Hosea Belcher

Margaret Burlington

Leatis May

Al Watton

Dora Brown

In addition to Captain Heinrich, the following police officers acted as school resource persons:

Lt. E. B. Kirkland

Sergeant E. J. Dixon

Sergeant R. L. Holley

Teaching manuals, more than 700 copies of Catch Me If You Can, and 3,650 copies of the ATP-Scale were furnished Tampa by the Cincinnati Project Office. Almost 400 copies of Catch Me If You Can were mimeographed by the Hillsborough County Schools, and all films and other audio-visual materials were supplied by the school system and police department in Tampa.

When the Project Director visited the Hillsborough County Schools in December 1968 the curriculum units had just been completed in all three schools. In talks with the teachers and students in these schools it was learned that there was a general feeling that the program had been successful, although the results of the post-scaling process were not yet available. These results, and some conclusions concerning them, will be presented in the next chapter of this report.

As in Rochester and Fort Smith, it was clearly demonstrated in Tampa that the three junior high school curriculum units developed under OLEA Grant No. 052 were adaptable to situations different from the Greater Cincinnati area. The lesson plans and student handouts presented in the teaching manuals proved flexible enough to fit various community environments. Audio-visual aids could be secured and made meaningful at any local level. Minimum orientation was necessary for the teachers involved in the project. In brief, the curriculum units were "teachable", effective, and successful in the three "key cities" selected for this experiment, indicating that their use anywhere in the nation was possible. A total of 6,373 non-Cincinnati early adolescents had tested them during the course of the Key City Project, being introduced to law and law enforcement in a novel and stimulating manner. In many respects, that fact alone was the measure of the success of

CHAPTER III

THREE KEY CITIES, EVALUATION

Can the evaluative techniques used in the Cincinnati Project be adapted for use in other cities.

Question 2, p. 3

The Portune Attitude-Toward-Police Scale, developed in 1965 at the University of Cincinnati, is designed to measure the attitudes of early adolescents toward police officers (see next two pages). It has a reliability of .90, which makes it acceptable for groups measurement of attitudes, and it has been used extensively in the Greater Cincinnati area for evaluating the success of programs involving juveniles and the police. This ATP-Scale was the chief evaluating device used in the Cincinnati Police-Juvenile Attitude Project, funded by OLEA as Grant No. 052.

The ATP-Scale consists of a series of twenty statements of opinion about police, each statement followed by symbols that represent STRONGLY AGREE, AGREE, UNCERTAIN, DISAGREE, AND STRONGLY DISAGREE. Early adolescent subjects indicate their own feelings by circling the symbol that most closely represents their intensity of agreement or disagreement with each statement. Favorable feelings (i.e., agreement with favorable statements and disagreement with unfavorable statements) receive higher scores than do unfavorable feeling toward police. The highest score possible on an individual statement is a 4, while 0 is the lowest. Thus, the highest possible score (most favorable attitude) on the scale is an 80, with a 0 representing a completely unfavorable attitude toward police.

For the purposes of evaluating the success or failure of a particular police-juvenile program, early adolescents are scaled prior to treatment and subsequent to treatment. When a proper research design is created control subjects (untreated) are also scaled before and after the experimental subjects are treated. Comparisons are then made to ascertain what differences, if any, have occurred in

the experimental group with respect to the differences, if any, that have occurred in the control group.

In the original Cincinnati Project it was found that all groups in grades seven, eight, and nine who had been treated (been exposed to the special curriculum units) had shown significant favorable gains in their ATP-Scale averages, while the control (untreated) groups had either not changed or had changed in an unfavorable direction.

PORTUNE ATP-SCALE

(After filling out this sheet, separate it from the opinion sheet and hand it up to the front of the class.)

Name_____ Home Room_____

Room in which you are right now_____

School_____

(The above information is to check attendance and to select students for possible interviews.)

INSTRUCTIONS: (To be read aloud to the class.)

The attached opinion sheet is not a test. Please fill it out completely and honestly. Your name will not be attached to it.

After each of the twenty statements on the opinion sheet you will find a set of letters. These mean

- SA "I strongly agree."
- A "I agree."
- U "I am not certain if I agree or disagree."
- D "I disagree."
- SD "I strongly disagree."

Read each statement, and then circle the letter code that best expresses your own personal opinion or feeling about the statement. For example:

Statement: ABRAHAM LINCOLN WAS A GREAT MAN. (SA) A U D SD

The letters SA in the sample have been circled to show that the reader strongly agrees with the statement.

Remember—fill out the information at the top of the opinion sheet in full, as we go through it—then read each of the twenty statements and circle the letter code that best represents your own feeling.

Now, fill out this attendance sheet and hand it in.

PORTUNE ATP-SCALE

(1) Age_____ (2) Grade_____ (3) Course of study_____

(4) Favorite school subject_____ (5) Boy_____ Girl_____

(6) Favorite school activity_____ (7) Own home_____

(8) Attend church or Sunday School regularly_____

(9) Parent or guardian occupation_____

1. POLICE KEEP THE CITY GOOD.	SA	A	U	D	SD
2. POLICE ACCUSE YOU OF THINGS YOU DIDN'T DO.	SA	A	U	D	SD
3. THE POLICE ARE STUPID.	SA	A	U	D	SD
4. POLICE PROTECT US FROM HARM.	SA	A	U	D	SD
5. THE POLICE REALLY TRY TO HELP YOU WHEN YOU'RE IN TROUBLE.	SA	A	U	D	SD
6. THE POLICE ARE MEAN.	SA	A	U	D	SD
7. THE POLICE OFFER YOU MONEY TO TELL ON OTHER KIDS.	SA	A	U	D	SD
8. POLICE USE CLUBS ON PEOPLE FOR NO REASON AT ALL.	SA	A	U	D	SD
9. THE POLICE KEEP PEACE AND ORDER.	SA	A	U	D	SD
10. WITHOUT POLICEMEN THERE WOULD BE CRIME EVERYWHERE.	SA	A	U	D	SD
11. YOU CAN RELY ON THE POLICE IN TIMES OF DISTRESS.	SA	A	U	D	SD
12. POLICEMEN ARE DEDICATED MEN.	SA	A	U	D	SD
13. POLICE TRY TO ACT BIG SHOT.	SA	A	U	D	SD
14. THE POLICE ARE ALWAYS MAD AT KIDS.	SA	A	U	D	SD
15. POLICE HELP ME TO HELP MYSELF.	SA	A	U	D	SD
16. POLICE REPRESENT TROUBLE INSTEAD OF HELP.	SA	A	U	D	SD
17. POLICE ARE BRAVE MEN.	SA	A	U	D	SD
18. THE POLICE ARE PROTECTIVE OF OUR COUNTRY.	SA	A	U	D	SD
19. POLICE DON'T EVEN GIVE YOU A CHANCE TO EXPLAIN.	SA	A	U	D	SD
20. POLICE TRY TO GET SMART WITH YOU WHEN YOU ASK A QUESTION.	SA	A	U	D	SD

SA (Strongly Agree) A (Agree) U (Uncertain) D (Disagree) SD (Strongly Disagree)

It was this type of conclusion that was to be tested in the Key City Project, the evaluation of which will now be considered.

Rochester, New York

In the city of Rochester 4,115 student subjects were exposed to the curriculum units in thirty-three schools. The thirty-three teachers in those schools were given the option of utilizing the ATP-Scale or not utilizing it, and only a token few responded with pre- and post-scaling. Although disappointed by the small N that resulted, the Project Director could not reschedule the project once it had started and had to be content with additional methods of evaluation devised by the Rochester directors. These latter consisted of questionnaires sent to the schools and subjective opinions expressed in letters to the directors of the Rochester Project. All of these evaluations will be presented here.

Only 70 subjects were pre- and post-scaled, with no matching control group to compare with them. Thus the research design desired for such a project was not forthcoming from Rochester. It is interesting, however, to examine the scale scores of those students who were evaluated in this manner, since even this small N represents hard data gathered from outside the Greater Cincinnati area.

Before treatment the Mean Score for all 70 subjects was 51.79. After treatment the Mean Score had increased to 57.77, a gain of approximately 6 points on the Attitude Scale, which compares favorably with the greatest gains made in the Cincinnati Project in 1967.

An item by item analysis of the Rochester results indicates that there was a consistent shift across most items of the scale, as follows:

ITEM	AV. SCORE PRE	AV. SCORE POST
1.	2.21	2.77
2.	2.38	2.51
3.	3.03	3.38
4.	2.65	2.90
5.	2.61	3.03

6.	2.77	2.89
7.	3.42	3.29*
8.	2.86	3.24
9.	2.03	2.70
10.	2.94	3.21
11.	1.96	2.82
12.	2.79	3.17
13.	2.38	2.41
14.	2.62	2.79
15.	1.97	2.63
16.	2.65	3.23
17.	3.03	3.23
18.	2.65	2.71
19.	2.43	2.53
20.	2.41	2.78

Only on Item 7 (THE POLICE OFFER YOU MONEY TO TELL ON OTHER KIDS) is the post-scale response less favorable than the pre-scale response. On all other items the shift to more favorability is clearly evident.

What seems to be indicated by this token Rochester group is that the treatment (teaching of the special curriculum unit) may be one of the factors that influenced their attitudes in a favorable direction. In the absence of a control group, of course, no definite conclusion is possible.

Excerpts from letters written after the conclusion of the Rochester Project may be cited as evidence contributing to the impression that the results were favorable. Some of those excerpts follow:

Thought you would like a few comments concerning the course. First of all -- it was very much liked by all the students...

...highlights of the course were the tour of the Police Bureau, which included the session in court...the films and, most especially, the speaker, Officer Hughes...

I, too, learned and liked it along with my class.

I as well as the students have very much enjoyed this learning experience...

...I feel they (the students) have now reasoned for themselves the necessity for law and have a better grounded attitude of respect for the law enforcement official...

The Social Studies teachers at West High School using the unit with their seventh grade classes are generally impressed with it.

...students relate well to the material presented
...the students are very interested...

The students most enjoyed the personal contact with an officer of the law.

The book Teenagers and the Law is excellent. But the highlight was our guest speaker...

I really believe the program has helped our students to understand both the law and the role of the police.

The unit was a most interesting one for me. I had the privilege of giving our sixty-six eighth graders a law enforcement program.

I thank you for giving me the opportunity to participate in this program...I hope more schools will have this program made available to them.

...not only did the pupils acquire a better understanding of and respect for laws and law enforcers, they are also presently able to determine why school rules have meaning.

...I have become more aware of the necessity for this type of study for our students. It seems that, in the past, we have expected them to obey rules, etc., without having them understand the basic foundation of law and order...

I am of the opinion that such a course be made mandatory in all junior high schools.

In general the students have received the program enthusiastically.

My most successful experiences involved group discussions on the topics of family rules, school rules, and criminal law.

The role playing situation was most successful in my class.

This has been the most successful unit of the whole year in terms of a much higher percentage of student interest
...the course could be extended for a longer period of time.

Most successful - group interaction. The students discussed their feelings about police and the reasons for these. Our mock courtroom worked well...

The story (Catch Me If You Can) was most successful in teaching respect for the police, their work, and the difficulties they face.

The story accompanying the unit was interesting.

Some of the topics my students enjoyed were:
Responsibilities of parents for their children;
the school and its responsibilities to its students...

