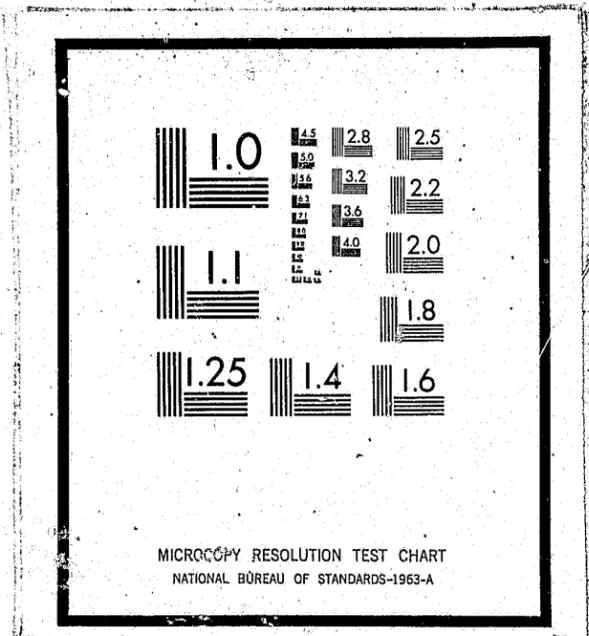


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## THE POLICE-CIVILIAN FOOT PATROL: AN EVALUATION OF THE PAC-TAC (Police and Citizens Together Against Crime) EXPERIMENT IN ROCHESTER, NEW YORK

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ABSTRACT

PAC-TAC was an experimental Pilot City demonstration program, conducted in 1973-74, which paired Rochester police officers and local citizens walking beats in selected Rochester neighborhoods.

This report presents an analysis of data collected and analyzed under the supervision of Pilot City staff, as part of the overall evaluation of the PAC-TAC I-II program. Three kinds of evidence about the program are examined -- ethnographic data on the teams' work in various neighborhoods; an analysis of the attitudes of team members and their reported work; and an analysis of the effects of the experimental stimuli on records of offenses and arrests during the period of the program.

The report indicates that the PAC-TAC experiment did not have a consistent effect upon crime, and may have operated both to deter crime and to increase reporting in some instances. A tendency to displace reported offenses in both time and space was also observed. Ethnographic observations suggest that the police partner in police-civilian teams consistently dominated, determining team style and division of labor; significant differences among officers' approaches to their role were noted, however. The report concludes that while foot patrols cannot be expected to produce much impact on crime, the PAC-TAC experience can provide a basis for further experimentation in the use of foot patrols to reduce police-community estrangement.

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We wish to acknowledge an extreme debt of gratitude to Chief Thomas Hastings of the Rochester Police Department. His enthusiasm for the PAC-TAC idea was a moving force behind the experiment and facilitated its evaluation. To the large number of personnel in the Rochester Police Department who also worked closely in planning and evaluating PAC-TAC, especially Captain Delmar Leach and Sergeant Terrence Rickard, we also wish to express our thanks.

Though this report bears only the three names of the individuals who wrote its major sections, the evaluation was undertaken by a large team who all contributed in several ways to complete it. Among those who worked as research assistants are: Joseph Merlino, Gregory Fondak, Nancy Koch, Bruce Ray, and James Mertes. Poduri S. R. S. Rao of the Department of Statistics at the University of Rochester gave generously of his advice to correct and simplify much of our work and we are grateful to him for his collegiality.

The Pilot City staff itself undertook the burden of supervising much of the evaluation, eventually typing, criticizing, and editing its various drafts. The clear-headedness and indefatigability of Elizabeth Benz Croft, in particular, kept us all from running amuck at various points, and steered us, like the beacon on the rock that she is, through some stormy seas. Along with her two right hand persons, Roberta Cronin and Lois Horwitz, she read and edited each line in the text. Roberta Cronin deserves special praise for checking all the tables, correcting many errors in tabulation, and worrying us all into admissions of syllogistic absurdity. Nancy French and Donna Breiner typed the results and we appreciate their patience.

We are also indebted to Jules Tesler and Peter Heerwagen of the New York Regional Office of L.E.A.A. for their exceptional interest in PAC-TAC throughout its long course and aided us measurably in threading this project through the usual snarls. What follows, then, is the product of a considerable team effort. We alone, however, are responsible for any errors remaining in the analysis.

Thomas Spence Smith

## I. OVERVIEW OF THE PROJECT

### A. BACKGROUND

In late 1972, the Police Commissioner of Rochester, New York, Joseph Battaglia, instructed his Research and Development Office to explore means of lessening the distance between police officers and residents in the community. The problem of uneasy police-community relations in Rochester, he felt, could be traced in part to the breakdown of personal ties between the police department and residents of various neighborhoods in the city, and it became his objective to renew the trust in the police officer which had once existed in the city.

But what could be done to improve a situation so obviously complicated by the difficult facts of urban life -- blight, poverty, racial conflict, misunderstanding? Obviously, no single program of change could reasonably be expected to erase the difficulties; many approaches would have to be tried. In fact, the Rochester Police Department recently had conducted several special programs in the area of police-community relations. These efforts had involved such activities as working with adults and youth in minority-group neighborhoods, public education about crime prevention, and establishment of a corps<sup>1</sup> of civilian "community service officers" to perform para-police roles.

<sup>1</sup>For further details, see Scott Hill, Police in Monroe County, New York, Pilot City Information Paper #6, (May, 1974), pp. 41-44.

None of the earlier programs had squarely addressed one fairly straightforward and common sense possibility, however. This was embodied in the observation that since police work had become largely a matter of motorized patrol, actual contact between police and citizens was absent except in times of trouble. In other words, the reasoning went, a major source of problems in police-community contacts was simply their relative infrequency, especially under pleasant or at least casual and informal circumstances.

The traditional beat system, with officers regularly assigned to patrol on foot, had, of course, provided an opportunity for more "personalized" services and contacts with citizens, but the Research and Development staff questioned whether simply redeeming the foot patrol, as had already been attempted with little success elsewhere, was the solution for Rochester. For one thing, the traditional police foot patrol had been difficult to monitor. Also, it was thought to be inefficient and, indeed, sometimes foot patrol assignment had been used as a punitive measure after the advent of motorized patrols. Nonetheless, putting officers "back on the streets" appeared the most direct means of encouraging greater amounts of police-citizen contact, and, therefore, the planners set out to devise some means of improving on the classic foot patrol model.

Further reflection suggested to the Research and Development staff that one of the deficiencies of the foot patrol renaissance elsewhere (usually no more than the re-institution of schemes in practice thirty years ago) was its failure to enlist community resources

in reducing the distance between police and citizens. Thus, if the central objective was to re-integrate police work into the civilian community, a major resource available to the officer on patrol might be found in the network of personal ties, and the indigenous leadership already existing in the various neighborhoods of the city. To mobilize these informal resources, it would be necessary to design a routine mechanism of liaison between the police officer and the areas of the city in which he worked. Here a plan originated for hiring neighborhood residents to work as "partners" of police officers, the two forming a foot patrol team.

This concept in foot patrol -- the pairing of police officers and civilians to work in urban neighborhoods -- was a new idea. "Police and Citizens-Together Against Crime" -- PAC-TAC, as it came to be known -- would not be equivalent to auxiliary patrol, as used in New York City, nor would it constitute a return to the traditional beat system, as in St. Louis. It also would be unlike the Rochester community service officer program, since the civilian personnel would not be recruited with a view to training them for subsequent careers as police officers.

In December of 1972, Captain Thomas Hastings, Director of the Research and Development Office, presented an outline of the PAC-TAC program to the staff of the Rochester-Monroe County Criminal Justice Pilot City Program for consideration as an action program. It appeared that the PAC-TAC idea represented an appealingly simple and promising approach to several problems, in addition to that of

police-community relations. Because it would introduce civilians to the police function in an operational context, it also would stand as one of the first systematic attempts to define a para-professional role for civilians in police work. The program also would provide opportunities to study the effects of this type of patrol on crime, police morale, and other variables of interest to criminal justice researchers and planners.

Together, the Pilot City group and the Rochester Police Department proceeded to refine the program concept and to develop an appropriate experimental design, and by February, 1973, had produced a proposal that was submitted to the Law Enforcement Assistance Administration (L.E.A.A.) for funding. The proposal, which called for the experiment to be carried out in the summer and autumn of 1973, was approved and funded within the following two months. The program got underway during May, 1973, with the first patrol operations commencing on June 11. Operations were scheduled to run through December 8, for a total experimental period of six months.<sup>1</sup>

#### B. DESIGN OF THE EXPERIMENT

In analyzing the basic idea of police-civilian teams, the Pilot City Program staff identified several sources of variation

<sup>1</sup>The experiment was later extended in an abbreviated format for a period of four months, referred to as PAC-TAC II. This extension was primarily intended to allow for execution of a community attitude survey, one of the central components of the evaluation design. The community attitude survey, undertaken independently, was published separately and is not part of this report. All evaluation data in this report are drawn from the earlier six-month period in which the experiment operated in its original format.

involved in the team concept. The experiment shared with the classic model the introduction of foot patrols as stimuli to good community relations and other desirable outcomes, but it obviously embellished on the traditional foot patrol model. First, the PAC-TAC concept augmented the size of the patrols, from the customary single patrolman to a team of two. Second, the concept manipulated the traditional composition of the foot patrols, by introducing a new civilian component. Thus, there were actually three elements wrapped up in the PAC-TAC team idea, all of which might have important effects on police-community relations, crime patterns, and other variables: the simple presence of a foot patrol team, the size of that team, and the membership of the team.

To allow for the eventual analysis of the separate effects of all three program elements, the Pilot City Program proposed a factorial design which simultaneously manipulated these sources of variation. This design called for beat areas which would receive varying combinations of the following elements or "factors": (1) team presence: no foot patrol team vs. foot patrol team; (2) team size: a one-member team vs. a two-member team; and (3) team composition: an all police officer team vs. a team with a civilian member.

Overall, there are six meaningful combinations of the identified factors which could be included in an experiment -- a team of two policemen, a team of two civilians, a team of one policeman and one civilian, a single policeman, a single civilian, as well as an area with no beat personnel at all. Since the Rochester Police Department and the Pilot City staff felt constrained not to put

civilians out on patrol by themselves, either singly or in pairs, it was agreed that a compromise with the ideal experimental design would be necessary -- that the "one-civilian" and "two-civilian" conditions would be excluded from the experiment.

In its final form, the PAC-TAC experiment called for sixteen different patrol areas to receive one of three types of foot patrol service for four hours each evening: two-police teams were allocated to two areas, two areas received one-police teams, and the remaining twelve areas were patrolled by police-civilian teams. Together with a set of six matched "control areas" which received no foot patrol, these fixed beats formed the experimental stimulus areas studied during the entire operational period of the experiment. (See Appendix I for further details of PAC-TAC beat selections.)

#### C. EVALUATING THE OUTCOMES

Evaluative research such as the PAC-TAC program involved, like all applied social research, faces a number of difficulties not typically encountered in the laboratory setting; uncontrolled variables, measurement inaccuracies, compromises of classical experimental design are among the commonplace complaints of evaluative researchers themselves, as well as their critics. A more general problem of applied research is the lack of tightly developed theoretical frameworks which identify critical variables for measurement and facilitate logically meaningful prediction of outcomes.<sup>1</sup>

<sup>1</sup> A good overview of such issues is available in Francis G. Caro (ed.), Readings in Evaluation Research (New York: Russel Sage Foundation, 1971), especially "Part III: Methodological Issues; Measurement and Design", pp. 153-284.

The PAC-TAC evaluation effort was not immune to such shortcomings, but it did seek to study the effects of the experimental stimuli in as tightly controlled a framework as could be developed in the circumstances at hand. The aim was to improve as much as possible upon the impressionistic assessments which are frequently used to decide whether a program has managed to produce some desired outcomes.

One can, of course, speculate about the ramifications of an action project to an extent which would make innumerable outcomes seem possible. Early in the evaluation design, it was decided that the program not only could provide an opportunity to conclude if PAC-TAC had some predicted impacts on crime or public attitudes toward the police, but also could serve as an arena for studying the process of police-community relations and examining the work unit formed by the civilian and the police officer. These latter objectives were to be approached with open-ended, qualitative kinds of research, supplementing the "hard" measurements that could be made of crime and public opinion.

The basic impact of PAC-TAC was expected to occur in an improvement of public attitudes toward the police. Among the other areas of possible consequence, the following criteria were selected for a further assessment of the program's impact: whether PAC-TAC made any contribution to offense or arrest statistics; whether it substantially altered the number of calls for service the department could respond to during the hours of the experiment; whether the experiment produced any displacement of crime in time or across areas;

whether it improved the professional self-image of the police officer, as the result of working with a "para-police" partner; whether the teams developed stable divisions of labor; and whether the teams penetrated the informal social organization of their neighborhoods.

In terms of evaluation, the outcomes mentioned above required several kinds of data collection and several kinds of analysis.

1. A sample survey of the opinions of residents within PAC-TAC areas was necessary to gauge public reception of the experiment and change in attitudes toward the police.

2. Crime statistics had to be collected from the records of the police department.

3. The teams' members had to be interviewed before and after the experiment, and observed during it, to determine work profiles and attitude change.

4. An ethnographic inventory of the work of several teams in different neighborhoods had to be attempted in order to study conditions of effective incorporation of the teams by community residents.

The evaluation of the impact of the experiment on public relations and crime was to be structured further by comparisons among the "factors" in the experiment. We particularly wanted to know whether the PAC-TAC teams would do better or worse than the two-police teams and the single officers, as well as whether any kind of foot patrol would be an improvement over none at all.

#### D. ORGANIZATION OF THE EVALUATION

This report presents in detail the results of three portions of the evaluation effort outlined above -- ethnographic data on the teams' work in various neighborhoods; a longitudinal analysis of the attitudes of team members and their reported work; and an analysis of the effects of the experimental stimuli on records of offenses, arrests, and calls for service during the period of the program.

The ethnographic materials introduce the reader to the operation of the program from the perspective of a participant observer. A trained anthropologist spent three months intensively studying the program's operation in two neighborhoods in which the program operated. The purpose was to study the conditions of reciprocity to the teams in the neighborhoods and to observe the evolution of work patterns within the teams. Chapter II, covering the observations of the field work, supplies unique qualitative dimensions of the program otherwise missing from the subsequent analysis.

Chapter III addresses the impact of the program on the participants themselves -- the police officers and the civilians. A demographic profile of the program's participants is presented as well as an examination of their recruitment, an analysis of their attitudes on a number of dimensions, and some scrutiny of the daily "logs" we had them keep of their activity.

Finally, in Chapter IV, we present an analysis of the impact of the program on crime statistics.

A fourth component of the evaluation effort, a public opinion survey, was undertaken by the Stochastic Systems Research Corporation. The findings of that survey are reported in their report, The Effect of PAC-TAC on Community Attitudes Toward the Police in Rochester, New York.

## II. AN ANALYSIS OF PAC-TAC TEAMS IN ACTION

by

Jerry E. Williams

### A. INTRODUCTION

This chapter presents the analysis of field observational data collected on selected PAC-TAC teams by the author, an anthropologist. The task of field observation, intended as a general supplement to the quantitative measurements of program impacts, was approached with two goals in mind. First, I wanted to collect enough first-hand data to allow me to make some generalizations about the internal dynamics of a limited number of PAC-TAC teams and about their interaction with citizens in their beat areas. Second, I wanted to gain a cursory knowledge of the beat areas (e.g., information on the forms of social interaction, on the kinds, numbers, frequency, density and intensity of social networks, and on the native categorization of "groups" distinguished by actors themselves), to see whether such characteristics noticeably affected team performance, and to provide a general backdrop for the overall analysis.

Data on PAC-TAC teams were collected principally through participant observation from June 11 to September 7, 1973. During the same period, I became acquainted with the beat areas through some observation but mostly by means of lengthy interviews with citizens.

### Selection of the Beats

Police-civilian beats were selected for intensive observation which showed variation with respect to one or more of the following physical or social characteristics: (1) relative size, (2) clustered or random distribution of meeting places, and (3) white or non-white ethnic composition. The objective of this procedure was to determine whether any of these general variables had significant consequences for team performance.

Since the principal goal of the program was to see how civilians and policemen worked together on a beat, double-police and single-police teams were not intensively observed. Of the remaining twelve beats, which were police-civilian beats, four were immediately excluded from intensive observation because they had a low degree of on-the-street activity. These beats were observed occasionally, but on the whole, did not provide good testing grounds for measuring the effectiveness of the community-contact aspect of the program. A fifth beat was then excluded because it was unrepresentative of the type of beat in which PAC-TAC teams were normally expected to operate. This was a downtown beat which had no continuously residential population.

This left seven beats, which fell roughly into three categories. Three of the beats were relatively large and had "main drags". Three others were also large, but in these the distribution of meeting places was more random. Lastly, there was one small beat with a "main drag". One beat was initially selected for

observation from each of these groups, but it was soon discovered that truly intensive observation could be carried out on only two of the beats owing to limits of time and manpower. It was decided, therefore, to concentrate on beats representing the second and third categories since these offered the most decisive differences. The "Adams Street" beat was selected from the second group, and the "Walnut Street" beat was the single representative of the third.

These choices furthermore permitted the comparison of areas having different ethnic compositions, as the Walnut Street beat was mainly black and the Adams Street beat was approximately equally divided between white and non-white residents.

### Selection of Respondents

The collection of adequate data through informal interviews depends on a relationship of trust between the interviewer and persons interviewed. This could not be achieved were the interviewer simply to go from door to door; the demonstration of a legitimate connection with the PAC-TAC program was necessary. It was decided, therefore, that initial interviews would be conducted only with persons met during the course of walking with the teams. These persons then were asked to introduce the interviewer to one or more of their acquaintances in the neighborhood. In addition, an attempt was made to locate respondents who resided in different parts of the beat area.

There are clear and important limitations to the data reported here. The foremost of these limitations is one of scope. Of the

<sup>1</sup>As discussed on page 15, the actual names of the beats have been changed to minimally disguise their identities.

sixteen experimental areas included in the PAC-TAC program, I was able to observe teams in only a selected portion during a total of fifty visits to the field. As explained above, two areas patrolled by police-civilian teams were selected for concentrated observation, resulting in 12 observations of the Walnut Street beat and 25 visits to the Adams Street beat. Six other observations were allocated to a third police-civilian patrol area, with the remaining seven observations distributed among other beats, including some receiving the one-police or two-police stimulus. Though additional observations by another field observer generally support the central conclusions I have drawn from these data, the analysis presented here must, in the end, be put into the wider perspective of the total program over a more inclusive period of time.

Secondly, the information on social relations in the beat areas is very limited. Here the amount of direct observation of social life from day to day necessary for adequate social analysis was not feasible. I have had, therefore, to rely on the information provided by a few citizens and on the minimum of observation I was able to undertake. I did not live in any area under study during these months; rather, my procedure was one of periodic immersion in the stream of action in any particular area.

With these limitations in mind, I will treat these data within the following outline. First, I will examine any regularities in team performance which may be correlated with the particular physical or social characteristics of each beat area. Second, I will consider the internal structure of teams to see how different

permutations of the relevant statuses held by team members (police, civilian, male, female, greater experience on the beat, greater experience on the police force, etc.) correlate with the empirical regularities in relations between members. Third, I will analyze the kinds and degrees of communication (and consequent continuity) from team to team. Finally, I will offer some first approximations about the way in which strategies of conduct (or team styles) emerge in action and about how such "styles" correlate with different kinds and degrees of contact with citizens in each beat area.

I should like here to acknowledge my thanks to the citizens on the beat who gave freely of their time and provided much personal information about themselves and their social relations and to the team members who carefully and conscientiously answered the continuous barrage of questions to which they were subjected while doing their jobs. To insure the anonymity of these persons I have referred to none by name and have employed only a simple set of coded entries (e.g., P.1, P.2, C.1, C.2) when referring to PAC-TAC team members. In the same way, I have changed the names of streets and meeting places and altered some of the less important features of the beat areas, in order to minimally disguise their identities.

#### B. THE BEATS

In this section, I will sketch some of the basic physical and social features of two beat areas from which most of the empirical examples which follow are taken. I will then consider how a few of these features are relevant to the performance of teams in each area.

In the interest of clarity and accuracy, I shall concentrate upon those data which have been corroborated either by personal observation or by more than one respondent. My aim is to present each area as a set of analytical features which are comparable to those of other areas included in the PAC-TAC program.

#### The Walnut Street Beat

This resembles several other relatively small beats with active "main drags" with the exception that about 80% of the residential population is ethnically black.<sup>1</sup> The beat area itself covers only 1.07 square miles although it is viewed by citizens as a part of a much larger culturally defined unit perhaps five times its size, which is regarded to be an ethnically black sector of the city.

Citizens break down the population of the larger ethnic region into three "groups" of individuals: (1) "homeowners", (2) family "renters", and (3) "street people". Homeowners seem to make up roughly half of the population. These individuals seem to have more interaction with each other than homeowners observed in other sectors of the city. They see each other more frequently and sometimes get together for such occasions as neighborhood barbecues in the summer. The majority of families who rent live in densely populated housing projects on the beat, but some live in older apartments built closely together. According to one citizen, the residents of housing projects have "their own thing," i.e., their

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<sup>1</sup> According to the 1970 Census.

own separate social network. "Street people" are divided into two classes defined by age criteria. The "young crowd" or "jittybugs", as they refer to themselves, do not generally congregate on the beat itself. Their area of social interaction is normally Lincoln Avenue, located a few blocks off the beat area. There they get together on the street and in bars or private clubs, or they go to a friend's house to "party". Citizens associate this group with a higher level of commitment to militant movements, especially the Black Muslim movement, and with a higher use of narcotic drugs (mostly heroin). The other class of "street people" is the one found mainly on Walnut Street. This is the class of "older fellas".<sup>1</sup> This class includes many construction workers and seasonal blacktop workers, most of whom are unskilled and receive welfare support during some part of the year. Some are disabled veterans and a high number of them are regarded to be alcoholics. They are low income renters but not very transient; many have lived in the area all their lives.

There are five types of social meeting places which were described by citizens: bars, private clubs, a business cluster on Walnut, restaurants, and churches. Bars cater to varying clienteles. For example, bars frequented by "older fellas" normally provide live jazz entertainment while "jittybug" bars offer music preferred by black youths and young adults in the area. Like the bars, private clubs, which serve food and regularly provide live entertainment, are associated with differing age groups. The business cluster on Walnut,

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<sup>1</sup> This is what they call themselves. Others frequently call them "the winos", "the drunks", or the "old drunks".

which has a large parking lot and houses six business enterprises including a liquor store, is the primary location of "older fella" interaction. During the busy nights, thirty or more "older fellas" gather in the parking lot to drink and to talk in clusters of four to six individuals. They also have some contact with families which come into the cluster to buy fish at a carry-out fish store there. There are also five small restaurants on the beat owned by local entrepreneurs. They have a regular neighborhood clientele and specialize in "home style" cooking, unique sauces and certain menu items such as greens, which are normally categorized as "soul food". One of these restaurants has a pinball machine, which is played often, mostly by groups of youths. There are, finally, two storefront churches in the beat area which have late evening services. Lack of time and resources prevented collection of data on those churches or on the persons who constitute their congregations. One other meeting spot which may be included with these types is a service station on Walnut Street which is a primary point for interaction between Jamaicans who live in the area. A Jamaican owns that station, and it is normal to hear much conversation in Jamaican Creole there.

Generally, citizens did not regard the beat area as one where many crimes occur, nor as an area where there is much hostility towards the police. An employee of the liquor store in the business cluster told me that the "winos" who frequent that place appear more threatening than they are. They actually cause few disruptions; there has never been a mugging, a robbery, or a burglary, nor has anyone been threatened at the business cluster in his wide experience. The

"older fellas", moreover, have no hostility towards the police since they are never "bothered" by police patrolling in cars.

One citizen (an "older fella") offered the following appraisal of the Rochester Police:

They are different than a lot of other places [e.g., Detroit]. I don't believe they're that bad. You got good and bad in everything you do. Now, you have some that are bad. They just nasty; they ain't got no business bein' policemen really. But that's just some. Where there's one there are ten in his place that are twice as good as he is.

But he added:

You very seldom have fights or muggings (here). Our area is pretty good. But you see somethin' like that startin'; you can talk to people and break 'em up from doin' somethin'. We try to do it ourself, try to keep the police out of it 'cause somebody could get clubbed in the head of somethin'. You never know who they're gonna send. They might send a good guy or they might send one of them club artists. You might get that one out of ten ... Some have no respect for a man. The uniform is their law. When they put that on they think they're God or somethin'.

#### The Adams Street Beat

The Adams Street beat is different from the Walnut Street beat in several respects. It is more than twice as big, covering roughly 2.7 square miles, and it does not have anything like a "main drag", a central focus of social activity on one large heavily travelled street. Further, it is more ethnically heterogeneous than the Walnut Street beat. Most citizens recognized a localized distinction between the populations north and south of Vine Street (See Figure II-1). As a result of urban renewal, many low income

FIGURE II-1

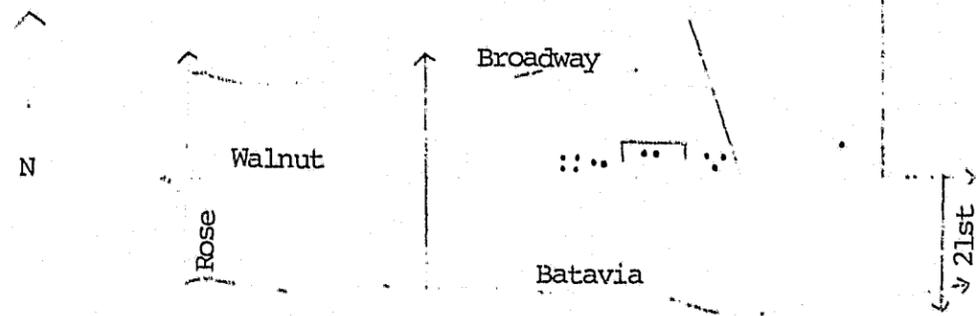
Maps of the Beat Areas (To Scale)

KEY:

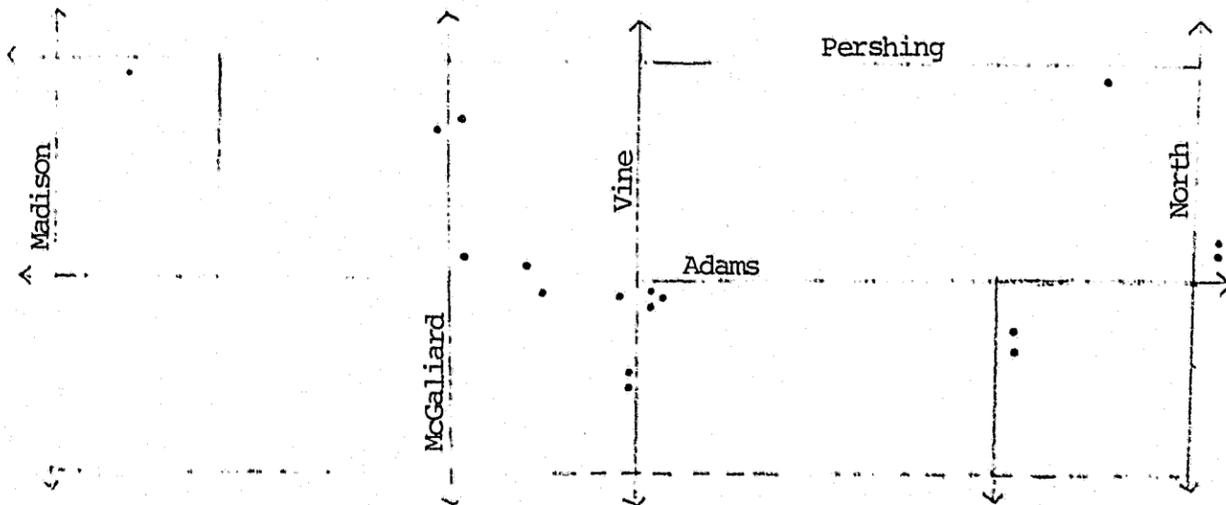
- - Location of a core contact
- - Business Cluster

0 1,000 2,000 2,500 ft.

WALNUT STREET BEAT AREA



ADAMS STREET BEAT AREA



blacks and Puerto Ricans moved out of the area just north of the beat area (towards downtown Rochester) and settled in high numbers in the area north of Vine. By contrast, the area south of Vine is more highly populated by older, white homeowners living in simple frame houses, who have not been "driven out" by declining property values. This group has a high number of persons of Eastern European extraction who have maintained ethnic boundaries through the retention of some distinctive customs and through their use of Old World languages in intra-ethnic contexts. Citizens told me that much of the low income black and Puerto Rican population is made up of renters as opposed to homeowners, and my own superficial visual survey of the area agrees with this statement. Of the forty obviously rented structures having two or more units, I found thirty-five situated north of Vine.

Because there is no main drag on this beat, social meeting places are very scattered. They include seven "neighborhood" bars which cater to regular customers, one large centralized bar frequented by blacks mostly from outside the beat area, one grocery store frequented mostly by male Puerto Ricans who like to engage in informal conversation just in front of it, and the side streets where youths and children interact socially during the summer. It may be added that the ethnic distinction mentioned above applies normally for groups of youths in much the same way as for adults. Black and Puerto Rican youths separately "hang out" north of Vine, while the white youths congregate south of Vine.

Everybody I questioned reported that the area has changed considerably in the last two years. Most notably, persons in the

south half of the beat cited an increase in violent crime. Many of these crimes have been of a particularly grisly nature and have almost always happened in the course of robberies, burglaries or muggings. A consequence of this trend is that many of the people south of Vine have changed some of their living habits. They no longer go out near dark for any reason, nor do they send their children out to a corner store after dark as they once did. One youth told me that he disliked walking in the neighborhood at night and did so only when armed with some weapon (in most cases a household hammer he carries in his belt). A shop owner confirmed that his business drops off decidedly after 8 p.m. because "people are afraid to walk the streets". He said that in past years there were people "all over the sidewalks" at that hour, but now "you could roll a bowling ball all the way [from Vine] to Madison [without hitting anybody]". People in the south end of the beat uniformly pinned the blame for the increased crime on the influx of blacks and Puerto Ricans to the north. One man echoed the sentiments of many others when he said of the population:

They don't give a damn; they let everything go to pot ... They have no roots; they seem to come from nowhere and end up nowhere ... [My wife and I] worked and worked hard for everything; we couldn't sit in bars night after night.

Interestingly enough, those persons I questioned who had recently moved into the north end of the beat did not perceive an increase in the incidence of crime here. If anything, they viewed the area to be safer than the neighborhood from which they moved.

### Some Notes on Social Networks

In the course of my work in each beat area, I collected and mapped out some intensive data on the numbers and kinds of acquaintances which citizens had with others in the general area of the beat. In each case, I located an "anchorage",<sup>1</sup> a person or couple to serve as a point of orientation (or Ego) for a network map. I then asked Ego about his or their relationships with five closest neighborhood acquaintances.<sup>2</sup> As time permitted, I then asked for an introduction to those acquaintances and then asked the same questions of them. Most of the data refer to the Adams Street beat and are relatively incomplete; nevertheless, the results of this inquiry conducted at many different geographical points of the beat are consistent in several respects.

My most complex set of data on any such partial network<sup>3</sup> elicited by the procedure above is exemplary of other findings

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<sup>1</sup>Technical terms used in this analysis are drawn either from J. Clyde Mitchell, "The Concept and Use of Social Networks", in Social Networks and Urban Situations (Manchester: Manchester University Press, 1969) or from J.A. Barnes, Social Networks (Phillipines: Addison-Wesley, 1972).

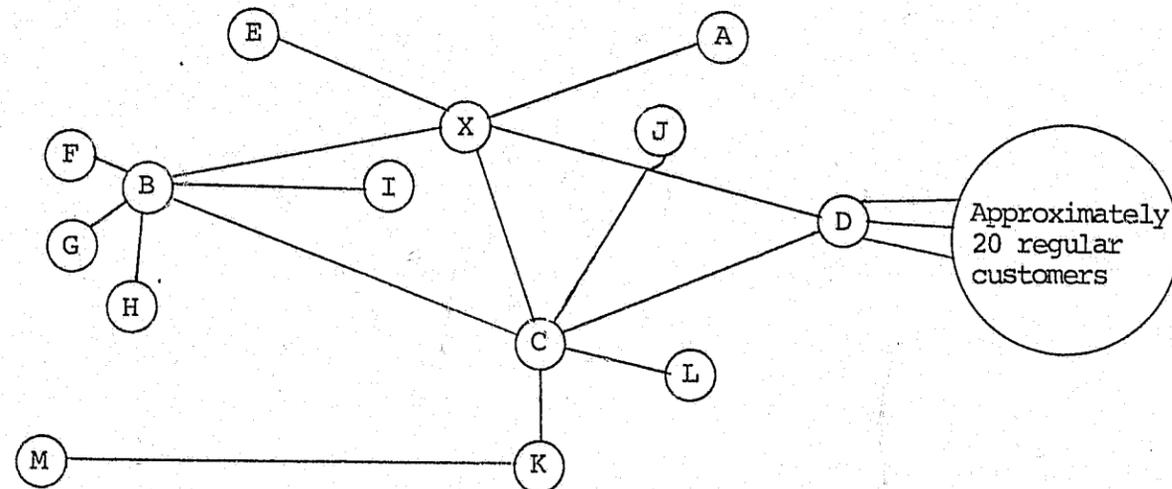
<sup>2</sup>Five was an arbitrary number, but it often took considerable reflection for respondents to come up with just five. It may be said that these five generally represent the most easily recalled ties and, thus, if the term applies at all, the most intense.

<sup>3</sup>This is a "partial network" because it does not include social ties outside the area (e.g., work associates, fellow church members, kin, etc.).

elsewhere on the Adams Street beat. This partial network is graphed in Figure II-2.

FIGURE II-2

A Graph of One Partial Network in the Adams Street Beat Area



This graph includes a range of persons who live within a residential area of less than a city block. They are graphed here roughly in accordance with their geographical distance from each other. In this representation X is Ego and A, B, C, D, and E are her principal acquaintances in the area.