The course has changed my opinion about policemen. I think they really do want to help us out. (Student letter)

So I learned a lot about our law and policemen, and why we must have law. (Student letter)

I liked this course very much. Now I have dug deeper into policemen and no longer is he the faceless man with a badge and a real gun. Every time now I see a policeman it has new meaning. (Student letter)

A formal questionnaire was distributed by the Rochester Project's directors after completion of the course, and reply again was optional with the teachers and with the students involved. Most meaningful information came from the eighth grade of the parochial schools, and it breaks down as follows:

Responding teachers indicated that students were interested in the course. These teachers suggested that the course be offered in Grades Seven and Eight, consecutively. Most important parts of the course, they felt, were the visit to the Police Bureau and the visit by the Police Officer. They stated that the course should be included in the social studies curriculum rather than as a separate subject. Subjective judgment of the student suggested that their attitudes toward law enforcement had improved.

Responded students to their questionnaire that

- | | |
|--|---------|
| 1. Course was interesting and informative | 94% yes |
| 2. Course helped you become a better citizen | 80% yes |
| 3. Better understanding of law enforcement now | 90% yes |
| 4. Good citizen should assist police officer | 90% yes |
| 5. Wrong for a citizen to take law into own hands | 80% yes |
| 6. All junior high student should take this course | 60% yes |

- | | |
|--|----------|
| 7. Policeman's presence helps prevent trouble | 60% yes |
| 8. Better understanding of how laws are made | 86% yes |
| 9. Better understanding of who makes laws | 90% yes |
| 10. Better understanding of why laws are necessary | 86% yes |
| 11. Better understanding of how laws can be changed | 80% yes |
| 12. Police Bureau has your interests at heart | 100% yes |
| 13. Understand better the role of police officer' in protecting the community. | 100% yes |

It is acknowledged that such widely scattered and fragmentary evaluations do not constitute scientific proof of the success of the Rochester part of the Key City Project. Yet there is an indication of success in the ATP-Scale results, coupled with the letters and the questionnaire answers. There is a tendency toward favorability that cannot be discounted, especially when the Rochester results are combined with the results of the other two key cities, with the earlier Cincinnati Project, and with the evaluation that will come later in this report of the current in-depth Cincinnati study. There is an aura of success in all of these projects that makes the Rochester experiment seem part of the rule and not an exception.

Fort Smith, Arkansas

In the city of Fort Smith, Arkansas, 566 students were exposed to the curriculum units. Two schools and twelve teachers were involved in the experiment. All 566 student subjects were pre-scaled by means of the Portune ATP-Scale, and, at the same time, 375 control subjects were also pre-scaled. Experimental subjects in Grade Seven were then taught THE WORLD OF RULES, those in Grade Eight were taught THE WORLD OF GAMES, and those in Grade Nine were taught THE WORLD OF LAWS, all over the course of six weeks. At the conclusion of this period all experimental and control subjects were re-scaled to determine what changes in attitude scale scores had occurred. A summary of the findings is shown in Table I:

TABLE I

Grade and Group	pre-scale Mean	post-scale Mean
7 experimental	62.5	63.2
7 control	61.6	58.0
8 experimental	55.6	57.6
8 control	55.3	55.8
9 experimental	55.7	60.4
9 control	53.8	53.8

The Mean Differences are shown in Table II, indicating that in every case the increase of the experimental group is far greater than that of the control group.

TABLE II

Grade and Group	Mean Difference
7 experimental	+ .70
7 control	-3.60
8 experimental	+2.00
8 control	+ .50
9 experimental	+4.70
9 control	0.00

It would appear from this evidence that the treatment (use of the special curriculum units developed under OLEA Grant No. 052) has brought about favorable changes in the attitudes of the early adolescents involved in this experiment, while the attitudes of the control group either did not change significantly,

or were changing in an unfavorable direction. These results support the conclusions reached in the Cincinnati Police-Juvenile Attitude Project, which held that introducing the special curriculum units into the ongoing social studies program at grades seven, eight, and nine brought about favorable changes in early adolescent attitudes toward police officers. The great differences appearing at grades eight and nine possible indicate that a school system contemplating the introduction of only one or two of the units might give first consideration to those two grades. This conclusion, as will be shown in the next section of this chapter, is supported by the findings in Tampa, Florida.

Additional breakdowns of the data supplied by Fort Smith are exemplified by the results from Kimmons Junior High School, as shown in TABLE III. Here differentiations are made by sex and grade, with experimental and control groups listed, and pre-scale and post-scale Means presented. In examining this table one finds that one experimental group (seven girls) showed a decline from pre-scale to post-scale. In this instance a quotation from Kimmons Junior High School's Dean of Boys, Mr. Richard D. Mulloy is pertinent.

You will note that only one group showed a decline. It would appear that this was the result of the policeman's visit, during which he discussed a local gang, and one of the members of that gang had a sister and a girl friend in the class.

Assuming the cause-and-effect relationship implied by Mr. Mulloy, this situation seems to bear out the contention of the original Cincinnati attitude study (1965), which showed that police contacts were a major factor in the formation of early adolescent attitudes toward law enforcement. The importance of the police visit to the classroom again must be emphasized, with the importance of a favorable impression stressed.

TABLE III
KIMMONS JUNIOR HIGH SCHOOL

GRADE AND SEX	EXPERIMENTAL		CONTROL	
	PRE	POST	PRE	POST
9 boys	50.7	57.9	51.0	53.5
9 girls	54.5	65.0	58.8	55.1
9 total	52.2	60.2	54.1	54.2
8 boys	57.4	61.5	52.4	53.9
8 girls	57.6	59.7	54.9	57.6
8 total	57.5	60.9	54.1	55.8
7 boys	59.8	63.5	59.7	55.4
7 girls	64.0	62.3	60.0	58.0
7 total	61.0	63.2	59.9	56.8

It can be concluded that the replication of the Cincinnati Police-Juvenile Attitude Project in Fort Smith, Arkansas, produced results that substantiated the conclusions drawn from the earlier experiment. The curriculum units, WORLD OF RULES, WORLD OF GAMES, and WORLD OF LAWS are adaptable, and the evaluation of their use by means of the ATP-Scale indicates a consistency of success from one area of the country to another.

Tampa, Florida

In Hillsborough County, Florida, 1,692 students were exposed to the curriculum units. Three schools and thirteen teachers were involved in the experiment, which was closely controlled by Mr. Gus R. Jimenez, Social Studies Supervisor for the Hillsborough County Schools. Normal transient behavior and absences were responsible for the fact that the number of subjects pre-scaled and post-scaled was reduced to 1,174, and this latter figure will be used in the discussion to follow. Thus, 1,174 student subjects were taught the full six week

curriculum units, after being pre-scaled by use of the Portune ATP-Scale. In addition, a total of 529 control subjects also was pre-scaled, thus establishing the standard research design. At the conclusion of the six weeks of instruction all experimental and control subjects were post-scaled to determine what changes in attitude scale scores had occurred. A T-Test was applied to the data, and significant differences were computed. A summary of the findings, combining all three schools, is shown in TABLE IV.

TABLE IV

GROUP (ALL GRADES)	PRE-SCALE MEAN	POST-SCALE MEAN	T
Experimental	56.36	60.44	7.94
Control	56.66	60.43	4.60

Statistically, the gain of 4.09 by the experimental group is significantly more favorable than the average gain of 3.78 by the control group. A breakdown by individual grades, however, is more revealing than the combined scores, as can be seen in TABLE V.

TABLE V

GROUP AND GRADE	PRE-MEAN	POST-MEAN	T	GAIN
7 experimental	57.47	62.32	6.08	4.83
7 control	57.12	64.53	5.95	7.40
8 experimental	57.42	60.29	3.20	2.87
8 control	57.65	59.54	1.57	1.89
9 experimental	53.58	57.95	4.43	4.36
9 control	53.17	52.87	-0.15	-0.31

It becomes obvious from TABLE V that the least successful unit taught in the Hillsborough schools was THE WORLD OF RULES at Grade Seven; the most successful was THE WORLD OF LAWS at Grade Nine. These results, as was

indicated earlier, substantiate the results of the experiment in Fort Smith, Arkansas, and again indicate that a school district might do well to contemplate introducing the units at the eighth and ninth grade levels.

A complete breakdown of the data available from Tampa is presented in TABLE VI. Conclusions and interpretations of this data will vary in some specifics, perhaps, but the general picture presented is one of success for the special curriculum units. Mr. Gus R. Jimenez, in a report May 13, 1969, presented the following conclusions on the Tampa Project:

Based on the data furnished by the pre- and post-test results of the social studies classes of the three pilot schools the following are some results and recommendations:

Results:

1. The all Negro school (Young) showed larger average gains at all three grade levels than those showed by the two all White schools...
2. The average for all three schools at all three grade levels shows the largest average gain at the ninth grade.
3. When the results for all classes taking the ATP-Scale are combined for the experimental and control classes, total score still shows a significant average gain.
4. Classroom teachers and principals involved in the experiment are still very much in favor of the material and the approach used in the subject.

Recommendations:

1. Gains registered at the three schools at the seventh and eighth grade levels are not large enough to warrant including the Police-Attitude materials as part of the social studies curriculum at those levels.
2. A committee of teachers who used the materials should be appointed to combine the best sections used at the three grade levels and include the Police-Attitude materials as a nine week unit in the civics classes at ninth grade level.
3. Further pre-and-post testing should be conducted next year with the schools using these materials. The Portune ATP-Scale should be printed on the Optical Scanning Utility form and programmed for scoring in our computer center. This would cost the county fifty dollars to cut the plate and approximately twenty dollars a thousand for the forms...



		PRE-TEST		STANDARD		POST-TEST		STANDARD		T		GAIN	
		N	MEAN	DEVIATION	N	MEAN	DEVIATION	N	MEAN	DEVIATION	T		
MONROE													
GRADE	7-EXPERIMENTAL	154.	57.61	13.80	152.	62.32	12.67	3.13	4.71				
GRADE	7-CONTROL	146.	50.01	14.36	141.	67.91	9.62	6.88	9.89				
GRADE	8-EXPERIMENTAL	196.	60.67	10.06	192.	61.26	12.82	0.50	0.59				
GRADE	8-CONTROL	144.	56.63	15.36	144.	60.51	12.40	2.36	3.89				
GRADE	9-EXPERIMENTAL	80.	59.48	13.51	84.	59.60	12.47	0.06	0.12				
GRADE	9-CONTROL	0.	0.00	0.00	0.	0.00	0.00	0.00	0.00				
PIERCE													
GRADE	7-EXPERIMENTAL	109.	61.43	13.90	130.	62.12	12.16	0.40	0.68				
GRADE	7-CONTROL	34.	57.97	10.13	34.	60.41	9.10	1.04	2.44				
GRADE	8-EXPERIMENTAL	136.	50.76	13.17	136.	57.13	14.43	3.80	6.36				
GRADE	8-CONTROL	62.	61.13	10.49	52.	59.69	11.81	-0.68	-1.44				
GRADE	9-EXPERIMENTAL	151.	54.19	12.09	133.	57.98	12.06	2.64	3.79				
GRADE	9-CONTROL	64.	55.14	12.26	54.	53.33	14.88	-0.71	-1.81				
YOUNG													
GRADE	7-EXPERIMENTAL	187.	55.10	8.39	186.	62.47	11.23	7.18	7.37				
GRADE	7-CONTROL	25.	50.76	10.54	25.	51.04	11.99	0.09	0.28				
GRADE	8-EXPERIMENTAL	58.	62.03	6.14	56.	64.64	6.72	2.16	2.61				
GRADE	8-CONTROL	25.	54.88	7.36	25.	53.60	7.71	-0.60	-1.28				
GRADE	9-EXPERIMENTAL	103.	48.12	10.60	112.	56.68	13.27	5.23	8.56				
GRADE	9-CONTROL	29.	48.83	12.92	28.	51.96	12.72	0.92	3.14				
ATP SCALE IN ALL THREE SCHOOLS													
GRADE	7-EXPERIMENTAL	450.	57.49	12.14	468.	62.32	11.90	6.08	4.83				
GRADE	7-CONTROL	205.	57.12	13.53	200.	64.53	11.46	5.95	7.40				
GRADE	8-EXPERIMENTAL	390.	57.42	11.87	384.	60.29	13.01	3.20	2.87				
GRADE	8-CONTROL	231.	57.65	13.68	221.	59.54	12.01	1.57	1.89				
GRADE	9-EXPERIMENTAL	334.	53.58	12.75	329.	57.95	12.64	4.43	4.36				
GRADE	9-CONTROL	93.	53.17	12.81	82.	52.87	14.20	-0.15	-0.31				
ATP SCALE FOR ALL THREE SCHOOLS AND ALL THREE GRADES													
EXPERIMENTAL		1174.	56.36	12.35	1181.	60.44	12.60	7.94	4.09				
CONTROL		529.	56.66	13.57	503.	60.43	12.84	4.60	3.78				

On May 28, 1969, an evaluation conference was held in the city of Tampa, Florida, involving project directors, police officers, and teachers, with the following recommendations being made:

It was the consensus of its participants that the project was fruitful and should be continued at all grade levels rather than all of the 9th grade levels as Mr. Jimenez suggested. The participants unanimously recommended that the same three participating schools be utilized for the next two years...The teachers involved in the project will be meeting shortly to plan when the curriculum unit is to be included in the next school year.