An immediately striking aspect of this partial network is that it is not "dense", that is, everyone does not have social relations with everyone else. This is interesting in light of the fact that all of these people live so close to one another, but it

is not unusual, judging from the data collected in other parts of the beat. First, we see that E and A have no other social contacts in the area besides X. Indeed, neither is on a first-name basis with anyone else in the area. Second, we find that although B and C know each other and have, themselves, relatively extensive personal networks, they have only one social acquaintance in common. Finally, we may add that I and J have been next door neighbors of X for eight years but are not included among X's social acquaintances. This is so in spite of the fact that all the ties in this partial network are essentially ties of locality and nothing more.

The only common basis for any social interaction between these people is that they live close to one another. None is kin to any of the others, nor are any of these people work associates or common members of a community organization like a church. As a result, social interaction is not very frequent nor of any great depth of importance. Normally one sees another little more than once or twice a week and then only by chance. The content of interaction consists of rarely more than a wave or a "hello". C has invited X to a family social function (a wedding), and E goes over to I's house for an informal barbecue "once or twice a summer", but on the whole relations between these persons remain quite superficial. The only reported case of domestic help from one person to another was when B repaired I's lamp. Beyond this, each domestic unit is utterly self-reliant. When I asked if persons loaned money or items other than yard maintenance equipment to acquaintances in the neighborhood, one individual told me bluntly, "We don't do that around here."

The lack of density, frequency, and depth of content of these ties does not mean that these people have no social life outside of the household. On the contrary, it is people with whom they have something other than residence in common (kinship, same job, same church affiliation, etc.) with whom they have dinner or play cards. Such compartmentalization of social relations is a marked feature of urban society generally according to Mitchell:<sup>1</sup>

The relative weakness of institutional integration in large-scale societies is directly connected with the paucity of multiplex relationships, for there are so few circumstances in which people in large-scale industrial communities meet one another constantly in a variety of social settings. Instead, their activities in one sphere of life are comparatively isolated from their activities in some other sphere. In social network terms, the constituent links of partial networks are largely independent on one another and do not coincide.

The upshot of these data for social networks in the Adams Street beat area is that there is little sense of "community" here. There is little in the way of exchange of information, and the channels of information, judgment, and opinion that do exist lack the density to make for a localized basis of social control that one might find in a small village.

My data on social relations in the Walnut Street beat area are very sketchy, but they suggest that social relations between neighboring families here are more frequent and of greater content. A recognized summer institution is a big barbecue held by one family

<sup>1</sup> See Mitchell, op. cit., p. 46.

for several others. My observation indicates nothing of this sort occurs in the Adams Street beat area. Moreover, we may add that the social networks among the "older fellas" who gather on the street or in bars appear to be relatively dense and of relatively greater frequency and depth of content. One such person told me that he, like his fellows, is relatively free with his cash in relation to others he knows. They loan money (and sometimes considerable sums of money) to one another over the short-term, and this reflects a level of mutual trust and interdependence in these relationships which I have not discovered elsewhere. They have common interests, common backgrounds, and common sources of information and judgment, facts which may underlie the observation that in cases of minor fights and the like, members of this group "handle it ourselves" and may pursue that option over calling the police.

#### Beat Characteristics and Team Performance

The only really significant features relevant to the performance of teams appeared to be the physical size of the beat area and the relative clustering of meeting places. The Adams Street beat is so large and amorphous that the continuity of core contacts<sup>1</sup> among teams patrolling on different nights, as well as potential team visibility, was cut to a minimum. The location of core contacts was more randomly scattered on this beat (see Figure II-1), and it was

<sup>1</sup> A "core contact" is a beat resident with whom a team had multiple encounters, developing a relationship over time and returning to speak with the resident periodically.

common for a person to have seen the teams only once or twice a month. By contrast, the Walnut Street beat could be totally covered at least once every night. The paths of the teams were well worn, and their core contacts, all of which occurred on the main drag, were almost identical from team to team (see Section D).

Only two social features of the beats, both relating to their ethnic character, had even marginal importance. First, it seems clear that a team member's lack of facility in Spanish inhibited social contact with Spanish-speaking residents. The second feature, the predominance of black ethnicity in the Walnut Street beat population may have contributed to what I interpreted as the uneasiness of one officer in his initial experience there. By the end of August, however, he seemed to me to be completely at ease.

### C. INTERNAL STRUCTURE OF THE TEAMS

In this section I will offer an analysis of empirical regularities in the interaction of team members and in team performance which suggest that the actions of team members in the context of walking the beat are governed by certain social rules, which are understood by the actors but not always expressed in interviews. I propose to demonstrate that walking a beat for a member of a PAC-TAC team is an organized social event in which the relevant statuses carried by each member emerge as central to the understanding of how authority is distributed and how labor is divided internally, and consequently, of how different "styles" of performance are exhibited by different teams.

### Deference to Experience

On the basis of my observation, I have concluded that a key principle underlying the actions of team members is one of "deference to experience". Generally, in keeping with this principle, civilians in police-civilian teams left almost all of the on-the-spot decision-making to the policeman. The policeman made such subtle choices as where to walk, where to stop, and how long to stop, in addition to making more overt decisions related to his normal police functions. These latter decisions were clearly regarded to be the officer's distinct province. When a traffic citation was issued, for example, the civilian was wholly uninvolved. Had the civilian interjected comments or assumed any of the responsibility of the policeman in such situations, this would have constituted an improper interference with a purely police matter.

On the other hand, there was one context in which the policeman might defer to the civilian. This was in the rare case when a policeman lacking prior experience in the beat area was teamed up with a civilian who had walked the beat on many occasions before. Under one such circumstance, the civilian assumed the role of a guide to the area. He subtly selected a route with which he had become familiar and actively introduced the policeman to certain citizens he had encountered previously. The policeman was motivated to passively follow the lead of the civilian since the sphere of ordinary social contact in the particular area was one in which the civilian had credentials of prior initiation.

Cautiously generalizing from this single case, we might suggest that the initiative demonstrated by the civilian in this context was a legitimate option which he chose to exercise, an option in which his actions would not be interpretable as inappropriate by the policeman-teammate. In one other case where the same contextual features were present, however, a particular civilian seemingly waived this option, and the usual pattern of policeman dominance was permitted to develop.

It should be added here that this optional permutation of the "deference to experience" principle refers only to the civilians' capacity to initiate social contact. Although ordinary police jobs or services were not called for in the case I have cited, it seems utterly unlikely that the civilian could have legitimately extended his initiative into the sphere of purely police matters (e.g., questioning a suspect, giving a ticket, collecting official information, etc.). The notion of such a purely police sphere of action requires further comment, and I will have more to say about this below.

If the dominance of policemen in police-civilian teams is due primarily to their status as experienced professionals, certainly the citizen<sup>1</sup> conception of the civilian as a more or less unofficial

<sup>1</sup>  
I have employed the term "civilian" to refer to citizens who are members of PAC-TAC teams. The term "citizen" is reserved to refer only to non-PAC-TAC citizens in the beat area. This distinction was made by participants in the program and has been assumed here.

appendage of the policeman would seem to reinforce that dominance. This opinion was made manifest again and again while on the beat. In initial contacts, particularly, citizens selectively conversed primarily with the officer and only secondarily with the team as a whole. This is not to say that civilians made no contribution to the team, but rather that citizens approved of or rejected having policemen on the beat and not the team per se, and that citizens saw real law enforcement and order maintenance authority as being vested only in the man with the badge and uniform.

Certain instances point up this citizen perception more than others. One such case occurred on the Adams Street beat when a woman interrupted a conversation between the team and another citizen to request the officer to "do something" about the fact that her son had been hit in an argument with another child. When both members of the team started towards the point where her son was standing, twenty feet away, the woman told the civilian, "I don't want you; I just want the officer." Like this woman, all of the citizens with whom I talked regarded the policemen to be the significant and important members of the teams by virtue of their legal authority. Indeed, when the question was put squarely to these citizens, none could see very much reason for having a civilian on the beat, and all thought that the policeman by himself could perform the same functions as the team. Over time, certain citizens might come to know some of the civilians better

and appreciate them as acquaintances with whom they liked to talk regularly, but this in no way affected the superior status of the policeman in their eyes when ordinary police services were desired.

My limited observations suggest that the principle of deference to experience also applies to double-police teams. Here, seniority appeared to be the important variable deciding which member assumed a dominant role in the team. In the two cases I observed, a policeman having one or two less years on the force than his teammate deferred to him in the making of subtle choices such as where to walk and where to stop. This is only a general impression but the senior officer always seemed to be the one taking the initiative. Moreover, it was the senior officer on such teams who, in a sense, represented the team in encounters with citizens. For one reason or another, there may be important exceptions to this generalization, but my sparse data on such teams permit only this elementary conjecture. It would be interesting, too, to see what variables, whether they be personality attributes, prior experience in the area, physical size or the like, emerge to decide the relative roles played by policemen who have come onto the force together, but I did not observe such cases.

#### Female Sex Status

One very interesting aspect of the program was that a few of the civilians assigned to beats were females. Perhaps even more

interesting is the fact that under ordinary conditions the female civilian was generally not delegated any less responsibility than males nor was there any perceptible tendency for teams to manifest a different strategy of operation because of the sex of the civilian. Beyond these empirical regularities, however, it is important to note that each of the policemen I questioned stated specific reservations about working with women. At the root of their reservations was the opinion (1) that a policeman could not depend upon a female to lend physical support under conditions which might call for force and (2) that owing to their physical deficiencies females might in some instances make the team more vulnerable to challenge by members of the community. All of these policemen rejected the idea of working with a policewoman during regular duty because she would not be able to "handle herself" in a fight. When I challenged this opinion on the grounds that women could be trained to use the same weapons as policemen, and presumably just as effectively, one officer responded, "Sure she can swing a club, but how hard can she swing it."

It is perhaps more important that, according to these officers' argument, the physical inferiority of females performing police-like functions is likely to lead to more challenge to police authority. This general feeling is consonant with the opinion held by many, but not all, of the policeman questioned that an effective policeman should be relatively large and should have greater than average physical strength. These qualities are clearly seen by some officers to be almost if not just as important as courage and an

aggressive approach to law enforcement as indicators of an effective policeman (if one may judge from the frequency they are brought up in evaluating other officers or from the number of times these policemen speak of other officers compensating for their physical deficiencies through weight training or with their intelligence). Physical size and strength, in this view, not only is a resource which may be employed when force is necessary, but also serves to repel potential challenges to the policeman's authority. In other words, a hostile citizen is less likely to take on a larger, stronger man. A man may compensate for lack of physical strength by undertaking weight training, but the physical inferiority of women vis-a-vis those who might challenge their authority is a natural and inevitable condition. Consequently, according to the view of many policemen I spoke with, the addition of a woman to any team which is expected to provide police-like services would make it less effective and more vulnerable in crisis situations.

One might be led to suspect that the attitude expressed above about women and police work would motivate differences in the internal structure or the external style of teams with female civilians, but as I have said this is not significantly the case. On the contrary, there was only one situation where the sex status of the civilian was cited as a variable which colored a policeman's decision about how to act. The events in this case proceeded as follows. P8, the policeman, and C7, the female civilian, were walking through the business cluster when P8 noticed two men who looked familiar to him. He observed them very carefully at a distance for a moment, and then informed C7 and myself that both were potential suspects in a case with which he had

been involved. One of the men was wearing a winter coat on this warm summer evening, which apparently was enough in itself to arouse the officer's suspicions. Based upon his own experience in the case just mentioned, P8 believed them to be criminal suspects, though the member of the Detective Bureau on the scene of that case had not obtained warrants on these men. After a few moments of indecisiveness, P8 decided not to take any action. Afterwards, I asked P8 why he had not questioned the men. He replied that there were several reasons why he chose not to do so. Principally, he lacked a warrant, and the recent decisions concerning the loitering law prohibited his demanding their identification under such circumstances. Additionally, he noted that he might have acted differently if he had not had a female civilian to watch out for.

The above instance emerges as significant only because the same officer with a male civilian on an evening later in the month rushed into a house on a "man with a gun" call seemingly without any second thoughts about the safety of his civilian-teammate. This is the only example I have in which sex of the civilian seemed to be a significant consideration. Otherwise, female civilians seemed not to be afforded special treatment. Indeed, on another night on the Walnut Street beat, P5, who had openly reported to another civilian his apprehensiveness about the trustworthiness of C7 should a crisis situation occur, demonstrated no active reservations when he went with her to a tense and potentially violent situation at a youth center dance just outside the beat area moments after a fight had occurred. On still another night on the same beat, C7 and P6, another policeman,

found themselves faced with a heated confrontation between two men. P6 charged C7 to go across the street with the radio to call for assistance while he attempted to mediate the quarrel himself. In my opinion, this probably is the maximum participation any policeman would have permitted an inexperienced civilian under such circumstances.

A secondary feature of teams with female civilians deserves passing comment here. This is the element of joking which entailed working a beat with a woman. It was fairly common in the early stages of the program to hear one policeman tease another about his assignment to walk with one of "the pretty young things". Citizens on the beat in initial contacts responded similarly to this new and unusual situation. On one of my first trips out, one citizen voiced the sentiments of several other citizens who met the team that night when he jokingly observed, "This one's better looking than the one you were with the other night". As the novelty of this arrangement wore off, however, so did the joking cease.

#### The Division of Labor

As a consequence of the principle of deference to experience, the internal division of labor on any team was contingent upon the particular policeman's disposition to delegate authority. Probably the most overt index of this was the way in which policemen discharged responsibility concerning the use of the team radio. The significance of the seemingly trivial matter was that it gave the civilian a valuable job to do. If only symbolically, the responsibility of carrying and often using the radio admitted the civilian to a viable

team member status beyond simply following the policeman around.

Normally, the civilian carried the radio, but there were a few policemen who continuously carried the radio strapped to their belts. One such officer was P5 on the Walnut Street beat. P5 told me that he carried the radio as part of his standard operating procedure because he had developed "an ear" for it and because he felt he had the experience to know what to say if it needed to be used. Civilians who were accustomed to carrying the radio when they worked with other policemen were more or less displeased by the officer's failure to delegate this usual responsibility. One civilian, C6, almost always worked with another policeman, and when he was assigned once with P5, he was surprised by not being permitted to carry the radio. "I felt strange," he said, "having my arms dangling at my side". Another civilian, C7, a female, took the policeman's action as an insult. It was to her but one expression of the lack of respect and trust she felt P5 had for her. In one of the rare instances of open friction between policemen and civilians, C7 interrupted her partner's monologue about the physical inferiority of women in police-work in crisis situations by seizing precisely on this issue. "How can I help you?" she asked him almost angrily, "You got the radio."

P5's approach to delegating responsibility for the radio was but one of three observed in action. Another approach was taken, for example, by P1 on the Adams Street beat. He had reservations about some aspects of the program because he did not consider public relations a part of the policeman's job, and he generally viewed civilians, because of

their inexperience, as a liability to an effective and aggressive performance of his law enforcement role. P1 permitted civilians to carry the radio, but did not normally allow them to use it to report in information or to make requests for aid. Still another approach to the delegation of this responsibility was manifested by P2 and P3 on the Adams Street beat. P3 not only let civilians carry the radio and use it frequently but also undertook the task of continuously training civilians as to its proper use, and P2, although he frequently used it, did apologize once for instinctively grabbing it from the civilian's hand to take a call. Both P2 and P3 seemed to recognize an obligation generally to actively involve civilians in official police-like business, and their approach to dealing with the radio was a surface index of that attitude.

Responsibility in other matters, like responsibility for the radio and its use, was distributed differently depending upon the policeman's inclination. Some teams exhibited more "team-like" qualities by virtue of the officer's disposition to delegate responsibility, while in others almost all responsibility for the discharge of certain tasks was retained by the policeman. Adams Street teams in which P1 and P2 were members perhaps will provide a useful exemplary contrast here.

I observed P2 in two situations in which police services were required and in which he delegated what may be considered to be normally police-like tasks to civilians. In one situation when P2 and C3, a male civilian, were approaching on foot a house where two felony suspects were believed to be located, P2 charged C3 to

question persons in a house nearby to see if they had seen men fitting the suspects' descriptions. P2 said that he did this because those persons were black, like C3, and, therefore, those persons might be more amenable to providing the information. Later, when P2 entered the house of the suspects, C3 was called upon to stand at the front door alone while P2 went inside via the back door. In the other situation, P2 and C4 divided about equally the task of searching a vacant apartment for dangerous drugs, and when P2 was occupied with some questioning, C4 (with P2's approval) questioned the mother of the youth who gave the team the tip about the apartment. The degree of authority delegated by P2 was, however, exceptional. Normally, policemen behaved as did P1 in purely police jobs. In such contexts, P1 took charge, acted solely, and delegated his civilian teammate to a non-participant role.

I have said that members of teams operate with the understanding that there is a sphere of purely police matters in which officers have both experience and legal authority and in which civilians do not. And, I have observed that with regard to such matters, the policeman regularly acts alone while the civilian looks on uninvolved. There are many instances which reflect this principle (aside from the exceptions involving P2 cited above), but two examples from the Walnut Street beat I think are most striking. The first involved P5 and C7. C7 is an attractive, outgoing female who aggressively made several acquaintances on the beat and who often dominated conversations with citizens. But, on two occasions involving ordinary police action (taking a report concerning a dog bite and issuing a

traffic citation), C7 merely looked on while P5 performed his professional job. In the second example, P8 was working with C5, who is very interested in the technical aspects of police work and who has completed a course in "the investigative sciences". One might have expected such a police buff to assert himself in purely police affairs, but on one night with P8 in which five police actions took place, C5 quietly accepted his role as an observer and not a participant. These cases as well as others serve to demonstrate that civilian status simply confers the right to engage in informal social contact and that only when responsibility is specifically delegated does a civilian take part in normal police actions. Probably the bitterest complaint I heard about a civilian on another beat was that he had gotten "a big head" and had encroached upon a sphere of social action in which only the policeman is legally permitted to act.

To sum up at this point, it may be concluded that in PAC-TAC teams observed, only two contrasting statuses carried by team members had any fundamental bearing on the structure of relations both internal and external to teams. The contrast between "police status" and "civilian status" emanates from the fact that policeman have sanctioned authority in certain matters which civilians do not have. In contexts in which a team was called upon to perform purely police services, this contrast was especially marked; the policeman performed his normal function while the civilian was either uninvolved or was permitted a greater or lesser degree of participation depending upon the disposition of the policeman to delegate what were in fact his normal tasks. However, this status distinction is expressed in the civilian's

deference to the policeman in almost all team decision-making, an empirical regularity which appears to stem from the fact that civilians and policeman alike regarded PAC-TAC work as police work. PAC-TAC teams were administered by a police organ and worked in concert with ordinary unit police cars in patrolling an area and taking official calls. Consequently, policemen, by virtue of their greater experience in police work, dominated PAC-TAC teams. In rare and very special circumstances, the civilian might dominate the policeman owing to his better knowledge of the beat. But his dominance related only to the sphere of social contact (as opposed to that of purely police functions) and was extremely uncommon.

Similarly, the distinction between police and civilian status was always present in the relations with citizens on the beat. Citizens might like or dislike a policeman or a civilian based on personal or not professional attributes; however, at another level citizens seemed to be either attracted or repelled from relations with the team because of the presence of a policeman on the team. In certain cases, teams were given special attention or, conversely, treated to abusive language from a distance. But what might seem, at first sight, to be directed at the team as a whole was actually directed at the policeman, since citizens more or less clearly made a distinction between the policeman, the member with special legal authority, and the civilian, the policeman's official appendage.

### Team Style

Work on a PAC-TAC team is similar to normal police work to the extent that one acts under a minimum of supervision, within the confines of a set of negative constraints and in response to few positive directives. Within such a framework, the policeman may adopt his own personal style in carrying out his job, a style, which as a consequence of the normal pattern of deference to policemen in almost all decisions, becomes the team style. By "style" I mean here a strategy of approach to the job which emerges analytically in the form of a correlation between attitudes, interests, and goals of certain policemen and the empirical regularities manifested by teams in which they are members.

My goal here is not to attempt a typology of the team styles which emerge in these areas, but rather to show that team style is explicitly in the hands of the policeman. This is soundly demonstrated by qualitative and quantitative material from the Adams Street beat, where two very disparate styles were manifested, one in teams with P1 and P4 and the other in teams with P2 and P3.

P1 and P4 are both members of the tactical (TAC) unit of the police department. Their ordinary duty requires them mainly to back up other cars which have a prescribed, less inclusive area to patrol. They normally work in the high crime areas of the city. Each of these officers regards the tactical unit as the best unit on the force. They see it as the most disciplined and most trustworthy group of policemen. Both

officers dislike certain aspects of the PAC-TAC program and neither are very committed to the goals of citizen contact. P4 disliked the fact that the beat did not cover the more active area with a higher crime rate further north, and commented that he does this job because he "like(s) the action" and because he "like(s) a good fight now and then". He did not join the force to "serve the community". In fact, he told me, "Where I work (the high crime areas) they hate us." P4 did not explicitly complain about being expected to meet people, but when I observed him he walked rapidly and avoided starting any conversations. P1 was more outspoken about his view of the program. He said that he took the PAC-TAC job purely for the money. He feels that "beats are a thing of the past", and with regard to the citizen contact aspect of the program, he asserted, "If you really need public relations, get two civilians to wear the jackets and walk the beat." Neither of these officers developed any core contacts (see Section D).

By contrast, both P2 and P3 have a much higher regard for the role of community contact in police work. Both also regularly work in unit cars. P2 expressed the opinion that a good police image involves more than just competent impersonal professionalism, and he criticized officers who did not share his opinion. As a result, an evening with P2 consisted of one long series of encounters in which he expressed a desire to put forward a friendly and personal image. P3 seemed primarily to enjoy the fact that participation in the program allowed him to meet and talk with people.

P3, on the whole, inaugurated fewer encounters than P2 while on the beat, but they were of greater length and depth.

If we now examine a small sample of teams in which these officers were members, with respect to selected quantitative indices (expressed in Table II-1), two conclusions are immediately obvious. One is that the empirical indicators of team performance (especially the number of total encounters, the total time devoted to encounters, and "stationary time")<sup>1</sup> are remarkably consistent with each policeman despite minor weather factors and the day of the week, but more importantly, regardless of the civilian with whom the policeman was paired. This, in part, confirms the observation that policemen dominate PAC-TAC teams; they do not make civilians more or less outgoing but seem rather to place constraints on the civilians' actions. Second, there appears to be a clear correlation between these indices and the attitudes of the policemen discussed above. P1 and P4 had many fewer encounters with citizens, spent far less time in such encounters and had considerably more "stationary time" than either P2 or P3. It may be conjectured here that variations in style may also account for the differences in the numbers of unrequested and informally requested jobs and of services handled by different policemen, since simply being present to take on such tasks would follow

<sup>1</sup> "Stationary time" is time spent not actually walking the beat or talking to citizens, and includes time spent standing at a corner listening to the police radio, for example.

TABLE II-1  
Quantitative Indices of Team Style of Adams Street Beat<sup>1</sup>

| Team                         | P1<br>C1 | P1<br>C2 | P4<br>C4 | P2<br>C1 | P2<br>C4 | P2<br>C1 | P2<br>C4 | P3<br>C2 | P3<br>C2 | P3<br>C4 | P3<br>C4 |
|------------------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| day                          | F        | F        | M        | T        | Sa       | Th       | Sa       | W        | F        | Th       | F        |
| weather                      | C/S      | C/D      | W/U      | W/U      | W/U      | W/U      | C/D      | C        | W/D      | H/U      | H/U      |
| core encounters              | 1        | 0        | 0        | 0        | 1        | 3        | 3        | 0        | 2        | 1        | 3        |
| time                         | :08      | 0        | 0        | 0        | :01      | :03      | :50      | 0        | :50      | :30      | 1:22     |
| other encounters             | 0        | 1        | 1        | 8        | 8        | 5        | 1        | 4        | 1        | 2        | 1        |
| time                         | 0        | :05      | :10      | :31      | :35      | :40      | :10      | :11      | :06      | :35      | :10      |
| total encounters             | 1        | 1        | 1        | 8        | 9        | 8        | 4        | 4        | 3        | 3        | 4        |
| total time                   | :08      | :05      | :10      | :31      | :36      | :43      | 1:00     | :11      | :56      | 1:05     | 1:32     |
| stationary time              | 1:20     | 1:40     | 1:45     | :30      | :30      | 1:15     | :00      | :30      | :35      | :20      | :50      |
| calls                        | 0        | 0        | 0        | 1        | 0        | 0        | 1*       | 0        | 2        | 1        | 1        |
| unrequested jobs             | 0        | 1        | 0        | 0        | 1        | 2        | 0        | 2        | 0        | 1        | 1        |
| informally<br>requested jobs | 0        | 0        | 0        | 0        | 1        | 0        | 1*       | 0        | 1        | 0        | 0        |
| services                     | 0        | 0        | 0        | 1        | 2        | 1        | 0        | 0        | 2        | 1        | 1        |

Weather Key:  
S - showers  
C - cool  
W - warm  
H - hot  
U - humid  
D - dry

"calls" - jobs requested over the radio  
"unrequested jobs" - jobs resulting from police initiative only  
"informally requested jobs" - jobs requested by citizens  
"services" - jobs not related to law enforcement or order maintenance  
\*especially time consuming job

<sup>1</sup> The variations between the indices of the two team styles expressed above have statistical significance. The significance values computed according to the Spearman test are as follows:

P1 and P4 v. P2 and P3

|                           |                 |
|---------------------------|-----------------|
| core encounters           | $\alpha = .072$ |
| time for core encounter   | .113            |
| other encounters          | .023            |
| time for other encounters | .015            |
| TOTAL encounters          | .002            |
| TOTAL time of encounters  | .003            |
| TOTAL stationary time     | .002            |

logically from spending more time actually walking the beat. In light of these data, in which especially disparate approaches to the job are present, we can conclude that team style, as we have defined it, is in the hands of the policeman.

Another index of the dominance of policemen in PAC-TAC teams is the selection of core contacts which were encountered. Here a similarly limited sample of cases involving these policemen reveals that it is the policeman's core contacts and not the civilian's which are normally encountered. Of the twelve core encounters recorded for ten different nights, only one such encounter occurred with a civilian's but not his police teammate's core contact, and this was only by a chance meeting, not by any design. Otherwise, encounters occurred with six joint core contacts and with five more which were only the policeman's. What this expresses is simply that since the policeman chooses the team route he also chooses which civilians will be encountered. P1, for instance, does not like coffee, so he never visited the coffee shop of the beat where two of C1's core contacts were located. Likewise, P3 visited the coffee shop but he so disliked the owner of that shop that this contravened any conversation between civilians and citizens here.

#### Friction Between Team Members

Certain team members, for one reason or another, did not get along well. Normally, any such friction was submerged, but in the rare instances when it was expressed, it also served to express the status distinction between policemen and civilians. Relatively

overt friction was observed between only two team members, P5 and C7. C7, as we have seen, was insulted by the fact that P5 did not permit her to carry the radio. She felt that P5 did not respect or trust her. These reactions may have also colored her appraisal of the officer. She said often that she thought P5 was "nervous" on the beat, that is, likely to get too "excited" to function professionally under stress, and she thought his demeanor toward citizens was "phony". In the same way P5 commented to another civilian that he did not feel comfortable working with C7; he said that he had misgivings about her dependability were a crisis situation to occur.

Aside from their private opinions, any expressed uneasiness or friction between C7 and P5 was at most very subtle. Over several weeks time, it emerged clearly only once and in relation to a relatively trivial matter -- a difference of opinion on where to walk. C7 decided to challenge P5's authority, by arguing for no particular reason that the team should walk down a certain street. C7 turned down the street while the officer continued in the other direction for a few steps. He then stopped, looked at me and then at C7 with feigned disgust and urged her to "come on". C7 adamantly replied, "No". P5 smiled to me, seemingly as if he felt he were giving in to an irrational whim, and then joined C7 on her route. It seems clear that both understood that the deference to experience principle was being challenged, that it was incongruous for an experienced policeman to act according to an inexperienced civilian's decision. The policeman could afford to give in on such a trivial matter, his dominance not actually impaired in the slightest.

Finally, friction between these two came to a kind of head when P5 offered to me some of his opinions about women in police work. P5 said he felt that women were not physically capable of handling themselves in crisis situations. C7 seemed to take this as an attack on her own trustworthiness, and though P5 argued that he was not talking about PAC-TAC but about regular police work, C7 seized upon this occasion to express some of her own complaints. She explicitly charged that because he had the radio, she could do very little to help P5 if trouble rose. During the exchange that ensued P5 mainly sidestepped her criticism, thereby avoiding direct confrontation on any of their points of disagreement. But he clearly sensed the sincere anger in her tone and ended the discussion by offering the assurance that he "like(s) and respect(s)" C7. After that evening C7 told me that her relationship with P5 was improved.

The case of P5 and C7 was I think a very rare one. There were other cases of opposition between policemen and civilians, but these, as I presume was true of most others, never came to a head. On Adams Street, C3 felt that working with P3 was dangerous because he was "always preachin' to the brothers about the Lord". C3 told other officers about his dislike for P3, but he never confronted him directly. Finally, I noted that C3 got a replacement to work for him on each night he was assigned to work with P3. This may have been avoidance strategy, but I never got a chance to explicitly ask C3 about this. Similarly, C1 was uncomfortable with P1 due to the violent stories P1 exchanged with "his buddies" (TAC personnel in cars), but

he, like C5, who criticized P5 for acting "too much like a policeman", never confronted the officer. C1 thought criticism futile, and C5 thought it would make the officer "too self-conscious". So although there was some friction between civilians and policemen in these cases, it never was expressed in an overt confrontation.

#### The Contribution of the Civilian

It was sometimes suggested by people connected with the program that the civilian's central role in the PAC-TAC program was expected to be that of a "passport" for the police. According to this expectation, they would acquaint policemen with the beat, introduce policemen to their own prior contacts in the area and in some vague sense perhaps break down some of the initial barriers between policemen and citizens. Nevertheless, on the basis of this research, the special liaison function envisioned for the civilian did not regularly succeed in the context. While some civilians introduced policemen to their acquaintances, the police did not follow through to sustain these contacts. This was partly because at least half of the civilians observed were not, in fact, acquainted with much of the beat area themselves. They might or might not live on the beat, but even if they lived there they were normally familiar with only a small sector of that area. It is difficult, further, to assess their contribution towards breaking down barriers to contact. attracted or repelled by policemen on the teams, and in this respect I found no cases in which civilians appeared to open up new channels of communication that would not have developed without their participation. On the contrary, even a very aggressive and extroverted

civilian on the Walnut Street beat was unable to persuade her more resistant acquaintances to accept any level of relationship with her policemen teammates. In one case in point, this civilian was asked by a former high school acquaintance not to be addressed by his first name in front of policemen. He was concerned that the police might approach him subsequently as an informant, and the civilian could not alter this resistance.

The greatest potential contribution of civilians to the project was the range of prior acquaintances which they had on the beat. Many civilians on all the five PAC-TAC beats I observed had very few or no such contacts, but there were certain others who had a broad range of well developed acquaintances. One of the civilians (on the Walnut Street beat) was C5, who only slightly exaggerated in his claim to know "every third person on the beat". Along the route he greeted several people who clearly had more than a superficial acquaintance with him. Another such civilian was C2 (on the Adams Street beat). She was employed "to patrol the halls" of a local high school and as a result knew many youths encountered on the beat on a first-name basis. She had a special status in relation to these individuals and was always treated with formal respect.

Despite the number, depth, and geographic and social range of the ties which some civilians already had in the community, it was not found that the policemen ever drew their core contacts from any of the civilian's fields of prior acquaintances. Repeatedly, I observed civilians introducing policemen to their citizen acquaintances only to find later that the policemen had made no effort to develop

any kind of continuing relationship with them. The same was also found from beats other than the two intensively considered here. In retrospect, it is striking that there is absolutely no overlap of any of the policemen's fields of core contacts and the civilians' fields of prior acquaintances. So it appears that the prime expected contribution of the civilians in the sphere of citizen-police relations was nullified by the, as yet unexplained, social actions of the policemen.

#### Inter-Team Communication

During the period of my observations, there was almost no communication from one team-pairing to the next on the same beat. Early on during the program, small notebooks were distributed to both policemen and civilians. It was thought this measure would facilitate some continuity from team to team since the books would allow the members of one team to pass on certain types of information to those of the next. In practice, however, the notebooks were rarely employed in this way. Infrequently, a police-type action (e.g., finding a lost article) would be recorded, but more often little more than the date and the names of the team members for any particular evening was written down. Beyond this, other types of inter-team communication were also minimal.

I observed no communication between police members; they really had no opportunity to get together and to compare mental notes. And though it was the case that an off-duty civilian would seek out a team from time to time, conversation rarely centered on the exchange of particular information about the beat area. Civilians did, however,

on rare occasions, impart to their partners knowledge about particularly dramatic episodes in which they had recently been involved while working with another policeman.

In sum, team members worked virtually in the dark with respect to happenings outside of their own first-hand experiences. No one complained about this fact, nor did anyone appear to regard the meager amount of inter-team communication to be a problem sufficient to impair the successful achievement of the program's goals.