Report of Captain Walter Heinrich, May 29, 1969

Conclusions

The Key City Project undertaken by Rochester, Fort Smith, and Tampa, demonstrated that the top priority recommendation of the Cincinnati Police-Juvenile Attitude Project was justified. The recommendation had read as follows:

The Cincinnati Police-Juvenile Attitude Project should be extended into key cities across the nation...in order to demonstrate the feasibility of incorporating units on law and law enforcement into the ongoing compulsory school programs.

This recommendation was carried out, utilizing 6,373 early adolescents, 38 schools, and 58 teachers. It was evaluated by means of the Portune Attitude-toward-Police Scale and various subjective methods. Results indicated that most success was forthcoming at the ninth grade level, with the eighth grade next, and the seventh grade last. Success, however, was evident at all three grade levels.

Most important of all was the realization stemming from this project that the special curriculum units were indeed flexible enough to be adapted in cities other than Cincinnati, Ohio. It is this conclusion that makes recommendation 2 of the Cincinnati Project worth repeating at this point in time:

The state superintendents of public instruction in all fifty states should be fully

informed of this project and presented with pertinent information and materials related to it.

Serious consideration of curriculum units on Law and Law Enforcement would seem to be in the public interest, if the attitudes of youth are of importance to the orderly processes of the democratic society.

CHAPTER IV

CINCINNATI IN-DEPTH STUDY

Does further research in Cincinnati indicate that the curriculum units affect other attitudes than those toward police? Does this research indicate that the curriculum units affect the number of police contacts of subjects exposed to such units?

Question 3, p. 3

The Cincinnati Police-Juvenile Attitude Project (OLEA Grant No. 052) demonstrated that the WORLD OF RULES, THE WORLD OF GAMES, and THE WORLD OF LAWS brought about favorable changes in early adolescent attitudes toward police. The results of the 1967 experiment in twelve Greater Cincinnati junior high schools so impressed the Cincinnati Public Schools commenced six weeks of instruction in the special curriculum.

Informed of the Cincinnati Public School's plans prior to second semester, 1968, the Project Director of Grant No. 052, secured a commitment from school administrators, allowing in-depth research to be conducted with the Civics classes. When the Key City Project was funded in March, 1968, therefore, a research design for the Cincinnati schools had already been agreed upon and could be acted on as part of the new Grant Project.

Since attitudes toward police had already been tested in Cincinnati, it was decided that a new instrument, testing attitudes toward authority other than police, should be developed. Mr. Vernon Thomas, Instructor in Education at the University of Cincinnati, chose to work on this project as part of his doctoral research, and, under the guidance of the Project Director, began designing the instrument in late 1967 and early 1968.

The Thomas Attitude-toward-Authority Scale is divided into three parts: attitude toward home authority, attitude toward school authority, and attitude toward community authority. This scale was derived by a combination of Thurstone and Likert methods of judging and scoring, in the same manner that

the Portune ATP-Scale was originally constructed. There are thirty items on the scale, ten devoted to the home, ten to the school, and ten to the community. (A copy of the scale follows this page in this report.) Students mark each item by circling a symbol that indicates intensity of agreement or disagreement with the item. Four points are allowed for the most favorable responses (strong agreement with favorable items or strong disagreement with unfavorable items). No points are allowed for the most unfavorable responses. Thus it is possible to score a total of 120 points on the scale. Mean scores for groups and subgroups scaled with this instrument can then be compared, as with the ATP-Scale, and certain conclusions drawn about attitude toward authority in the home, the school, and the community.

The research design planned for the Cincinnati In-Depth Study was the standard pre-scaling and post-scaling of experimental and control groups, with analysis of the results in terms of favorable or unfavorable changes in scale scores.

In addition, with the full cooperation of the Cincinnati Police Division, it was planned that the behavior of the experimental and control groups, in terms of their police contacts, might also be tested as part of the in-depth study of the Civics classes being taught the special materials. Therefore, a file of experimental and control groups was established at the Juvenile Bureau of the Cincinnati Police Division by Mr. Thomas, for the purpose of assembling all data needed to draw conclusions about the police contacts of all subjects involved in the research study. The Cincinnati portion of the Key City Project, as provided in Grant No. 313-(S-052), enabled the attitude study to be carried out in a different direction and with different goals from the other "key cities". This portion of the project contributed additional knowledge to what was already known of the success of the curriculum units in the city of Cincinnati and provided further means of evaluating the educational program developed under OLEA Grant No. 052.

Seventeen schools, 49 teachers, and 1650 students were originally involved in the Civics classes that used the special curriculum materials, THE WORLD

1. ☐ Boy or ☐ Girl
 2. Age _____
 3. Parents' occupation _____
 4. Favorite school activity _____

- | | | | | | |
|--|----|---|---|---|----|
| 1. Our teachers are nice | SA | A | U | D | SD |
| 2. Law officers protect us and our property... | SA | A | U | D | SD |
| 3. The principal is too easy | SA | A | U | D | SD |
| 4. School rules are dumb | SA | A | U | D | SD |
| 5. The city would be better with fewer law officers | SA | A | U | D | SD |
| 6. We do not need rules at school | SA | A | U | D | SD |
| 7. City council is not necessary for a good city | SA | A | U | D | SD |
| 8. We have too many rules at home | SA | A | U | D | SD |
| 9. My parents expect too much of me | SA | A | U | D | SD |
| 10. I don't want anything to do with education or teachers | SA | A | U | D | SD |
| 11. My parents punish me for no reason | SA | A | U | D | SD |
| 12. Law is needed to control people | SA | A | U | D | SD |
| 13. Traffic and parking signs do not help people in our city | SA | A | U | D | SD |
| 14. My parents use good sense when they punish me | SA | A | U | D | SD |

SA-Strongly agree A-Agree U-Uncertain D-Disagree SD-Strongly disagree

- | | | | | | |
|---|----|---|---|---|----|
| 15. My parents do not respect my opinions ... | SA | A | U | D | SD |
| 16. My parents want to help me | SA | A | U | D | SD |
| 17. School officials are fair | SA | A | U | D | SD |
| 18. My parents do not believe me | SA | A | U | D | SD |
| 19. Our laws protect our rights | SA | A | U | D | SD |
| 20. I have a good amount of freedom at home... | SA | A | U | D | SD |
| 21. Teachers never give me a chance | SA | A | U | D | SD |
| 22. Our city is pretty good | SA | A | U | D | SD |
| 23. Teachers' rules help make me a better person | SA | A | U | D | SD |
| 24. We are not happy when we obey laws | SA | A | U | D | SD |
| 25. Laws do not help all people | SA | A | U | D | SD |
| 26. A good home is important for good citizenship | SA | A | U | D | SD |
| 27. I think it's great to go to school | SA | A | U | D | SD |
| 28. Judges are fair and try to help people | SA | A | U | D | SD |
| 29. I respect my teachers and principal | SA | A | U | D | SD |
| 30. My parents are not too strict | SA | A | U | D | SD |

SA-Strongly agree A-Agree U-Uncertain D-Disagree SD-Strongly disagree

OF LAWS. These classes were taught in second semester, 1968, for a full six week period. Copies of Catch Me If You Can were furnished by the Cincinnati Project Office, but the Cincinnati Schools purchased the copies of Teenagers and the Law that were used. The Thomas ATA-Scale was prepared and distributed by the Cincinnati Project Office.

The control group consisted of 490 students, also ninth graders, chosen from the World Geography classes, since all Civics students were in the experimental group.

It is necessary at this point to clarify the differences that existed between the experimental and control groups in this study, in order to put the results in proper perspective. It should be taken into account that the Cincinnati Schools group their students by ability into three main categories, the Basic (low ability group), the General (middle ability group), and the Academic (high ability group). In the ninth grade all Basic students are required to take Civics, but the course is optional for any ability level above Basic. What happens, therefore, because of the stigma attached to this low ability group course, is that only rarely does a middle or high ability group student elect to take Civics. Thus, the students considered to be control subjects, on the other hand, are consistently of higher ability, higher socio-economic level, and more heavily white. These differences become important as the data of this project are analyzed.

Teachers were asked to pre-scale and post-scale the students involved, and scale sheets were matched through the summer of 1968. It became immediately apparent that attrition among the students, either through transient behavior of their families or through attendance problems, had drastically reduced the numbers that could be identified as having taken both the pre-scale and the post-scale. By September, 1968, hard figures were put at 612 experimental and 252 control. Mean scale scores were computed for these groups, and these groups were used for the analysis of police contacts. We shall deal with the mean scale scores first.

In TABLE I is presented the pre-and-post scale Means for boys, girls, and total students, with both experimental and control groups listed. All groups were pre-scaled prior to treatment of the experimental subjects (teaching of

the WORLD OF LAWS) and post-scaled subsequent to treatment.

TABLE I

GROUP	PRE-MEAN	POST-MEAN	DIFFERENCE
Experimental Boys	82.35	80.57	-1.78
Control Boys	84.73	81.53	-3.20
Experimental Girls	83.02	82.32	- .70
Control Girls	89.16	86.12	-3.04
Experimental Total	82.63	81.30	-1.33
Control Total	87.00	83.88	-3.12

It would appear that attitude toward authority (other than police authority) generally declined to both experimental and control groups, but the decline was greater in the control groups. Not only greater, but consistently greater for both boys and girls. Interesting is the fact that the experimental group, which might be expected to change more unfavorably than the control group merely because of the nature of the two groups, does not do so.

Can this retardation in unfavorable change be caused by the special curriculum units? There is a high degree of probability that it can, and has.

In TABLE II we can examine a breakdown of the Thomas ATA-Scale results with respect to authority in the home, the school, and the community. With only one exception, we see that the pattern of retardation of unfavorable change on the part of the experimental groups is consistent. That one exception is the attitude of boys toward authority in the home. Following the six week "treatment" the experimental boys respond in a more unfavorable way toward home authority than do the control boys. Provided we wished to affect this particular attitude, this result might suggest some shifting of emphasis within the curriculum units.

TABLE II

GROUP	PRE-MEAN	POST-MEAN	DIFFERENCE
	<u>Home</u>	<u>Home</u>	
Experimental Boys	28.48	25.70	-2.78
Control Boys	28.33	27.15	-1.18
Experimental Girls	27.83	27.39	- .44
Control Girls	29.59	28.25	-1.34
Experimental Total	28.21	27.82	- .39
Control Total	28.97	27.71	-1.26
	<u>School</u>	<u>School</u>	
Experimental Boys	26.52	25.70	- .82
Control Boys	27.57	26.47	-1.10
Experimental Girls	27.29	27.12	- .17
Control Girls	28.78	28.12	- .66
Experimental Total	26.85	26.29	- .56
Control Total	28.19	27.31	- .88
	<u>Community</u>	<u>Community</u>	
Experimental Boys	27.37	26.78	- .59
Control Boys	28.83	27.66	-1.17
Experimental Girls	27.87	27.75	- .12
Control Girls	30.83	29.75	-1.08
Experimental Total	27.57	27.18	- .39
Control Total	29.84	28.74	-1.10

It would appear from this phase of the Cincinnati research that there is some carry-over value from the unit THE WORLD OF LAWS to attitudes other than

in favorability indicates that curriculum units designed specifically to modify attitudes toward home authority, school authority, and general community authority need to be designed and developed.

What can be concluded from this research is that the special curriculum unit kept the experimental group's attitudes toward home authority, school authority, and general community authority from deteriorating as rapidly as would be expected from the results of the control group.

It has been recommended to Mr. Thomas that he expand the statistical analysis to include an analysis of individual items on his scale as well as an analysis of Mean Scores. It is expected that within a year, when the full doctoral study is completed, more knowledge will have been added to what has been gleaned from this portion of the Key City Project.

The second phase of the Cincinnati In-Depth Study was concerned with police contacts of those students who were involved in the experiment, either as experimental subjects or as control subjects. This phase was designed to tabulate accurately the police contacts experienced by all subjects for one year before the special unit was taught and for one year after the special unit was taught. Comparisons of the frequency of contact pre-treatment and post-treatment were expected to yield some conclusions about the affect of the unit WORLD OF LAWS on the overt behavior of those students who were exposed to it. Again, 612 experimental subjects and 252 control subjects were used.

Data collected from the Juvenile Bureau of the Cincinnati Police Division revealed that comparisons were going to be difficult to make. Most serious was the problem of comparing a low ability group to a higher ability group, since certain socio-economic factors were present. The low ability (experimental group) generally was from a low socio-economic level, the higher ability group from higher socio-economic levels.

The difference in numbers of police contacts between these groups was remarkable!

For example, in the control group there were 22 police contacts of

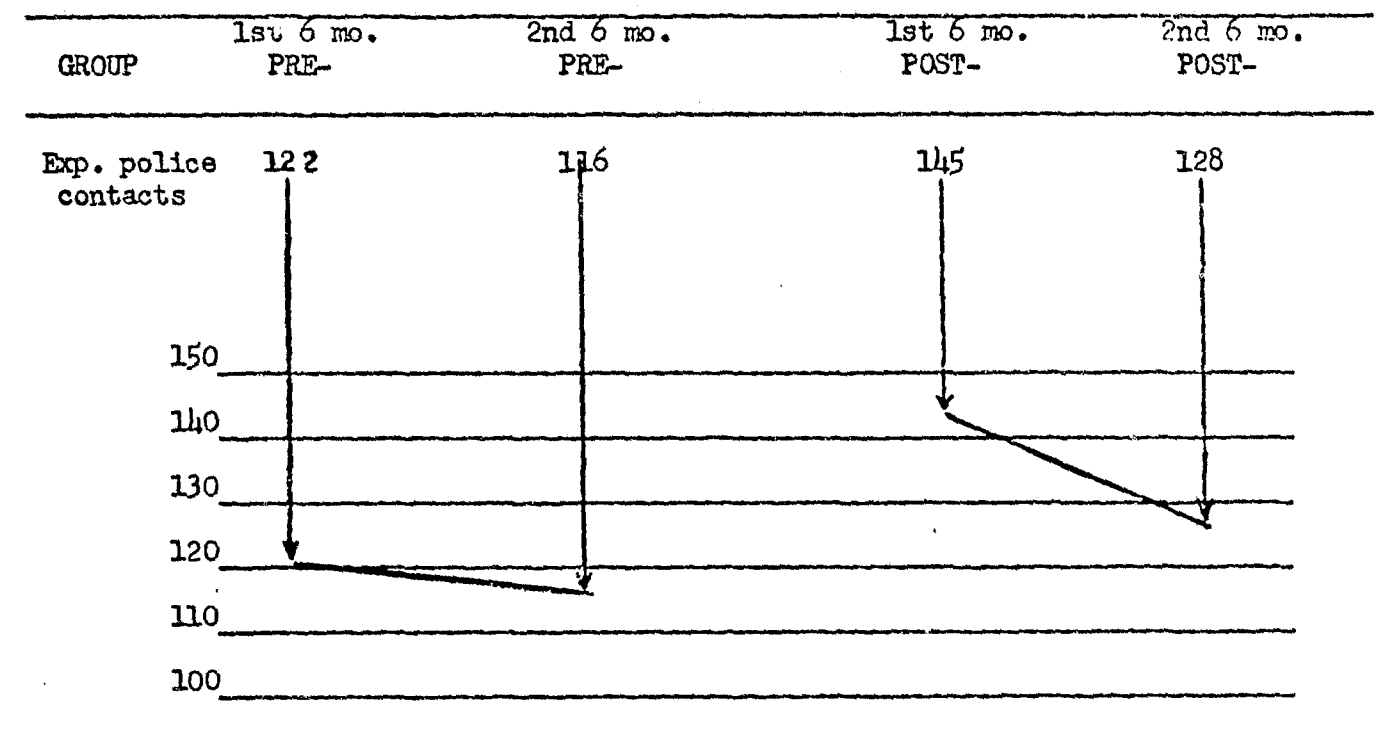
all kinds during the year prior to the treatment. In a similar group of experimental students (matched on a one-to-one basis, with the same N) there were 84 contacts in the year prior to treatment. That is, there were almost four times as many contacts in the low ability group. After treatment, an examination of a year's contacts discloses, there were 25 in the control group and 93 in the experimental group. The percentages of increase, however, show that the number of contacts for the experimental group increased 11 per cent, while the control contacts were increasing 14 per cent.

The numbers of students who had police contacts (of these same matched groups, with an N of 252) prior to treatment were 11 control and 47 experimental. After treatment these numbers had increased to 18 control and 56 experimental. The percentage of increase in this instance was 19 per cent for the experimental group and 64 per cent for the control group.

It may well be argued, however, that the control group produces far too few police contacts for the comparison to be meaningful, or that the control group cannot meaningfully be compared to the experimental group since they are hardly equal in any factor except their membership in the ninth grade. This being the case, and with no control group considered, it is then well to compare the experimental group to itself by examining what happens to it for one year prior to treatment and what happens to it for one year after treatment. To do this we shall divide the prior year into two six month periods, tabulate the number of police contacts in these periods and plot a trend as it is revealed by these two figures. The subsequent year will also be divided into two six month periods, and its trend will be plotted.

Such a tabulation reveals that, for all 612 experimental students, there were 238 police contacts in the year prior to the teaching of THE WORLD OF LAWS. These break down into 122 contacts in the first six months and 116 contacts in the second six months. After the unit on THE WORLD OF LAWS the first six months produced 145 police contacts and the second six months produced 128 contacts. The result and a plot of the trends are shown in TABLE III.

TABLE III

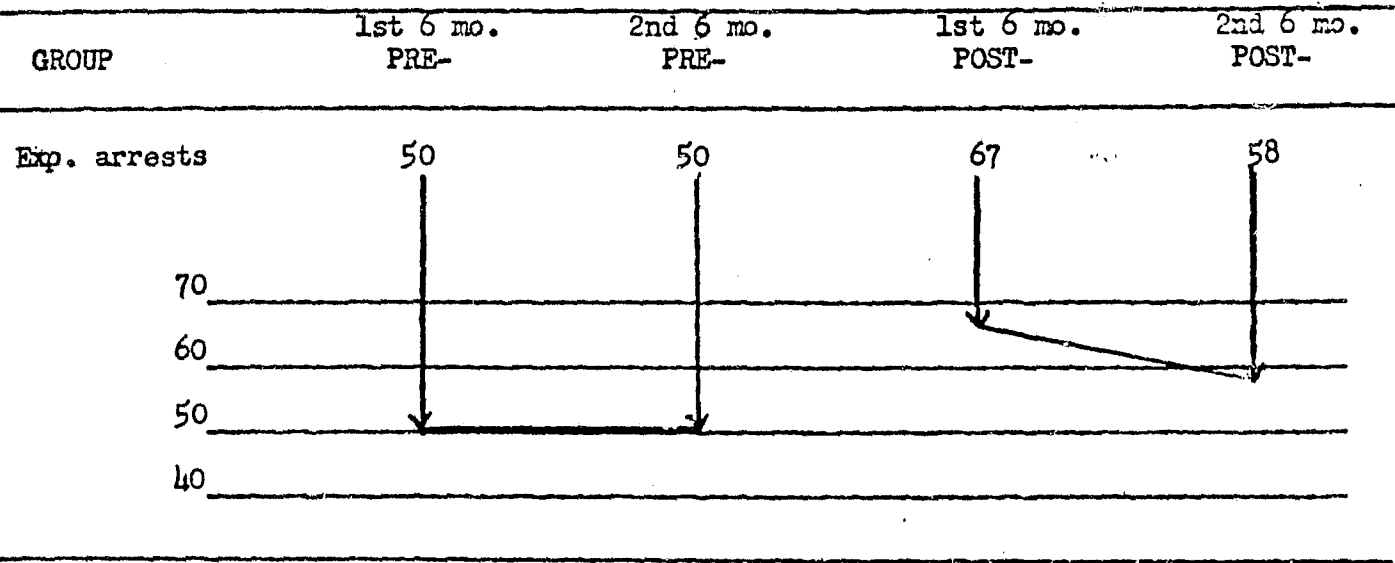


Both slopes are negative, as the trends are plotted, but the slope for the year after treatment is obviously showing a more rapidly decreasing rate of contacts. Whether this decrease is due to the unit THE WORLD OF LAWS is, of course, debatable, but it is a fact that the treatment was inserted between the two trends.

Perhaps the best test of effect on police contacts lies in an examination of actual arrests made prior to and subsequent to the teaching of the special curriculum unit. Here again the experimental group of 612 early adolescents can be compared with itself, in order to determine if any trend seems to exist. And here again the results illustrated in Table III are borne out by the data. In the first six months of the year prior to treatment there were 50 arrests made of experimental students. In the second six months of that year there were also 50 arrests made. However, in the year following treatment the six months periods divided as follows: in the first six months there were 67 arrests made, but in the second six months this figure dropped to 58. TABLE IV illustrates this set of

data and a plot of the trend.

TABLE IV



Once again the rate of decrease could be attributable to the treatment (WORLD OF LAWS unit in the ninth grade) or it could be attributable to other factors within the environment of the student group. The treatment inserted between the two trends, however, is a factor that must be considered.

From the three sets of data gathered in this phase of the research it must be concluded that:

1. The experimental students show a smaller percentage of increase of police contacts than do the control students.
2. The experimental students show a smaller percentage of increase in persons having police contacts than do the control students.
3. The experimental students after treatment show a more rapid rate of decrease in number of police contacts than before treatment.
4. The experimental students show a more rapid rate of decrease in arrests after treatment than they did before treatment.

This continued research of the Cincinnati Project has demonstrated that

the special curriculum units prepared under Grant No. 052 have a retarding effect on the unfavorable shift in attitudes of ninth graders toward authority in the home, the school, and the general community. It is possible that there was no proof of such an unfavorable shift before this research study was completed and that this discovery by Mr. Thomas will become a part of the literature of early adolescent psychology.