#### D. CONTACT WITH CITIZENS

In this section, I will bring together an analysis of the general nature of team contact with citizens on the beats, much of which has been touched upon earlier in this report. Normal police actions with respect to law enforcement and order maintenance and the provision of services were an obvious form of contact. These were actually rare but involved a wide range of police services (see Table II-2). In addition to this, we may isolate three other forms of contact which occurred: (1) greetings, (2) small talk, and (3) core contacts. Greetings amounted to simple "hellos" between team members and citizens, while small talk usually consisted of short and superficial conversations between citizens and the team. Both of these types of encounters were basically one-time affairs and no development of any continuous relationship subsequently occurred. On the other hand, both policemen and civilians had what I have called "core contacts" on the beat. These were citizens with whom individual team members either had a prior relationship or with whom a continuous

PAC-TAC Police Actions During the Period of ObservationADAMS STREET BEAT  
(31 actions observed)

1. Information Gathering (10% of actions)
  - taking complaint about another policeman
  - taking complaint about a prior incident
  - questioning possible eye witnesses concerning child molesting report
2. Order Maintenance (19%)
  - street stop
  - mediating in a customer dispute
  - youths annoying
  - requesting to turn down music
  - clearing bicycle from street
  - mediating in a fight between children
3. Law Enforcement (32%)
  - issuing traffic citation
  - issuing formal warning to hitchhiker
  - assisting in felony arrest
  - assisting on attempted burglary
  - checking on suspicious car
  - man with a gun (2)
  - assisting in search for a suspect
  - narcotics investigation
  - taking a gun complaint
4. Services (39%)
  - helping stranded motorist
  - providing legal information
  - "teaching a lesson"
  - conveying message to watch a house while occupants on vacation
  - assisting on a fire call (2)
  - turning in a lost article
  - advising persons concerning a missing child
  - offering official legal advice (2)
  - aiding a person locked out of own apartment
  - seeing that intoxicated citizen's children are taken home

WALNUT STREET BEAT  
(17 actions observed)

1. Information Gathering (6% of actions)
  - taking a report concerning a dog bite
2. Order Maintenance (35%)
  - giving an official warning
  - mediating between arguing motorists
  - reporting suspicious behavior
  - family trouble (2)
  - assisting on a case of vandalism
3. Law Enforcement (6%)
  - issuing traffic citation
4. Services (53%)
  - providing legal information (3)
  - assisting in missing person case
  - assisting on traffic accident
  - offering personal advice
  - aiding a person locked out of own house
  - conveying message to watch a house while occupants on vacation
  - requesting drivers to repark cars

1

Actions observed are reported here for each beat. They are broken down in accordance with Wilson's scheme for distinguishing types of police actions. See James Q. Wilson, Varieties of Police Behavior (Boston, Massachusetts: Harvard University Press, 1968), p. 18. It is noted that these actions cover a wide range, that a large proportion of these actions are of a service nature on both beats and that the balance of order maintenance jobs is much higher on Walnut Street.

relationship was cultivated over time. Encounters with such individuals were distinguished from those above in that the content of conversations developed beyond mere small talk as each person learned more about the other. In many cases, these citizens were ones who were visited by a team every evening, or at least by the choice of a certain policeman were encountered any time that particular policeman was on the beat.

#### Variations in Contact

On the basis of my data, I am led to conclude that certain physical and social characteristics of the beat area have important consequences for the nature of core contacts from one team to the next. On a small beat with a central focus of social activity (a "main drag") such as the Walnut Street beat, the core contacts of all the PAC-TAC participants were not only almost identical (see Figure II-3) but also were located in a confined area where on-the-street interaction was the greatest (see Figure II-1). The teams spent a good deal of their time in this specific area because they thought that if anything were to happen on the beat, it would occur here. Consequently, each team developed basically the same core contacts. In other areas which are similarly small but in which social activity occurs along a much longer segment of the main drag, my observations and those of another observer reveal that core contacts are different from one team member to the next because each team does not focus its efforts on precisely the same segment of the beat.

By contrast, core contacts on the Adams Street beat were widely dispersed (see Figure II-1) and were markedly different from

one civilian to the next and one policeman to another (see Figure II-4). This appears to stem mainly from the fact that this beat is very large and has no main drag. Any given team has a wider field of equally accessible potential core contacts. Under these conditions, teams selectively encountered the core contacts of the policemen (see above); in many cases teams made a specific effort to make the rounds of certain core contacts of a policeman each time that policeman was on duty. Otherwise, on other nights encounters with these citizens would rarely occur and then only by chance.

Since core contacts varied from policeman to policeman on Adams Street and because of the nature of the beat and the variable dispositions of different policemen to develop contacts, it followed that the field of core encounters varied from one team to the next depending upon which policeman was on duty. The intensity of the development of these contacts was limited by the turnover of these policemen from one evening to the next.

There were striking cases of discontinuity in the nature of relations with particular citizens from one team to the next. One such case on Adams Street involved a 16-year old black youth and his parents. On his first night on the beat, P1 walked past this youth and was struck by the way he looked at him. He said that experience and instinct told him that the youth has some reason to hate or fear the police. He felt that there might, possibly, have been a warrant out on him, so he stopped the youth further up the street and requested his identification. This was an emotionally charged encounter which was followed by two other similar ones during a month's time. During

FIGURE II-3

Matrix of Core Contacts for  
Walnut Street Beat

|    |  | <u>All Core Contacts</u> |   |   |   |   |   |   |   |   |   |   |   |
|----|--|--------------------------|---|---|---|---|---|---|---|---|---|---|---|
|    |  | a                        | b | c | d | e | f | g | h | i | j | k | l |
| P5 |  | X                        | X | X | X | X | X | X | X | X | O | X | X |
| P6 |  | X                        | X | X | X | X | X | X | X | O | O | O | O |
| P7 |  | X                        | X | X | X | X | X | X | X | X | O | O | O |
| P8 |  | O                        | O | O | O | X | X | X | X | O | O | O | O |
| C5 |  | X                        | X | X | X | X | X | X | X | X | X | O | X |
| C6 |  | X                        | X | X | X | X | X | X | X | X | X | O | O |
| C7 |  | X                        | X | X | X | X | X | X | X | X | X | X | X |

FIGURE II-4

Matrix of Core Contacts for Adams Street Beat

|    |  | <u>All Core Contacts</u> |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|----|--|--------------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|    |  | a                        | b | c | d | e | f | g | h | i | j | k | l | m | n | o | p | q | r |   |
| P1 |  | O                        | O | O | O | O | O | O | O | O | O | O | O | O | O | O | O | O | O | O |
| P2 |  | X                        | X | O | O | O | O | X | X | X | O | O | O | X | X | X | X | X | X |   |
| P3 |  | O                        | O | X | X | X | X | O | O | O | O | O | O | O | O | O | O | O | O |   |
| P4 |  | O                        | O | O | O | O | O | O | O | O | O | O | O | O | O | O | O | O | O |   |
| C1 |  | X                        | X | O | O | O | O | O | X | X | X | X | X | O | O | O | O | X | X |   |
| C2 |  | O                        | O | X | O | O | O | O | O | O | O | O | O | X | X | X | O | O | O |   |
| C3 |  | O                        | O | O | O | O | O | O | O | O | O | O | O | O | O | O | O | O | O |   |
| C4 |  | O                        | O | O | O | O | O | O | X | X | O | O | O | O | O | O | O | O | O |   |

one of these subsequent meetings, the youth got the apparently mistaken impression that P1 had threatened to arrest him when he turned sixteen. Because of this, P1 was stopped one evening by the youth's parents. They complained to him about this "threat". After P1 explained that he had not made such a statement to the youth, his parents then tried to persuade P1 to go easier on him in the future because they contended, "he's mentally retarded". P1 disagreed with their opinion about their son, and according to the officer he bluntly told them, "all that guy needs is to have his ass kicked". Although to my knowledge no further encounters occurred between P1 and the youth, it is clear from separate conversations conducted much later with each of them that both remained at odds. P1 still regarded the youth as a socially maladjusted person, and the youth still thought of P1 as "a pig", pure and simple.

By contrast, P3, without any knowledge of the youth's prior encounters with P1, attempted to cultivate an amiable relationship with him and his parents. I observed occasions on which P3 talked with the youth for as much as 40 minutes. P3 told me that he had undertaken this approach to the youth in order to show him that policemen can be friendly. He hoped that this might alter his relationship with policemen in the future.

These two officers had considerably different relations with the same individual. To one the youth was a threat to his authority and a bitter enemy; to the other he was, if not a real friend, an amicable core contact. It is interesting, moreover, to note that P2 had a very friendly talk with the youth's parents one evening, not having the slightest knowledge of what had gone on

before between these citizens and Pl. For P4, these individuals might just as well have not existed. He saw the youth neither as an enemy nor as a friend; he was just another citizen.

### III. RECRUITMENT, WORK, AND ATTITUDES

by

Raymond L. Smith

#### A. RECRUITMENT OF CIVILIANS TO THE PAC-TAC PROGRAM

##### Applicants

The PAC-TAC program was publicized by announcements on radio and television, newspaper articles, and letters sent to community organizations. Civilian applicants had to be at least 18 years old, in good health, with no serious criminal record, and needed to have resided within or near one of the designated beat areas for at least six months. There were no requirements relating to sex, race, national origin, or education.

There were 95 applicants, 75 male and 20 female. More than half the applicants were in their 20's; 40% were married, 45% single, and the remainder widowed or divorced. About one-third did not have high school diplomas, one-third had graduated from high school, and one-third had attended some college. Five percent had bachelor's degrees. About 90% had lived in Rochester for more than five years, and two-thirds were active in at least one community organization. Family income ranged from under \$3,000 to more than \$20,000, with most applicants clustered around the \$8,000 to \$12,000 range. One-sixth of the applicants had had no contact with the police during the previous six months, while two-fifths had had more than five such contacts during that period. A "contact" was defined as any conversation with a

police officer. All the above mentioned variables were measured in detail via questionnaires distributed when the applicants came in for interviews.<sup>1</sup> In addition, two personality variables, "self-esteem" and "dogmatism", were measured on the same questionnaires.

The self-esteem scale<sup>2</sup> was designed to measure attitudes toward oneself along a dimension of favorable to unfavorable. "When we speak of self-esteem", Rosenberg writes:<sup>3</sup>

we shall simply mean that the individual respects himself, considers himself worthy, he does not necessarily consider himself better than others, but he definitely does not consider himself worse, he does not feel that he is the ultimate in perfection but, on the contrary, recognizes his limitations and expects to grow and improve.

The dogmatism scale<sup>4</sup> was designed to measure open- versus closed-mindedness. To the extent that a person has an open mind or open belief system, that person "can receive, evaluate, and act on relevant information received from the outside on its own intrinsic merits, unencumbered by irrelevant factors in the situation arising

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<sup>1</sup> All questionnaires discussed in this chapter appear in Appendix III.

<sup>2</sup> M. Rosenberg, Society and the Adolescent Self-Image, (New Jersey: Princeton University Press, 1965).

<sup>3</sup> Rosenberg, 1965, as quoted in J. Robinson and P. Shaver (eds.), Measures of Social Psychological Attitudes (Michigan: Institute for Social Research, University of Michigan, 1969).

<sup>4</sup> V. Trodahl and F. Powell, "A Short Form Dogmatism Scale of Use in Field Studies," Social Forces, LXIX (1965), Pp. 211-214.

from within the person or from the outside."<sup>1</sup>

These two personality variables were measured because it was expected that they would affect the probability of acceptance into the program and the quality of social interaction of the team members, both with each other and with the community. In addition, both scales have been utilized by many different researchers, and have been shown to be comparatively reliable and valid.

When the PAC-TAC project was conceived, it was hoped that there would be relatively stable PAC-TAC teams, i.e., a civilian would almost always be paired with the same policeman. It was hypothesized that the stability and effectiveness of the teams, and the amount of control exercised by the policeman versus the civilian team members, could be predicted based on the relative scores achieved on the personality scales by each pair of teammates. Unfortunately, due to scheduling difficulties, there was a semi-random assignment of citizens to police partners each night. This portion of the analysis was consequently restricted to a prediction of which civilians were more likely to drop out of the program.

Other variables measured included the number and age of children, other people residing in the same house or apartment, the number of grandparents born in the United States, occupation, hobbies, personal income, and reasons for applying. (See Appendix II-1 for a tabulation of characteristics.)

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<sup>1</sup> M. Rokeach, The Open and Closed Mind, (New York: Basic Books, 1960).

### Screening Process

In addition to the minimal requirements mentioned above, the screening process consisted of group interviews of up to 12 applicants per interview, before a panel composed of one representative each from the Locust Club (the Rochester police union), the Monroe County Civil Service Commission, the Rochester Crime Control Coordinator's Office, the Pilot City Program, the City Personnel Office, and the Rochester Police Department Research and Evaluation Office.

The interviews consisted of general discussions of the applicants' feelings and expectations concerning the PAC-TAC program. The questions used to prompt the applicants included the following:

- a.) Why are you interested in working as a PAC-TAC team member?
- b.) As a member of a PAC-TAC team, how do you feel you can best help the residents of your neighborhood to relate to the police department?
- c.) How do you feel you can help the police department better serve the community?
- d.) What difficulties -- on the job and personal -- might you expect to encounter in your work as a PAC-TAC team member?

Each interview lasted approximately 30 to 45 minutes. The applicants were individually rated by each panel member on a scale of zero to five, and each applicant's score was computed as the sum of six panel members' ratings. The only criterion used for judgment by the panel was how successful they expected the applicants would be on

the job. The actual ratings of applicants ranged from 3 to 28.<sup>1</sup> (See Appendix II-2 for distribution of scores.)

### Prediction of Acceptance Into Program

It was hypothesized that several of the independent variables measured would affect the probability of acceptance into the program by way of the impressions made on the panel during the group interview. The personality measure of self-esteem was expected to be positively related to acceptance rate, due to high self-esteem applicants being less self-conscious and nervous during the interview. It was expected that applicants scoring high on the dogmatism scale would be less likely to be accepted, and those applicants who were active in community groups or who had higher educational levels would make a better impression on the panel by mentioning their activities and expressing themselves more clearly. It was also predicted that some of the older applicants would be rejected out of concern for their physical ability to walk a beat for four hours and handle other physically taxing chores which might be required.

All the measured variables were tallied by computer<sup>2</sup> and

<sup>1</sup> For further information on the recruitment procedures, see PAC-TAC Report No. 1, June 30, 1973, by Chief Thomas Hastings.

<sup>2</sup> Statistical summaries of data, Spearman and Kendall correlations and associated probability levels, regression equations, Chi-squares, and partial correlations were all computed using canned SPSS programs, according to N. Nie, D. Bent, and C. Hull, Statistical Package for the Social Sciences (New York: McGraw-Hill, 1970). Analyses of variance were computed with canned OMNITAB programs, according to R. Chamberlain and D. Jowett, The Omnitab Programming System: A Guide for Users (Revised by M. Horner and C. Odoroff, preliminary draft, University of Rochester Computing Center, 1973). All computations were run at the University of Rochester computing facility during the winter of 1973-1974, and all reported significance levels are two-tailed.

visually inspected to determine which ones might be predictors of acceptance into the program. Appropriate statistics were run on all variables which seemed to be correlated (Spearman and Kendall correlations for ordinal or interval data, Chi square for nominal data, partial correlations and regressions when appropriate).

It was found that educational levels and activity in charitable community organizations were both significantly correlated with the probability of acceptance (Spearman  $r_s = .3886$ ,  $p < .017$ ; Spearman  $r_s = .4569$ ,  $p < .004$ , respectively). Age of applicants was negatively related to acceptance probability (Spearman  $r_s = .263$ ,  $p < .012$ ). All three of these variables were correlated with the interview panel's ratings, having an effect on acceptance rates only through the interview. When corrected for the variance explained by the panel's ratings, none of the correlations were significant. However, the panel's ratings remained a significant valid predictor of acceptance versus rejection (Spearman  $r_s = .85$ ,  $p < .001$ ) even when corrected for the three factors mentioned above. None of the other measured ethnographic or personality variables significantly predicted acceptance rates. (See Figure III-1, page 69.)

Thus, age, education, and involvement in charitable community organizations were linked to the impression the applicants made on the panel, which affected the panel's ratings which, in turn, were a primary determinant of acceptance into the program.

#### Prediction of Continuance in Program

A comparison was made between those accepted applicants who remained active in the program through December 8th and those who quit

before this time. Those civilians who left the program because they had been assigned to beats which were phased out in the second week of October were not included in this analysis. Of the 60 applicants originally accepted, 26 quit, five were on beats which were phased out, and 29 remained. All the variables measured before the start of the program were used in this comparison. In addition, the amount of activity in the program, as measured by the average number of hours spent working on PAC-TAC per day, was analyzed. For those civilians who quit, this latter measure was calculated for only the time periods during which they had been active in the program.

Spearman and Kendall correlations were also run comparing the above variables versus the length of time in PAC-TAC, for only those citizens who quit before December. None of the variables were significantly correlated with length of time in the program.

It was predicted that those civilians who were more active in PAC-TAC would have greater commitment to the program, and thus would be less likely to quit. An analysis of variance showed that the civilians who quit had been working significantly fewer hours per day than had those who remained in the program (d.f. = 50, 1;  $F = 17.374$ ;  $p < .001$ ). It was not possible to ascertain whether the low activity levels of the applicants who quit were caused by low initial interest in the program (which would have contributed to quitting), or whether an inability to schedule more working hours in PAC-TAC led to decreased interest in the program and resultant quitting.

It was predicted that those civilians who scored high on the

dogmatism scale might have less congenial social interactions with both their police partners and neighborhood residents, and thus would not enjoy the work as much as low-dogmatic civilians. This was expected to lead to a negative correlation between the degree of dogmatism and the probability of remaining in the program. High self-esteem civilians, on the other hand, were expected to be less intimidated by public social interaction and working in emergency situations than would be low self-esteem civilians. This led to the prediction of a positive correlation between self-esteem level and the probability of remaining in the program.

Both of these predictions were supported. Staying in PAC-TAC was negatively correlated with dogmatism level (Kendall  $\tau = -.202$ ,  $p \leq .012$ ; Spearman  $r = -.238$ ,  $p \leq .035$ ) and positively correlated with self-esteem level (Kendall  $\tau = .191$ ,  $p \leq .016$ ; Spearman  $r = .216$ ,  $p \leq .050$ ).

In addition, three background variables distinguished the quitters from the non-quitters. The number of contacts with police during the six months preceding the program was strongly correlated with staying in the program (Kendall  $\tau = .360$ ,  $p \leq .001$ ; Spearman  $r = .408$ ,  $p \leq .005$ ). We hypothesize that this effect was probably due to bilateral causation between liking policemen and interacting with them. Those civilians who felt more at ease in the presence of policemen would have been more likely to interact with them, and greater interaction with police (on a friendly level) probably led to more positive feelings toward them. The civilians brought their affective feelings about police into the program with them.

FIGURE III-1

Relationship Between Three Independent Variables,  
Panel Ratings, And Acceptance Into PAC-TAC

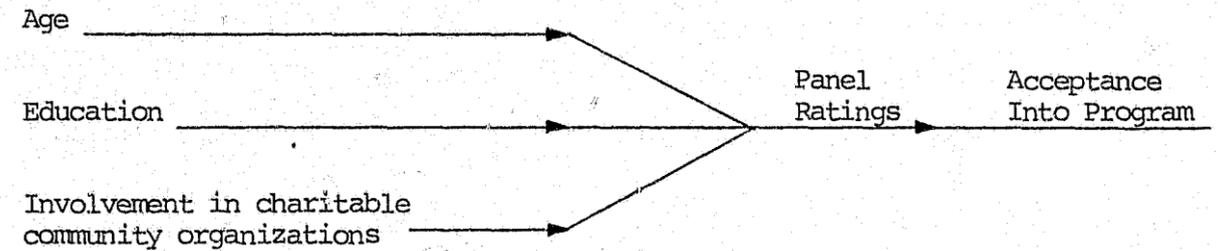
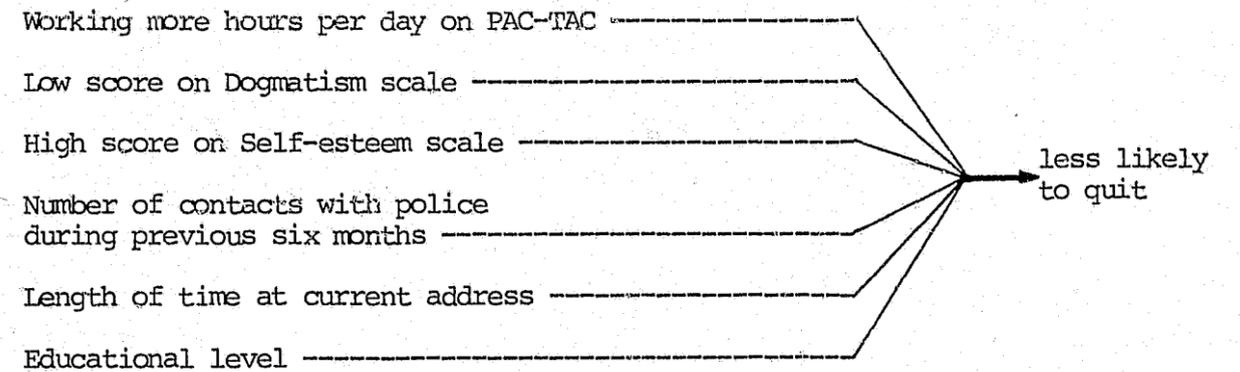


FIGURE III-2

Six Independent Variables Negatively Correlated With Quitting



The length of time that civilians had resided at their current addresses was positively correlated with staying in PAC-TAC (Kendall  $\tau = .309$ ,  $p \leq .001$ ; Spearman  $r = .349$ ,  $p \leq .003$ ). This measure may reflect a general stability of lifestyle. Unfortunately, other relevant data were not collected which might verify or disconfirm this hypothesis. A weak positive correlation between educational level and staying in the program was marginally significant (Kendall  $\tau = .129$ ,  $p \leq .076$ ). None of the other measured variables distinguished quitters from non-quitters.

#### B. DIVISION OF LABOR AND TEAM ACTIVITIES

##### Daily Log Forms: Introduction

Two-sided 8" by 14" daily log forms were distributed to the PAC-TAC teams at various times during the program to assess the manner of working and type of interaction between the police and civilian team members and between the team and the community. One hundred and fifty readable logs were returned, out of approximately 350 distributed. These represented responses from 52 different team members.

The total population of possible logs which could have been filled out (if all team members had filled them out every day) was in excess of 4,000. The number of logs returned by police resulted in our collecting a sample which, although nonrandom, comprised approximately 7% of the total population of police logs. The number returned by civilians was less than 1/2% of the total population of civilian logs, and was an inadequate sample to draw any conclusions from. While the results reported in this section are based on the pooled total of

policemen's and civilians' responses, the reader must keep in mind that these responses are overwhelmingly weighted toward the policemen's answers and thus, in effect, constitute police responses. (Responses broken down into police and civilians are reported in Appendix II-3.)

In interpreting the results, it is important to bear in mind that the responses represent the observations reported primarily by police members of PAC-TAC teams, and no independent observations were made. In addition, there was no way to be sure that all the respondents took the forms seriously. Reports from the two field observers indicate that, in fact, some team members apparently checked answers on the forms in a rather flippant manner. Lastly, the responses represent a non-random sample both of the team members (which, of course, excludes those who did not return the questionnaires) and of the total population of possible logs.

##### Log Forms: Side One (Teamwork in "Official" Actions)<sup>1</sup>

Taking the previous points into consideration, the following findings emerged: On question number 1 ("How did things go in general today?") all but one respondent answered "very well" or "not bad". Similarly, on question number 3 ("How well did you and your teammate work together today?") no one answered negatively. In response to question number 13 ("Do you think you personally could have done more in this situation?") only 10 respondents (6.7%) said that they could have done more.

<sup>1</sup>  
See Appendix II-3, Tables 1-12, for response frequencies tabulated from daily logs.

The answers to these three questions suggest that the respondents saw themselves as working smoothly and effectively. This finding is congruent with reports of the field observers and general impressions gained from talking to the team members during informal debriefing sessions.

Fifty-seven percent of the respondents reported that the team performed at least one "official" action, i.e., an action which would ordinarily be considered part of a policeman's job. The police team members took charge first in 66% of the actions, civilian team members took charge first in 11% and both team members were equal in 23% of the actions. Similarly, the police reported they did most of the talking -- almost 10 times as often as did their civilian partners -- and filled out the police report forms 16 times as often as their partners. According to the responses to question number 10 ("Compared to your partner, how much of a part did you play in this service?"), the police team members took the primary role nine times as often as did the civilians.

From these data, it appears that, overall, the police were much more active and in control of the teams than were the civilian partners. This finding is consistent with the impressions of the field observers.

As expected, there was a significant relationship between whether "official" services were provided<sup>1</sup> (an indication of how busy

<sup>1</sup>  
Appendix II-3, Table 4.

the team was with police-related matters) and the beat area (Chi<sup>2</sup> = 31.68, d.f. = 14, p < .004). This correlation was only partly accounted for by a marginally significant relationship between which policeman was working and the number of services provided (Chi<sup>2</sup> = 68.12, d.f. = 53, p ≤ .079). The civilian working the beat had no significant effect on the frequency with which services were provided. This pattern again indicates that the policemen were dominant on the teams, affecting the amount of team activity more than did the civilians.

It was predicted that civilian team members would take a less active role on those beats which were busiest in terms of "official" services rendered to the community. In "slow" beat areas, civilians might be more confident and assert themselves more. Their police partners would be more relaxed about having the civilian take over more duties, since there could be little or no harm done by an inexperienced partner if no emergency situations arose. Once it became established, this pattern of functioning might carry over into emergency situations. On the other hand, on busy beats, recurrent situations requiring police action might force the civilian partners into subservient roles which could set the pattern of functioning for less serious situations also.

An index of "civilian activity" was computer by adding the answers to questions 7, 8, and 10 of log side one ("Who took charge at first? Who did most of the talking? Compared to your partner, how much of a part did you play in this service?"). As predicted, a strong, significant negative correlation was found between the civilians' activity (compared with their police partners) and how busy the beat was (Spearman  $r_s = -.829$ , p ≤ .001). This surprisingly strong

relationship implies that civilian partners may be relatively useless to police working in busy areas.

FIGURE III-3

Busy beat → less citizen activity on team  
Quiet beat → more citizen activity on team

Log Forms: Side Two (Conversations with Residents)<sup>1</sup>

The improvement of police-community relations was a primary purpose of the PAC-TAC program, not just as a means for more effective crime control but as an end in itself. Informal conversation between the teams and citizens or passersby on the beats was an important aspect of the program. Side two of the daily logs assessed the types of conversations which occurred. Following is a summary of the findings. Again, the reader is cautioned to bear in mind that this sample of responses is non-random and predominantly those of the police officers on the teams.

About half the conversations were started by the policemen, and one-fourth each by the civilian team members and community residents. The same pattern emerged with respect to who carried most of the conversations.

Merchants engaged the teams in conversations twice as often

<sup>1</sup> See Appendix II-3, Tables 13-21, for response frequencies.

as all other adults combined, three times as often as teenagers, and six times as often as younger children.

This pattern is probably due to the merchants always being in the same place when the teams were on patrol (compared with the more mobile citizens). Reports from the field observers indicated that, in fact, a number of "core contacts" were formed wherein the teams would regularly visit certain merchants on their beats.

The team had three to four times as many conversations with males as with females. In most conversations, the civilian team member did not know the civilian before the beginning of the PAC-TAC program and most of the conversations did not concern the program.

Less than four percent of the conversations were at all hostile. The reported lengths of conversations ranged from two minutes up to one hour, and formed a relatively platykurtic distribution skewed upward. Most conversations were in the range from five to fifteen minutes. (See Figure III-4.)

Only three respondents indicated any boredom with the PAC-TAC job.

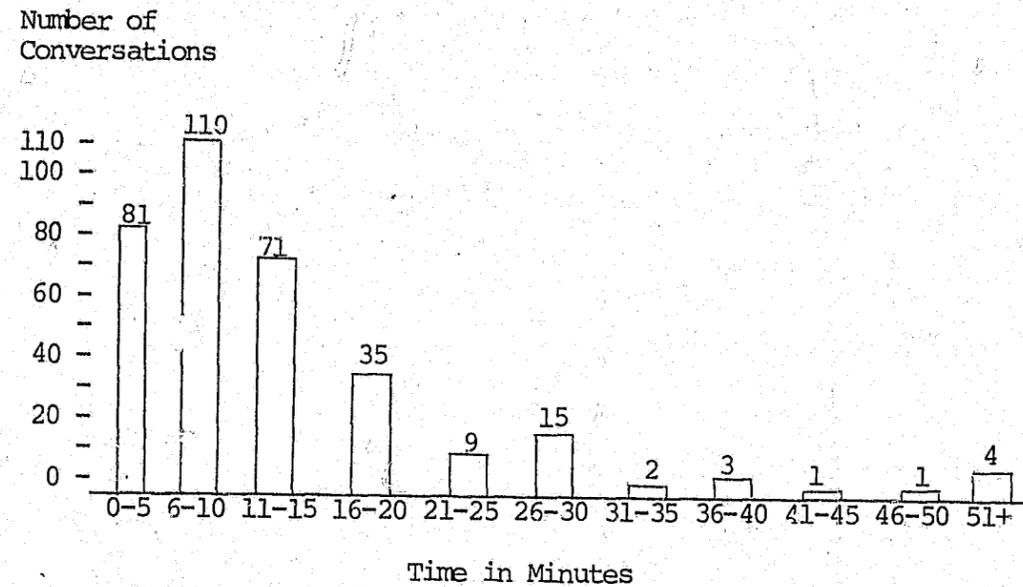
C. COMPARISON OF POLICE AND CIVILIAN ATTITUDES

Attitude questionnaires were distributed to both the police and civilian team members when they first began walking the beats (June forms) and also after seven months on the job (Final forms<sup>1</sup>).

<sup>1</sup> For summaries of respondents' answers and copies of the questions, see Appendices II and III.

FIGURE III-4

Answer to Question 6, Side 2 of Daily Log Forms,  
"About How Long Did the Conversation Last?"



Codable June forms were returned by 12 police and 20 civilians. Final forms were completed by 31 police and 18 civilians. It must be stressed again that any conclusions based on the responses to these questionnaires must be tempered by consideration of the fact that this is a non-random sample of PAC-TAC team members.

On the June forms, the police and civilians responded differently to only one question, that of political orientation (#22: liberal, moderate, or conservative). In self-descriptions, the police were significantly more conservative than were the civilians ( $p < .025$ ). It is interesting to note, however, that the police and civilians had similar responses to the attitude scales used in this study (Appendix II-4).

There were significant differences between police and civilian responses to three questions on the Final forms. In reply to question #2 ("Compared with other places in the city, would you say the PAC-TAC area where you did most of your work is an excellent, good, average, poor, or very poor place to live?") the civilians thought the area was better than did the police ( $\text{Chi}^2 = 17.04$ , d.f. = 4,  $p \leq .002$ ). This pattern is not surprising in view of the fact that most of the civilians lived near their beat areas, whereas the police did not.

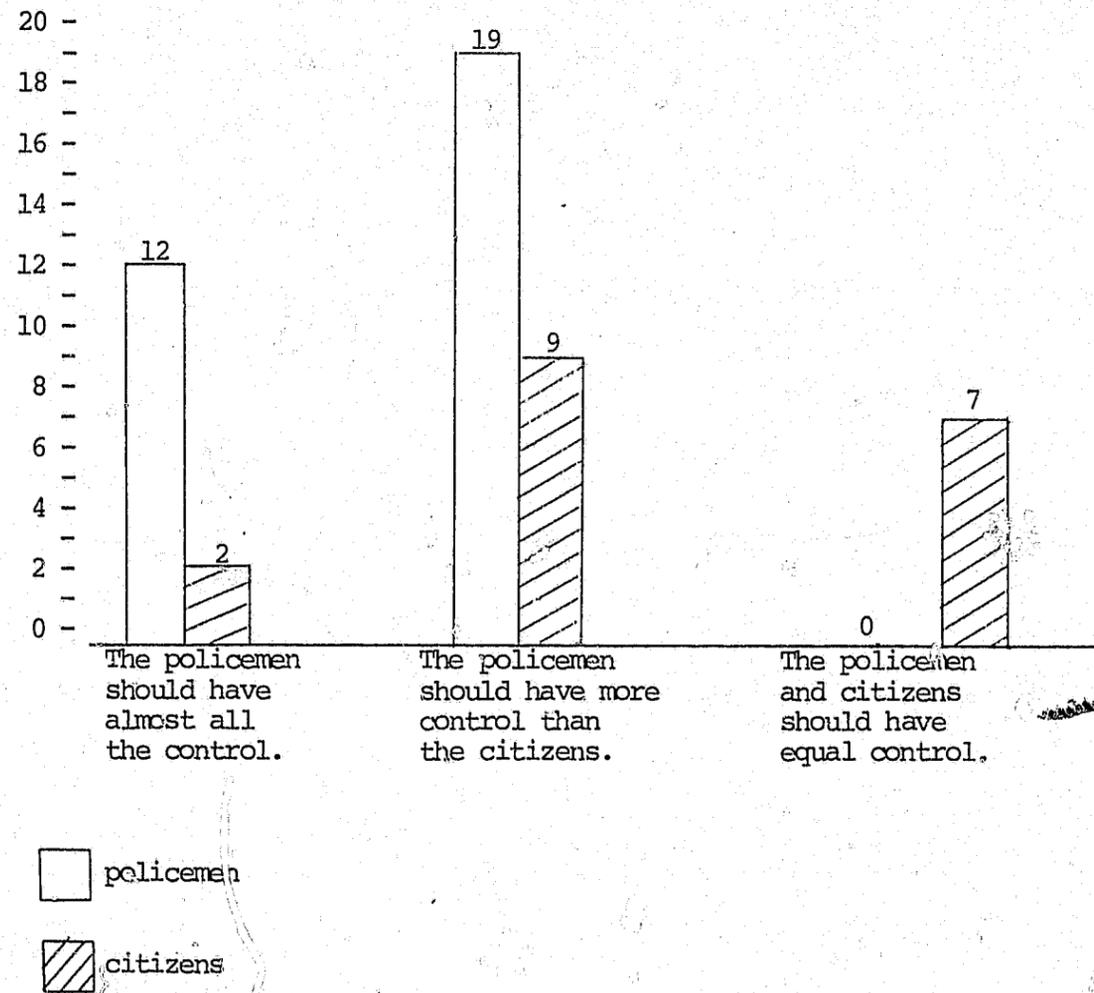
On question #3, ("In general, do you feel the police or the civilian team members played a more important part in the PAC-TAC program?") the police tended to think that they were more important, while the civilians were more likely to view the police as slightly more important or about equal to themselves in importance ( $\text{Chi}^2 = 9.96$ , d.f. = 3,  $p < .019$ ). Lastly, in response to question #11 ("On the PAC-TAC teams, how much control do you think the policemen should have compared with the civilian?") policemen thought that they should have more control, while the civilians were more likely to think that control should be divided equally between police and civilians. This was one of the clearest and most significant differences encountered in this study ( $\text{Chi} = 15.35$ , d.f. = 2,  $p \leq .0005$ ), and seems to reflect a difference of opinion between the police and civilians concerning their relative statuses on the teams (see Figure III-5).