The Cincinnati research has undoubtedly demonstrated that, if one is going to use educational methods to bring about favorable changes in early adolescent attitudes toward home authority, school authority, and community authority, then special curriculum units must be designed to modify these attitudes. THE WORLD OF LAWS will bring about significant favorable changes in attitude toward police, as has been shown in Cincinnati, Rochester, Fort Smith and Tampa, but it is not effective in bringing about a positively favorable modification toward other authority figures. Further research, perhaps, should be attempted using the Thomas ATA-Scale and the seventh grade WORLD OF RULES, which does deal with home and school rules and their enforcement.

Finally, the Cincinnati research has now examined factors which may be said to relate the effect of THE WORLD OF LAWS on the number of police contacts and the trends in those contacts of students who have been exposed to this special curriculum unit. The findings of this phase of the research are likely to be controversial, and it is recommended that further research be attempted, using both the seventh and eighth grade units as well as following the progress of students who have been exposed to more than one of the units. It is important to note once again that in the Cincinnati research the WORLD OF LAWS was taught to low ability students. Further research might show that it has an even more significant effect upon middle and upper ability adolescents. Because of the nature of the conflicts now taking place on college campuses across the nation, the attitudes of these students toward law and law enforcement is of vital concern to authorities of all kinds, and these attitudes may well determine the direction law and order will take in the future.

CHAPTER V

ADDITIONAL TEXT MATERIALS

Can additional materials be written for inclusion in this program, especially for the WORLD OF RULES, grade seven?

Question 4, p.4

In January, 1968, a graduate course entitled Curriculum Development Seminar: Law and Order, and designated in the University of Cincinnati Catalogue as Education 18-215-648, was established to develop additional curriculum materials for the Key City Project.

Graduate students enrolled in this seminar were completely oriented to the curriculum unit WORLD OF RULES by the Project Director who acted as seminar instructor. The students were told that each would be responsible for contributing one bit of seventh grade text material to the course. This material would have to be coordinated with the curriculum unit and written or designed in such a manner that it would be adaptable anywhere in the United States. Examination of the text materials used in THE WORLD OF GAMES and THE WORLD OF LAWS suggested some of the ways seventh grade materials might be prepared.

Eight students participated in this seminar, with each contributing text material by its conclusion.

In June, 1968, six more graduate students enrolled in the seminar, which was being offered for the second time, as part of the Key City Project. This now made a total of fourteen graduate students who had participated in the development of supplementary text materials. Again the seminar was used to orient students to the curriculum project from its inception and to encourage them to develop seventh grade materials. It was decided in the June seminar that each student would examine one week of the THE WORLD OF RULES and, using the products of the Winter seminar, as well as his own additions, attempt to develop basic text

for that week.

It was originally planned that the materials would be printed and incorporated with the materials already being furnished "key cities".

It cannot be said that this method of developing text materials is highly successful. Despite the hours devoted to research and study by the graduate students, the products turned out were not considered to be consistent with the total goals of THE WORLD OF RULES. Individually, each short piece of material had much to recommend it, but taken in total there was a lack of unity and uniformity that seemed needed to fully support the lessons laid out in the teaching manual.

Since the graduate students were encouraged to be creative in developing the required materials, many individual ideas were proposed. These included a suggestion that brief stories be included in the unit to illustrate such natural laws as The Law of Gravity, The Law of Inertia, and Newton's Laws of Motion. To illustrate this suggestion the student submitted a short version of the story of Icarus and the story of General Montgomery's double (a solid object cannot be in two places at the same time).

In Liverpool, England, the British Intelligence Staff discovered an actor who bore a striking resemblance to General Montgomery. Lt. Clifton James was serving in the Army Pay Corps. He was brought down to London and he spent a week of traveling around with Montgomery, observing all his gestures and mannerisms.

(See Appendix A for complete story.)

It was felt by some students that text materials might be created by seventh grade students themselves. The procedure here would be to present the students with an outline of a situation pertaining to rules and allow the students to write the stories suggested by the outline. Such stories would then be used as text material for the unit.

As a result of this suggestion several outlines were submitted for class consideration. Most ambitious of these projects was the outline of a complete novel. Seventh graders would be assigned various chapters to write

from the outline, and they would have to research the material in the library and at various places in the community. It was pointed out by members of the class who had had experience with junior high school students that class prepared stories and chapters would involve so much time that the flow of the unit THE WORLD OF RULES would be badly affected. As a result of this discussion the novel outline (see Appendix B) was reworked in terms of an adult author, as follows:

- I. OBJECTIVE: The major objective of the novel is to reinforce the objectives of the curriculum guide, grade seven, fifth week of "The Law and Law Enforcement", and to attain student interest and respect for law enforcement.

Many of the graduate students felt that the unit lacked a review outline, therefore such an outline was prepared as a class contribution. It summarized the major concepts to be gained from the unit over its six week span.

Review

First Week

1. Natural rule

- a. Law of gravity
- b. Two objects cannot occupy the same space at the same time
- c. For every action there is a counter reaction

(See Appendix C for full outline.)

Some students preferred to present straight text material, aimed at the seventh grade level. It was such pieces that were excellent in themselves, but that were such fragmentary parts of a missing whole textbook that they merely suggested a larger and more complex work which was beyond the time and work restrictions of a college seminar. One such piece is presented as Appendix D of this report, and another, explaining modern police science technology, is presented in Appendix E.

It was customary during the seminar session to discuss first the plans each student had for his material, after which outlines were submitted for class consideration, and then rough drafts were prepared. One such paper was developed

from an idea that students should remember "key words" of the material they read, and that such key words should recall certain concepts that had been taught. The Golden Rule, for example, could be put in terms of

Often we like to tell others to "shut up" but do not like others to tell us to "shut up".

(See Appendix F for complete text.)

Here the key words are "shut up", and the student is asked to relate these words to the concept.

Over the course of the two seminars a great deal of time and effort was spent by the students in attempting to fulfill the proposal of the Grant Project for additional teaching materials. Unfortunately, the method was not successful. Instead, it is recommended that the writing of text materials for the seventh grade level be done, if it is to be done at all, by a single person, working with the unit as a whole firmly in mind. Too much reading material will interfere with the discovery activities outlined in the teaching manual, unless such material is in the form of recreational reading, as is the case with Catch Me If You Can.

In summary, then, the effort to prepare a usable set of text materials for the seventh grade did not produce a work of sufficient unity to be printed and distributed to the cities using the special curriculum materials. It should not be assumed, however, that THE WORLD OF RULES cannot be taught without such additional reading matter. It has been taught in many schools since the original Cincinnati program instituted it experimentally in 1967 and the instruction has been considered successful. Handout materials secured from local police departments and the F.B.I. can be used in conjunction with this seventh grade unit by an enterprising teacher. At the eighth and ninth grade levels Catch Me If You Can, printed under the provisions of OLEA Grant No. 313-(S-052) and Teenagers and the Law, written by John Hanna and published by Ginn and Company, still remain the basic books used in the instructional units.

CHAPTER VI

THE ULTIMATE GOAL

OLEA Grant No. 313-(S-052) demonstrated that the Cincinnati Police-Juvenile Attitude Project could be implemented on a national scale, if the funds for such implementation were made available to individual school districts. The expenses incurred in mounting the Key City Project were minimal, little more than \$1.00 per student, if total grant expenditures are divided by the number of students involved. Such economy was made possible through the wholehearted cooperation of the "key city" schools and police departments participating in the program. All cooperating school districts, for example, purchased their own copies of Teenagers and the Law and secured their own films, filmstrips, and tapes, indicating (to one who understands school financing) that there was a deep faith in the project on the part of school administrators.

Sufficient copies of Catch Me If You Can for use on a rotation basis were supplied to Rochester, Fort Smith, Tampa, and Cincinnati schools, and local directors of the Key City Program indicated that this was not the best way to handle text materials, that it would have been far more satisfactory to have had a book for each student in the classes using this novel. The teaching manuals for both the junior high school and the police academy were furnished by the Cincinnati Project Office, these having been printed under provisions of the grant. Similarly, the ATP-Scales were printed and supplied to all interested parties.

That the Key City Project proved successful is due in great measure to the dedicated school and police personnel who believed in the project and devoted their time and energy to making it work. Typical of such dedication was the donation of effort by Mr. Carl Miller of the Hillsborough County Schools in Florida, who continued to participate in the direction of the project even after

a change in administrative position removed him from the duties of local director. The services of such men as Mr. Miller, of Captain Heinrich, Mr. Jimenez, Sgt. Moynihan, and Mr. Mulloy, all of whom proved to be prime movers in their cities' implementation of the curriculum program, deserve special mention, as does the close cooperation between schools and police departments that can only result from farseeing and innovative chiefs of police and school administrators.

Cincinnati, Tampa, Fort Smith, and Rochester will continue to teach THE WORLD OF RULES, THE WORLD OF GAMES and THE WORLD OF LAWS in their junior high school social studies classes. But what of other school districts in other cities across the nation? Correspondence from a wide sample of such cities (see Quarterly Reports of OLEA Grant Project 313-(S-052)) indicates that there is widespread interest in incorporating units on law and law enforcement into ongoing school programs. This correspondence, however, also indicates that the special units developed under OLEA Grant Project 052 have not been publicized and that it is usually through some fortuitous accident that they have been called to the correspondent's attention.

It is the feeling of those who have been most closely connected with the entire attitude project, from the original development of the ATP-Scale, through the design and development of the curriculum units, to the testing of these units, first in Cincinnati and then in three other "key cities", that this project should be brought to the attention of state superintendents of public instruction, state crime commissions, and state legislatures. The incorporation of such units in ongoing school programs on a compulsory basis should be seriously considered.

The ultimate goal of this entire project, then, is legislation at the state level. To achieve such legislation, of course, will require the concerted efforts of police, school officials, and interested citizens. That such legislation can be recommended is proved by the state of Ohio, which has had such a recommendation made in the Final Report of the Ohio Crime Commission to the Ohio General Assembly, March 15, 1969. In this report it is stated:

The commission has been deeply concerned with the attitude of juveniles toward the law and enforcement of the law. All of the material and testimony that we have considered relating to police-community relations projects, the urban aspects of crime in the big cities, and the need for better understanding of the police functions seem to us to be subject areas where the problems are being attacked too late. It is granted that there is present merit in these suggestions, but the commission is of the opinion that the basic attitudes of our citizens are best developed at the earliest practicable age of understanding.

We dwelt at some length in our interim report with the Police-Juvenile Attitude Program undertaken by Dr. Robert Portune of Cincinnati at the junior high school level and the work of Dr. Walter Reckless of the Ohio State University at the 6th and 7th grade levels. We have referred these programs to the Department of Education and have generated great interest there. However, we feel very strongly that early measures to indoctrinate our young people in better understanding of the law and a consequent more logical attitude toward the police and the role of law enforcement in today's society must be a matter of immediate concern and action on the part of educators throughout the state. Accordingly we have drafted a proposed amendment to Section 3313.60 of the Revised Code to incorporate in the required curriculum of our public schools, "A study of the role of law and law enforcement in modern society"...We submit that this amendment consists of the addition of but thirteen words but it is the judgment of this commission that THIS AMENDMENT, COUPLED WITH AN INTELLIGENT AND FORTHRIGHT EXECUTION OF THE PRECEPTS INVOLVED, COULD BE THE SINGLE MOST IMPORTANT ACTION THAT THIS COMMISSION COULD RECOMMEND IN THE LONG RANGE PREVENTION OF CRIME IN OHIO.¹

Too many students have progressed through the compulsory schools of this nation without acquiring a fundamental knowledge of the basic reasons for law and law enforcement in a free and democratic society. Too many young people have emerged from their schools with adverse attitudes toward the orderly processes that allow such a society to progress and flourish. Too many are ignorant of the nature of the alternatives to law and order; they would dismiss, in a frighteningly casual manner, those man made rules that are the measure of civilized human interaction.

¹Ohio Crime Commission Final Report, p.3

The basic concepts of the necessity for rules, of the necessity for fair and consistent rules, of the necessity for enforcement of rules - these are the mortar that hold the democratic society together. Granted that we fall far short of the implied goals of such concepts; still, without them we are not able to live together in anything approaching peace and harmony. Without such concepts man returns to the jungle.

We can no longer afford to allow the children of this nation to grow to adulthood without making these concepts part of their personal philosophies of life.



APPENDICES

THE IDEA OF DOUBLES

"Daedalus and Icarus Fly Out of the Labyrinth"

There lived in Athens, Greece, many years before the birth of Christ, a man named Daedalus who was an excellent craftsman and inventor. He could make statues which moved like living creatures. History says that he invented the wedge, the sail, the saw, the auger, and many other useful things. He taught his son Icarus and his nephew Talus his marvelous skills, but it was with surprise that he discovered that Talus was a genius and could surpass Daedalus in his skills. In a fit of rage one day he flung his brilliant nephew out of the window and then in order to escape just punishment for his crime he fled to Crete taking his son with him.

Minos, King of Crete, received the fugitive with glee, glad to have such a skilled man in his kingdom. King Minos immediately gave Daedalus the job of constructing a labyrinth in which to confine the Minotaur, the dreadful creature which for many years preyed on the people of Crete. With great patience and ingenuity, Daedalus built a maze of masonry so complex that nobody who reached the center could find his way out again. In the center was housed the man-eating minotaur.

After a little while, Minos no longer needed the services of Daedalus and he chose to shut up Daedalus and Icarus in the very labyrinth which Daedalus had built. They soon became weary of their prison, and the inventiveness of Daedalus was equal to the task. He made two pairs of pinions which were very large and plummy. These were to be attached with wax to the shoulders of the two. He and Icarus escaped and flew up into the blue sky.

Icarus had been warned not to fly too high, lest the heat of the sun would melt the waxen fastenings, but the exhilaration of the flight excited him

so much that he forgot and rose higher and higher til suddenly the wax melted and Icarus plunged headlong back to earth. Deadalus continued his flight and finally reached Sicily where he was received by King Cocalus and proceeded to build a temple to Apollo, in which he hung up his wings as a sacred offering.

When Minos heard the news, he set sail for Sicily with a large fleet, but one of the daughters of Cocalus contrived that the King of Crete should bathe in a bath of boiling water, and so brought about the death of the cruel King Minos.

THE IDEA OF DOUBLES

"General Montgomery's Double"

General Bernard Montgomery, Duke of Alamein, was the British Field Marshall who defeated the German General Rommel also known as "the Desert Fox" in Northern Africa during World War II and who played a key role in final defeat of Germany in the D-Day invasion.

If the allied nations were to win the war, it was agreed by most of the top military leaders and governmental officials that Germany would have to be attacked on the continent of Europe. This invasion was to take place through northern Europe. In order to do this secretly, a long time build-up of army machinery was necessary. The allied forces would have to send in heavy artillery, millions of men, mine and unmine the beaches, and study the terrain.

Elaborate deception and double deception schemes were organized to suggest to the Germans that the real invasion would take place not in Northern Europe, but through the Mediterranean south. Complicated shipping movements and other deceptions backed up the idea and it was hoped that the Germans would be deceived and keep some forces in the south.

Another method used to deceive the Germans was that of sending Montgomery to Gibraltar, but Montgomery was going to be one of the key generals in the invasion and therefore was needed in Europe to draw up the final plans with General Eisenhower and others.

In Liverpool, England, the British Intelligence Staff discovered an actor who bore a striking resemblance to General Montgomery. Lieutenant

Clifton James was serving in the Royal Army Pay Corps. He was brought down to London and he spent a week of traveling around with Montgomery observing all his gestures and mannerisms, hand behind his back as he walked, the pinching of the left cheek, the tense direct look, the rigid set of his head, the trick of throwing out a deprecating hand as he punctuated his points in his conversation. When the part was thoroughly learned, James was fitted out with the General's wardrobe, his beret with the badges, the beribboned battle-dress, the fur-lined flying-jacket.

Then he was flown off to Gibraltar. He alighted on the airfield there in full sight of the Nazi Intelligence agents who were sitting on the Spanish border a quarter of a mile away. A reception committee gave James a royal welcome, drove him in grand style through the narrow streets of Gibraltar to the Government House. There he was entertained by the governor as though he were Montgomery. The following day he again appeared on the airfield and was flown to Algiers where he went directly to the headquarters of the Allied Commander-in-Chief, General Maitland Wilson. And then he disappeared.

Meanwhile in England, Montgomery, Eisenhower and others added the last touches to the final plans for the expedition known as "Operation Overlord" -- D-Day, June 6, 1945.

APPENDIX B: A SUGGESTED OUTLINE FOR A NOVEL OR SPECIAL MODERN LAW ENFORCEMENT UNITS OF THE POLICE DEPARTMENT

1. OBJECTIVE: The major objective of the novel is to reinforce the objectives of the curriculum guide, grade seven fifth week of "The Law and Law Enforcement", and to attain student interest and respect for law enforcement.
 - A. To make students aware of the complexity of modern law enforcement.
 - B. To introduce the concept of scientific police-work.
 - C. To change the image of the policeman from "The man in the car" to "The symbol of a highly trained efficient organization".
 - D. To make the student aware of how well he and his neighbors are protected by the police department.
 - E. To enable the student to appreciate and respect the total efforts of the police department.
 - F. To motivate the students into acquiring further information and understanding of the functions of the police.
2. PURPOSE: To attain student interest and respect for law enforcement. It is felt that a novel depicting the role of Special Police units in action would appeal to the taste and imagination of most 7th graders. While it is true that this student would not be able to equate the policeman with his particular community he would be able to visualize the enormity of the functions and responsibilities of a police department. This should lead to a better appreciation of the policeman's role in the community or neighborhood. This novel should be supplemented with pictures showing the characters and units in action.

3. SPECIAL UNITS INVOLVED:

A. The special units that will be portrayed consists of units found in most of our large metropolitan police departments.

B. Aviation
Crime Laboratory (Fingerprints)
Detective Bureau
Emergency Squad
Harbor (boat) Police
Hospital Police Unit
Missing Persons Bureau

4. NOVEL OUTLINE:

A. Title: "HOW TO CATCH A CRIMINAL"

B. Chapter 1

(1) Story opens with a Mother and Father at the Missing Persons Bureau reporting the disappearance of their 11 year old who hasn't been seen during the last 12 hours. It is now 10 PM.

(2) The parents are nervous and concerned. Boy last seen departing home at 10 AM for the neighborhood park. They offer a description of their missing boy.

(3) Emphasis should be given to the method of questioning by the bureau to show students how they obtain from the parents a proper description of the missing lad.

(4) A drawing showing the distraught parents being questioned. Note: "Missing Persons Bureau" sign should be in the background.

(5) Parents are consoled and told not to worry.

(6) The Bureau goes to work. Show how the bureau disseminates information on lost persons and how they

initiate investigative procedures.

Chapter 2:

(1) next morning --- 8 AM a police helicopter, on routine patrol of the water-front, sights a small cabin cruiser lying still in the water. Smoke is emanating from the port. The helicopter descends to investigate.

(2) This chapter should begin at the helicopter pad with dialogue between the crew (pilot and patrolman) centering around the duties and functions of this special aviation unit.

(3) Helicopter recognizes a figure lying prone on the bridge of the smoking vessel.

(4) The aircraft descends and picks up the unconscious body of an 11 year old boy who is bleeding slightly from the head. The pilot radios headquarters for assistance to retrieve the boat, and they flys to the hospital. (A drawing depicting the helicopter flying over the boat.)

(5) The unconscious boy arrives at the hospital (emergency). The hospital police unit goes into action. From the description of the missing boy disseminated by the Missing Persons Bureau they determine that the unconscious lad is one and the same.

(6) Describe harbor police answering the request for assistance from the helicopter. Police Launch arrives in time to put the fire out aboard the boat which is then towed to shore. (A sketch showing boat being towed.)

(7) The boy regains consciousness but does not remember a thing including his name. The boy's parents are summoned to his bedside, but he doesn't recognize them. (A sketch of the hospital scene with parents at the bedside.)

Chapter 3:

- (1) Scene opens in the office of the Chief of Detectives, who assigns Detectives Davis and Higgins to the case.
- (2) The detectives go to the hospital to question the boy and his parents. They also question the hospital police unit.
- (3) They report to the pier to examine the badly burned, but salvageable boat.
- (4) They discover signs of arson. The Crime Laboratory is contacted and fingerprint specialists requested to report immediately to the pier. Fingerprint specialists discover several sets of fingerprints. A charred gasoline container is turned over to the Crime Lab, and a hand written receipt.
- (5) Detectives Davis and Higgins determine who owns the boat by forwarding a description of the boat, and engine number to the licensing bureau.
- (6) The detectives call the boat owner's house.
- (7) A drawing showing the fingerprint specialist taking pictures would be appropriate.

Chapter 4:

- (1) The boat owner (Mr. Francis) arrives at the police

pier and recognizes the boat. However, he disclaims any knowledge of knowing that the boat was missing from its pier, and further states he gave no one permission to borrow the boat.

- (2) Mr. Francis offers an "alibi" to account for his whereabouts during the past 24 hours. Mr. Francis returns to his home after questioning.
- (3) Davis & Higgins arrive at the Crime Lab -- Fingerprints discovered in boat belong to one man. Prints are forwarded to FBI for identification.
- (4) Some dialogue between the fingerprint specialist and the detectives explaining how fingerprints are identified. (Show sketch of matched fingerprints.)
- (5) The phone rings. It's for Detective Davis. Parents disclose that they have just received a ransom note concerning their son who is in the hospital.

Chapter 5:

- (1) The detectives arrive at the home of Mr. & Mrs. Brewer.
- (2) They secure the ransom note, dropping it off at the crime lab on their return to headquarters.
- (3) Report from FBI identifies the fingerprints as belonging to the boat owner, Mr. Francis.
- (4) Report from lab matches the handwritten ransom letter with the handwritten receipt found in the boat. The receipt is for a gas can from a local hardware store.
- (5) Detectives arrive at the hardware store. The store owner recalls the purchase and the handwritten receipt.

He describes the man who made the purchase. The description fits the boat owner, Mr. Francis.

Chapter 6:

- (1) To secure an airtight case the detectives tour the pier area seeking witnesses.
- (2) They locate two witnesses who state they saw "Mr. Francis" and the "boy" walk on the pier towards the boat the previous morning. Another witness says he saw Mr. Francis emerge from the water fully clothed and alone.
- (3) Detectives Davis and Higgins arrive at Mr. Francis' home. They place him under arrest.
- (4) There is a scuffle and Mr. Francis escapes fleeing out the back into a wooded area.
- (5) He trips and falls down an old mine shaft. The detectives cannot get to him. They call for the Emergency Squad.
- (6) The Emergency Squad arrives and affects rescue.
- (7) Show sketches of Mr. Francis escaping from the detectives and of the rescue by the Emergency Squad.

EPILOGUE:

- (1) Summarize evidence against Mr. Francis, by Detectives Davis and Higgins in conversation the next AM.
- (2) Mr. & Mrs. Brewer, Detectives Davis and Higgins at hospital where the boy can now remember who he is and the events that brought him to the hospital.

5. ADDITIONAL RECOMMENDATIONS:

- A. One of the two detectives (Davis or Higgins) should be negro

thereby allowing the negro child to identify with one of the heroes. In fact drawings should reflect an integrated police department.

- B. Additional sketches should be drawn to highlight the action parts of the story.