#### D. RESEARCH RECOMMENDATIONS

The most serious problem encountered in the collection of data for this study concerned the poor return rate of questionnaires.

FIGURE III-5

Answer to Question 11, Final Forms, "On the PAC-TAC Teams, How Much Control Do You Think the Policemen Should Have Compared with the Citizens?"



distributed to team members. Both the June forms and the Final forms were returnable by mail in post-paid envelopes, while the daily logs were returned to the officer in charge of the PAC-TAC teams. At no time did the return rate for either civilians or policemen reach 50%. Unfortunately, no money was allotted for paying team members to fill out the forms, and the voluntary return rate was inadequate for this type of study. Future researchers should plan on paying participants for any and all forms filled out.

Follow-up interviews with civilians who quit this type of program might uncover particular aspects of the program which are bothersome to many other civilians and/or police participants, in addition to personality or ethnographic variables which might be useful in the screening process.

Lastly, the daily log forms should be revised to reflect the seriousness of actions taken by the teams. Although the logs we used measured different types of actions, they were not specific enough to indicate the proportion of involvement in potentially dangerous situations. This variable would probably affect the nature of the interactions between members of different teams.

#### IV. ANALYSIS OF ARREST AND OFFENSE DATA

The final questions we must ask concern the impact of the experiment on crime and the delivery of police services. Though improvement in public relations and decreased estrangement were PAC-TAC's main goals, it was felt that the team foot patrol might influence the level of offenses and arrests in the experimental neighborhoods. In addition, experimental interest attached to the question of how the PAC-TAC teams would fare, compared to the teams of two policemen and the patrols of single police officers, on measures of work effectiveness derived from data on calls for service.

##### A. MODEL FORMULATION

A number of arguments could be made about how the experiment would influence crime and arrest levels, if at all. In the first of these arguments, it was assumed that increasing manpower in beat areas, in the form of the team, would exert a deterrent effect on crime, reducing the level of offenses. In this case, the prediction regarding the number of reported offenses was that  $(K) \geq (1P) \geq (2P) \geq (P+C)$ .

A second, competing argument assumed that increasing police presence or decreasing police distance from the civilian community would encourage a higher level of reporting of offenses. In this case,

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The following notation has been adopted:  
K = "normal" police activity in a control area without foot patrol  
1P = single police officer on foot patrol  
2P = two-officer police team on foot patrol  
P+C = a police-civilian (PAC-TAC) team on foot patrol

the prediction regarding the number of offenses was that  $(P+C) \geq (2P) \geq (1P) \geq (K)$ . These two predictions make a significant departure from the null hypothesis in either direction; that is, increasing or decreasing crime is at least amenable to interpretation in terms of experimental impact.

What specific types of crimes should we anticipate the experiment to influence? Obviously, not all crimes are subject to the impact of increased police presence or decreased police-community estrangement. In the original phase of planning the experiment, this question was discussed with the Research and Evaluation staff of the Rochester Police Department and it was concluded that the main impact on crime (if any) should be expected primarily on what are ordinarily called "street crimes". Lesser impacts might be expected on some types of property crimes and on crimes against persons. Thus, the criteria used in "matching" experimental and control areas were a series of indices of crimes of these types, though generalized to include the range of what could plausibly be regarded as "deterable" offenses: petit larceny, burglary, robbery, and so-called crimes against persons -- murder, manslaughter, rape, and assault. Since these crime categories constituted our matching criteria, they have been used throughout our evaluation as the basis of our analysis. When we talk about offenses and arrests, we are referring to offenses and arrests falling into these categories. (See Appendix I for further details on beat selection and crime categories employed.)

## B. PROBLEMS WITH THE CRIME DATA

To examine our hypotheses we have utilized the records of the Rochester Police Department. While we have no reason to suspect these data are distorted in ways other than is "normal" in official crime statistics, our experience has led us to adopt a particularly cautious attitude toward drawing conclusions based on analyses requiring detailed classifications. Whereas these data are suitable for gross geographic and temporal comparisons, analyses based on extensive multiple classifications or on progressively smaller divisions in time and space run an increasing risk, occasioned by measurement error of several types, invalidating their conclusions. The reporting, coding, punching, storage, and retrieval chain observed in the police department operates with a high degree of tolerance for error and virtually no automatic mechanisms for cleaning and checking data.

While for most official purposes, the sources of error marking the system are approximately random and do not seriously bias official reporting, several of the common types of error we discovered make detailed analysis of the data meaningless. A high rate of coding and/or punching errors, coupled with irregularities across incidents in the completeness of information, were inferrable from patterns of aggregate output. Aggregation of the data served to eliminate difficulties occasioned by random error; but the shorter the period of time or the smaller the size of reporting area examined, the more serious became the disturbance due to apparent classification errors. Thus, data aggregated on a seasonal basis may be viewed as somewhat more reliable than data aggregated on a monthly basis, the month more

reliable than the week, etc.

In fact, of the three files of data we intended to examine, only those for offenses and arrests were judged suitable for analysis. Analysis of the calls-for-service file was undertaken, but soon abandoned since its contents were so seriously distorted by classification errors as to render their interpretation impossible. The data on arrests and offenses, by contrast, exhibited enough regularity to encourage the examination of most of our original hypotheses.

C. MEASURING RELATIVE CHANGES IN CRIME LEVELS

Several strategies are appropriate to the analysis of change in these crime data. Our analyses took several forms, not all of which are worth reporting. What we could do was constrained by the form in which the data was supplied to us, by the difficulties the police department had in extracting data from their record system, and by the sources of error discovered in the data.

The data were supplied in the form of counts of offenses and arrests for pertinent areas of the city, further classified by time of day, day of week, week, and month. These unwieldy quantities of computer output were then condensed by our staff into a series of matrices amenable to analysis.

We are interested in forming a measurement of changes in the level of crime or arrests occurring in the experimental period. We may do this in any number of ways. Let us consider the most direct means, since it is the one on which we shall rely most heavily.

Consider the following hypothetical array of counts:

| STIMULUS AREAS | MONTH           |                 |                      |                 |                 |
|----------------|-----------------|-----------------|----------------------|-----------------|-----------------|
|                | M <sub>1</sub>  | M <sub>2</sub>  | M <sub>3</sub> . . . | M <sub>n</sub>  | t               |
| P+C            | X <sub>11</sub> | X <sub>12</sub> | . . .                | X <sub>1n</sub> | X <sub>1.</sub> |
| 2P             | X <sub>21</sub> | X <sub>22</sub> | . . .                | X <sub>2n</sub> | X <sub>2.</sub> |
| 1P             | -               | -               | . . .                | -               | -               |
| K              | -               | -               | . . .                | -               | -               |
| t              | X <sub>.1</sub> | X <sub>.2</sub> |                      | X <sub>.n</sub> | X <sub>..</sub> |

The stimulus areas (types of team-stimulus) of the experiment form the rows of the matrix, and months of the year form the columns. The number of events, say, arrests, occurring in the stimulus areas for the PAC-TAC teams (P+C) during the first month of the experiment is then represented by the entry X<sub>11</sub>, and so on. Such an array is like the arrays we constructed from the raw counts supplied by the police department.

In point of fact, of course, we constructed two such arrays for each hypothesis that we wanted to examine -- one containing the counts of events for the corresponding stimulus areas during 1972 (the year before the experiment) and another containing the counts for the months of the experiment in 1973. We thus had two entries for each cell in the table, one for 1972 -- X<sub>11</sub><sup>72</sup>, say -- and another for 1973 -- X<sub>11</sub><sup>73</sup>. To measure whether the experiment induced any change

in level of reported offenses or arrests, we proceeded to make several comparisons. First, we compared the 1972 levels in each sampling area with the 1973 levels. For the PAC-TAC stimulus areas, we thus computed  $(x_{11}^{72} - x_{11}^{73}) / x_{11}^{73}$ , which is the difference between 1972 and 1973 in terms of a 1973 base for  $M_1$ . Let us call the numerator in the expression  $\Delta X$ . We thus formed all the proportions  $P_{ij} = (\Delta X_{ij} / X_{ij}^{73})$ . This quantity may be positive or negative, depending on whether the reported level of arrests or offenses increased or decreased in the year separating the two periods. For comparisons in which the count in 1972 exceeded the count in 1973, the proportion is positive, indicating a decrease. Increases, conversely, are indicated by negative proportions.

This, of course, does not exhaust the comparisons we must make to discover whether the experiment had any effect. Given the possibility that the change observed in an experimental area might be part of a general trend in all areas, we must also compare the quantities computed above with the analogous quantity computed on data from our matched control areas. Thus, if we were looking at a PAC-TAC team (P+C), we would examine a difference of proportions  $(P_{ij}^{(P+C)} - P_{ij}^{(K)})$ , the proportionate change in (P+C) less the proportionate change in the control area (K).

Similar differences of proportions also can be formulated to compare the relative success of each of the factors in the experiment. The sampling distribution of this statistic can be approximated closely by a normal curve with mean and standard deviation given by

$$\mu = P_1 - P_2 \text{ and } \sigma_{P_1-P_2} = \sqrt{\frac{P_1(1-P_1)}{n_1} + \frac{P_2(1-P_2)}{n_2}}. \text{ The usual t-test}$$

for the significance of the difference between two proportions then applies, with the null hypothesis being that  $P_1 = P_2 (=P)$ , or that  $\mu=0$ , and the alternative two-sided hypothesis being that  $P_1 \neq P_2$ .

Examining these differences is one way to consider our various hypotheses. Our strategy will be to rely on this method primarily, though there are other convenient techniques available. For the reader accustomed to thinking in terms of regression models, we also shall present the results of a series of simple linear regressions of the form  $Y_i^{73} = \alpha_i + \beta_i X_i^{72} + C_i$ , where  $Y_i^{73}$  is the level of offenses or arrests in the  $i$ th stimulus area during the 1973 time period under consideration, and  $X_i^{72}$  is the level of arrests or offenses for the same  $i$ th area during the corresponding time period in 1972.

In fitting this model to the data, the usual assumptions of linear regression must be thought to apply to these crime data (e.g.,  $E(C_i) = 0$ , etc.). While this is not at all realistic, the simple model forms a sort of baseline against which some judgments may be made as long as the reader remains aware of its assumptions. By fitting such a model to data from successive areas in the experiment, we may consider the hypotheses that  $\beta_i = \beta_j (= \beta)$  or that  $\beta_i < \beta_j$ , and that  $\alpha_i \neq \alpha_j$ . That is, we can consider whether (and how) the slopes of the best fitting straight lines in each array of data (for each factor) differ and whether the ordinates of these lines differ. To judge whether these are the same regressions, various tests are

available to us, but we must remember that comparison of the slopes alone is not sufficient to reach a judgement about the difference between two samples. We shall present enough data for the interested reader to make these judgments on his own.

D. STEPS IN THE ANALYSIS

The two kinds of reliable data available to our analysis -- arrest and offense counts -- stand in a conditional relationship to one another: the level of offenses constrains the level of arrests. Thus, as the level of offenses in an area changes, we would expect the level of arrests to change also. For this reason, we shall begin our analysis with an examination of the offense data and move on subsequently to the arrest data.

For both arrests and offenses, we shall consider two basic questions. First, we shall want to know, on the basis of seasonal and monthly comparisons, how the experimental areas fared relative to their controls. Once we have established this information, we shall consider whether the effects of the experiment (if any) spread to adjacent areas, or whether the experiment shows a favorable effect only by displacing crime into nearby areas or into adjacent time periods.

E. ANALYSIS OF OFFENSE DATA

The Question of General Trends

To frame our analysis, let us first consider whether the data for 1972 and 1973 reveal significant movement in the case of our index crimes.

**CONTINUED**

**1 OF 3**

Given our earlier observations about the influence of measurement error on these data, we shall formulate this question on the basis of monthly comparisons. We shall compare averages for the months of the total experimental period (June, 1973 through November, 1974) with averages from the same months one year earlier. We shall ask whether the number of offenses during the hours of the experiment (6-10 p.m.) increased or decreased on the average each month in each car beat in the city. The mean number of offenses (for our index crimes) per beat per month, during the experimental hours, was 6.9630 in 1972 and 5.9733 in 1973. ( $\sigma_{\bar{X}_{72}} = 4.502309$ ,  $\sigma_{\bar{X}_{73}} = 4.288236$ ,  $n = 486$ ). Thus, these monthly averages suggest that crime has decreased slightly.<sup>1</sup>

#### Comparing the Stimulus Areas of the Experiment

It will be our task in the next sections to discover whether the differences among areas of the city are systematically related to

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<sup>1</sup> Referring the difference of these means,  $\bar{X}_{72} - \bar{X}_{73}$ , to its sampling distribution, and calculating the relevant statistics, we find a Z-score of -1.110. Since a  $Z_{\alpha=.10} = 1.645$ , however, we note that the observed difference fails to achieve the level of statistical significance which would permit us to reject the null hypothesis that  $\mu_1 = \mu_2$ . There is, of course, some question as to whether, in our concern with a population, rather than a sample, the usual uses of statistical significance should apply to these data. A decrease in the population is a decrease, not something due to sampling variations. This is not an issue we shall decided here.

Since approximately 87 percent of the area under a normal curve lies to the left of a Z-score of 1.1, however, the difference we have observed very closely approximates a ten percent  $\alpha$ -level. This is close enough to achieving significance that we should exercise caution in our subsequent analysis. The standard error of the means suggests it is highly likely we shall encounter real differences among stimulus areas.

our stimuli and, hence, to our experimental treatments.

Table IV-1 presents the basic data we need to make our comparisons. The first column contains the proportionate change between 1972 and 1973, based on calculations from monthly counts. We see that the proportions are all positive, indicating that crime has decreased in each type of area. We note further that the rate of decrease is highest for the controls, (K), and lowest for the police-civilian (P+C) beats. The two-police (2P) and one-police (1P) beats produce intermediate rates of decrease. (The other statistics in this table are of use in evaluating the differences among these proportions or in considering the regression of the 1973 offense counts on the 1972 counts.)

For the "controls" in our sample, therefore, crime appears to have decreased at a faster rate than in our experimental areas. We must ask whether these changes are significant, and whether differences among these proportions are significant, since the basic implication of this first finding is that the experiment has produced some effect (or combination of effects) leading to an increase in the level of reported offenses. Comparing the proportions for the three types of experimental areas with the controls will remove the effect of the overall decreasing trend, and allow us to rank our treatments by the extent to which they produce this consequence. These comparisons are presented in Table IV-2.

The rows of Table IV-2 present successive pairwise comparisons. The differences of the proportions are tested for statistical

TABLE IV-1<sup>1</sup>

Basic Data on Changes in Reported Offenses,  
By Type of Experimental Area for First Six Months<sup>2</sup>  
(June - November) (Hours 6-10 p.m. Only)

| Stimulus | $p = \Delta x/x_{73}$ | $q = 1-p$ | $p \cdot q$ | $n$ | $s_a^2$ | $s_b^2$ | $\beta = b/S_b$ | $a$   | $b$    |
|----------|-----------------------|-----------|-------------|-----|---------|---------|-----------------|-------|--------|
| P+C      | .040                  | .960      | .038        | 54  | 1.08    | .0225   | 3.95            | 2.224 | .5918  |
| K        | .232                  | .768      | .178        | 36  | .964    | .0324   | .814            | 1.799 | .1466  |
| 2P       | .216                  | .784      | .169        | 12  | 3.61    | .0408   | -1.18           | 9.031 | -.2394 |
| 1P       | .148                  | .852      | .126        | 12  | 1.99    | .0547   | -.015           | 4.352 | -.0036 |

<sup>1</sup>The symbols used in this and subsequent tables are consistently defined as follows:

- $\Delta x$  = change in crime level, crimes 1972 - crimes 1973
- $x$  = number of crimes per beat per month during the designated time period (i.e., Hours 6-10 p.m.)
- $p$  = proportionate change in crime level
- $q$  =  $1-p$
- $n$  = number of observations (equal to the number of months times the number of beats receiving the particular stimulus)
- $p \cdot q/n$  = sample variance of a proportion distribution
- $a$  = intercept coefficient of the regression equation  $\text{crime } 73 = a + b \cdot \text{crime } 72$
- $b$  = slope coefficient of the same regression
- $s_a^2$  = sample variance of the intercept coefficient distribution
- $s_b^2$  = sample variance of the slope coefficient distribution
- $t \cdot \text{stat}$  = test statistic for the difference tests approximated by the student  $t$  distribution

<sup>2</sup>The reader will note that this table aggregates data on stimulus areas of the same type and on all control areas; i.e., experimental areas and their controls were not analyzed in the exact pairings described in Appendix I. This analysis excludes the three (P+C) areas for which no controls that satisfied the matching criteria could be established. Earlier analysis, not reported here, confirms that when those three (P+C) areas, which are high crime areas, are excluded, the remaining experimental areas are so similar to one another and to their respective controls that analysis using exact pairings can be foregone.

TABLE IV-2

Differences Between Stimulus Areas in the Proportionate Changes  
 In Offense Levels for the First Six Months (June - November)  
 (Hours 6-10 p.m. Only)

| Stimulus |    | Proportions |  |           | a           |                        |           | b           |                        |           |
|----------|----|-------------|--|-----------|-------------|------------------------|-----------|-------------|------------------------|-----------|
| #1       | #2 | $P_1 - P_2$ | $\sqrt{\frac{P_1q_1}{n_1} + \frac{P_2q_2}{n_2}}$ | t<br>STAT | $a_1 - a_2$ | $\sqrt{S_a^2 + S_a^2}$ | t<br>STAT | $b_1 - b_2$ | $\sqrt{S_b^2 + S_b^2}$ | t<br>STAT |
| X        | Y  |             |  |           |             |                        |           |             |                        |           |
| P+C      | K  | -.192       | .0752  | -2.55*    | .43         | 1.430                  | .301      | .445        | .2343                  | 1.94*     |
| 2P       | K  | -.016       | .1379  | -.116     | 7.23        | 2.139                  | 3.38*     | -.386       | .2706                  | -1.43     |
| 1P       | K  | -.084       | .1243  | -.676     | 2.55        | 1.719                  | 1.48      | -.150       | .2951                  | .508      |
| P+C      | 2P | -.176       | .1216  | -1.45     | -6.81       | 2.166                  | -3.14*    | .831        | .2516                  | 3.30*     |
| P+C      | 1P | -.108       | .1058  | -1.02     | -2.13       | 1.752                  | -1.22     | .595        | .2778                  | 2.14*     |
| 1P       | 2P | -.068       | .1568  | -.434     | -4.68       | 2.366                  | -1.98*    | .236        | .3090                  | .764      |

\*  $\alpha \leq .10$ .

significance, producing t-ratios of differing magnitudes. We may safely reject the hypothesis that (P+C) and (K) produce the same proportionate change, but none of the other comparisons provided significant differences. Thus, we are led initially to attribute some impact on the offense level to the police-civilian foot patrol. In terms of outcomes, then, we find:  $(P+C) \geq (1P) \geq (2P) \geq (K)$ .

Does this finding hold up for all months of the experiment, is it distributed unevenly, or do other periods produce different patterns of effect? A rough answer to this question is provided by the data in Table IV-3. Here we report the proportionate change produced by each treatment during the two portions of the experiment, along with t-ratios for the differences. These data make it evident that our earlier aggregate analysis is somewhat misleading. Indeed, during the summer months it is only the police-teams that produce any effect, with the single police areas showing more of a decline in offenses than the two-police areas. Unfortunately, none of these differences are significant. During the second half, what we had considered an overall trend of decreases in reported offenses sets in strongly in the (K), while the presence of the (P+C) and (1P) teams is associated with slight increases in offense levels. This time the 2P teams align themselves with the controls, decreasing offenses. Comparing the proportions as before results in the ranking  $(1P) \geq (P+C) \geq (2P) \geq (K)$ .

What is to be made of this pattern? Considering months individually adds nothing to clarify the data, with monthly comparisons revealing further instability. Therefore, since the pattern of

TABLE IV-3  
Offense Analysis for First and Second Halves  
of Experimental Period

| Stimulus    | P's for<br>3-Month Periods           |        |
|-------------|--------------------------------------|--------|
|             | 1st                                  | 2nd    |
| P+C         | .088                                 | -.014  |
| K           | .088                                 | .338   |
| 2P          | .124                                 | .319   |
| 1P          | .313                                 | -.035  |
| <hr/>       |                                      |        |
| $P_1 - P_2$ | t statistic for<br>difference of P's |        |
|             | 1st                                  | 2nd    |
| [(P+C)-K]   | 0                                    | -3.09* |
| 2P - K      | .2397                                | -.086  |
| 1P - K      | 1.1208                               | -2.78* |
| [(P+C)-2P]  | -.2480                               | -1.74* |
| [(P+C)-1P]  | -1.1421                              | .268   |
| 1P - 2P     | .8138                                | -1.73  |

\* =  $\alpha \leq .10$

findings is not stable, we may not safely conclude that the experiment has demonstrated a consistent effectiveness in raising the level of reported offenses. Despite the fact that some of these differences were statistically significant, the irregular pattern is not amenable to simple interpretation.

The (P+C) teams never operate to lower reported offenses, relative to their controls, and during the months of the autumn when crimes are decreasing generally, PAC-TAC appears to retard the fall-off of reported offenses that appears elsewhere in the city. Conversely, the presence of 2P teams is consistently associated with lowering rates of offenses, though not always at a rate significantly different than might be expected on the basis of overall trends.

Let us consider the same data in terms of a linear model which allows for comparison of the factors in the experiment -- team presence, team composition, and team size. What we sense to be underlying the pattern in the data examined above is an inconsistent impact of these factors on offense levels. One may hypothesize that this mixed pattern is the result of increasing levels of reporting due to team presence and decreasing levels of offenses due to team composition "interacting" with team size. (This, at least, seems a reasonable hypothesis about the data, discounting the first time period when no significant differences were observed.) Let us, therefore, examine a linear model which enables us to estimate the direct effects of the individual factors and an interaction effect between size and composition.

Such a model may be written very simply as follows:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4Z + u$$

where  $Z = X_1X_2$ ,  $Y = \Delta X/X_{73}$ ,  $X_1$  is a dummy variable for team composition equalling zero if the observation is from a (P+C) or (K) beat and one if from a (2P) or (1P) beat,  $X_2$  is team size (0 = (K), 1 = (1P), 2 = (P+C) or (2P)), and  $X_3$  is another dummy variable for team presence (0 = (K), 1 = (P+C), (1P), or (2P)). The interaction term, Z, will be equal to zero, one, or two. If the type of "interaction" we hypothesized should exist, then the prediction would be that  $\delta Y/\delta Z > 0$ . (Since the interaction term is a simple function of other predictors, the prediction equation is not strictly estimable because of the identification problem. We shall nonetheless present crude results based around this model.)

Let us fit this model separately to the two three-month time periods examined above. We know from our earlier analysis that the effect pattern appeared to be different in these two periods, so we may expect these differences to appear in the regression coefficients of the same variables for the different periods. Our interest here attaches not to the degree of "fit" our model achieves, but only to the slope of the variables.

The full equations for the two, three-month time periods were fitted with the following results:

1st three months:

$$Y = -1.6196 + .7499X_1 + .4395X_2 + .8046X_3 - .7576Z$$

2nd three months:

$$(R^2 = .1962)$$

$$Y = -2.2018 + 2.0708X_1 + 1.3361X_2 - .1789X_3 - 1.426Z$$

$$(R^2 = .1819)$$

We expected the slopes for composition ( $X_1$ ), size ( $X_2$ ), and the interaction term (Z) to be positive, and the slope for presence ( $X_3$ ) to be negative. These results suggest that composition and size behave as expected, reducing the level of offenses. Only for the second time period does presence ( $X_3$ ) have the predicted negative slope, whereas the interaction term (Z) is negative in both periods. Because of substantially large standard errors based on a high degree of multicollinearity, none of these net regression coefficients are statistically significant. ( $X_1$  and  $X_2$  are highly correlated [ $r = .945$ ], introducing instability into the slope estimates in this model.) Nonetheless, what does appear to be happening in the regression is that the positive linear component of the variation in Y due to the covariation of Y and Z is absorbed by  $X_1$  and/or  $X_2$ . Since the problem of multicollinearity with the present data does not have a convenient solution, however, we are not in a position to draw conclusions based on convincing evidence.

Because the problem lies in the collinearity of the predictors, we may at least examine the slopes for each factor considered singly. Simple linear regressions will produce slope estimates that are obviously incorrect, since we know the predictors are correlated. But taken singly, the regressions will give us some idea of the separate significance of the factors.

The results of this exercise are reported in Table IV-4, which suggests, in terms of their coefficients of multiple determination, the relative insignificance of both  $X_1$  (composition) and Z (our

TABLE IV-4

Simple Linear Regressions of Changes in Offense Levels on Experimental Stimuli, for First Three Months and for Second Three Months (Hours 6-10 p.m. Only)

| June - July -<br>August           | a       | REGRESSION COEFFICIENTS (b) for: |                |                |        | R <sup>2</sup> |
|-----------------------------------|---------|----------------------------------|----------------|----------------|--------|----------------|
|                                   |         | X <sub>1</sub>                   | X <sub>2</sub> | X <sub>3</sub> | Z      |                |
| Dependent Variable:               |         |                                  |                |                |        |                |
| Y =                               | -.6095  | .0671                            | -              | -              | -      | .0003          |
| Y =                               | -1.5511 | -                                | .7566          | -              | -      | .1708          |
| Y =                               | -1.6196 | -                                | -              | 1.4970         | -      | .1750          |
| Y =                               | -.5953  | -                                | -              | -              | -.0000 | .0000          |
| September - October -<br>November |         |                                  |                |                |        |                |
| Y =                               | -.7058  | .2608                            | -              | -              | -      | .0017          |
| Y =                               | -2.1093 | -                                | 1.1546         | -              | -      | .1683          |
| Y =                               | -2.2018 | -                                | -              | 2.2667         | -      | .1698          |
| Y =                               | -.6955  | -                                | -              | -              | .1413  | .0013          |

X<sub>1</sub> = Composition

X<sub>2</sub> = Size

X<sub>3</sub> = Presence

Z = X<sub>1</sub>X<sub>2</sub> (defined above)

interaction term) and the relative significance of X<sub>2</sub> (size) and X<sub>3</sub> (presence). Great caution must be exercised in rejecting Z or X, as causal agents, however. Not only do we see a dramatic change in magnitude but also a change in sign for Z. Under the hypothesis that the experiment produces one tendency toward deterrence and another toward increased reporting, it may be reasonable to assume that Z's net influence actually is negative (as discovered earlier) and merely obscured in the present simple model because of unremoved confounded effects of other factors. It is less likely this could be the case with X<sub>1</sub>, though the collinearity of X<sub>1</sub>, and X<sub>2</sub>, and Z do not make it impossible.

On the whole, therefore, we must conclude our analysis of offenses on a somewhat ambiguous note. It does appear that original expectations for the experiment were oversimplified, and that there were indeed simultaneous tendencies produced toward deterrence and toward increased reporting. Though these tendencies can be reported only imperfectly and with great difficulty in the analysis, both appear to have been weak and irregular. Under the assumptions of regression analysis, only about 18 percent of the variance in the dependent variable appears to be "explained" by all of the factors in the experiment. It is difficult to attach firm significance to any of these factors singly, since their influence can be observed to fluctuate during the experimental period.

F. ANALYSIS OF ARREST DATA

In moving from analysis of offenses to analysis of arrests, the most important preliminary consideration to bear in mind is that we now shall be dealing with trivially small numbers. Whatever our analysis shows in terms of differences and statistical significance must thus be re-evaluated in light of the substantive insignificance of all but extreme differences. To give some idea of how small these numbers are, the reader may consult Table IV-5, which reports mean arrest levels for each of the treatment areas classified by months. It is apparent we are dealing with numbers very close to zero, only once achieving a level as high as three.

Turning from these gross data to our analysis of proportionate change we may begin to compare our areas. Since we know there were differences between the summer and the fall in the impact of the experiment on offenses levels, we shall skip over the gross six-month analysis and concentrate only on the three-month periods.

Table IV-6 presents the basic data for the comparisons. As in Table IV-1, the first column contains the proportionate change between 1972 and 1973, based on calculations from monthly counts. None of the proportions in the first time period are negative, meaning that arrest levels dropped or remained constant in the respective sets of stimulus areas. Arrests showed no change in the controls or single-police areas and decreased at the same rate in the (P+C) and (2P) areas. In the second three-month period, two of the proportions are negative. The (P+C) and (2P) areas now show increased arrest levels relative to

TABLE IV-5

## Arrests by Type of Beat, 3 Month Intervals (Hours 6-10 p.m. Only)

| Month    | Type of Beat | 1972      |          | 1973      |          | a    | $\sigma_a$ | t<br>STAT | b     | $\sigma_b$ | t<br>STAT | R <sup>2</sup> | N  | #<br>Months |
|----------|--------------|-----------|----------|-----------|----------|------|------------|-----------|-------|------------|-----------|----------------|----|-------------|
|          |              | $\bar{x}$ | $\sigma$ | $\bar{x}$ | $\sigma$ |      |            |           |       |            |           |                |    |             |
| June-Aug | P+C          | .307      | .629     | .222      | .641     | .158 | .144       | 1.10      | .173  | .201       | .86       | .029           | 27 | 3           |
| Sept-Nov |              | .259      | .712     | 1.37      | 2.27     | 1.28 | .473       | 2.71      | .334  | .635       | .53       | .011           | 27 | 3           |
| June-Aug | K            | .222      | .548     | .222      | .647     | .087 | .146       | .60       | .609  | .253       | 2.41      | .266           | 18 | 3           |
| Sept-Nov |              | .667      | 1.28     | .389      | .850     | .357 | .234       | 1.53      | .048  | .165       | .29       | .005           | 18 | 3           |
| June-Aug | 2P           | 1.33      | 1.75     | 1.00      | 1.10     | 1.26 | .618       | 2.04      | -.196 | .297       | -.66      | .099           | 6  | 3           |
| Sept-Nov |              | 1.17      | .983     | 3.00      | 1.26     | 2.76 | .935       | 2.95      | .207  | .635       | .33       | .026           | 6  | 3           |
| June-Aug | 1P           | .167      | .408     | .167      | .408     | .200 | .200       | 1.00      | -.200 | .489       | -.41      | .040           | 6  | 3           |
| Sept-Nov |              | 2.33      | 3.88     | 1.33      | 1.51     | 1.54 | .801       | 1.92      | -.089 | .189       | -.47      | .052           | 6  | 3           |

TABLE IV-6

Basic Data on Changes in Arrest Levels, By Type of Experimental Stimulus, For June - August and for September - November, 1973 (Hours 6-10 p.m. Only)

| Stimulus                   | $p = \Delta x/x_{73}$ | n  | $\frac{pq}{n}$ | $S_a^2$ | $S_b^2$ | $\beta$ | a    | b     |
|----------------------------|-----------------------|----|----------------|---------|---------|---------|------|-------|
| June - August, 1973        |                       |    |                |         |         |         |      |       |
| P+C                        | .383                  | 27 | .0087          | .0207   | .0404   | .861    | .158 | .173  |
| K                          | 0                     | 18 | 0              | .0213   | .0640   | 2.41    | .087 | .609  |
| 2P                         | .330                  | 6  | .0368          | .3819   | .0882   | -.660   | 1.26 | -.196 |
| 1P                         | 0                     | 6  | 0              | .0400   | .2391   | -.409   | .200 | -.200 |
| September - November, 1973 |                       |    |                |         |         |         |      |       |
| P+C                        | -.811                 | 27 | .0057          | .2237   | .4032   | .5260   | 1.28 | .334  |
| K                          | .715                  | 18 | .0113          | .0547   | .0272   | .2910   | .357 | .048  |
| 2P                         | -.610                 | 6  | .0396          | .8742   | .4032   | .3260   | 2.76 | .207  |
| 1P                         | .752                  | 6  | .0310          | .6416   | .0357   | -.4710  | 1.54 | -.089 |

the 1973 base year, while the (1P) areas and the controls exhibit decreased arrest levels. These proportionate differences all appear to be quite large, but we must recall that they are based on very small numbers (see Table IV-5). Examining these changes relative to one another will allow us to rank the treatments.

Table IV-8 presents pairwise tests of the significance of the differences between the proportions for the two time periods. For the initial months of the experiment (P+C) and (2P) differ significantly from (K), while (1P) fails in this comparison. Of the other comparisons, (P+C) and (2P) showed greater decline in arrests than (1P), but (P+C) is not significantly different from (2P). In order of effect, therefore, the treatments may be ranked  $(P+C) \geq (2P) > (1P) \geq (K)$ , with (P+C) showing the greatest proportional decline in arrests and (K) showing the least.

During the second three-month period, the differences are more interesting and more striking. This time (P+C) is higher but not significantly different than (2P) in increasing arrest levels; both of these treatments exhibit highly significant differences from their controls and from the (1P) areas. The single-police areas do not differ significantly from their controls. In terms of experimental logic, therefore, these comparisons reveal that the factor of team size had a substantial impact on arrest levels during this second three-month period. The clear ranking of the treatments becomes  $(1P) \geq (K) > (2P) \geq (P+C)$ , with (1P) and (K) showing the greatest proportional decline in arrests and (P+C) and (2P) actually showing increases.