APPENDIX C

THE LAW AND LAW ENFORCEMENT

Review

First Week

1. Natural Rule

- a. Law of Gravity
- b. Two objects cannot occupy the same space at the same time.
- c. For every action, there is a counter-reaction.

2. Home Rules

- a. Home rules may be disobeyed, natural rules cannot.
- b. Home rules introduce the concept of punishment to influence the choice of behavior.
- c. Home rules protect our home and give us order.
- d. Enforcement of home rules are important.

Second Week

1. Community Rules

- a. Rules that protect our lives
- b. Rules that protect our property
 - 1) The community rules are laws that affect juveniles. Like home, the community needs someone in authority to enforce the rules. Unlike the home, the community rules enforcer does not make the rules and judge those who commit infractions.

2) The Policeman

2. The Policeman

- a. A necessary enforcer of community rules
- b. He must be trained to be effective as a law enforcement official.

Protection

Ordinance

Law

Impartiality

Consistency

Equitable

Man made rules

Enforcement

Natural rules

Third Week

1. Play Needs Rules
 - a. Rules of play are analigous to rules of home and community.
 - b. Rules make play activity more fun for the players.
 - c. Players are expected to follow the rules of the game.
2. Qualities of the Enforcer of Law and Order
 - a. Characteristics: good natured, intelligent, fair, physically fit.
Skills: Know the rules, trained observer, proficient in self defense, good driver.
3. Qualities of a Good Rule
 - a. Necessary
 - b. Equitable
 - c. Enforceable

Fourth Week

1. Enforcement Authority in the School Classroom
 - a. Rules should be in effect in the classroom.
 - b. There should be enforcement of classroom rules.
 - c. Ways of detecting infractions of the rules:
 - 1) Monitors
 - 2) Teachers
 - 3) Patrols
 - d. Ancient methods of enforcing rules:
 - 1) Hue and cry methods
 - 2) Sheriff's posse
 - 3) Vigilanties
2. Evaluation of School Rules
 - a. It benefits the greatest number but does not discriminate.
 - b. It is capable of enforcement.
 - c. It is necessary for the achievement of the purpose of the society instituting it.

Fifth Week

1. Order and Disorder
 - a. The community needs order to continue to function as a community.

- b. Disorder arises in a community or group when the following things take place:

- 1) Observation of enforcer is missing
 - 2) Rejection of responsibility
 - 3) Following rather than opposing on the part of some
 - 4) Definite leadership

2. Law Enforcement

- a. Rapid means of communication
- b. Crime laboratories
- c. Data processing
- d. Polygraph
- e. Fingerprinting, voice printing, artist's drawings

Sixth Week

1. Summary of the Review

- a. Behavior is controlled by natural and man-made rules.
- b. Natural rules need no human enforcement.
- c. Man-made rules, necessary for the safety and order of society, require enforcement, whether in the home, at play, in school, or in the community.
- d. The enforcer of the rules must be selected and trained.
- e. In the modern society the law enforcement agency must be highly organized and use modern methods.
- f. The individual citizen, as at home, at play, and at school, must cooperate with the officials in order to achieve full protection in the modern community.

APPENDIX D

LAW ENFORCEMENT IN
A DEMOCRATIC SOCIETY

All citizens of the United States have certain inalienable rights and freedoms granted to them by the Declaration of Independence which was set up by our founding fathers. To insure that our freedoms would never be abridged, another formidable group of American statesmen gathered at Philadelphia to write the Constitution of the United States. It is here that we find the rules that guarantee all people equal justice and freedom from fear. How could we feel secure if unscrupulous people could take unfair advantage of their neighbors?

In the interest of harmony and peace, citizens must know the rules and keep them. They must know the laws that apply to them on all levels of government, including federal, state, and local. The people of Cincinnati are bound by federal laws, Ohio laws, Cincinnati laws; the people in Chicago are bound by federal laws, Illinois laws, and Chicago laws, but they are not bound by Cincinnati laws or Ohio laws. However, laws do not vary a great deal from

state to state or from city to city because all our laws are made to protect the natural rights of citizens and to insure their safety.

It is not enough to write the rules and books and documents and then forget them. We must provide ourselves with an adequate means of enforcement to cope with people who threaten our lives or property.

Just as there are three levels of laws, there are three levels of law enforcement -- federal, state, and local. All officers at all three levels are dedicated to the security of the people. However, because most of the infractions of rules occur on a local level, we shall take a look at the typical law enforcement officer.

The rules that the policeman is called upon to enforce are not made by him; they are made by the people of the community through their elected representatives. The policeman loves his city. He wants it to be a good place to work, study, play and live. The patrolman walking his beat or directing traffic in the rush hour is a high school graduate and, in many cases, a college graduate. In addition to formal schooling, the policeman must undergo long rigorous training in his special field. He must know the laws he is called upon to enforce, understand the psychology of the criminal mind, keep himself

physically fit and mentally alert, and be adept in the use of the weapons he needs to protect us and himself.

Why would a young man with high potential for success in other fields take on the responsibilities of police work? He is well aware of the hazards of his profession. He will sometimes be misunderstood by the people he is endeavoring to help. His life is in as much danger as that of a foot soldier in the battle zone. But his dedication to the ideals of justice supercedes his apprehensions as he looks upon the profession as an opportunity "to defend the right, to protect the weak, to aid the distressed, and to uphold the law in public and private living."¹

When a man becomes a police officer, he takes on the responsibility of crime prevention, protection of life and property, suppression of criminal activity, and preservation of peace. He is assisted in the performance of these duties by an organization in which tasks are assigned, authority is delegated, and functions are coordinated for the smooth operation of the police division.

¹Stanley R. Schrotel, Manual of Rules and Regulations For Cincinnati, Ohio, Division of Police, Section 00.2.

Some men are best suited for work with juveniles, some with traffic problems, others with criminal investigations. The organization of the police department allows each man to work at his own interest and ability level.

The nucleus of the police department is the patrolman. A patrol beat is the area for which a patrolman is responsible. He must know the people on his beat -- their needs, their problems, their wants and fears. He observes all the people, giving special attention to characters loitering in parks, stores, or on streets so that he might better protect the citizens of all ages who use public facilities.

The patrolman is trained to furnish accurate information or direction, in a polite manner, to anyone upon request. To perform this function, he must be a working knowledge of the geography of the city, including the locations of streets, theaters, churches, restaurants, schools, parks, bus lines, etc. We know it is always safe to ask directions from a policeman, whereas it could be dangerous to depend on an unidentified stranger. When we need reliable information, we are glad he's there.

When people gather in large groups, they need

the special protection of the patrolman. At football games, fans sometimes become highly emotional. Chaotic situations are prevented by the patrolman's ability to seek out and eliminate the source of violence. Even the mere presence of the man in uniform is often enough to forestall trouble. After the game, the traffic policemen help us to get quickly out the parking lots, through streets and home safely. We are glad he's there.

The patrolman provides help for anyone who is hurt, sick, destitute, or lost. An automobile collision is always a shock to the parties involved. What a relief to see a man in uniform! He calls an ambulance for the injured, arranges to have the disabled cars towed away and directs traffic around the immobile cars. We are glad he's there.

In case of an accident around the home, the patrolman is able to provide first-aid, extinguish small fires, and summon emergency equipment. In the event that Dad has a heart attack, Grandma falls down the stairs, or Johnny swallows a chicken bone, we think first of the patrolman and the services he can render. Again, we are glad he's there, our friend the policeman always on call.

The traffic officer, like the patrolman, is a guardian of our safety. Although his principle area of influence is the control of traffic, he never loses sight of his duty to prevent crime and to protect the people in every way.

He helps all the people in commuting between work and home. In a given city every morning and evening, thousands of people take to their cars to get to and from work. This creates the familiar rush-hour congestion of the traffic arteries of the city. Traffic policemen in helicopters report to the policemen at intersections who re-route the stream of cars around bottlenecks and scenes of accidents, keeping cars moving safely and smoothly. Imagine the frustration of people late for work, late getting home, late keeping appointments! Imagine doctors on emergency calls and patients delayed in getting emergency help! We the recipients of this help seldom think, "I'm glad he's there."

In addition to patrolling streets and moving traffic, policemen are involved in other efforts to secure the public safety. Because criminals are so dangerous to the people, we need specialized help to curb their activities. If a lion escaped his cage

and ran loose in the streets, people would panic and fear. The same feelings grip the people when they know a criminal is loose in the city. We again think of the police -- this time the detective involved with investigating criminal actions such as auto thefts, pick-pocketing, shoplifting, homicide, robbery, embezzlement, and so on. The detective trained in criminology using police records, conducting interviews, establishing contacts, etc., is able to apprehend the criminals, thus protecting people.

The policemen are men of action. We're glad they're there.

APPENDIX E

CRIMINAL INVESTIGATION

Police science plays a large role in the prevention of crime and the solving of crimes. Police science deals mainly with the work carried out at the scene of the crime, and work done in the police laboratory.

One of the newest methods used by police deals with traffic control. This involves a computerized electronic data-exchange network known as the National Crime Information Center. The main purpose of this is to inform local police departments, nationwide, up to date, crime control.

For example, a man is picked up for going through a red light in Cincinnati. Usually this man would be fined and released. However the man's license number on his car is sent to the local police office by the arresting officer. The local police office using teletype send this information to NCIC computers in Washington. At the NCIC headquarters an IBM computer searches for the license number. In moments the answer is sent back to the local police. In this case, the car was stolen. This computer slip which is sent to the local police in Cincinnati lists the real owner and his address. In the past this man would have gone free with a small fine because it would have taken two to three days to collect this information. Now before the suspect is released the information is in the local police office. Thus a guilty man is caught rather than going free.

Scientific police methods play an important role in solving crimes committed by criminals. One of the most effective methods of identifying criminals is through fingerprinting. The reason for this is that no two sets of fingerprints are alike and fingerprints remain the same throughout your life. Fingerprints cannot be changed successfully and it is against the law for doctors to try to do this by plastic surgery. The only known way

to change fingerprints is to burn the fingers to ashes.

The prints are the impressions left by the skin ridges. Usually a pad impregnated with special ink is used. The fingers are then rolled one by one over the ink and then placed on a special card. Whenever a person is arrested they are fingerprinted and this is sent to the FBI. This eliminates the most common of all devices used by criminals, alias or false name. For instance if a man was arrested for robbing a store and he said he was John Smith this would be checked by his fingerprints at the FBI Headquarters. If this was not his name his true identity would be revealed.

The method of obtaining prints at the scene of the crime is somewhat different. The surface of the areas that may contain prints are dusted with a special powder. The prints show up then and pictures are taken of them. The fingerprints are then lifted off the surface by a special tape. Usually more than one print must be obtained because the fingerprints at the scene of the crime are not as clear as prints taken by police. If they can obtain prints of several fingers at the scene of the crime this would be enough to convict the guilty.

If the police have a suspect who they think is guilty, and he insists that he is innocent they may ask him to take a polygraph test. The main purpose of this is to decide if a person is lying. However, the machine itself cannot tell if a person is lying. It merely records the psychological responses of the individual. These responses are read and interpreted by an expert with amazing accuracy.

This device is sensitive to blood pressure, pulse rate, respiration, and skin reflexes. For this reason it is very hard for a person to lie and not be detected by this machine. However, some people can lie and not

CONTINUED

1 OF 2

not show any of the above responses and for that reason the polygraph is not usually acceptable as evidence in court.

The technician may start off by asking you to choose a number from one to ten. You choose number three, for example, and write this on paper and do not show the operator. Then you are placed on a chair with a rubber tube around your chest. On your fingers are small metal devices to record skin responses and a blood pressure cuff is fastened around your upper arm. All of the information is recorded on a graph by needles which react to your responses. The operator asks you to answer no to every number as he gives them to you. As you get to number three you are very careful not to change your expression as you answer no. When you finish the operator tells you the number you chose was three. You are amazed until you look at the graph and see that at number three the needle jumped slightly to indicate you were lying.