TABLE IV-7

Differences Between Stimulus Areas in the Proportionate Changes  
in Arrest Levels, for June - August and September - November  
(Hours 6-10 p.m. Only)

| Stimulus Areas                        |    | Proportion  |                                      |         | a           |                        |        | b           |                        |        |
|---------------------------------------|----|-------------|--------------------------------------|---------|-------------|------------------------|--------|-------------|------------------------|--------|
| 1                                     | 2  | $P_1 - P_2$ | $\sqrt{\frac{pq}{n} + \frac{pq}{n}}$ | t test  | $a_1 - a_2$ | $\sqrt{S_a^2 + S_a^2}$ | t test | $b_1 - b_2$ | $\sqrt{S_b^2 + S_b^2}$ | t test |
| <u>June - July - August</u>           |    |             |                                      |         |             |                        |        |             |                        |        |
| P+C                                   | K  | .383        | .0933                                | 4.10*   | .071        | .2049                  | .347   | -.436       | .3231                  | -1.35  |
| 2P                                    | K  | .330        | .1918                                | 1.72*   | 1.17        | .6350                  | 1.84*  | -.805       | .3901                  | -2.06* |
| 1P                                    | K  | 0           | 0                                    | 0       | .113        | .2476                  | .456   | -.809       | .5505                  | -1.47  |
| P+C                                   | 2P | .053        | .2133                                | .248    | -1.10       | .6345                  | -1.73* | .369        | .3586                  | 1.03   |
| P+C                                   | 1P | .383        | .0933                                | 4.10*   | -.042       | .2464                  | -.170  | .373        | .5287                  | .706   |
| 1P                                    | 2P | -.330       | .1918                                | -1.72   | -1.06       | .6495                  | -1.63  | -.004       | .5721                  | -.007  |
| <u>September - October - November</u> |    |             |                                      |         |             |                        |        |             |                        |        |
| P+C                                   | K  | -1.526      | .1304                                | -11.70* | .923        | .5276                  | 1.75*  | .286        | .6560                  | .436   |
| 2P                                    | K  | -1.325      | .2256                                | -5.87*  | 2.40        | .9638                  | 2.49*  | .159        | .6560                  | .242   |
| 1P                                    | K  | .037        | .2057                                | .180    | 1.18        | .8344                  | 1.41   | -.137       | .2508                  | -.546  |
| P+C                                   | 2P | -.201       | .2128                                | -.945   | -1.48       | 1.048                  | -1.41  | .127        | .8980                  | .141   |
| P+C                                   | 1P | -1.563      | .1916                                | -8.16*  | -.26        | .9302                  | -.280  | .423        | .6625                  | .638   |
| 1P                                    | 2P | 1.362       | .2657                                | 5.13*   | -1.22       | 1.231                  | -.991  | -.296       | .6625                  | -.447  |

\*  $\alpha \leq .10$

TABLE IV-8

Offense Levels 1972 - 1973 for Six Rochester Reporting Areas<sup>1</sup>  
Experimental Period

| AREA | TIME  | 1972      |          | 1973      |          | $R^2$ | a     | $\sigma_a$ | T<br>stat | b     | $\sigma_b$ | T<br>stat | N   |
|------|-------|-----------|----------|-----------|----------|-------|-------|------------|-----------|-------|------------|-----------|-----|
|      |       | $\bar{x}$ | $\sigma$ | $\bar{x}$ | $\sigma$ |       |       |            |           |       |            |           |     |
| 1    | 18-22 | 9.07      | 4.68     | 6.81      | 4.82     | .162  | 3.04  | .977       | 3.11      | .415  | .096       | 4.32      | 99  |
|      | 23- 6 | 6.53      | 4.37     | 5.33      | 4.29     | .248  | 2.14  | .677       | 3.16      | .488  | .086       | 5.67      | 99  |
|      | 7-17  | 13.47     | 6.37     | 10.21     | 7.25     | .342  | 1.24  | 1.40       | .89       | .666  | .094       | 7.09      | 99  |
| 2    | 18-22 | 10.52     | 4.90     | 8.16      | 6.27     | .117  | 3.55  | 2.15       | 1.65      | .438  | .185       | 2.37      | 44  |
|      | 23- 6 | 7.57      | 3.83     | 6.34      | 4.89     | .086  | 3.52  | 1.59       | 2.21      | .373  | .188       | 1.98      | 44  |
|      | 7-17  | 15.00     | 8.10     | 12.25     | 8.47     | .307  | 3.55  | 2.29       | 1.55      | .580  | .134       | 4.33      | 44  |
| 3    | 18-22 | 7.24      | 4.06     | 5.94      | 6.02     | .600  | -2.09 | 1.46       | -1.43     | 1.108 | .177       | 6.26      | 33  |
|      | 23- 6 | 3.73      | 2.35     | 2.61      | 2.33     | .062  | 1.69  | .757       | 2.23      | .246  | .173       | 1.42      | 33  |
|      | 7-17  | 23.27     | 18.66    | 17.82     | 16.91    | .554  | 2.12  | 3.22       | .66       | .675  | .109       | 6.19      | 33  |
| 4    | 18-22 | 7.74      | 3.15     | 5.30      | 3.74     | .164  | 1.58  | 1.05       | 1.50      | .481  | .126       | 3.82      | 77  |
|      | 23- 6 | 6.35      | 3.52     | 5.17      | 3.84     | .190  | 2.15  | .821       | 2.62      | .475  | .113       | 4.20      | 77  |
|      | 7-17  | 9.44      | 4.57     | 8.05      | 5.23     | .089  | 4.82  | 1.32       | 3.65      | .342  | .126       | 2.71      | 77  |
| 5    | 18-22 | 7.77      | 4.09     | 5.73      | 4.15     | .067  | 3.68  | 1.91       | 1.93      | .263  | .219       | 1.20      | 22  |
|      | 23- 6 | 6.77      | 2.74     | 3.68      | 3.08     | .018  | 2.63  | 1.81       | 1.45      | .155  | .249       | .62       | 22  |
|      | 7-17  | 11.09     | 4.98     | 8.64      | 6.11     | .158  | 3.22  | 3.05       | 1.06      | .488  | .252       | 1.94      | 22  |
| 6    | 18-22 | 5.78      | 4.38     | 3.80      | 3.82     | .272  | 1.17  | .518       | 2.26      | .454  | .071       | 6.39      | 110 |
|      | 23- 6 | 4.89      | 3.75     | 3.35      | 3.64     | .236  | 1.05  | .502       | 2.09      | .471  | .082       | 5.74      | 110 |
|      | 7-17  | 8.01      | 6.49     | 5.40      | 5.19     | .210  | 2.46  | .704       | 3.49      | .367  | .068       | 5.40      | 110 |

<sup>1</sup> Areas 1-5 contain experimental beats; area 6 contains no experimental beats.

Despite the small numbers involved, the differences among treatments must caution us against dismissing these findings as substantively meaningless. Arrests are rare events, and the differences in the direction of increasing arrests by increasing team size may thus impress those who view the small absolute numbers alone as being trivial.

The pattern between the two time periods is not consistent, also cautioning us not to overestimate their significance. But the differences are real and statistically significant for the later months of the experiment. Increasing the size of foot patrols, therefore, might be interpreted as significantly raising arrests levels, the longer the teams work in a given area.

Our numbers for arrests are in fact so small that any further examination of these data by other methods is impossible. The regression analysis performed on the offense data is not feasible with the arrest data, since there are so many zero entries in our matrices.

To sum up, our analysis again leaves us in a position which forbids concluding that the experiment clearly had consistently influenced the criterion variable as had been expected. Though it may be judicious at this point simply to conclude that the evidence has not been strong enough to be of practical interest, we have seen some indication that team size affected arrest levels in the autumn months of the experiment. Our data do not permit a more detailed examination of the consistency of this trend. Further research will be necessary to confirm or disconfirm, or to qualify, the generality of this finding. Its substantive significance depends upon the importance police administrators will

attach to the prospect of increasing arrest levels for our selected crimes.

#### G. DISPLACEMENT

Of the special problems arising in connection with analyses of crime data, the one deserving attention in the present context concerns displacement. Displacement is the movement of events from one place or time to another (usually adjacent) place or time, instigated by some change or stimulus in their original circumstances. It is of interest to know whether the PAC-TAC experiment so displaced offenses geographically or temporally.

#### Geographical Displacement

The analysis of geographical displacement has required us to lump all of our types of foot patrols together into one experimental stimulus, because the geographical arrangement of stimulus areas precluded their convenient separation. Instead, our analysis divides the city into six areas, five of which contain mixed experimental stimuli and a sixth which is free of the experimental stimuli. For each of these, offenses occurring within the stimulus areas themselves, whether (P+C), (1P), or (2P) were subtracted from total offenses recorded for the overall area encompassing them. We present here only the data for the entire experimental period, since analysis of less extensive time periods was found to parallel that for the total period.

Table IV-8 contains the mean offense levels per month, subdivided by time, for each of our areas, along with statistics

derived from simple linear regressions of offenses in 1973 and offenses in 1972. The reader will note very substantial fluctuations among areas and across time.<sup>1</sup> We turn to Table IV-9, where the pertinent comparisons have been made.

The upper panel of Table IV-9 presents the statistics specific to each area, and the comparisons are made in the lower panel. We note that the  $\Delta X/X_{73}$  proportions are all positive as before, indicating decreases in offense levels throughout the city. Testing their differences pairwise for statistical significance, it is consistently the case that the non-PAC-TAC area (#6) has produced larger decreases than any of the areas (1-5) which contained experimental patrols. While on the pairwise test only one of these differences is significant at the  $Z_{\alpha} = .05$  level, two of the differences approach significance at the .10 level. These differences all run in the same direction, providing the first piece of consistent evidence we have so far encountered in this section. The finding is that the rate of decrease in offenses is smaller in foot patrol areas than in non-foot patrol areas.

If this regularity were due to the experimental stimuli, we reasoned further that the extent of the differences should parallel the amount of foot patrol activity in each area. We, therefore, reorganized our data geographically, and produced four areas for comparison that

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<sup>1</sup> Following the convention of numbering hours consecutively from 1 a.m. through 12 midnight, the offense data will be examined for three periods defined by the following hours: (a) 7-17, (b) 18-22, and (c) 23-6. The PAC-TAC experiment took place each night during the hours of 6-10 p.m., or 18-22.

TABLE IV-9

Analysis of Displacement of Offenses, Proportionate Change  
and Comparison of Proportions, Six Reporting Areas<sup>1</sup>  
(Hours 6-10 p.m. Only)

| Areas           | $p = \frac{\Delta X}{X_{73}}$ | n  | 1-p = q | p.q         | b                      | $\sigma_b$ | $\beta$     | a                      | $\sigma_a$ |
|-----------------|-------------------------------|--|---------|-------------|------------------------|------------|-------------|------------------------|------------|
| 1               | .249                          | 99   | .751    | .187        | .415                   | .096       | 4.323       | 3.04                   | .977       |
| 2               | .224                          | 44   | .776    | .174        | .438                   | .185       | 2.368       | 3.55                   | 2.15       |
| 3               | .180                          | 33   | .820    | .148        | 1.108                  | .177       | 6.260       | -2.09                  | 1.46       |
| 4               | .315                          | 77   | .685    | .216        | .481                   | .126       | 3.817       | 1.58                   | 1.05       |
| 5               | .263                          | 22   | .737    | .194        | .236                   | .219       | 1.078       | 3.68                   | 1.91       |
| 6               | .343                          | 110  | .657    | .225        | .454                   | .071       | 6.394       | 1.17                   | .518       |
|                 | Proportion                    |  |         | a           |                        |            | b           |                        |            |
| Comparing Areas | $p_1 - p_2$                   | $\sqrt{\frac{p_1 q_1 + p_2 q_2}{n_1 n_2}}$ | T stat  | $a_1 - a_2$ | $\sqrt{S_1^2 + S_2^2}$ | T stat     | $b_1 - b_2$ | $\sqrt{S_1^2 + S_2^2}$ | T stat     |
| 1 - 6           | -.094                         | .0627                                      | -1.50   | 1.87        | 1.106                  | 1.691*     | -.039       | .1194                  | -.327      |
| 2 - 6           | -.119                         | .0775                                      | -1.54   | 2.38        | 2.212                  | 1.076      | -.016       | .1982                  | -.081      |
| 3 - 6           | -.163                         | .0808                                      | -2.02*  | -3.26       | 1.549                  | -2.105*    | .654        | .1907                  | 3.429*     |
| 4 - 6           | -.028                         | .0696                                      | -.402   | .41         | 1.171                  | .350       | .027        | .1446                  | .187       |
| 5 - 6           | -.080                         | .1042                                      | -.768   | 2.51        | 1.979                  | 1.268      | -.218       | .2302                  | -.947      |

\*  $\alpha \leq .10$ 

1

Areas 1-5 contain experimental beats; area 6 contains no experimental beats.

could be ranked by their degree of "contact" with mixed experimental stimulus areas.

Table IV-10 contains the comparisons of proportionate change among these areas. The first and most telling thing to note about these data is the steady increase in  $\Delta X/X_{73}$  with decreasing foot patrol contact (see column 1 of the top panel). This was the trend expected under the hypothesis that the amount of foot patrol "contact" in a reporting area influenced its offense level. Examining these measures of change for statistical significance, we note from the lower panel of Table IV-10 that there is a significant difference between P for Area 1 and P for Area 4, as well as for the difference between Area 2 and Area 4 ( $\alpha = .10$ ). Thus, we reject the null hypothesis that these P's have been drawn from the same population and may be regarded as equal.

This evidence, then, agrees with the displacement hypothesis. In reporting areas where there is much experimental activity, there is a significantly larger deflection of the offense level in an upward direction (increased offense levels) or, to put it another way, a significantly smaller rate of decrease of known offenses, than in areas with no foot patrol activity.

#### Displacement in Time

Our analysis of temporal displacement is confined to (P+C) and (2P) sampling areas, and we shall present here only data for the entire experimental period. Since our interest here is not in comparing

TABLE IV-10

Offense Analysis on Basis of Areas Grouped by Degree of Contact with Experimental Beats  
(1=high contact, 4=no contact), Total Experimental Period  
(Hours 6-10 p.m. Only)

| Areas                            | $p = \frac{\Delta X}{X_{73}}$ | $q = 1-p$   | $p \cdot q$                          | n      | a           | $\sigma_a$             | b       | $\sigma_b$  | $\beta$                |        |
|----------------------------------|-------------------------------|-------------|--------------------------------------|--------|-------------|------------------------|---------|-------------|------------------------|--------|
| 1                                | .200                          | .800        | .160                                 | 33     | -1.53       | 1.29                   | 1.03    | .161        | 6.398                  |        |
| 2                                | .242                          | .758        | .183                                 | 132    | 1.78        | .780                   | .540    | .087        | 6.207                  |        |
| 3                                | .285                          | .715        | .204                                 | 132    | 3.45        | 1.01                   | .349    | .987        | .354                   |        |
| 4                                | .354                          | .646        | .229                                 | 88     | .869        | .472                   | .484    | .068        | 7.118                  |        |
| Significance of the Differences: |                               |             |                                      |        |             |                        |         |             |                        |        |
| Contact Group Compared           |                               | Proportion  |                                      | a      |             |                        | b       |             |                        |        |
|                                  |                               | $P_1 - P_2$ | $\sqrt{\frac{pq}{n} + \frac{pq}{n}}$ | T stat | $a_1 - a_2$ | $\sqrt{s_a^2 + s_a^2}$ | T stat  | $b_1 - b_2$ | $\sqrt{s_b^2 + s_b^2}$ | T stat |
| 1 - 2                            |                               | -.042       | .0790                                | -.532  | -3.31       | 1.507                  | -2.196* | .490        | .183                   | 2.68*  |
| 1 - 3                            |                               | -.085       | .0800                                | -1.06  | -4.98       | 1.638                  | -3.040* | .681        | 1.000                  | .68    |
| 1 - 4                            |                               | -.154       | .0863                                | -1.78* | -2.40       | 1.374                  | -1.747* | .546        | .175                   | 3.12*  |
| 2 - 3                            |                               | -.043       | .0541                                | -.795  | -1.67       | 1.276                  | -1.309  | .191        | .991                   | .19    |
| 2 - 4                            |                               | -.112       | .0632                                | -1.77* | .91         | .912                   | .998    | .056        | .110                   | .51    |
| 3 - 4                            |                               | -.069       | .0644                                | -1.07  | 2.58        | 1.115                  | 2.314*  | -.135       | .989                   | -.14   |

\*  $\alpha \leq .10$

stimuli but in assessing the gross temporal displacement, eliminating (1P) reduces the amount of data we must inspect. We are, therefore, interested in whether greater numbers of offenses appeared during the hours prior to or following the experimental hours, in the experimental areas, than would have been predicted from past experience.<sup>1</sup>

Table IV-11 presents results of appropriate comparisons for the (P+C) and (2P) areas. We note extremely small proportionate changes over time within areas and times of day for the (P+C) beats. The proportionate changes for the (2P) beats are large and positive for the two time periods. Within the (P+C) beats, the difference of proportions  $[p(18-22) - p(7-17)]$  was also significant and positive, indicating that (P+C) apparently displaces offenses to earlier hours. Conversely, for the (2P) beats, the difference  $[p(18-22) - p(23-6)]$  was significant and positive, indicating that (2P) beats apparently displace offenses to later hours.

While these findings do not regularly appear when the same analysis is repeated on offense data for different periods of time, they are noteworthy in the aggregate for the total experimental period. We offer no interpretation of the tendency of (P+C) to displace offenses earlier in the day and (2P) to displace later in the day. Our interest attaches, instead, to the hint that the experiment has produced temporal displacement per se.

<sup>1</sup>

Following the convention of numbering hours consecutively from 1 a.m. through 12 midnight, the offense data will be examined for three periods defined by the following hours: (a) 7-17, (b) 18-22, and (c) 23-6. The PAC-TAC experiment took place each night during the hours of 6-10 p.m., or 18-22.

TABLE IV-11

Analysis of Temporal Displacement of Offenses, (P+C) and (2P) Stimulus Areas  
Full Experimental Period

| Type of Beat | Hours | $p = \frac{\Delta X}{X_{73}}$ | n                                    | $\frac{pq}{n}$ | $S_a^2$                | $S_b^2$                | $\beta$ | a           | b                      |        |
|--------------|-------|-------------------------------|--------------------------------------|----------------|------------------------|------------------------|---------|-------------|------------------------|--------|
| P+C          | 18-22 | .069                          | 99                                   | .0006          | .4070                  | .0096                  | 5.38    | 2.27        | .527                   |        |
|              | 23- 6 | .085                          | 99                                   | .0008          | .2061                  | .0067                  | 5.53    | 2.01        | .453                   |        |
|              | 7-17  | 0                             | 99                                   | 0              | .7447                  | .0081                  | 5.09    | 4.26        | .458                   |        |
| 2P           | 18-22 | .221                          | 22                                   | .0078          | 2.045                  | .0282                  | -.315   | 6.50        | -.053                  |        |
|              | 23- 6 | 0                             | 22                                   | 0              | 1.769                  | .0506                  | .4091   | 4.66        | .092                   |        |
|              | 7-17  | .232                          | 22                                   | .0081          | 4.289                  | .0309                  | .574    | 7.31        | .101                   |        |
| Time         | Time  | Difference of Proportions     |                                      |                | Regression Statistics: |                        |         |             |                        |        |
| 1            | 2     | $P_1 - P_2$                   | $\sqrt{\frac{pq}{n} + \frac{pq}{n}}$ | T test         | $a_1 - a_2$            | $\sqrt{S_a^2 + S_a^2}$ | T test  | $b_1 - b_2$ | $\sqrt{S_b^2 + S_b^2}$ | T test |
| 18-22        | 7-17  | .069                          | .0245                                | 2.82*          | -1.99                  | 1.073                  | -1.85*  | .069        | .1330                  | .519   |
| 18-22        | 23- 6 | -.016                         | .0374                                | -.428          | .26                    | .783                   | .332    | .074        | .1277                  | .579   |
| 18-22        | 7-17  | -.011                         | .1261                                | -.087          | -.81                   | 2.517                  | -.322   | -.154       | .2431                  | -.633  |
| 18-22        | 23- 6 | .221                          | .0883                                | 2.50*          | 1.84                   | 1.953                  | .942    | -.145       | .2807                  | -.517  |

\*  $\alpha \leq .10$

## Displacement of Arrests

Efforts to perform the same analysis of displacement for arrest data were frustrated by insufficient numbers.

### H. CONCLUSIONS

The PAC-TAC experiment has not produced clear-cut evidence of consistent impacts on offenses or arrests. Inconsistent evidence suggests the experiment may produce two tendencies -- one toward increasing reporting and the other toward deterring offenses. These two tendencies appear more frequently in connection with the (2P) and (P+C) beats than with the (1P) beat. Weak evidence suggests team presence and team size may produce these effects, not team composition or an interaction of these factors. The data also reveal that team size, for the later months of the experiment, increased arrest levels.

The only finding that was consistent throughout the experimental period concerned geographical displacement and displacement in time. The rate of decline of offense levels in various areas in the city between 1972 and 1973 was apparently affected by the amount of contact of these areas with the experimental foot patrol areas. The more contact with the "PAC-TAC" foot patrol beats, the less the decline in offense levels. This may be the result of displacement of offenses from the foot patrol areas, greater reporting of offenses in areas adjacent to the foot patrol areas, or release of greater police activity in adjacent areas. Similarly, the experimental "PAC-TAC" foot patrol beats appear to have displaced offenses temporally.

## V. CONCLUSIONS AND RECOMMENDATIONS

This evaluation does not address PAC-TAC's influence on police-community relations, the area the experiment was intended to most affect. As mentioned in Chapter I, a separate, independent study<sup>1</sup> evaluates this aspect of the experiment. The research of this study pertains to those impacts the experiment might, concurrently, have produced regarding change in reported offenses, in arrests, in the incorporation of civilians into para-police roles, and in the "integration" of the police officer into the urban neighborhood.

What, then, can be concluded from the evidence reported? The two central questions raised have asked what impact was produced on crime and arrests, and how the civilians performed as members of the teams. Our conclusions may be summarized as follows:

(1) The PAC-TAC experiment did not produce a consistent effect on reported offenses. It appears reasonable to interpret the impact of the experiment as the product of two countervailing tendencies, one toward increased reporting of offenses and one toward deterrence of offenses. Although the effects fluctuated seasonally, the more consistently apparent of these two tendencies was toward increased reporting.

<sup>1</sup>

Stochastic Systems Research Corporation, The Effect of PAC-TAC on Community Attitudes Toward the Police in Rochester, New York, Submitted to the City of Rochester, July 1, 1974.

(2) The PAC-TAC experiment had no consistent effect on arrest levels. Although statistically significant differences between areas were observed, the fluctuating pattern restricts any meaningful conclusions. Additionally, the absolute number of arrests was too small to permit conclusive judgment that statistically significant differences were meaningful in practical terms.

(3) The PAC-TAC experiment appears to have produced a displacement of offenses effect. Some evidence was produced to demonstrate an impact on the displacement of offenses from experimental to adjacent areas -- the closer an area was to an experimental PAC-TAC area, the greater the increase in reported offense levels. These were "relative" increases. That is, while crime in the city as a whole was decreasing at a significant rate, the experiment slowed the rate of decrease in experimental areas and in surrounding areas. Similarly, the data indicate that PAC-TAC also displaced offenses to daily time periods other than those during which the experiment operated.

(4) The police officer dominated the actions of the PAC-TAC team, determining the quantity and quality of the team's work. The police officer determined team style and the type and extent of responsibilities the civilian could undertake. In many cases, rather than the civilian's role evolving into a meaningful "para-professional" job of consistent aid to the police partner, the civilian was permitted to do little that substantially affected the team's activities. While civilians introduced police officers to neighborhoods, in many cases their activities did not appear to have augmented the team's work. This does not imply that civilian partners never contributed to the

work of the teams, only that as "second" members of the teams they contributed little of uniquely civilian value to team work activities. The number of contacts a team had with citizens and the time spent during these contacts was substantially higher when the police team member was an officer having a high regard for the role of community contact in police work. In general, our observations suggest nothing about the impossibility of improving the civilian role through increased training, more selective recruitment, and allocation of explicit responsibilities.

(5) The teams appeared to operate according to a principle of deference to experience. General operational decisions geared toward social contacts -- regarding such choices as where to walk, where to stop, and how long to stop -- usually were made by the team member with the most experience in walking the beat. Once a police officer became familiar with a beat, however, he assumed a dominant role in these decisions. In the sphere of police functions, civilian deference to the police officer's superior professional experience was repeatedly observed.

(6) The type and extent of responsibilities assigned civilian team members varied according to the individual police officer's disposition to delegate authority. Depending upon how the police officer defined his team's division of labor, responsibilities of civilian team members ranged from serving as a "side-kick" to the officer -- simply following him around -- to undertaking police-like tasks.

(7) No differences were observed in the role and responsibilities assigned male or female civilian team members. Although police officers tended to have reservations about working with females, the female civilian generally was delegated the same responsibility as the male civilian, and the operational strategies of the teams remained the same, regardless of the sex of the civilian.

(8) A number of measurable characteristics were associated with the civilian's tendency to remain in the PAC-TAC program. Scores on two personality measures -- ratings of high self-esteem and low dogmatism -- were correlated with civilians' tendencies to remain with the program. Three background variables, number of contacts with police during previous six months, length of time at current address, and educational level, as well as number of hours worked per day on PAC-TAC, also distinguished quitters from non-quitters.

(9) Citizen response to the PAC-TAC teams primarily was oriented to the police officer team member. Citizens conversed primarily with the officer and secondarily with the team as a whole, regarding the officer as the significant member of the team by virtue of his legal authority. Similarly, citizens seemed to be either attracted or repelled from relations with the team because of the presence of an officer on the team.

(10) The PAC-TAC teams' contacts with citizens involved a wide range of both police services and forms of social contact. In addition to rendering a wide range of law enforcement and order maintenance services, the teams engaged in social contacts which covered

simple greetings to citizens, short amiable conversations, and the development of continuous relationships with "core contacts" on the beats. As observed in this study, it appeared that one basic value of citizen contact was that it transmitted to the police officer some general knowledge of the prevailing norms of a specific community in the city.

(11) The civilian's contribution in aiding the police officer to achieve community support varied. Those civilians who were effective liaisons to the community had widespread personal acquaintances in the beat area, in some cases having achieved extensive neighborhood celebrity prior to the experiment. In these instances, the police officer on these teams interacted with a public climate receptive to the teams because of the civilian partner. Where the civilian lacked extensive acquaintances, however, the extensiveness of the team's integration into the neighborhood was related to the police officer's disposition to engage in sociable interactions with neighborhood residents. In general, however, police officers tended to develop a continuing relationship only with their own contacts, rather than with the citizen acquaintances of their civilian partner.

Based on the observations of the research team, there was a strong impression that experimental teams with two police members tended to concentrate their efforts on deterrence of crime and misbehavior with minimal attention directed at sociable contacts with residents. On police-civilian teams, however, there is some evidence that the civilian served as a catalyst in encouraging the police

officer to develop good will through personal contacts in the neighborhood.

(12) Beats were more amenable to the sociable influence of PAC-TAC patrols if they had some social focus and if they were compact. PAC-TAC on-the-street interaction was greatest in small beats with a central focus on activity. Extended linear beats which lacked social clusters and exhibited few neighborhood traditions inhibited the efforts of team members to develop informal social ties.

These are the main conclusions of the research. They do not paint a picture of PAC-TAC as a clear-cut success. PAC-TAC did not produce consistent effects on offense and arrest levels and the experiment failed to evolve distinctive para-professional functions for the civilians. The question this general conclusion raises, therefore, is whether the basic police-civilian foot patrol idea is to be rejected?

To this question, the present evaluation would offer a cautious response. It is certainly true that the simple outlines of PAC-TAC fail to offer a persuasive model for the evolution of police foot patrol. Some version of foot patrol, however, would seem to be a necessity in the future. It is clear both from the separate survey of community attitudes and this study that PAC-TAC was well-liked and supported by community residents, and it is also clear that many police officers who participated in the program benefitted from it.

Once it is recognized that PAC-TAC models should not be adopted with the expectation that they will serve as universal

solutions, then PAC-TAC begins to make sense. It was, after all, an experiment in improving police-community relations, not in raising arrest levels. What one now knows is that PAC-TAC teams with civilian partners encouraged some (not all) police officers to reject the defensive posture so marked a feature of urban police work generally, and to begin to cultivate community support and resources.

Though our ethnographic analysis is based on observations concentrated on PAC-TAC teams, comparisons with other observations made of two police teams and of single policemen reveal an interesting consequence of the team composition. The two-police teams tended to ignore the community as a framework of resources useful to their work. The single policemen were less likely to follow the same alienative pattern. What this suggests, of course, is that the police-civilian team may form a mechanism more disposed to successful community relations than any of the other models examined. A cautious conclusion, thus, is that where two-man teams are deemed necessary for foot patrols (and size does make some difference in work done), the second member of such teams might better be a civilian than a police officer. No foot patrol is going to produce much effect on crime, but the police-civilian patrol offers some probability of causing the police officer to develop improved community relations.

It is the recommendation of the evaluation, therefore, that the PAC-TAC idea not be abandoned but instead be used as a baseline for further experimentation. Some of its practical defects can

probably be corrected. This appears especially likely in the case of augmenting the functions of the civilians on the teams -- making them meaningful para-professional partners with definite responsibilities. The difficulties deriving from lack of civilian experience can also be corrected easily by simple alternative training programs.

APPENDIX I

PAC-TAC BEAT SELECTIONS

The PAC-TAC "beat" areas were selected by the Pilot City staff, with the advice and consent of the Rochester Police Department, to be compatible with the proposed experimental design and to give the police-civilian teams areas to patrol which are representative of urban neighborhoods and have relatively high police activity levels. To satisfy the first criterion, information was obtained from the Rochester Police Department computer tape of 1972 criminal offenses and from 1970 publications of the United States Bureau of Census. To satisfy the second, consultations were held with Rochester Police Department personnel who were familiar with the geography of the City.

As a preliminary step, the offense listings were geo-coded with a census tract number so that offense pattern variations within the City could be examined. The raw data were sorted by the 90 census tracts and grouped by the major crime categories that are included in the FBI Uniform Crime Reports. Later we focused on the categories of petit larceny, grand larceny, burglary, robbery, and crimes against persons.<sup>1</sup> Larceny was selected because it has such a high incidence rate in the City. Burglary, robbery, and crimes against persons were selected because these are areas in which crime reductions were observed in the St. Louis Metropolitan Police Department's Foot Patrol Project and, therefore, presumably represent in some rough sense "deterable" crime.

Due to inconsistencies among census tracts -- they are not similar in size of population, land area or any other such trait -- a

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<sup>1</sup>  
"Crimes Against Persons" include murder, manslaughter, rape, assault.

tally of the number of crimes per tract did not seem meaningful in itself. Therefore, an index of crimes per 10,000 persons was computed for each of the focal categories for each of the City's 90 census tracts, and the tracts were then rank ordered for each category. The population information used was from the 1970 census. At this point we examined our data and found that the ranks on grand larceny and petit larceny were so highly correlated that the grand larceny did not need separate consideration.

Our plan was to use this information about crime in census tracts in the City, together with socio-economic indicators for the areas, to aid in selecting beat areas.

Ideally, each "beat" would lie entirely within the boundaries of a census tract so that our crime and social indicators could be matched and compared with ease. However, one glance at a census tract map of the City would disclose the problem we encountered to any observer familiar with Rochester geography: almost all of the major arteries and streets with high concentration of shops, schools, or youth centers themselves form census tract boundaries. Clearly, any "beat" to include these streets would have to intersect at least two census tracts. Additionally, census tract divisions often run counter to neighborhood divisions -- e.g., a community center building might be one block beyond the census boundary line from the neighborhood it serves.

For these reasons, we had to allow our beats to lie within more than one census tract and use a "weighted average" method to

arrive at crime indices for the potential patrol areas. However, we still tried to keep the beat area within a minimal number of census tracts so as not to "water down" our statistics. In fact, of the beat and control areas finally selected for the PAC-TAC program, the average number of tracts intersected by an experimental area is 2.3, with no area intersecting more than five tracts.

To arrive at a "weighted" crime index for a potential beat area, we used a census tract map of the City and visually estimated the percentage of the beat area that lay within each adjacent tract. We then used these ratios to assign "weight" numbers to each of the intersecting census tracts to reflect the contribution of that tract to the crime pattern of the beat area. For example, if one-third of area A lay within tract 1, one-third within tract 2, and one-third within tract 3, then tracts 1, 2, and 3 would each be given a weight of 1. If one-half of area B lay within tract 10, one-quarter within tract 11, and one-quarter within tract 12, then tracts 10, 11, and 12 would receive weights of 1, 1/2, and 1/2 respectively.

Once the contributing census tracts and their weights were determined for a potential beat area, its crime index for each of four categories was computed by the formula:

$$10,000 \times \frac{W_1 C_1 + W_2 C_2 + \dots + W_n C_n}{W_1 P_1 + W_2 P_2 + \dots + W_n P_n} \quad \text{where}$$

$W_i$  = weight assigned to tract i

$C_i$  = number of crimes in tract i

$P_i$  = population of tract i

n = number of intersected tracts.

The result will indicate crimes per 10,000 persons.

For example, if two-thirds of area A lay in tract 1 (which has a population of 3,000 and suffered 100 petit larcenies) and one-third of area A lay in tract 2 (with a population of 2,000 and 100 petit larcenies), we would have

$$W_1 = 2$$

$$W_2 = 1$$

Then our computation of a petit larceny index for area A would yield:

$$10,000 \times \frac{2 \times 100 + 1 \times 100}{2 \times 3,000 + 1 \times 2,000} = 375$$

In this example, 375 is the index score for area A in petit larceny. This process was used to arrive at the indices for the selected areas.

In keeping with the aspect of the experimental design aimed at measuring crime rates, we chose the 22 beat and control areas so that they were as separate as possible without compromising other matching conditions. In fact most of the areas are removed from all the others by at least several city blocks. An exception to this rule occurs in the cases where natural boundaries exist in the geography of the City (e.g., the Genesee River and the New York Central Railroad

tracts) serving as an even more effective barrier to the displacement of crime to adjoining areas. Wherever possible, these natural boundaries were used. However, since we were concerned with examining the possibility of crime displacement to surrounding areas, the final beat area configuration did include two adjacent PAC-TAC beats which were well-matched on all crime indices so that these effects could be measured if desired.

Our first task was to choose nine "beat" areas in the City which were well matched on all four of the crime indices (i.e., petit larceny, burglary, robbery, and crimes against persons) for use in testing the relative effects of the PAC-TAC team over other methods of patrol. Of the nine, four areas would have police and citizen patrol, two areas would have two-police patrol, two areas would have single police patrol, and the remaining area would be a control (no foot patrol). We began by selecting several areas of the City which we thought had similar relatively high crime rates and computed their four indices using the method described above. Using our census tract information, we sought additional areas with similar indices. Since it was impossible to find nine areas of Rochester that were identical in crime pattern, we instead chose the nine that were best matched. In doing so we also attempted to get a distribution of racial and socioeconomic indicators among the tracts without compromising the crime pattern match.

The other eight beat areas to be serviced by a PAC-TAC team were chosen to offer variation in crime levels, together with geographic distribution around the City. They do range from very high crime to

medium-low crime. Areas with very low criminal activity were not considered in this experiment because we were advised that assigning and confining police officers to such areas would be a waste of manpower and might initiate a discipline problem for the Police Department.

Control areas were chosen for five of these eight beats. On occasion, external forces prohibited a statistically well-matched group of geographical areas from being used in the experiment. This occurred when urban renewal projects had drastically altered the demography of an area so that what was a residential neighborhood in 1970 was vacant lots and construction sites in 1973. This problem also occurred in selecting control areas for very high crime patrol areas. One restriction placed on areas selected as experimental controls, necessitated by the experimental design, was that beat controls experience normal police services and activity throughout the experimental period. They should not receive any special increase in police patrol service either from regular Rochester Police Department personnel or from any other special project. Therefore, representatives of the Rochester Police Department were reluctant to set aside as controls certain high crime areas where the need for special foot patrol or other additional police service was likely to arise during the summer.

As mentioned before, in the selection of matched areas and controls, a "best match" procedure was used, and it is appropriate to examine exactly how "good" these matches are. For each matched group or pair, the crime indices in each of the four categories were placed on a scale representing the full range of index scores for the census tracts. We then computed the percent of the range spanned by our

observations. For the group of 9 "matched" areas, the crime indices lie on the average within 9% of the range, with 22.4% of the range being the largest span on any one scale. For the matched pairs of beat and control areas, observations, on the average, lie with 5.5% of the range, with 28% of the range being the largest span on any scale.

While this technique indicated that our matches were quite "close", we realized that in some cases this outcome could be attributed to extreme values in the range, which in turn could be attributed to census tracts with very low population counts (e.g., the downtown business area). Therefore, we proceeded to view our crime index scores for matched groups and pairs in terms of their relative position in the rank ordering of the census tract indices.

We used the census tract indices in each of our four crime categories to form a percentile rating scale, and then placed each "beat" index at its appropriate place on the percentile scale. For example, beat 9's petit larceny index of 266 placed it at the 60th percentile while the control index of 259 placed it at 57th percentile, indicating a three percentile difference. On the whole, this method demonstrated a fairly good "match" record.

Crimes used in constructing the four different indices and selecting the PAC-TAC experimental and control areas are enumerated below:

I. Petit Larceny

Petit Larceny - (155.25)<sup>1</sup>

II. Burglary

Burglary - 3rd (140.20), 2nd (140.25), 1st (140.30) degree

III. Crimes Against Persons - (Murder, Manslaughter, Rape, All Assaults, and Non-Negligent Homicide)

Assault - 3rd (120.00), 2nd (120.05), 1st (120.10) degree

Menacing - 120.15

Reckless Endangerment - 2nd (120.20), 1st (120.25) degree

Manslaughter - 2nd (125.15), 1st (125.20)

Abortion - 1st (125.45)

Murder - 125.25

Rape - 3rd (130.25), 2nd (130.30), 1st (130.35) degree

IV. Robbery - 3rd (160.05), 2nd (160.10), 1st (160.15) degree

<sup>1</sup> Numbers in parenthesis refer to sections of the New York State Penal Code.

Description of Applicants: Ethnographic-Attitude Form<sup>1</sup>

## APPENDIX II

## RESULTS OF RECRUITMENT, WORK, AND ATTITUDES QUESTIONNAIRES

TABLE 1 - AGE (#2)

|         | 20 or younger | 21-25 | 26-30 | 31-40 | 41-50 | 50 or older | TOTAL |
|---------|---------------|-------|-------|-------|-------|-------------|-------|
| Number  | 13            | 33    | 19    | 17    | 4     | 9           | 95    |
| Percent | 13.7          | 34.7  | 20.0  | 17.9  | 4.2   | 9.5         | 100.0 |

TABLE 2 - SEX (#3)

|         | Male | Female | TOTAL |
|---------|------|--------|-------|
| Number  | 75   | 20     | 95    |
| Percent | 78.9 | 21.1   | 100.0 |

TABLE 3 - MARITAL STATUS (#8)

|         | Married | Single | Widowed | Divorced | Separated | Missing data | TOTAL  |
|---------|---------|--------|---------|----------|-----------|--------------|--------|
| Number  | 37      | 42     | 1       | 7        | 7         | 1            | 95     |
| Percent | 38.9    | 44.2   | 1.1     | 7.4      | 7.4       | 1.1          | 100.1* |

TABLE 4 - EDUCATION (#13)

|         | 0-8 years | 9-11 | 12   | 13-15 | 16  | 17 or more | Missing data | TOTAL  |
|---------|-----------|------|------|-------|-----|------------|--------------|--------|
| Number  | 5         | 29   | 30   | 25    | 4   | 1          | 1            | 95     |
| Percent | 5.3       | 30.5 | 31.6 | 26.3  | 4.2 | 1.1        | 1.1          | 100.1* |

\*Rounding error.

<sup>1</sup>Reference to question number appears in parentheses following table title.

(Appendix II -1, continued)

TABLE 5 - NUMBER OF CHILDREN (#9)

|         | 0    | 1    | 2    | 3   | 4   | 5   | 6   | 7   | Missing data | TOTAL  |
|---------|------|------|------|-----|-----|-----|-----|-----|--------------|--------|
| Number  | 41   | 19   | 18   | 5   | 4   | 2   | 3   | 2   | 1            | 95     |
| Percent | 43.2 | 20.0 | 18.9 | 5.3 | 4.2 | 2.1 | 3.2 | 2.1 | 1.1          | 100.1* |

TABLE 6 - TIME AT PRESENT ADDRESS (#5)

|         | Less than 1 year | 1-2  | 2-3 | 3-4 | 4-5 | 5-8 | More than 8 years | TOTAL  |
|---------|------------------|------|-----|-----|-----|-----|-------------------|--------|
| Number  | 22               | 18   | 8   | 9   | 7   | 9   | 22                | 95     |
| Percent | 23.2             | 18.9 | 8.4 | 9.5 | 7.4 | 9.5 | 23.2              | 100.1* |

TABLE 7 - PREVIOUS ADDRESS (#6)

|         | Within Rochester | In N.Y. | In Northeast | Outside Northeast | Missing | TOTAL  |
|---------|------------------|---------|--------------|-------------------|---------|--------|
| Number  | 80               | 2       | 1            | 1                 | 11      | 95     |
| Percent | 84.2             | 2.1     | 1.1          | 1.1               | 11.6    | 100.1* |

TABLE 8 - TIME LIVED IN ROCHESTER (#7)

|         | Less than 1 yr | 1-2 | 2-3 | 3-4 | 4-5 | 5-8 | More than 8 | Missing | TOTAL  |
|---------|----------------|-----|-----|-----|-----|-----|-------------|---------|--------|
| Number  | 1              | 2   | 1   | 2   | 2   | 7   | 67          | 13      | 95     |
| Percent | 1.1            | 2.1 | 1.1 | 2.1 | 2.1 | 7.4 | 70.5        | 13.7    | 100.1* |

TABLE 9 - NUMBER OF CHILDREN AT HOME (#10)

|         | 0    | 1    | 2    | 3   | 4   | 5   | 6   | Missing data | TOTAL |
|---------|------|------|------|-----|-----|-----|-----|--------------|-------|
| Number  | 42   | 18   | 15   | 4   | 4   | 3   | 1   | 8            | 95    |
| Percent | 44.2 | 18.9 | 15.8 | 4.2 | 4.2 | 3.2 | 1.1 | 8.4          | 100.0 |

\*Rounding error.

(Appendix II -1, Continued)

TABLE 10 - NUMBER OF GRANDPARENTS BORN IN THE U.S. (#14)

|         | 0    | 1   | 2    | 3   | 4    | Missing Data | TOTAL |
|---------|------|-----|------|-----|------|--------------|-------|
| Number  | 10   | 1   | 12   | 2   | 36   | 34           | 95    |
| Percent | 10.5 | 1.1 | 12.6 | 2.1 | 37.9 | 39.8         | 100.0 |

TABLE 11 - TOTAL NUMBER OF ORGANIZATIONS (CHURCHES, CHARITIES, SPORT TEAMS, LABOR UNIONS, VETERANS ORGANIZATIONS, BUSINESS GROUPS, PTA, ETC.) (#19)

|         | 0    | 1    | 2    | 3    | 4   | 5   | 6   | 7   | 8 or more | Missing Data | TOTAL |
|---------|------|------|------|------|-----|-----|-----|-----|-----------|--------------|-------|
| Number  | 10   | 10   | 21   | 12   | 6   | 2   | 1   | 1   | 2         | 30           | 95    |
| Percent | 10.5 | 10.5 | 22.1 | 12.6 | 6.3 | 2.1 | 1.1 | 1.1 | 2.1       | 31.6         | 100.0 |

TABLE 12 - NUMBER OF NIGHTS SPENT PER WEEK ON ORGANIZATIONS (#21)

|         | 0    | 1    | 2    | 3   | 4   | 5   | 6   | Missing Data | TOTAL  |
|---------|------|------|------|-----|-----|-----|-----|--------------|--------|
| Number  | 18   | 10   | 13   | 6   | 5   | 3   | 1   | 39           | 95     |
| Percent | 18.9 | 10.5 | 13.7 | 6.3 | 5.3 | 3.2 | 1.1 | 41.1         | 100.1* |

TABLE 13 - SPARE TIME ACTIVITIES (#22 - Only one activity per person coded)

|         | Reading | Music | Fix Things | Go Out | Sports | With Family | Games | Travel | Other/ Missing | TOTAL |
|---------|---------|-------|------------|--------|--------|-------------|-------|--------|----------------|-------|
| Number  | 18      | 15    | 6          | 6      | 27     | 6           | 4     | 2      | 11             | 95    |
| Percent | 18.9    | 15.8  | 6.3        | 6.3    | 28.4   | 6.3         | 4.2   | 2.1    | 11.6           | 99.9* |

TABLE 14 - TOTAL FAMILY INCOME (#23)

|         | Under \$3,000 | 3-4,999 | 5-6,999 | 7-9,999 | 10-14,999 | 15-19,999 | 20-24,999 | Missing | TOTAL  |
|---------|---------------|---------|---------|---------|-----------|-----------|-----------|---------|--------|
| Number  | 6             | 3       | 5       | 15      | 14        | 8         | 1         | 43      | 95     |
| Percent | 6.3           | 3.2     | 5.3     | 15.8    | 14.7      | 8.4       | 1.1       | 45.3    | 100.1* |

\*Rounding error.

(Appendix II -1, Continued)

TABLE 15 - PERSONAL EARNINGS (#24)

|         | Under<br>\$3,000 | 3-4,999 | 5-6,999 | 7-9,999 | 10-14,999 | 15-19,999 | 20-24,999 | Missing | TOTAL  |
|---------|------------------|---------|---------|---------|-----------|-----------|-----------|---------|--------|
| Number  | 16               | 3       | 8       | 14      | 7         | 1         | 1         | 45      | 95     |
| Percent | 16.8             | 3.2     | 8.4     | 14.7    | 7.4       | 1.1       | 1.1       | 47.4    | 100.1* |

TABLE 16 - NUMBER OF CONTACTS WITH POLICE IN LAST SIX MONTHS (#25)

|         | 0    | 1   | 2   | 3   | 4   | 5   | 6-10 | 11 or more | Missing Data | TOTAL |
|---------|------|-----|-----|-----|-----|-----|------|------------|--------------|-------|
| Number  | 10   | 8   | 6   | 4   | 3   | 1   | 10   | 16         | 37           | 95    |
| Percent | 10.5 | 8.4 | 6.3 | 4.2 | 3.2 | 1.1 | 10.5 | 16.8       | 38.9         | 99.9* |

\*Rounding error.

APPENDIX II -2

Panel Ratings of Applicants

TABLE 1 - RATINGS OF ACCEPTED AND REJECTED APPLICANTS (0=lowest possible rating, 30=highest)

|          | 3-5 | 6-10 | 11-15 | 16-20 | 21-25 | 26-28 | Unknown | TOTAL |
|----------|-----|------|-------|-------|-------|-------|---------|-------|
| Accepted | 0   | 0    | 1     | 15    | 24    | 17    | 3       | 60    |
| Rejected | 4   | 6    | 20    | 2     | 2     | 0     | 1       | 35    |
| TOTAL    | 4   | 6    | 21    | 17    | 26    | 17    | 4       | 95    |

APPENDIX II -3  
Daily Log Forms<sup>1</sup>

TABLES 1-12: SIDE 1

TABLE 1 - "How did things go in general today?" (#1)

|          | Very Well | Not Bad | Very Bad | No Answer | TOTAL |
|----------|-----------|---------|----------|-----------|-------|
| Citizens | 12        | 1       | 0        | 0         | 13    |
| Police   | 120       | 23      | 1        | 1         | 145   |
| TOTAL    | 132       | 24      | 1        | 1         | 158   |

TABLE 2 - "How much contact did you have with people in the neighborhood today?" (#2)

|          | A Lot | An Average Amount | Only A Little | No Answer | TOTAL |
|----------|-------|-------------------|---------------|-----------|-------|
| Citizens | 5     | 5                 | 3             | 0         | 13    |
| Police   | 48    | 68                | 27            | 2         | 145   |
| TOTAL    | 53    | 73                | 30            | 2         | 158   |

TABLE 3 - "How well did you and your teammate work together today?" (#3)

|          | Very Well | Okay | No Answer | TOTAL |
|----------|-----------|------|-----------|-------|
| Citizens | 12        | 1    | 0         | 13    |
| Police   | 129       | 15   | 1         | 145   |
| TOTAL    | 141       | 16   | 1         | 158   |

TABLE 4 - "Did your team answer any service calls or initiate any services today?" (#4)

|          | Yes | No | No Answer | TOTAL |
|----------|-----|----|-----------|-------|
| Citizens | 8   | 5  | 0         | 13    |
| Police   | 82  | 62 | 1         | 145   |
| TOTAL    | 90  | 67 | 1         | 158   |

<sup>1</sup> Reference to question number appears in parentheses after table title.

(Appendix II -3, Continued)

TABLE 5 - Type Of Situation in which Some Action was Undertaken (#6)

|          | Family Trouble    | Neighbors       | Boyfriend, Friend | Kids, Gangs |       |
|----------|-------------------|-----------------|-------------------|-------------|-------|
| Citizens | 0                 | 1               | 0                 | 3           |       |
| Police   | 11                | 7               | 3                 | 16          |       |
| TOTAL    | 11                | 8               | 3                 | 19          |       |
|          | Suspicious Person | Public Nuisance | Other             | No Answer*  | TOTAL |
| Citizens | .1                | 0               | 2                 | 6           | 13    |
| Police   | 3                 | 11              | 31                | 63          | 145   |
| TOTAL    | 4                 | 11              | 33                | 69          | 158   |

Note: "Other" included the following: prowler, legal advice given to citizens, burglar alarm, burglary, disabled automobile, dog abuse, missing person, reporting open doors at businesses after hours, lost children, parking violations, giving directions to motorists, customer troubles at business establishments, assisting at a fire, assisting an invalid woman, directing traffic, automobile accident, breaking up a dice game, scene of shooting, warning hitchhikers, investigating a rape, warning bicycle riders of violations, and assisting other units in a variety of situations.

TABLE 6 - "Who took charge at first?" (#7)

|          | Policeman | Citizen | Both About Equal | No Answer* | TOTAL |
|----------|-----------|---------|------------------|------------|-------|
| Citizens | 5         | 1       | 1                | 6          | 13    |
| Police   | 55        | 8       | 21               | 61         | 145   |
| TOTAL    | 60        | 9       | 22               | 67         | 158   |

TABLE 7 - "Who did most of the talking?" (#8)

|          | Policeman | Citizen | Both About Equal | No Answer* | TOTAL |
|----------|-----------|---------|------------------|------------|-------|
| Citizens | 4         | 3       | 0                | 6          | 13    |
| Police   | 47        | 5       | 31               | 62         | 145   |
| TOTAL    | 51        | 8       | 31               | 68         | 158   |

\*Includes those respondents who reported no services rendered.

TABLE 8 - "Beside your team were any other policemen present at any time?" (#9)

|          | Yes | No | No Answer* | TOTAL |
|----------|-----|----|------------|-------|
| Citizens | 1   | 6  | 6          | 13    |
| Police   | 30  | 53 | 62         | 145   |
| TOTAL    | 31  | 59 | 68         | 158   |

TABLE 9 - "Compared to your partner, how much of a part did you play in this service?" (#10)

|          | Self<br>Almost All | Self<br>More | Both<br>Equal | Other<br>Did More | No<br>Answer* | TOTAL |
|----------|--------------------|--------------|---------------|-------------------|---------------|-------|
| Citizens | 0                  | 0            | 5             | 2                 | 6             | 13    |
| Police   | 12                 | 22           | 44            | 4                 | 63            | 145   |
| TOTAL    | 12                 | 22           | 49            | 6                 | 69            | 158   |

TABLE 10 - "If walkie-talkie was used, who used it?" (#11)

|         | Not Used | Policeman | Citizen | Both | No Answer* | TOTAL |
|---------|----------|-----------|---------|------|------------|-------|
| Citizen | 3        | 1         | 1       | 1    | 7          | 13    |
| Police  | 45       | 9         | 15      | 14   | 62         | 145   |
| TOTAL   | 48       | 10        | 16      | 15   | 69         | 158   |

TABLE 11 - "If a police form was filled out, who did it?" (#12)

|          | Policeman | Policeman with<br>Citizen | Citizen with<br>Policeman | No Answer* | TOTAL |
|----------|-----------|---------------------------|---------------------------|------------|-------|
| Citizens | 1         | 0                         | 1                         | 11         | 13    |
| Police   | 14        | 2                         | 1                         | 128        | 145   |
| TOTAL    | 15        | 2                         | 2                         | 139        | 158   |

TABLE 12 - "Do you think that you personally could have done more in this situation?" (#13)

|          | Definitely<br>Yes | Probably<br>Yes | Unsure | Probably<br>No | Definitely<br>No | No<br>Answer* | TOTAL |
|----------|-------------------|-----------------|--------|----------------|------------------|---------------|-------|
| Citizens | 1                 | 0               | 1      | 3              | 2                | 6             | 13    |
| Police   | 4                 | 5               | 2      | 33             | 40               | 61            | 145   |
| TOTAL    | 5                 | 5               | 3      | 36             | 42               | 67            | 158   |

\*Includes those respondents who reported no services rendered.

TABLES 13-21: SIDE 2

TABLE 13 - "Who started the conversation?" (#1)

|          | Policeman | Citizen | Other Person | No Answer | TOTAL |
|----------|-----------|---------|--------------|-----------|-------|
| Citizens | 3         | 3       | 1            | 2         | 9     |
| Police   | 54        | 28      | 27           | 33        | 142   |
| TOTAL    | 57        | 31      | 28           | 35        | 151   |

TABLE 14 - "Who carried most of the conversation?" (#2)

|          | Policeman | Citizen | Other Person | No Answer | TOTAL |
|----------|-----------|---------|--------------|-----------|-------|
| Citizens | 1         | 2       | 2            | 4         | 9     |
| Police   | 51        | 23      | 23           | 45        | 142   |
| TOTAL    | 52        | 25      | 25           | 49        | 151   |

TABLE 15 - "Who were you talking with?" (#3)

|          | Shop Owner | Other Adults | Small Children | TOTAL |
|----------|------------|--------------|----------------|-------|
| Citizens | 4          | 2            | 0              | 9     |
| Police   | 47         | 24           | 9              | 142   |
| TOTAL    | 51         | 26           | 9              | 151   |

|          | Teenagers | A Family | Other Group | No Answer | TOTAL |
|----------|-----------|----------|-------------|-----------|-------|
| Citizens | 1         | 0        | 0           | 2         | 9     |
| Police   | 17        | 4        | 4           | 37        | 142   |
| TOTAL    | 18        | 4        | 4           | 39        | 151   |

TABLE 16 - "If the conversation was with just one person from the community, what was the sex of that person?" (#4)

|          | Male | Female | More Than One Person | No Answer | TOTAL |
|----------|------|--------|----------------------|-----------|-------|
| Citizens | 3    | 0      | 4                    | 2         | 9     |
| Police   | 47   | 14     | 44                   | 37        | 142   |
| TOTAL    | 50   | 14     | 48                   | 39        | 151   |

TABLE 17 - "Did the citizen PAC-TAC team member know this person before PAC-TAC?" (#5)

|          | Yes | No | No Answer | TOTAL |
|----------|-----|----|-----------|-------|
| Citizens | 4   | 3  | 2         | 9     |
| Police   | 39  | 70 | 33        | 142   |
| TOTAL    | 43  | 73 | 35        | 151   |

TABLE 18 - "About how long did the conversation last?" (#6)

| Minutes  | 0-5 | 6-10 | 11-15 | 16-30 | 31-60 | No Answer | TOTAL |
|----------|-----|------|-------|-------|-------|-----------|-------|
| Citizens | 0   | 1    | 1     | 5     | 0     | 2         | 9     |
| Police   | 19  | 33   | 32    | 21    | 4     | 33        | 142   |
| TOTAL    | 19  | 34   | 33    | 26    | 4     | 35        | 151   |

TABLE 19 - "Did you spend most of the time talking about PAC-TAC or other things?" (#7)

|          | Only PAC-TAC | Mostly PAC-TAC | About Half And Half | Mostly Other | Only Other | No Answer | TOTAL |
|----------|--------------|----------------|---------------------|--------------|------------|-----------|-------|
| Citizens | 0            | 1              | 4                   | 2            | 0          | 2         | 9     |
| Police   | 3            | 8              | 34                  | 44           | 21         | 32        | 142   |
| TOTAL    | 3            | 9              | 38                  | 46           | 21         | 34        | 151   |

TABLE 20 - "What was the general tone of the conversation?" (#8)

|          | Very Friendly | A Little Friendly | Neutral | A Little Hostile | Very Hostile | No Answer | TOTAL |
|----------|---------------|-------------------|---------|------------------|--------------|-----------|-------|
| Citizens | 6             | 0                 | 0       | 1                | 0            | 2         | 9     |
| Police   | 79            | 16                | 10      | 3                | 0            | 34        | 142   |
| TOTAL    | 85            | 16                | 10      | 4                | 0            | 36        | 151   |

TABLE 21 - "Are you getting bored or tired of the PAC-TAC job?" (#9)

|          | Yes, Very | Yes, A Little | No, Not At All | No Answer | TOTAL |
|----------|-----------|---------------|----------------|-----------|-------|
| Citizens | 0         | 0             | 7              | 2         | 9     |
| Police   | 0         | 3             | 111            | 28        | 142   |
| TOTAL    | 0         | 3             | 118            | 30        | 151   |

## APPENDIX II -4

## June Forms: Police and Civilian Responses to Selected Questions (Through #96)

TABLE 1 - RELIGIOUS PREFERENCE (#1)

|          | Protestant | Catholic | Other | None | Missing | TOTAL |
|----------|------------|----------|-------|------|---------|-------|
| Police   | 4          | 5        | 2     | 0    | 1       | 12    |
| Civilian | 9          | 8        | 0     | 3    | 0       | 20    |
| TOTAL    | 13         | 13       | 2     | 3    | 1       | 32    |

TABLE 2 - RACE (#2)

|          | White | Negro | Oriental | Other | Missing | TOTAL |
|----------|-------|-------|----------|-------|---------|-------|
| Police   | 10    | 0     | 1        | 0     | 1       | 12    |
| Civilian | 10    | 8     | 1        | 1     | 0       | 20    |
| TOTAL    | 20    | 8     | 2        | 1     | 1       | 32    |

TABLE 3 - TOTAL FAMILY INCOME (#3)

|           | Under \$3,000 | 3-4,999 | 5-6,999 | 7-9,999 | 10-14,999 | 15-19,999 |
|-----------|---------------|---------|---------|---------|-----------|-----------|
| Police    | 0             | 0       | 0       | 1       | 7         | 2         |
| Civilians | 5             | 1       | 4       | 0       | 4         | 4         |
| TOTAL     | 5             | 1       | 4       | 1       | 11        | 6         |

|           | Over \$25,000 | Missing | TOTAL |
|-----------|---------------|---------|-------|
| Police    | 0             | 2       | 12    |
| Civilians | 1             | 1       | 20    |
| TOTAL     | 1             | 3       | 32    |

TABLE 4 - PERSONAL INCOME (#4)

|          | Under \$3,000 | 3-4,999 | 5-6,999 | 7-9,999 | 10-14,999 | 15-19,999 |
|----------|---------------|---------|---------|---------|-----------|-----------|
| Police   | 0             | 0       | 0       | 2       | 6         | 2         |
| Civilian | 9             | 0       | 3       | 0       | 3         | 2         |
| TOTAL    | 9             | 0       | 3       | 2       | 9         | 4         |

1 Reference to the question number appears in parentheses following the table title.

(Appendix II -4, Continued)

(TABLE 4 - PERSONAL INCOME (#4) - Continued)

|          | Over \$25,000 | Missing | TOTAL |
|----------|---------------|---------|-------|
| Police   | 0             | 2       | 12    |
| Civilian | 1             | 2       | 20    |
| TOTAL    | 1             | 4       | 32    |

TABLE 5 - "In your opinion, do you think the police have good or legitimate reasons to be 'tough' in their dealings with Black people or Spanish-speaking people in the city?" (#5)

|          | Yes | No | It Depends | Don't Know | Missing | TOTAL |
|----------|-----|----|------------|------------|---------|-------|
| Police   | 1   | 3  | 7          | 0          | 1       | 12    |
| Civilian | 2   | 2  | 14         | 1          | 1       | 20    |
| TOTAL    | 3   | 5  | 21         | 1          | 2       | 32    |

TABLE 6 - "Some people say there is not much opportunity in America today -- that the average person doesn't have much chance to really get ahead. Others say that there's plenty of opportunity, and anyone who works hard can go as far as he wants. How do you feel about this?" (#6)

|          | Much Opportunity | Some Opportunity | Don't Know | Not Much Opportunity |
|----------|------------------|------------------|------------|----------------------|
| Police   | 7                | 4                | 0          | 0                    |
| Civilian | 9                | 7                | 2          | 1                    |
| TOTAL    | 16               | 11               | 2          | 1                    |

|          | No Real Opportunity | Missing | TOTAL |
|----------|---------------------|---------|-------|
| Police   | 0                   | 1       | 12    |
| Civilian | 0                   | 1       | 20    |
| TOTAL    | 0                   | 2       | 32    |

(Appendix II -4, Continued)

TABLE 7 - "Big businessmen have too much influence over what goes on in this country."

|          | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree | TOTAL |
|----------|----------------|-------|-----------|----------|-------------------|-------|
| Police   | 8              | 3     | 0         | 1        | 0                 | 12    |
| Civilian | 8              | 9     | 2         | 1        | 0                 | 20    |
| TOTAL    | 16             | 12    | 2         | 2        | 0                 | 32    |

TABLE 8 - "There has been a lot of talk in the past few years about various groups that are dissatisfied with our society the way it is. Would you agree or disagree that these groups have the right to take the following actions?" (#8)

A. Take actions such as strikes or sit-ins?

|          | Agree | Disagree | Missing | TOTAL |
|----------|-------|----------|---------|-------|
| Police   | 8     | 0        | 4       | 12    |
| Civilian | 14    | 4        | 2       | 20    |
| TOTAL    | 22    | 4        | 6       | 32    |

B. Hold public meetings or rallies?

|          | Agree | Disagree | Missing | TOTAL |
|----------|-------|----------|---------|-------|
| Police   | 10    | 0        | 2       | 12    |
| Civilian | 17    | 1        | 2       | 20    |
| TOTAL    | 27    | 1        | 4       | 32    |

C. Engage in civil disobedience or purposefully breaking laws?

|          | Agree | Disagree | Missing | TOTAL |
|----------|-------|----------|---------|-------|
| Police   | 0     | 0        | 12      | 12    |
| Civilian | 2     | 16       | 2       | 20    |
| TOTAL    | 2     | 16       | 14      | 32    |

(Appendix II -4, Continued)

D. March quietly and peacefully through town?

|          | Agree | Disagree | Missing | TOTAL |
|----------|-------|----------|---------|-------|
| Police   | 11    | 0        | 1       | 12    |
| Civilian | 18    | 1        | 1       | 20    |
| TOTAL    | 29    | 1        | 2       | 32    |

E. Take actions such as picketing or petitioning?

|          | Agree | Disagree | Missing | TOTAL |
|----------|-------|----------|---------|-------|
| Police   | 11    | 0        | 1       | 12    |
| Civilian | 13    | 5        | 2       | 20    |
| TOTAL    | 24    | 5        | 3       | 32    |

F. Stage mass protests with large crowds?

|          | Agree | Disagree | Missing | TOTAL |
|----------|-------|----------|---------|-------|
| Police   | 6     | 0        | 6       | 12    |
| Civilian | 8     | 11       | 1       | 20    |
| TOTAL    | 14    | 11       | 7       | 32    |

TABLE 9 - "When schools are racially integrated, the quality of education almost always declines?" (#9)

|          | Strongly Agree | Agree | Undecided | Disagree |
|----------|----------------|-------|-----------|----------|
| Police   | 1              | 1     | 4         | 5        |
| Civilian | 1              | 4     | 7         | 3        |
| TOTAL    | 2              | 5     | 11        | 8        |

|          | Strongly Disagree | Missing | TOTAL |
|----------|-------------------|---------|-------|
| Police   | 0                 | 1       | 12    |
| Civilian | 4                 | 1       | 20    |
| TOTAL    | 4                 | 2       | 32    |

(Appendix II -4, Continued)

TABLE 10 - "If Black people are not getting fair treatment in jobs and housing, the government should act to help them." (#10)

|          | Strongly Agree | Agree | Undecided | Disagree |
|----------|----------------|-------|-----------|----------|
| Police   | 2              | 1     | 1         | 7        |
| Civilian | 0              | 1     | 5         | 2        |
| TOTAL    | 2              | 2     | 6         | 9        |

|          | Strongly Disagree | Missing | TOTAL |
|----------|-------------------|---------|-------|
| Police   | 0                 | 1       | 12    |
| Civilian | 11                | 1       | 20    |
| TOTAL    | 11                | 2       | 32    |

TABLE 11 - "Courts nowadays are too easy on criminals." (#11)

|          | Strongly Agree | Agree | Undecided | Disagree |
|----------|----------------|-------|-----------|----------|
| Police   | 9              | 3     | 0         | 0        |
| Civilian | 7              | 8     | 2         | 3        |
| TOTAL    | 16             | 11    | 2         | 3        |

|          | Strongly disagree | Missing | TOTAL |
|----------|-------------------|---------|-------|
| Police   | 0                 | 0       | 12    |
| Civilian | 0                 | 0       | 20    |
| TOTAL    | 0                 | 0       | 32    |

TABLE 12 - "Recent Supreme Court decisions have made it more difficult to punish criminals." (#12)

|          | Strongly Agree | Agree | Undecided | Disagree |
|----------|----------------|-------|-----------|----------|
| Police   | 8              | 1     | 1         | 1        |
| Civilian | 6              | 7     | 3         | 4        |
| TOTAL    | 14             | 8     | 4         | 5        |

(Appendix II -4, Continued)

TABLE 12 - (Continued)

|          | Strongly Disagree | Missing | TOTAL |
|----------|-------------------|---------|-------|
| Police   | 0                 | 1       | 12    |
| Civilian | 0                 | 0       | 20    |
| TOTAL    | 0                 | 1       | 32    |

TABLE 13 - "Police nowadays should have more power to enforce the law adequately." (#13)

|          | Strongly Agree | Agree | Undecided | Disagree |
|----------|----------------|-------|-----------|----------|
| Police   | 2              | 6     | 0         | 4        |
| Civilian | 5              | 7     | 1         | 7        |
| TOTAL    | 7              | 13    | 1         | 11       |

|          | Strongly Disagree | Missing | TOTAL |
|----------|-------------------|---------|-------|
| Police   | 0                 | 0       | 12    |
| Civilian | 0                 | 0       | 20    |
| TOTAL    | 0                 | 0       | 32    |

TABLE 14 - "The police are wrong to beat up unarmed suspects, even when these people are rude and call them names." (#14)

|          | Strongly Agree | Agree | Undecided | Disagree |
|----------|----------------|-------|-----------|----------|
| Police   | 4              | 6     | 1         | 0        |
| Civilian | 1              | 2     | 4         | 4        |
| TOTAL    | 5              | 8     | 5         | 4        |

|          | Strongly Disagree | Missing | TOTAL |
|----------|-------------------|---------|-------|
| Police   | 0                 | 1       | 12    |
| Civilian | 9                 | 0       | 20    |
| TOTAL    | 9                 | 1       | 32    |

(Appendix II -4, Continued)

TABLE 15 - "The police frequently use more force than they need to when carrying out their duties." (#15)

|          | Strongly Agree | Agree | Undecided | Disagree |
|----------|----------------|-------|-----------|----------|
| Police   | 0              | 0     | 1         | 5        |
| Civilian | 4              | 3     | 5         | 6        |
| TOTAL    | 4              | 3     | 6         | 11       |

|          | Strongly Disagree | Missing | TOTAL |
|----------|-------------------|---------|-------|
| Police   | 5                 | 1       | 12    |
| Civilian | 2                 | 0       | 20    |
| TOTAL    | 7                 | 1       | 32    |