However, for this method to be effective you must have an operator who is an expert in this field. The machine merely records responses and they must be interpreted by the highly skilled operator.

Ballistics is another valuable aid when solving crimes. This science is based on the fact that no two guns leave the same marking on a bullet, but the same gun always leaves the same marking. So if they have a bullet from the scene of a crime and a gun they think committed the crime they can run a comparison of the two. They need to have a bullet from the suspects gun so they can compare them. They do this by shooting a bullet from the suspect's gun into water or cotton padding. This protects the ridges of the bullet. They then compare the two bullets by inserting them in a double microscope. The two bullets are focused into one bullet. You see the front half of one bullet and the rear half of the other bullet. As they turn the

bullet if the ridges line up perfectly, the two bullets are from the same gun. This becomes a very important means of solving a crime when a gun has been involved.

Police science also involves handwriting comparison. Each person has a distinct handwriting which can be identified.

For example, many people were receiving anonymous letters saying bombs were being planted in their homes. The police thought it was a high school student but could not prove it. Finally after going through hundreds of library cards at the public library, they found one that matched the handwriting on the notes. When the boy was confronted with this evidence he admitted that he had written the notes for "kicks". Even if a person tries to disguise his handwriting when committing a crime it has certain characteristics which can be identified and compared. If the police think a man has disguised his handwriting when committing the crime, they have him write the sample of his handwriting very fast. It is difficult to disguise your handwriting when writing very fast.

Comparison of typewriting can also be used in detecting a criminal. No two typewriters in the world will type exactly alike. For this reason, if a sample of typewriting is sent to an expert along with a particular typewriter the expert can tell if the message was typed on that typewriter.

Even if a person prints a letter it may still be compared to sample printing. Many people have distinct ways of printing certain letters. For example, one man prints city with the c to one side the it together and the y by itself. Even if this person tries to disguise his printing by adding a curl to the c and adding a swirl to the y, he would probably still have the c and y stand a little away from the it. This is just one example but most people print in a distinctive way which can be recognized.

The scene of the crime is always photographed by the police. This becomes very important in solving a crime because this acts as an artificial memory for the investigation. The picture is also used in court because the judge and other members of court probably did not see the scene of the crime.

Another advantage of photographing the scene is that no one can alter the situation. For example, a man had a porch that was in need of much repair. He just kept putting this off although he could easily afford to repair it. The mailman brought the mail and fell through the porch breaking his leg. The mailman sued for damages. The man in order to avoid paying quickly repaired his porch. However because of accurate police photographs, they were able to prove the repair was after the accident.

The police also examine any tools used in a crime. If any type of tool is examined under the light irregularities and ridges will show up on the surface. When the tool is pressed into some material softer than itself, like paint, these characteristic ridges show up on the paint. The criminal may also leave part of the tool itself. Both of the above can be used to help identify the criminal.

Heel prints left at the scene of the crime can also be used as evidence. The print is photographed and then a plaster cast is made out of some material, such as plaster of Paris. The cast or print can then be compared to the suspects shoe. Also from the heel print they can tell if the suspect was walking or running, if he is a fast or slow walker, and if he was knock kneed or bow legged.

Blood, hair, teeth, etc., left at the scene of the crime can be used to help identify the person. Lab tests are run on these and they can be compared with the suspects. Another use of the above is to help identify persons. A murder victim may be identified by her dentist when he examines her teeth.

These are just some of the scientific methods used in criminal investigations. Scientific crime detection is a valuable aid in police work; however, the policeman himself is still the most important part of law enforcement.

P U R P O S E

The purpose of this chapter is to show how man-made rules help mankind to live in a more co-operative and harmonious manner. Rules and customs enable us to adjust our behavior to the behavior of others because they serve as a basis for this behavior. By knowing the rules and customs we have an indication of how others will tend to act in a given situation. We expect that others as well as ourselves will stop at a red light.

Without rules and customs we would be in a constant state of uncertainty. Our behavior would be quite erratic if there were no consistency to be expected in human actions. Rules of conduct in the home, in the school, in the community and in play serves as a guide for our behavior as well as for the behavior of others.

The Golden Rule of treat others as you expect them to treat you is asking no more than that the rules be applied consistently and impartially to all who play the game.

Rules help us to live, work and play in a way where our rights and the rights of others can be protected.

RULES: Help or Hinderance?

Rules enable us to live together, work together and play together harmoniously. Rules tell us what we can and can not do in relation to those that we are living with, working with and playing with. Some rules are written while other rules are so well understood and are so common that they are not written. Rules that are so well understood that they need not be written are called customs. Rules that are very important and apply to many people should be written.

written

Customs are ways of behaving that have become generally accepted so that we just expect people to behave in that way. All families and homes have ways of doing things that serve as customs for that family. Monday may be accepted as wash day. The family custom may be to visit the grandparents on the fourth of July.

behave

custom

Most families probably have a rule that the children can not go to the movies on school nights. The chores that are done by boys and the chores that are done by the girls are probably based on a rule or a custom.

rule

custom

Customs differ from home to home. Often times next door neighbors have dinner at quite different hours because of a difference in eating customs. A stranger coming into the house must become aware of the customs of the family and respect those customs.

customs

customs

You have rules in your classroom. Many of these rules you have been obeying or conforming to for years because you realize that the school could not operate without these rules. Some of these rules were pointed out to you very early in your school career. Now these rules are so much a part of you until they have become a custom.

rules

custom

One rule that most schools have is that when the bell rings students should be in their seats ready to begin the day's work. Most of us recognize that it is a custom or a rule to raise ones hand to be called upon before speaking in the classroom.

custom/rule

classroom

It would be very difficult for us to get along in family life, in school and in play if there were no rules to control our behavior and the behavior of others. Often we want to control the behavior of others but do not want to have our own behavior controlled. Often we like to tell others to "shut up" but do not like for others to tell us to "shut up".

rules

behavior

shut up

When we know how others are going to behave we have a clue as to how we want to behave toward them. A smile generally begets a smile in return. A smile is a message that each person understands. Smiling as a sign of friendship has become a custom in our society.

behave

smile

custom

Rules tell what people must do or must not do so that the game or the class can proceed in an orderly fashion without arguments and fighting. A "spitball" is not allowed in baseball because it is a violation of the rules of baseball. Truancy from school is not allowed because it is a violation of the rules of school.

Rules must be interpreted and enforced. In baseball the umpire interprets and enforces the rules. When we are told exactly what a rule means then the rule has been interpreted to us. An interpretation of the "spitball rule" is that a pitcher may not wet his fingers with saliva or other substances before making a pitch. Other substances could be vaseline or hair tonic.

The umpire interprets and enforces the rules of baseball while in the classroom it is the teacher that interprets and enforces the rules. To enforce the rules means that the umpire or the teacher oversees the game or the classroom to see that all players abide by the rules of the game.

Rules should be interpreted the same way time after time. A rule that is interpreted the same way time after time is said to be a consistent rule.

rules
violation

rules

interprets
teacher
rules

interpreted

Baseball players know that on a fly ball they must "tag up" before they can legally advance a base. This is a rule that applies no matter where or when the game is being played. This rule is consistent because it is interpreted the same way time after time.

consistent

The umpire in enforcing the rules must decide whether a player did properly "tag up" before advancing to the next base. If in the umpire's judgment the player left the base before the ball was caught, he must declare the runner out if the ball is thrown back to the base from which the runner had attempted to advance.

The meaning or the interpretation of the rules has already been established. The umpire must make a judgment as to whether the rule has been violated and then he must enforce the rule.

interpretation

enforce

Sometimes there are exceptions to the rule. Exceptions to the rule means that in this game a particular rule that is normally a rule does not apply. Exceptions to the rules are called ground rules in baseball.

Ground rules are agreed upon by the captains of each team and the umpire before the game gets underway. If girls are playing against boys it may be agreed that girls may have four strikes instead of three. Because the rule changes are agreed upon before the game begins there should be no arguments about the interpretation.

interpretation

Rules that are agreed upon by the captains of each team and the umpire that are different from the usual rules of the game are called ground rules.

ground rules

Changes in the rules should be agreed upon before the game gets underway.

before

Rules that remain the same in interpretation day after day are said to be consistent.

consistent

Rules must be enforced. If rules are not enforced then a team will violate those rules if it is to their advantage to do so. A player may run from first to third and bypass second in order to take a short cut to home plate. If the rules are not enforced then the players will run from first to third or from first to home because it is easier to score that way than it is to score by running around all four bases.

violate

enforced

Rules must be interpreted and enforced impartially in the game of baseball. Rules that apply equally to each team are said to be impartially applied. It does not make any difference whether a runner from the hometown Cincinnati Reds is on third or whether the runner on third is a member of one of our rivals; on a fly ball that runner must "tag up" before he can legally score. To interpret and enforce the rules fairly is another way of saying that the rules should be applied impartially.

tag up

impartially

The umpire must know the rules if he is going to interpret and enforce the rules consistently and impartially. All players should know the rules and any ground rules. If a player does not know the rules he hurts himself and his team. A player who tries to advance a base without "tagging up" on a fly ball will be doubled off the base.

consistently

ground rules

tagging up

Rules should be interpreted and enforced the same no matter who is umpiring. There should be no difference whether Bill Smith is the umpire or Jimmy Jones is the umpire. Umpires as judges must be consistent and impartial in applying the rules.

umpire

impartial

Rules should be stated clearly so that a person can act as his own umpire as to whether he has violated the rules. It is possible to have "pick up" games without an official umpire because the players know the rules and play accordingly. The teams get together and agree upon the ground rules before the game begins.

umpire

rules

before

Usually students continue to play by the rules of the classroom even when the teacher is not present. When one of the members of the class does not abide by the rules other members of the class remind that one that he is violating the class rules.

teacher

violating

Most of the time we do not need umpires because most people play by the rules. There are some players who do not play by the rules and the umpire has to enforce the rules.

rules
umpire

Classroom rules like the rules of baseball should be interpreted consistently and impartially. Even though classroom rules are consistently and impartially interpreted they may not always be enforced in the same way for a very good reason. The reason is that in the classroom we are trying to help each person to become a better person. The kind of help that one person needs might not be the kind of help that another person in the class needs.

impartially

person

Generally, there are two reasons for applying the rule differently. Extenuating circumstances is one of the reasons for different enforcement. Students should arrive at school on time is an accepted school rule. Extenuating circumstances like bad weather, flat tires, sickness or other mishaps may cause a student to be late on rare occasions. In the interpretation of the rules both Mary and Ellen were tardy. The kind of enforcement of the rule will be different because of the extenuating circumstances that differ from case to case.

rules

extenuating

Mitigating circumstances may also cause the enforcement of rule violations to be handled in different ways. Jimmy has two younger brothers that he must take home after school. If Jimmy is kept after school today then his two younger brothers will be punished with Jimmy.

violations

A person taking the mitigating circumstances might make Jimmy's punishment different from Joseph's punishment. Mitigating circumstances lead to mercy because of the influence on others.

mitigating

The kind of action taken in the case of Mary and Ellen or in the case of Jimmy and Joseph will be designed to help each one of them to become better persons and better members of the classroom.

Most of us learn how to live together, work together, and play together harmoniously. We serve as our own umpire because we know the rules and they become so much a part of us that we accept them as customs. We are considerate and courteous toward others because we like for others to be considerate and courteous toward us.

harmoniously

customs

We recognize that for the most part parents in the home, teachers in the schools, policemen in the community, and umpires in the baseball game are attempting to interpret and enforce the rules consistently and impartially.