TABLE 16 - "Any many who insults a policeman has no complaint if he gets roughed up in return." (#16)

|          | Strongly Agree | Agree | Undecided | Disagree |
|----------|----------------|-------|-----------|----------|
| Police   | 1              | 2     | 1         | 6        |
| Civilian | 1              | 5     | 2         | 7        |
| TOTAL    | 2              | 7     | 3         | 13       |

|          | Strongly Disagree | Missing | TOTAL |
|----------|-------------------|---------|-------|
| Police   | 1                 | 1       | 12    |
| Civilian | 4                 | 1       | 20    |
| TOTAL    | 5                 | 2       | 32    |

TABLE 17 - SOCIAL CLASS (#17, #18)

|          | Lower | Lower Working | Average Working | Upper Working |
|----------|-------|---------------|-----------------|---------------|
| Police   | 0     | 0             | 6               | 1             |
| Civilian | 1     | 1             | 10              | 2             |
| TOTAL    | 1     | 1             | 16              | 3             |

(Appendix II -4, Continued)

|          | Lower Middle | Average Middle | Upper Middle | Average Upper |
|----------|--------------|----------------|--------------|---------------|
| Police   | 2            | 2              | 0            | 0             |
| Civilian | 0            | 1              | 2            | 1             |
| TOTAL    | 2            | 3              | 2            | 1             |

|          | Upper | Upper Missing | TOTAL |
|----------|-------|---------------|-------|
| Police   | 0     | 1             | 12    |
| Civilian | 1     | 1             | 20    |
| TOTAL    | 1     | 2             | 32    |

TABLE 18 - "How long do you think it would take to train a citizen to do a policeman's job?" (#19)

|          | 2 weeks or less | 2-4 wks | 4-8 wks | 8-12 wks | 12-16 wks | 16-20 wks |
|----------|-----------------|---------|---------|----------|-----------|-----------|
| Police   | 0               | 0       | 0       | 0        | 2         | 1         |
| Civilian | 1               | 1       | 0       | 1        | 2         | 5         |
| TOTAL    | 1               | 1       | 0       | 1        | 4         | 6         |

|          | More than 20 wks | Missing | TOTAL |
|----------|------------------|---------|-------|
| Police   | 8                | 1       | 12    |
| Civilian | 10               | 0       | 20    |
| TOTAL    | 18               | 1       | 32    |

TABLE 19 - "On the PAC-TAC teams, how much control do you think the policemen should have compared with the citizens?" (#20)

|          | Almost All | More than the Citizens | Both equal | Citizens More | Citizens Almost All | Missing | TOTAL |
|----------|------------|------------------------|------------|---------------|---------------------|---------|-------|
| Police   | 7          | 4                      | 1          | 0             | 0                   | 0       | 12    |
| Civilian | 5          | 11                     | 3          | 0             | 0                   | 1       | 20    |
| TOTAL    | 12         | 15                     | 4          | 0             | 0                   | 1       | 32    |

(Appendix II -4, Continued)

TABLE 20 - POLITICAL PREFERENCE (#21)

|          | Strong Democrat | Weak Democrat | Independent leaning Democrat | Independent | Independent leaning Republican |
|----------|-----------------|---------------|------------------------------|-------------|--------------------------------|
| Police   | 0               | 0             | 0                            | 0           | 0                              |
| Civilian | 2               | 3             | 4                            | 4           | 1                              |
| TOTAL    | 2               | 3             | 4                            | 4           | 1                              |

|          | Weak Republican | Strong Republican | Other | Missing | TOTAL |
|----------|-----------------|-------------------|-------|---------|-------|
| Police   | 0               | 0                 | 0     | 12      | 12    |
| Civilian | 2               | 0                 | 2     | 2       | 20    |
| TOTAL    | 2               | 0                 | 2     | 14      | 32    |

TABLE 21 - "I consider myself . . ." (#22)

|          | Liberal | Moderate | Conservative | Missing | TOTAL |
|----------|---------|----------|--------------|---------|-------|
| Police   | 0       | 6        | 3            | 3       | 12    |
| Civilian | 8       | 10       | 1            | 1       | 20    |
| TOTAL    | 8       | 16       | 4            | 4       | 32    |

TABLE 22 - DOGMATISM SCALE (#61-70; range = 0-6, 0=low, 6=high dogmatism)

|          | 0-.9 | 1.0-1.9 | 2.0-2.9 | 3.0-3.9 | 4.0 | Missing | TOTAL |
|----------|------|---------|---------|---------|-----|---------|-------|
| Police   |      | 1*      | 2       |         | 7*  | 2       | 12    |
| Civilian | 2    | 6       | 4       | 7       | 1   | 0       | 20    |
| TOTAL    |      | 9*      | 6       |         | 15* | 2       | 32    |

TABLE 23 - SELF-ESTEEM SCALE (#71-80; range = 0-6, 0=high, 6=low self-esteem).

|          | 0-.9 | 1.0-1.9 | 2.0-2.9 | 3.0-3.9 | 4.0-4.9 | 5.0-5.9 | Missing | TOTAL |
|----------|------|---------|---------|---------|---------|---------|---------|-------|
| Police   | 4    | 3       | 2       | 1       | 0       | 0       | 2       | 12    |
| Civilian | 5    | 8       | 3       | 0       | 3       | 1       | 0       | 20    |
| TOTAL    | 9    | 11      | 5       | 1       | 3       | 1       | 2       | 32    |

\*Categories combined.

(Appendix II -4, Continued)

TABLE 24 - OCCUPATIONAL VALUES SCALE<sup>1</sup> (#81-96; range=1-9, 1=extreme, 9=Intrinsic motivation)

|          | 4.0-4.9 | 5.0-5.9 | 6.0-6.9 | 7.0-7.9 | TOTAL |
|----------|---------|---------|---------|---------|-------|
| Police   | 1       | 6       | 5       | 0       | 12    |
| Civilian | 0       | 9       | 9       | 2       | 20    |
| TOTAL    | 1       | 15      | 14      | 2       | 32    |

<sup>1</sup>F. Kilpatrick, et. al., The Image of the Federal Service (Washington, D.C.; The Brookings Institute, 1964).

APPENDIX II -5

June Forms: Civilian Responses<sup>1</sup>

TABLE 1 - "Below is a list of different reasons people come into contact with policemen. Check off whether you have ever had any of the experiences on this list, and whether any of them have been in the last two years. Don't include experiences having to do with the PAC-TAC project. Include only those items where you had some personal contact with a policeman that is, where he spoke to you or you spoke to him." (#97)

|   | Last 2 Years | Ever | Never | Missing | TOTAL |
|---|--------------|------|-------|---------|-------|
| a. Stopped for a traffic violation                    | 6            | 8    | 3     | 3       | 20    |
| b. Involved in an accident                            | 7            | 8    | 2     | 3       | 20    |
| c. Personal property stolen                           | 2            | 6    | 9     | 3       | 20    |
| d. Property vandalized                                | 2            | 5    | 10    | 3       | 20    |
| e. Disputes with neighbors                            | 1            | 4    | 12    | 3       | 20    |
| f. Called police to report crime you observed         | 2            | 3    | 12    | 3       | 20    |
| g. Called police to request service                   | 6            | 4    | 7     | 3       | 20    |
| h. Needed police help in family or domestic dispute   | 2            | 5    | 10    | 3       | 20    |
| i. Involved in a crowd, public riot, or demonstration | 1            | 4    | 12    | 3       | 20    |
| j. Witnessed a police action in the neighborhood      | 5            | 5    | 7     | 3       | 20    |
| k. Accused of a Crime                                 | 0            | 4    | 13    | 3       | 20    |
| l. Were beaten up or mugged                           | 0            | 4    | 13    | 3       | 20    |
| m. Got into a fight                                   | 1            | 4    | 12    | 3       | 20    |
| n. Had trouble with neighborhood kids                 | 0            | 4    | 13    | 3       | 20    |
| o. Asked directions of policeman                      | 2            | 7    | 8     | 3       | 20    |
| p. Other  | 2            | 2    | 13    | 3       | 20    |

<sup>1</sup>Reference to question number appears in parentheses following table title.

(Appendix II -5, Continued)

TABLE 2 - "Have you or anybody in your immediate family ever been put into jail, even if only overnight?" (#98)

| Yes, I have | Yes, husband or wife | Yes, brother or sister | Yes, my child | No | Missing | TOTAL |
|-------------|----------------------|------------------------|---------------|----|---------|-------|
| 5           | 0                    | 2                      | 0             | 8  | 5       | 20    |

TABLE 3 - "Outside of your family, has anyone you have known well ever been arrested by a policeman or accused of some crime?" (#99a)

| Yes, several people | Yes, one person | No | Missing | TOTAL |
|---------------------|-----------------|----|---------|-------|
| 10                  | 4               | 4  | 2       | 20    |

TABLE 4 - "If yes, did you think they were treated fairly or properly?" (#99b)

| Definitely Yes | Yes | Don't Know | No | Definitely No | Missing | TOTAL |
|----------------|-----|------------|----|---------------|---------|-------|
| 2              | 4   | 6          | 2  | 0             | 6       | 20    |

TABLE 5 - "When a policeman gets into trouble for doing something wrong, do you trust the police department to discipline him?" (#100)

| Definitely Trust | Trust Somewhat | Don't Know | Distrust Somewhat | Definitely Distrust | Missing | TOTAL |
|------------------|----------------|------------|-------------------|---------------------|---------|-------|
| 10               | 4              | 1          | 3                 | 0                   | 2       | 20    |

TABLE 6 - "Do the police seem to respond to calls for service in your neighborhood right away, quickly, slowly, or never?" (#102)

| Right Away | Fairly Quickly | After A wait | Very Slowly | Almost Never | Don't Know | Missing | TOTAL |
|------------|----------------|--------------|-------------|--------------|------------|---------|-------|
| 7          | 6              | 3            | 1           | 0            | 1          | 2       | 20    |

TABLE 7 - "Would you say that the police who work in your neighborhood set an example of good behavior for children to follow?" (#101)

| Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree | Missing | TOTAL |
|----------------|-------|-----------|----------|-------------------|---------|-------|
| 4              | 8     | 5         | 1        | 0                 | 2       | 20    |

(Appendix II -5, Continued)

TABLE 8 - "Do most people in your neighborhood have much respect for the police?" (#103)

| Almost Everyone | Many | Half do, Half don't | Only a few | Almost No one | Don't Know | Missing | TOTAL |
|-----------------|------|---------------------|------------|---------------|------------|---------|-------|
| 3               | 9    | 4                   | 0          | 0             | 1          | 3       | 20    |

TABLE 9 - "Do you have the feeling that a policeman is nearby in your neighborhood if you need help?" (#104)

| Definitely Yes | Yes | Undecided | No | Definitely No | Missing | TOTAL |
|----------------|-----|-----------|----|---------------|---------|-------|
| 6              | 7   | 2         | 1  | 2             | 2       | 20    |

TABLE 10 - "Do you know who the Commissioner of Police is here in Rochester, and do you remember his name?" (#105)

| Yes | Yes, but can't recall name | No | Missing | TOTAL |
|-----|----------------------------|----|---------|-------|
| 14  | 4                          | 0  | 2       | 20    |

TABLE 11 - "Do you know a lawyer who could help you if you got into trouble with the law?" (#106)

| Yes | No | Missing | TOTAL |
|-----|----|---------|-------|
| 15  | 3  | 2       | 20    |

TABLE 12 - "How much would you trust the courts to give you a fair trial if you got into trouble?" (#107)

| Complete Trust | Some Trust | It Depends | Some lack of trust | Definitely not trust | Missing | TOTAL |
|----------------|------------|------------|--------------------|----------------------|---------|-------|
| 5              | 4          | 6          | 3                  | 0                    | 2       | 20    |

TABLE 13 - "How good a job do you think the police have been doing in your part of town?" (#108)

| Excellent | Good | Average | Poor | Very Poor | Don't Know | Missing | TOTAL |
|-----------|------|---------|------|-----------|------------|---------|-------|
| 4         | 6    | 5       | 1    | 0         | 2          | 2       | 20    |

(Appendix II -5, Continued)

TABLE 14 - "How much do you respect or admire the police working in your neighborhood?" (#109)

| A great deal | Somewhat | A little | Not at all | Don't know | Missing | TOTAL |
|--------------|----------|----------|------------|------------|---------|-------|
| 10           | 5        | 0        | 0          | 2          | 3       | 20    |

TABLE 15 - "Does your PAC-TAC beat include the place where you live?" (#110)

| Yes | No | Don't Know | Missing | TOTAL |
|-----|----|------------|---------|-------|
| 8   | 10 | 0          | 2       | 20    |

TABLE 16 - "There are many serious law-enforcement problems in my neighborhood." (#111)

| Strongly Agree | Agree | Unsure | Disagree | Strongly Disagree | Missing | TOTAL |
|----------------|-------|--------|----------|-------------------|---------|-------|
| 3              | 5     | 3      | 5        | 1                 | 3       | 20    |

TABLE 17 - "My neighborhood used to be a very pleasant area to live in, now it's not safe to walk the streets at night." (#112)

| Strongly Agree | Agree | Unsure | Disagree | Strongly Disagree | Missing | TOTAL |
|----------------|-------|--------|----------|-------------------|---------|-------|
| 2              | 6     | 2      | 6        | 2                 | 2       | 20    |

TABLE 18 - "This is a very cold neighborhood; I hardly know anyone living around here." (#113)

| Strongly Agree | Agree | Unsure | Disagree | Strongly Disagree | Missing | TOTAL |
|----------------|-------|--------|----------|-------------------|---------|-------|
| 2              | 4     | 0      | 7        | 5                 | 2       | 20    |

TABLE 19 - "I would move out of this part of town if I had the chance." (#114)

| Strongly Agree | Agree | Unsure | Disagree | Strongly Disagree | Missing | TOTAL |
|----------------|-------|--------|----------|-------------------|---------|-------|
| 3              | 8     | 1      | 2        | 4                 | 2       | 20    |

(Appendix II -5, Continued)

TABLE 20 - "How good a place to live in is your part of town?" (#115)

| Excellent | Good | Average | Poor | Very poor | Missing | TOTAL |
|-----------|------|---------|------|-----------|---------|-------|
| 3         | 4    | 8       | 3    | 0         | 2       | 20    |

TABLE 21 - "How often do you and your neighbors talk about things that are wrong in your part of town?" (#116)

| All the time | Occasionally | Seldom | Never | Missing | TOTAL |
|--------------|--------------|--------|-------|---------|-------|
| 2            | 8            | 4      | 4     | 2       | 20    |

TABLE 22 - "Few things are more important than the work policemen do in my neighborhood." (#117)

| Strongly Agree | Agree | Unsure | Disagree | Strongly Disagree | Missing | TOTAL |
|----------------|-------|--------|----------|-------------------|---------|-------|
| 1              | 3     | 6      | 7        | 1                 | 2       | 20    |

TABLE 23 - "I think the PAC-TAC teams will have a great effect on my neighborhood." (#118)

| Strongly Agree | Agree | Unsure | Disagree | Strongly Disagree | Missing | TOTAL |
|----------------|-------|--------|----------|-------------------|---------|-------|
| 7              | 7     | 3      | 1        | 0                 | 2       | 20    |

TABLE 24 - "I think the daily work of police officers would be:" (#119)

| Very satisfying | Somewhat satisfying | Neither | Somewhat dissatisfying | Very dissatisfying | Missing | TOTAL |
|-----------------|---------------------|---------|------------------------|--------------------|---------|-------|
| 15              | 2                   | 1       | 0                      | 0                  | 2       | 20    |

TABLE 25 - "I would like to be a police officer." (#120)

| Strongly Agree | Agree | Unsure | Disagree | Strongly Disagree | Missing | TOTAL |
|----------------|-------|--------|----------|-------------------|---------|-------|
| 10             | 4     | 2      | 1        | 1                 | 2       | 20    |

(Appendix II -5, Continued)

TABLE 26 - "I think I will like working with the police very much." (#121)

| Strongly Agree | Agree | Unsure | Disagree | Strongly Disagree | Missing | TOTAL |
|----------------|-------|--------|----------|-------------------|---------|-------|
| 12             | 6     | 0      | 0        | 0                 | 2       | 20    |

TABLE 27 - "What were your main reasons for applying for the PAC-TAC job?" (#122)

|                   | Very Important | A Little Important | Not Important | Missing | TOTAL |
|-------------------|----------------|--------------------|---------------|---------|-------|
| Money             | 2              | 7                  | 5             | 6       | 20    |
| Excitement        | 0              | 4                  | 8             | 8       | 20    |
| Help neighborhood | 0              | 16                 | 1             | 3       | 20    |
| Curiosity         | 4              | 5                  | 4             | 7       | 20    |
| Work with police  | 11             | 3                  | 1             | 5       | 20    |
| Other             | 6              | 1                  | 0             | 13      | 20    |

TABLE 28 - "Do you think that you know the people who live in your neighborhood better than most other residents know them, or not?" (#123)

| Yes, much more | Yes, somewhat | No more than average | Less than average | Not well at all | Missing | TOTAL |
|----------------|---------------|----------------------|-------------------|-----------------|---------|-------|
| 1              | 6             | 8                    | 0                 | 3               | 2       | 20    |

TABLE 29 - "How do you think people in your neighborhood will respond to the PAC-TAC teams?" (#124)

| Very supportive | A little supportive | Will ignore them | Slightly nonsupportive | Very nonsupportive | Missing | TOTAL |
|-----------------|---------------------|------------------|------------------------|--------------------|---------|-------|
| 11              | 6                   | 0                | 1                      | 0                  | 2       | 20    |

TABLE 30 - "How important is it to you to work with a policeman who could be described in the following ways?" (#125)

|                     | Very important | A little important | Not important | Missing | TOTAL |
|---------------------|----------------|--------------------|---------------|---------|-------|
| Dedicated and loyal | 14             | 1                  | 0             | 5       | 20    |
| Strong and forceful | 5              | 9                  | 2             | 4       | 20    |

(Appendix II -5, Continued)

TABLE 30 - (Continued)

|             | Very important | A little important | Not important | Missing | TOTAL |
|-------------|----------------|--------------------|---------------|---------|-------|
| Intelligent | 14             | 3                  | 0             | 3       | 20    |
| Easy-going  | 6              | 5                  | 3             | 6       | 20    |
| Friendly    | 15             | 1                  | 0             | 4       | 20    |
| Fair-minded | 16             | 0                  | 0             | 4       | 20    |

TABLE 31 - "Would you like the people who see you as a PAC-TAC member to think of you more as:" (#126)

| A member of the police dept. | A member of the community | Missing | TOTAL |
|------------------------------|---------------------------|---------|-------|
| 3                            | 12                        | 5       | 20    |

TABLE 32 - "How much would you feel comfortable in telling about your personal life to the police partner you will have on PAC-TAC?" (#127-131)

|  | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree | Missing | TOTAL |
|--|----------------|-------|-----------|----------|-------------------|---------|-------|
| As much as I would tell closest friend       | 5              | 4     | 4         | 3        | 2                 | 2       | 20    |
| As much as close relatives                   | 5              | 4     | 3         | 4        | 2                 | 2       | 20    |
| As much as immediate family                  | 4              | 4     | 4         | 4        | 2                 | 2       | 20    |
| As much as neighborhood friends              | 8              | 8     | 1         | 1        | 0                 | 2       | 20    |
| As much as members of social groups or clubs | 9              | 8     | 0         | 1        | 0                 | 2       | 20    |

APPENDIX II -6

June Forms: Police Responses<sup>1</sup>

TABLE 1 - "In general, how do you feel civilians in your PAC-TAC area respond to the work of police officers?" (#97)

| Very cooperatively | Cooperatively | It depends | Uncooperatively | Very uncooperatively | Missing | TOTAL |
|--------------------|---------------|------------|-----------------|----------------------|---------|-------|
| 3                  | 8             | 0          | 0               | 0                    | 1       | 12    |

TABLE 2 - "Do the people in this neighborhood have much respect for the police?" (#98)

| Almost Everyone | Many | Half and Half | Only a few | Almost no-one | Missing | TOTAL |
|-----------------|------|---------------|------------|---------------|---------|-------|
| 1               | 9    | 1             | 0          | 0             | 1       | 12    |

TABLE 3 - "There are many serious law enforcement problems in this neighborhood." (#99)

| Strongly Agree | Agree | Unsure | Disagree | Strongly disagree | Missing | TOTAL |
|----------------|-------|--------|----------|-------------------|---------|-------|
| 0              | 3     | 2      | 5        | 1                 | 1       | 12    |

TABLE 4 - "Compared to other places in the city, would you say this area is and excellent, good, average, poor, or very poor place to live?" (#103)

| Excellent | Good | Average | Poor | Very poor | Missing | TOTAL |
|-----------|------|---------|------|-----------|---------|-------|
| 0         | 2    | 5       | 3    | 0         | 2       | 12    |

TABLE 5 - "What were your main reasons for applying for the PAC-TAC job?" (#101)

|                              | Very important | A little important | Not important | Missing | TOTAL |
|------------------------------|----------------|--------------------|---------------|---------|-------|
| Money                        | 6              | 4                  | 0             | 2       | 12    |
| Help neighborhood            | 4              | 5                  | 0             | 3       | 12    |
| Seemed enjoyable             | 5              | 2                  | 2             | 3       | 12    |
| Personal contact with people | 8              | 2                  | 0             | 2       | 12    |

(Appendix II -6, Continued)

TABLE 5 - (Continued)

|                       | Very important | A little important | Not important | Missing | TOTAL |
|-----------------------|----------------|--------------------|---------------|---------|-------|
| Foot patrol appealing | 2              | 2                  | 5             | 3       | 12    |
| Curiosity             | 2              | 4                  | 3             | 3       | 12    |
| Other                 | 1              | 0                  | 0             | 11      | 12    |

TABLE 6 - "My feelings about having made police work my career are:" (#102)

| Regret very much | Regret somewhat | Neither | Somewhat pleased | Very pleased | Missing | TOTAL |
|------------------|-----------------|---------|------------------|--------------|---------|-------|
| 0                | 0               | 2       | 0                | 9            | 1       | 12    |

TABLE 7 - "Right now, if you had the chance to take a higher paying job that did not involve police work, would you consider taking it?" (#103)

| Yes, definitely | Probably | Don't Know | Probably not | Definitely not | Missing | TOTAL |
|-----------------|----------|------------|--------------|----------------|---------|-------|
| 0               | 0        | 6          | 2            | 3              | 1       | 12    |

TABLE 8 - "The day-to-day work in my job is:" (#104)

| Very satisfying | Somewhat satisfying | Neither | Somewhat dissatisfying | Very dissatisfying | Missing | TOTAL |
|-----------------|---------------------|---------|------------------------|--------------------|---------|-------|
| 5               | 6                   | 0       | 0                      | 0                  | 1       | 12    |

TABLE 9 - "I think the PAC-TAC teams will have a great effect in my beat area." (#105)

| Strongly Agree | Agree | Unsure | Disagree | Strongly disagree | Missing | TOTAL |
|----------------|-------|--------|----------|-------------------|---------|-------|
| 5              | 5     | 1      | 0        | 0                 | 1       | 12    |

<sup>1</sup>Reference to question number appears in parentheses following table title.

TABLE 10 - "How important is it to you to work with a civilian who could be described in the following ways?" (#106)

|                     | Very important | A little important | Not important | Missing | TOTAL |
|---------------------|----------------|--------------------|---------------|---------|-------|
| Dedicated and loyal | 6              | 5                  | 0             | 1       | 12    |
| Strong and forceful | 0              | 6                  | 5             | 1       | 12    |
| Intelligent         | 6              | 5                  | 0             | 1       | 12    |
| Easy-going          | 3              | 7                  | 1             | 1       | 12    |
| Friendly            | 9              | 1                  | 1             | 1       | 12    |
| Fair-minded         | 10             | 1                  | 0             | 1       | 12    |

TABLE 11 - "How do you think people in your beat area will respond to the PAC-TAC teams?" (#107)

|  | Very supportive | A little supportive | Will ignore them | Slightly nonsupportive | Very nonsupportive | Missing | TOTAL |
|--|-----------------|---------------------|------------------|------------------------|--------------------|---------|-------|
|  | 8               | 3                   | 0                | 0                      | 0                  | 1       | 12    |

TABLE 12 - "How much would you feel comfortable in telling your civilian partner on PAC-TAC?" (#108-112)

|   | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree | Missing | TOTAL |
|---|----------------|-------|-----------|----------|-------------------|---------|-------|
| As much as I would tell closest friend      | 1              | 3     | 2         | 5        | 0                 | 1       | 12    |
| As much as close relatives                  | 0              | 2     | 2         | 5        | 2                 | 1       | 12    |
| As much as immediate family                 | 1              | 1     | 2         | 5        | 2                 | 1       | 12    |
| As much as friends in neighborhood          | 3              | 6     | 1         | 1        | 0                 | 1       | 12    |
| As much as member of social groups or clubs | 4              | 5     | 1         | 1        | 0                 | 1       | 12    |

Final Forms: Police and Civilian Responses to  
Questions #1-#13<sup>1</sup>

TABLE 1 - "In general, how do you think people in your beat area responded to the PAC-TAC teams?" (#1)

|          | Very supportive | A little supportive | Ignored them | Slightly nonsupportive | Very nonsupportive | TOTAL |
|----------|-----------------|---------------------|--------------|------------------------|--------------------|-------|
| Police   | 27              | 4                   | 0            | 0                      | 0                  | 31    |
| Civilian | 15              | 3                   | 0            | 0                      | 0                  | 18    |
| TOTAL    | 42              | 7                   | 0            | 0                      | 0                  | 49    |

TABLE 2 - "Compared with other places in the city, would you say the PAC-TAC area where you did most of your work is an excellent, good, average, poor or very poor place to live?" (#2)

|          | Excellent | Good | Average | Poor | Very poor | TOTAL |
|----------|-----------|------|---------|------|-----------|-------|
| Police   | 3         | 0    | 16      | 11   | 1         | 31    |
| Civilian | 1         | 7    | 8       | 2    | 0         | 18    |
| TOTAL    | 4         | 7    | 24      | 13   | 1         | 49    |

TABLE 3 - "In general, do you feel the police or the citizen team members played a more important part in the PAC-TAC program?" (#3)

|          | Police much more important | Police slightly more important | About equal | Citizens slightly more | Citizens much more | TOTAL |
|----------|----------------------------|--------------------------------|-------------|------------------------|--------------------|-------|
| Police   | 10                         | 10                             | 11          | 0                      | 0                  | 31    |
| Civilian | 0                          | 5                              | 12          | 1                      | 0                  | 18    |
| TOTAL    | 10                         | 15                             | 23          | 1                      | 0                  | 49    |

TABLE 4 - "Do you think the PAC-TAC program should be continued?" (#4)

|          | Definitely Yes | Probably Yes | Unsure | Probably not | Definitely Not | TOTAL |
|----------|----------------|--------------|--------|--------------|----------------|-------|
| Police   | 29             | 2            | 0      | 0            | 0              | 31    |
| Civilian | 17             | 1            | 0      | 0            | 0              | 18    |
| TOTAL    | 46             | 3            | 0      | 0            | 0              | 49    |

<sup>1</sup>Reference to question number appears in parentheses following table title.

(Appendix II -7, Continued)

TABLE 5 - "How much did you enjoy the PAC-TAC work?" (#5)

|           | Very much | A little | Neutral | Disliked it a little | Disliked very much | TOTAL |
|-----------|-----------|----------|---------|----------------------|--------------------|-------|
| Police    | 27        | 3        | 1       | 0                    | 0                  | 31    |
| Civilians | 18        | 0        | 0       | 0                    | 0                  | 18    |
| TOTAL     | 45        | 3        | 1       | 0                    | 0                  | 49    |

TABLE 6 - "Thinking over your experiences with PAC-TAC, would you reapply for the same work in a future program?" (#6)

|           | Definitely Yes | Probably Yes | Unsure | Probably not | Definitely Not | Missing | TOTAL |
|-----------|----------------|--------------|--------|--------------|----------------|---------|-------|
| Police    | 23             | 7            | 1      | 0            | 0              | 0       | 31    |
| Civilians | 16             | 1            | 0      | 0            | 0              | 1       | 18    |
| TOTAL     | 39             | 8            | 1      | 0            | 0              | 1       | 49    |

TABLE 7 - "Compared with the other jobs you have done, how much of your PAC-TAC work do you consider "routine"?" (#7)

|          | Almost All | Most | Half routine | Most not routine | Almost all not routine | Missing | TOTAL |
|----------|------------|------|--------------|------------------|------------------------|---------|-------|
| Police   | 5          | 10   | 10           | 2                | 4                      | 0       | 31    |
| Civilian | 1          | 0    | 11           | 2                | 2                      | 2       | 18    |
| TOTAL    | 6          | 10   | 21           | 4                | 6                      | 2       | 49    |

TABLE 8 - "How long do you think it would take to train a citizen to do a policeman's job?" (#8)

|           | 2 weeks or less | 2-4 wks. | 4-8 wks. | 8-12 wks. | 12-16 wks. | 16-20 wks. | More than 20 wks. | Missing | TOTAL |
|-----------|-----------------|----------|----------|-----------|------------|------------|-------------------|---------|-------|
| Police    | 0               | 1        | 0        | 4         | 4          | 10         | 12                | 0       | 31    |
| Civilians | 1               | 0        | 0        | 2         | 5          | 2          | 7                 | 1       | 18    |
| TOTAL     | 1               | 1        | 0        | 6         | 9          | 12         | 19                | 1       | 49    |

(Appendix II -7, Continued)

TABLE 9 - "In general, how do you feel that citizens in your PAC-TAC area respond to the work of police officers?" (#9)

|          | Very cooperatively | Cooperatively | It depends | Uncooperatively |
|----------|--------------------|---------------|------------|-----------------|
| Police   | 15                 | 8             | 8          | 0               |
| Civilian | 8                  | 6             | 3          | 0               |
| TOTAL    | 23                 | 14            | 11         | 0               |

|          | Very uncooperatively | Missing | TOTAL |
|----------|----------------------|---------|-------|
| Police   | 0                    | 0       | 31    |
| Civilian | 0                    | 1       | 18    |
| TOTAL    | 0                    | 1       | 49    |

TABLE 10 - "Do people in this PAC-TAC area have much respect for the police?" (#10)

|          | Almost everyone does | Many do | Half and half | Only a few do | Almost no-one | Missing | TOTAL |
|----------|----------------------|---------|---------------|---------------|---------------|---------|-------|
| Police   | 6                    | 11      | 12            | 2             | 0             | 0       | 31    |
| Civilian | 3                    | 9       | 3             | 2             | 0             | 1       | 18    |
| TOTAL    | 9                    | 20      | 15            | 4             | 0             | 1       | 49    |

TABLE 11 - "On the PAC-TAC teams, how much control do you think the policemen should have compared with the citizens?" (#11)

|           | Police almost all | Police more than citizens | Equal | Citizens more than police | Citizens almost all | TOTAL |
|-----------|-------------------|---------------------------|-------|---------------------------|---------------------|-------|
| Police    | 12                | 19                        | 0     | 0                         | 0                   | 31    |
| Civilians | 3                 | 9                         | 6     | 0                         | 0                   | 18    |
| TOTAL     | 15                | 28                        | 6     | 0                         | 0                   | 49    |

TABLE 12 - "How has working with PAC-TAC changed the way you view the neighborhoods you walked in, if at all?" (#12; coded open-ended responses).

|                                       | Police | Civilians | TOTAL |
|---------------------------------------|--------|-----------|-------|
| No change                             | 10     | 2         | 12    |
| Greater understanding of neighborhood | 10     | 4         | 14    |

TABLE 12 - (Continued)

|   | Police    | Civilians | TOTAL     |
|---|-----------|-----------|-----------|
| Changed perspective on neighborhood       | 1         | 4         | 5         |
| Positive neighborhood reaction to PAC-TAC | 0         | 3         | 3         |
| Increased contact with citizens           | 3         | 1         | 4         |
| Positive reaction to police walking beats | 2         | 0         | 2         |
| Need more PAC-TAC type projects           | 2         | 2         | 4         |
| Other                                     | 1         | 1         | 2         |
| No answer                                 | 2         | 1         | 3         |
| <b>TOTAL</b>                              | <b>31</b> | <b>18</b> | <b>49</b> |

TABLE 13 - "Do you have any comments about any aspect of the PAC-TAC program?" (#13; coded open-ended responses).

|                                | Police    | Civilians | TOTAL     |
|--------------------------------|-----------|-----------|-----------|
| Expand, continue program       | 7         | 7         | 14        |
| Continue program with changes  | 4         | 2         | 6         |
| Criticisms of citizen partners | 4         | 0         | 4         |
| Other positive comments        | 4         | 1         | 5         |
| Other negative comments        | 1         | 0         | 1         |
| Other specific suggestions     | 3         | 7         | 10        |
| No answer                      | 8         | 1         | 9         |
| <b>TOTAL</b>                   | <b>31</b> | <b>18</b> | <b>49</b> |

Final Forms: Civilian Responses<sup>1</sup>

TABLE 1 - "Thinking of all your police partners, would you say that your personal relationship with them has been close and personal or formal and impersonal?" (#14)

| Very close | Somewhat close | Unsure | Somewhat impersonal | Very impersonal | Missing | TOTAL |
|------------|----------------|--------|---------------------|-----------------|---------|-------|
| 8          | 7              | 0      | 1                   | 0               | 2       | 18    |

TABLE 2 - "When a policeman gets into trouble for doing something wrong, do you trust the police department to discipline him?" (#15)

| Definitely trust | Trust somewhat | Don't know | Mistrust somewhat | Definitely mistrust | Missing | TOTAL |
|------------------|----------------|------------|-------------------|---------------------|---------|-------|
| 12               | 4              | 1          | 0                 | 0                   | 1       | 18    |

TABLE 3 - "Do the police seem to respond to calls for service in your neighborhood right away, quickly, slowly, or never?" (#16)

| Right away | Fairly quickly | After a wait | Very slowly | Almost never | Missing | TOTAL |
|------------|----------------|--------------|-------------|--------------|---------|-------|
| 13         | 1              | 2            | 1           | 0            | 1       | 18    |

TABLE 4 - "How much do you respect or admire the police working in your neighborhood?" (#17)

| A great deal | Somewhat | A little | Not at all | Missing | TOTAL |
|--------------|----------|----------|------------|---------|-------|
| 12           | 5        | 0        | 0          | 1       | 18    |

TABLE 5 - "How good a job do you think the police have been doing in your part of town?" (#18)

| Excellent | Good | Average | Poor | Very poor | Missing | TOTAL |
|-----------|------|---------|------|-----------|---------|-------|
| 8         | 6    | 3       | 0    | 0         | 1       | 18    |

<sup>1</sup>Reference to question number appears in parentheses following table title.

## (Appendix II -8, Continued)

TABLE 6 - "How often do you and your neighbors talk about things that are wrong in your part of town?" (#19)

| All the time | Occasionally | Seldom | Never | Missing | TOTAL |
|--------------|--------------|--------|-------|---------|-------|
| 4            | 10           | 2      | 1     | 1       | 18    |

TABLE 7 - "Did the people who saw you as a PAC-TAC team member think of you more as:" (#20)

| A member of the police dept. | A member of the community | Missing | TOTAL |
|------------------------------|---------------------------|---------|-------|
| 12                           | 5                         | 1       | 18    |

TABLE 8 - "How important is it to you to work with a policeman who could be described in the following ways?" (#21)

|                     | Very important | A little important | Not important | Missing | TOTAL |
|---------------------|----------------|--------------------|---------------|---------|-------|
| Dedicated and loyal | 14             | 2                  | 0             | 2       | 18    |
| Strong and forceful | 2              | 12                 | 2             | 2       | 18    |
| Intelligent         | 14             | 2                  | 0             | 2       | 18    |
| Easy-going          | 8              | 7                  | 1             | 2       | 18    |
| Friendly            | 13             | 3                  | 0             | 2       | 18    |
| Fair-minded         | 16             | 0                  | 0             | 2       | 18    |

TABLE 9 - "As a result of working on PAC-TAC, I have discovered many serious law-enforcement problems in the neighborhood." (#22)

| Strongly Agree | Agree | Unsure | Disagree | Strongly Disagree | Missing | TOTAL |
|----------------|-------|--------|----------|-------------------|---------|-------|
| 3              | 6     | 1      | 4        | 1                 | 3       | 18    |

## (Appendix II -8, Continued)

TABLE 10 - "The police who work in my neighborhood set an example of good behavior for children to follow." (#23)

| Strongly Agree | Agree | Unsure | Disagree | Strongly disagree | Missing | TOTAL |
|----------------|-------|--------|----------|-------------------|---------|-------|
| 7              | 7     | 2      | 0        | 0                 | 2       | 18    |

TABLE 11 - "My neighborhood used to be a very pleasant area to live in; now it's not safe to walk the streets at night." (#24)

| Strongly Agree | Agree | Unsure | Disagree | Strongly disagree | Missing | TOTAL |
|----------------|-------|--------|----------|-------------------|---------|-------|
| 4              | 2     | 1      | 6        | 3                 | 2       | 18    |

TABLE 12 - "This is a very cold neighborhood; I hardly know anyone living around here." (#25)

| Strongly Agree | Agree | Unsure | Disagree | Strongly disagree | Missing | TOTAL |
|----------------|-------|--------|----------|-------------------|---------|-------|
| 0              | 1     | 2      | 6        | 7                 | 2       | 18    |

TABLE 13 - "I would move out of my part of town if I had the chance." (#26)

| Strongly Agree | Agree | Unsure | Disagree | Strongly disagree | Missing | TOTAL |
|----------------|-------|--------|----------|-------------------|---------|-------|
| 2              | 5     | 1      | 3        | 5                 | 2       | 18    |

TABLE 14 - "Few things are more important than the work policemen do in my neighborhood." (#27)

| Strongly Agree | Agree | Unsure | Disagree | Strongly disagree | Missing | TOTAL |
|----------------|-------|--------|----------|-------------------|---------|-------|
| 1              | 8     | 1      | 4        | 1                 | 3       | 18    |

TABLE 15 - "I like working with the police very much." (#28)

| Strongly Agree | Agree | Unsure | Disagree | Strongly disagree | Missing | TOTAL |
|----------------|-------|--------|----------|-------------------|---------|-------|
| 14             | 2     | 0      | 0        | 0                 | 2       | 18    |

(Appendix II -8, Continued)

TABLE 16 - "On the whole, I think my police partners were more interested in enforcing the law than in improving police-community relations." (#29)

| Strongly Agree | Agree | Unsure | Disagree | Strongly disagree | Missing | TOTAL |
|----------------|-------|--------|----------|-------------------|---------|-------|
| 0              | 3     | 1      | 4        | 8                 | 2       | 18    |

TABLE 17 - "My police partners tried to learn as much about the neighborhood as they could." (#30)

| Strongly Agree | Agree | Unsure | Disagree | Strongly disagree | Missing | TOTAL |
|----------------|-------|--------|----------|-------------------|---------|-------|
| 11             | 3     | 0      | 3        | 0                 | 1       | 18    |

TABLE 18 - "I felt that my police partners were working only for the money." (#31)

| Strongly Agree | Agree | Unsure | Disagree | Strongly disagree | Missing | TOTAL |
|----------------|-------|--------|----------|-------------------|---------|-------|
| 1              | 1     | 1      | 10       | 4                 | 1       | 18    |

TABLE 19 - "The policemen I worked with always depended on me to help them." (#32)

| Strongly Agree | Agree | Unsure | Disagree | Strongly disagree | Missing | TOTAL |
|----------------|-------|--------|----------|-------------------|---------|-------|
| 1              | 10    | 1      | 5        | 0                 | 1       | 18    |

TABLE 20 - "Some of the police I worked with didn't take the work seriously." (#33)

| Strongly Agree | Agree | Unsure | Disagree | Strongly disagree | Missing | TOTAL |
|----------------|-------|--------|----------|-------------------|---------|-------|
| 0              | 4     | 0      | 8        | 5                 | 1       | 18    |

TABLE 21 - "My police partners often made me feel as if I was getting in their way." (#34)

| Strongly Agree | Agree | Unsure | Disagree | Strongly disagree | Missing | TOTAL |
|----------------|-------|--------|----------|-------------------|---------|-------|
| 0              | 0     | 0      | 5        | 12                | 1       | 18    |

(Appendix II -8, Continued)

TABLE 22 - "As a result of working with the police, I've come to respect them much more." (#35)

| Strongly Agree | Agree | Unsure | Disagree | Strongly disagree | Missing | TOTAL |
|----------------|-------|--------|----------|-------------------|---------|-------|
| 9              | 7     | 0      | 1        | 0                 | 1       | 18    |

TABLE 23 - "I would definitely like to become a police officer." (#36)

| Strongly Agree | Agree | Unsure | Disagree | Strongly disagree | Missing | TOTAL |
|----------------|-------|--------|----------|-------------------|---------|-------|
| 14             | 1     | 1      | 1        | 0                 | 1       | 18    |

TABLE 24 - "Have you worked with any police who you have not gotten along with at all?" (#37)

| Yes | No | Missing | TOTAL |
|-----|----|---------|-------|
| 2   | 15 | 1       | 18    |

TABLE 25 - "Do you feel that you were stopped by your police partners from doing some important things that you might have done to make the team more effective?" (#38)

| Yes | No | Missing | TOTAL |
|-----|----|---------|-------|
| 1   | 16 | 1       | 18    |

TABLE 26 - "Has the PAC-TAC program caused any problems for you in your community or personal life?" (#39)

| Yes | No | Missing | TOTAL |
|-----|----|---------|-------|
| 1   | 16 | 1       | 18    |

TABLE 27 - "About how much did you earn from working on PAC-TAC?" (#40)

| Under \$100 | 100-199      | 200-299 | 300-399 | 400-499 | 500-699 |
|-------------|--------------|---------|---------|---------|---------|
| 0           | 0            | 2       | 1       | 2       | 6       |
| \$700-999   | Over \$1,000 | Missing | TOTAL   |         |         |
| 5           | 0            | 2       | 18      |         |         |

Final Forms: Police Responses<sup>1</sup>

TABLE 1 - "What beat conditions did you work in?" (#14)

| PAC-TAC<br>beats only   | 2-police<br>beats only | 1-police<br>beats only | PAC-TAC and<br>2-police beats | PAC-TAC and<br>1-police beats |
|-------------------------|------------------------|------------------------|-------------------------------|-------------------------------|
| 13                      | 3                      | 2                      | 2                             | 2                             |
| All 3<br>types of beats |                        |                        |                               |                               |
| 8                       | 1                      | TOTAL                  |                               |                               |
|                         |                        | 31                     |                               |                               |

TABLE 2 - "Did you work mostly with males or females?" (#15)

| Only<br>males | Mostly<br>males | Half and<br>half | Mostly<br>females | Only<br>females | Missing | TOTAL |
|---------------|-----------------|------------------|-------------------|-----------------|---------|-------|
| 7             | 9               | 6                | 3                 | 1               | 5       | 31    |

TABLE 3 - "About how many different citizen partners did you work with?" (#16)

| 1 | 2 | 3 | 4 | 5 or more | Missing | TOTAL |
|---|---|---|---|-----------|---------|-------|
| 1 | 3 | 6 | 5 | 11        | 5       | 31    |

TABLE 4 - "Thinking about all your citizen partners, would you say that your personal relationship with them has been close and personal or formal and impersonal?" (#17)

| Very<br>close | Somewhat<br>close | Unsure | Somewhat<br>impersonal | Very<br>impersonal | Missing | TOTAL |
|---------------|-------------------|--------|------------------------|--------------------|---------|-------|
| 2             | 17                | 3      | 3                      | 0                  | 6       | 31    |

TABLE 5 - "Have you worked with any citizens who you have not gotten along with at all?" (#18)

| Yes | No | Missing | TOTAL |
|-----|----|---------|-------|
| 3   | 23 | 5       | 31    |

CONTINUED

2 OF 3

<sup>1</sup>Reference to question number appears in parentheses following table title.

(Appendix II -9, Continued)

TABLE 6 - "My citizen partners always depended on me to direct them." (#19)

| Strongly<br>Agree | Agree | Unsure | Disagree | Strongly<br>disagree | Missing | TOTAL |
|-------------------|-------|--------|----------|----------------------|---------|-------|
| 3                 | 10    | 0      | 12       | 1                    | 5       | 31    |

TABLE 7 - "On the whole, I felt that my citizen partners were working only for the money." (#20)

| Strongly<br>Agree | Agree | Unsure | Disagree | Strongly<br>disagree | Missing | TOTAL |
|-------------------|-------|--------|----------|----------------------|---------|-------|
| 0                 | 2     | 6      | 9        | 8                    | 6       | 31    |

TABLE 8 - "My citizen partners sometimes tended to get in the way." (#21)

| Strongly<br>Agree | Agree | Unsure | Disagree | Strongly<br>disagree | Missing | TOTAL |
|-------------------|-------|--------|----------|----------------------|---------|-------|
| 0                 | 4     | 2      | 14       | 6                    | 5       | 31    |

TABLE 9 - "My citizen partners tried to teach me as much about the neighborhood as they could." (#22)

| Strongly<br>Agree | Agree | Unsure | Disagree | Strongly<br>disagree | Missing | TOTAL |
|-------------------|-------|--------|----------|----------------------|---------|-------|
| 4                 | 17    | 3      | 2        | 0                    | 5       | 31    |

TABLE 10 - "On the whole, my citizen partners were a great help to me." (#23)

| Strongly<br>Agree | Agree | Unsure | Disagree | Strongly<br>disagree | Missing | TOTAL |
|-------------------|-------|--------|----------|----------------------|---------|-------|
| 7                 | 9     | 5      | 5        | 0                    | 5       | 31    |

TABLE 11 - "Some of the citizens I worked with didn't take the work seriously." (#24)

| Strongly<br>Agree | Agree | Unsure | Disagree | Strongly<br>disagree | Missing | TOTAL |
|-------------------|-------|--------|----------|----------------------|---------|-------|
| 1                 | 6     | 0      | 14       | 5                    | 5       | 31    |

## (Appendix II -9, Continued)

TABLE 12 - "Did you enjoy working more with males or females?" (#25)

| Males much more                       | Males a little more | Equal   | Females a little more | Females much more |
|---------------------------------------|---------------------|---------|-----------------------|-------------------|
| 0                                     | 1                   | 14      | 2                     | 0                 |
| Does not apply did not work with both |                     | Missing | TOTAL                 |                   |
| 8                                     |                     | 6       | 31                    |                   |

TABLE 13 - "Did you feel more "limited" in your job when working with a male or female partner?" (#26)

| Male | Female | Neither | Missing | TOTAL |
|------|--------|---------|---------|-------|
| 1    | 6      | 10      | 14      | 31    |

TABLE 14 - "If you felt limited with a citizen partner, in what way(s) were you limited?" (#27; coded open-ended responses)

| Sex of partner | Safety of partner | Other | No answer | TOTAL |
|----------------|-------------------|-------|-----------|-------|
| 3              | 3                 | 1     | 24        | 31    |

TABLE 15 - "Working on PAC-TAC has improved my capacity to do regular patrol work in the PAC-TAC neighborhoods where I've worked." (#28)

| Strongly Agree | Agree | Unsure | Disagree | Strongly disagree | Missing | TOTAL |
|----------------|-------|--------|----------|-------------------|---------|-------|
| 7              | 15    | 3      | 2        | 2                 | 2       | 31    |

TABLE 16 - "PAC-TAC has helped me to develop important contacts in the neighborhoods where I worked." (#29)

| Strongly Agree | Agree | Unsure | Disagree | Strongly disagree | Missing | TOTAL |
|----------------|-------|--------|----------|-------------------|---------|-------|
| 7              | 16    | 3      | 3        | 1                 | 1       | 31    |

## (Appendix II -9, Continued)

TABLE 17 - "I think the PAC-TAC teams improved police-community relations in the neighborhoods where I worked." (#30)

| Strongly Agree | Agree | Unsure | Disagree | Strongly disagree | Missing | TOTAL |
|----------------|-------|--------|----------|-------------------|---------|-------|
| 20             | 9     | 0      | 1        | 0                 | 1       | 31    |

TABLE 18 - "I think the PAC-TAC teams helped deter crime in my PAC-TAC areas." (#31)

| Strongly Agree | Agree | Unsure | Disagree | Strongly disagree | Missing | TOTAL |
|----------------|-------|--------|----------|-------------------|---------|-------|
| 8              | 17    | 4      | 0        | 1                 | 1       | 31    |

TABLE 19 - "As a result of working on PAC-TAC, I have discovered many serious law-enforcement problems in the neighborhoods where I worked." (#32)

| Strongly Agree | Agree | Unsure | Disagree | Strongly disagree | Missing | TOTAL |
|----------------|-------|--------|----------|-------------------|---------|-------|
| 2              | 10    | 4      | 14       | 0                 | 1       | 31    |

TABLE 20 - "How important is it to you to work with a citizen who could be described in the following ways?" (#33)

|                     | Very Important | A little important | Not important | Missing | TOTAL |
|---------------------|----------------|--------------------|---------------|---------|-------|
| Dedicated and loyal | 21             | 6                  | 1             | 3       | 31    |
| Strong and forceful | 1              | 7                  | 20            | 3       | 31    |
| Intelligent         | 23             | 4                  | 1             | 3       | 31    |
| Easy-going          | 8              | 14                 | 6             | 3       | 31    |
| Friendly            | 24             | 5                  | 0             | 2       | 31    |
| Fair-minded         | 26             | 3                  | 0             | 2       | 31    |

TABLE 21 - "The day-to-day work in my PAC-TAC job is:" (#34)

| Very satisfying | Somewhat satisfying | Neither | Somewhat dissatisfying | Very dissatisfying | Missing | TOTAL |
|-----------------|---------------------|---------|------------------------|--------------------|---------|-------|
| 16              | 11                  | 3       | 0                      | 0                  | 1       | 31    |

(Appendix II -9, Continued)

TABLE 22 - "The day-to-day work in my regular patrol job is:" (#35)

| <u>Very<br/>satisfying</u> | <u>Somewhat<br/>satisfying</u> | <u>Neither</u> | <u>Somewhat<br/>dissatisfying</u> | <u>Very<br/>dissatisfying</u> | <u>Missing</u> | <u>TOTAL</u> |
|----------------------------|--------------------------------|----------------|-----------------------------------|-------------------------------|----------------|--------------|
| 14                         | 11                             | 3              | 0                                 | 0                             | 1              | 31           |

TABLE 23 - "About how much did you earn from working on PAC-TAC?" (#36)

| <u>Under \$100</u> | <u>\$100-199</u> | <u>\$200-299</u> | <u>\$300-499</u> | <u>\$500-699</u> | <u>\$700-999</u> |
|--------------------|------------------|------------------|------------------|------------------|------------------|
| 0                  | 2                | 1                | 3                | 6                | 2                |
| <u>\$1,000 +</u>   | <u>Missing</u>   | <u>TOTAL</u>     |                  |                  |                  |
| 15                 | 2                | 31               |                  |                  |                  |

APPENDIX III

FORMS ADMINISTERED TO CITIZEN  
APPLICANTS, POLICE, AND  
CIVILIAN PARTICIPANTS



# APPLICATION FOR EMPLOYMENT CITY OF ROCHESTER

NEW YORK  
PERSONAL

| FOR OFFICE USE ONLY |            |
|---------------------|------------|
| Work Location _____ | Rate _____ |
| Position _____      | Date _____ |

Date: \_\_\_\_\_

Name \_\_\_\_\_ Social Security No. \_\_\_\_\_  

Last
First
Middle Initial

Present address \_\_\_\_\_ Telephone No. \_\_\_\_\_  

No.
Street
City
State
Zip

How long have you lived at above address? \_\_\_\_\_ Are you a citizen? \_\_\_\_\_

Previous address \_\_\_\_\_ How long did you live there? \_\_\_\_\_  

No.
Street
City
State
Zip

Date of birth \_\_\_\_\_ Sex: M \_\_\_\_\_ F \_\_\_\_\_ Height \_\_\_\_\_ ft. \_\_\_\_\_ in. Weight \_\_\_\_\_ lbs.  

Month
Day
Year

Marital Status: Single  Engaged  Married  Separated  Divorced  Widowed  Date of Marriage \_\_\_\_\_

Number of dependents including yourself \_\_\_\_\_ Number of children \_\_\_\_\_ Their ages \_\_\_\_\_

Does your wife/husband work? \_\_\_\_\_ If yes, what kind? \_\_\_\_\_ His or her earnings \$ \_\_\_\_\_ per week

Do you own your own home? \_\_\_\_\_ Pay rent? \_\_\_\_\_ Monthly rent (if you rent) \_\_\_\_\_ Own a car? \_\_\_\_\_

Do you have any physical defects? \_\_\_\_\_ If yes, describe \_\_\_\_\_

Have you had a major illness in the past 5 years? \_\_\_\_\_ If yes, describe \_\_\_\_\_

Have you received compensation for injuries? \_\_\_\_\_ If yes, describe \_\_\_\_\_

Position(s) applied for \_\_\_\_\_ Rate of pay expected \$ \_\_\_\_\_ per week

Would you work Full-Time \_\_\_\_\_ Part-Time \_\_\_\_\_ Specify days and hours if part time \_\_\_\_\_

Were you previously employed by us? \_\_\_\_\_ If yes, when? \_\_\_\_\_

List any friends or relatives working for us \_\_\_\_\_

Name Relationship

Name Relationship

Have you ever been convicted of a crime? \_\_\_\_\_ If yes, describe in full \_\_\_\_\_

If your application is considered favorably, on what date will you be available for work? \_\_\_\_\_ 19\_\_\_\_

Person to be notified in case of accident or emergency

Name

Address

Phone Number

Are there any other experiences, skills, or qualifications which you feel would especially fit you for work with the City? \_\_\_\_\_

The Civil Rights Act of 1964 prohibits discrimination in employment practice because of race, color, religion, sex or national origin. PL 90-202 prohibits discrimination because of age.

(Turn to Next Page)

## RECORD OF EDUCATION

| School          | Name and Address of School | Course of Study | Years Attended |    | Check Last Year Completed | Did You Graduate?   | List Diploma or Degree |
|-----------------|----------------------------|-----------------|----------------|----|---------------------------|---|------------------------|
|                 |                            |                 | From           | To |                           |   |                        |
| Elementary      |                            |                 |                |    | 5 6 7 8                   | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |                        |
|                 |                            |                 |                |    |                           |   |                        |
| High            |                            |                 |                |    | 1 2 3 4                   | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |                        |
|                 |                            |                 |                |    |                           |   |                        |
| College         |                            |                 |                |    | 1 2 3 4                   | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |                        |
|                 |                            |                 |                |    |                           |   |                        |
| Other (Specify) |                            |                 |                |    | 1 2 3 4                   | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |                        |
|                 |                            |                 |                |    |                           |   |                        |

## MILITARY SERVICE RECORD

What is your present Selective Service classification? \_\_\_\_\_

Were you in U.S. Armed Forces? Yes \_\_\_\_\_ No \_\_\_\_\_ If yes, what Branch? \_\_\_\_\_

Dates of duty: From \_\_\_\_\_ To \_\_\_\_\_ Rank at discharge \_\_\_\_\_  

Month Day Year
Month Day Year

List duties in the service including special training \_\_\_\_\_

Have you taken any training under the G.I. Bill of Rights? \_\_\_\_\_ If yes, what training did you take? \_\_\_\_\_

## PERSONAL REFERENCES (Not Former Employers or Relatives)

| Name and Occupation | Address | Phone Number |
|---------------------|---------|--------------|
|                     |         |              |
|                     |         |              |
|                     |         |              |

List below all present and past employment, beginning with your most recent

| Name and Address of Company and Type of Business | From |     | To  |     | Describe in detail the work you did | Weekly Starting Salary | Weekly Last Salary | Reason for Leaving | Name of Supervisor |
|--|------|-----|-----|-----|-------------------------------------|------------------------|--------------------|--------------------|--------------------|
|  | Mo.  | Yr. | Mo. | Yr. |                                     |                        |                    |                    |                    |
|  |      |     |     |     |                                     |                        |                    |                    |                    |
|  |      |     |     |     |                                     |                        |                    |                    |                    |

| Name and Address of Company and Type of Business | From |     | To  |     | Describe in detail the work you did | Weekly Starting Salary | Weekly Last Salary | Reason for Leaving | Name of Supervisor |
|--|------|-----|-----|-----|-------------------------------------|------------------------|--------------------|--------------------|--------------------|
|  | Mo.  | Yr. | Mo. | Yr. |                                     |                        |                    |                    |                    |
|  |      |     |     |     |                                     |                        |                    |                    |                    |
|  |      |     |     |     |                                     |                        |                    |                    |                    |

| Name and Address of Company and Type of Business | From |     | To  |     | Describe in detail the work you did | Weekly Starting Salary | Weekly Last Salary | Reason for Leaving | Name of Supervisor |
|--|------|-----|-----|-----|-------------------------------------|------------------------|--------------------|--------------------|--------------------|
|  | Mo.  | Yr. | Mo. | Yr. |                                     |                        |                    |                    |                    |
|  |      |     |     |     |                                     |                        |                    |                    |                    |
|  |      |     |     |     |                                     |                        |                    |                    |                    |

| Name and Address of Company and Type of Business | From |     | To  |     | Describe in detail the work you did | Weekly Starting Salary | Weekly Last Salary | Reason for Leaving | Name of Supervisor |
|--|------|-----|-----|-----|-------------------------------------|------------------------|--------------------|--------------------|--------------------|
|  | Mo.  | Yr. | Mo. | Yr. |                                     |                        |                    |                    |                    |
|  |      |     |     |     |                                     |                        |                    |                    |                    |
|  |      |     |     |     |                                     |                        |                    |                    |                    |

APPLICANT — Do not write on this page  
FOR INTERVIEWER'S USE

| INTERVIEWER | DATE | COMMENTS |
|-------------|------|----------|
|             |      |          |
|             |      |          |
|             |      |          |
|             |      |          |

FOR TEST ADMINISTRATOR'S USE

| TESTS ADMINISTERED | DATE | RAW SCORE | RATING | COMMENTS AND INTERPRETATION |
|--------------------|------|-----------|--------|-----------------------------|
|                    |      |           |        |                             |
|                    |      |           |        |                             |
|                    |      |           |        |                             |
|                    |      |           |        |                             |
|                    |      |           |        |                             |

REFERENCE CHECK

| *Position Number | RESULTS OF REFERENCE CHECK | *Position Number | RESULTS OF REFERENCE CHECK |
|------------------|----------------------------|------------------|----------------------------|
| I                |                            | IV               |                            |
| II               |                            | V                |                            |
| III              |                            |                  |                            |

Check or Write In Other Occupations You Have Experience In - Show No. of Years

| NO. | OCCUPATION            | YRS. | NO. | OCCUPATION           | YRS. | NO. | OCCUPATION               | YRS. | NO. | OCCUPATION         | YRS. |
|-----|-----------------------|------|-----|----------------------|------|-----|--------------------------|------|-----|--------------------|------|
| 1   | ACCOUNTANT            |      | 7   | COMPTOMETER OPERATOR |      | 13  | RADIO WORK               |      | 19  | TELEPHONE OPERATOR |      |
| 2   | BILLING MACHINE OPER. |      | 8   | DRAFTSMAN            |      | 14  | SALESMAN                 |      | 20  | TYPIST - WPM ( )   |      |
| 3   | BOOKKEEPER (MACHINE)  |      | 9   | IBM OPERATOR         |      | 15  | SHORTHAND - WPM ( )      |      |     |                    |      |
| 4   | CASHIER               |      | 10  | KEY PUNCH OPERATOR   |      | 16  | STENOGRAPHER             |      |     |                    |      |
| 5   | CLERK                 |      | 11  | LAYOUT MAN           |      | 17  | STOCKKEEPER              |      |     |                    |      |
| 6   | CLERK (RECORDS)       |      | 12  | PRINTER              |      | 18  | SWITCHBOARD OPS. (ELEC.) |      |     |                    |      |

Have you ever been bonded? \_\_\_\_\_ If yes, on what jobs? \_\_\_\_\_  
May we contact the employers listed above? \_\_\_\_\_ If not, indicate by No. which one(s) you do not wish us to contact \_\_\_\_\_

The facts set forth above in my application for employment are true and complete. I understand that if employed, false statements on this application shall be considered sufficient cause for dismissal.

\*See Page 3

APPENDIX III-2

PAC-TAC APPLICATION

Dear PAC-TAC Applicant:

The job you are applying for has been created as part of an experiment sponsored by the federal government. Attached to this note is a questionnaire you are asked to fill out which will help in the evaluation of the experiment. The evaluation is being done by a group of independent researchers at the University of Rochester who have no connection to the Rochester Police Department. No one in the police department will ever see your answers, nor will the answers you give influence whether you are hired. The answers will be analyzed statistically, and no one will have access to your questionnaire except the research staff.

We hope you will cooperate by filling in answers to all of the questions. Bear in mind that this is not a test; there are no right or wrong answers. All of the questions can be answered very simply - by marking a check on a line, a number, or writing in a date. If you have any trouble, a research assistant is in the room to help you.

Thank you.

Please answer all of the questions below as well as you can. If you have any problems, someone will help you.

1. Your name \_\_\_\_\_ (Print)
2. Your birth date: Month \_\_\_\_\_ Day \_\_\_\_\_ Year \_\_\_\_\_
3. Sex: Male \_\_\_\_\_ Female \_\_\_\_\_ (Check)
4. Your address: \_\_\_\_\_ (Print)
5. How long have you lived at this address? \_\_\_\_\_
6. Where did you live before you lived at this address? \_\_\_\_\_  
\_\_\_\_\_
7. How long have you lived in Rochester? \_\_\_\_\_
8. Are you (Check One) Married \_\_\_\_\_ Single \_\_\_\_\_ Widowed \_\_\_\_\_  
Divorced \_\_\_\_\_ Separated \_\_\_\_\_
9. How many children do you have? \_\_\_\_\_
10. How many of your children live at home? \_\_\_\_\_
11. How old are your children? \_\_\_\_\_
12. Besides you, your wife or husband, and your children, how many other people live with you? \_\_\_\_\_
13. How many years of school did you finish? \_\_\_\_\_
14. How many of your grandparents were born in the United States? \_\_\_\_\_
15. What is your main job? \_\_\_\_\_
16. What do you do in your job? \_\_\_\_\_  
\_\_\_\_\_
17. What is your wife or husband's main job? \_\_\_\_\_  
What does he or she do in that job? \_\_\_\_\_  
\_\_\_\_\_

18. What is (or was) your father's main job? \_\_\_\_\_

19. Please check as many of the following organizations as you belong to.

- \_\_\_\_\_ church groups
- \_\_\_\_\_ labor unions
- \_\_\_\_\_ veterans' organizations
- \_\_\_\_\_ fraternal organizations or lodges
- \_\_\_\_\_ business or civic groups
- \_\_\_\_\_ parent-teachers associations
- \_\_\_\_\_ community centers
- \_\_\_\_\_ nationality groups
- \_\_\_\_\_ sport teams
- \_\_\_\_\_ country clubs
- \_\_\_\_\_ youth groups (like scout leaders)
- \_\_\_\_\_ professional groups
- \_\_\_\_\_ political clubs or organizations
- \_\_\_\_\_ neighborhood improvement organizations
- \_\_\_\_\_ charity or welfare organizations
- \_\_\_\_\_ other groups (please specify) \_\_\_\_\_

20. Go back to the list of organizations, and put another check next to the ones you are most involved in.

21. About how many nights a week do you spend, on the average, on these organizations? \_\_\_\_\_

22. What kinds of things do you do in your spare time? \_\_\_\_\_

23. About what was your total income last year for you and your family, including all sources such as wages, tips, interest, profit, etc.?  
\_\_\_\_\_

24. About how much of this total did you personally earn? \_\_\_\_\_

25. During the last six months, about how many times did you have contact with the police so that you actually talked with a policeman? \_\_\_\_\_

26. When you did talk with the police, was it mostly because (Check One)

- \_\_\_\_\_ You called the police for service
- \_\_\_\_\_ The police called on you
- \_\_\_\_\_ You were in the area of a police activity, or you witnessed a crime
- \_\_\_\_\_ Some other reason (Please specify) \_\_\_\_\_

For each of the following statements, check the answer that best represents how you feel.

27. In this complicated world of ours, the only way we can know what's going on is to rely on leaders or experts who can be trusted.

- Agree a little \_\_\_\_\_ Disagree a little \_\_\_\_\_
- Agree on the whole \_\_\_\_\_ Disagree on the whole \_\_\_\_\_
- Agree very much \_\_\_\_\_ Disagree very much \_\_\_\_\_
- Don't know \_\_\_\_\_

28. My blood boils whenever a person stubbornly refuses to admit he's wrong.

- Agree a little \_\_\_\_\_ Disagree a little \_\_\_\_\_
- Agree on the whole \_\_\_\_\_ Disagree on the whole \_\_\_\_\_
- Agree very much \_\_\_\_\_ Disagree very much \_\_\_\_\_
- Don't know \_\_\_\_\_

29. There are two kinds of people in this world: those who are for the truth and those who are against the truth.

- Agree a little \_\_\_\_\_ Disagree a little \_\_\_\_\_
- Agree on the whole \_\_\_\_\_ Disagree on the whole \_\_\_\_\_
- Agree very much \_\_\_\_\_ Disagree very much \_\_\_\_\_
- Don't know \_\_\_\_\_

30. Most people just don't now what's good for them.

- Agree a little \_\_\_\_\_ Disagree a little \_\_\_\_\_
- Agree on the whole \_\_\_\_\_ Disagree on the whole \_\_\_\_\_
- Agree very much \_\_\_\_\_ Disagree very much \_\_\_\_\_
- Don't know \_\_\_\_\_

31. Of all the different philosophies which exist in this world there is probably only one which is correct.

- Agree a little \_\_\_\_\_ Disagree a little \_\_\_\_\_
- Agree on the whole \_\_\_\_\_ Disagree on the whole \_\_\_\_\_
- Agree very much \_\_\_\_\_ Disagree very much \_\_\_\_\_
- Don't know \_\_\_\_\_

32. The highest form of government is a democracy and the highest form of democracy is a government run by those who are the most intelligent.

- Agree a little \_\_\_\_\_ Disagree a little \_\_\_\_\_
- Agree on the whole \_\_\_\_\_ Disagree on the whole \_\_\_\_\_
- Agree very much \_\_\_\_\_ Disagree very much \_\_\_\_\_
- Don't know \_\_\_\_\_

33. The main thing in life is for a person to want to do something important.

Agree a little \_\_\_\_\_ Disagree a little \_\_\_\_\_  
Agree on the whole \_\_\_\_\_ Disagree on the whole \_\_\_\_\_  
Agree very much \_\_\_\_\_ Don't know \_\_\_\_\_  
Disagree very much \_\_\_\_\_

34. I'd like it if I could find someone who would tell me how to solve my personal problems.

Agree a little \_\_\_\_\_ Disagree a little \_\_\_\_\_  
Agree on the whole \_\_\_\_\_ Disagree on the whole \_\_\_\_\_  
Agree very much \_\_\_\_\_ Don't know \_\_\_\_\_  
Disagree very much \_\_\_\_\_

35. Most of the ideas which get printed nowadays aren't worth the paper they are printed on.

Agree a little \_\_\_\_\_ Disagree a little \_\_\_\_\_  
Agree on the whole \_\_\_\_\_ Disagree on the whole \_\_\_\_\_  
Agree very much \_\_\_\_\_ Don't know \_\_\_\_\_  
Disagree very much \_\_\_\_\_

36. Man on his own is a helpless and miserable creature.

Agree a little \_\_\_\_\_ Disagree a little \_\_\_\_\_  
Agree on the whole \_\_\_\_\_ Disagree on the whole \_\_\_\_\_  
Agree very much \_\_\_\_\_ Don't know \_\_\_\_\_  
Disagree very much \_\_\_\_\_

37. On the whole, I am satisfied with myself.

Agree strongly \_\_\_\_\_ Disagree strongly \_\_\_\_\_  
Agree \_\_\_\_\_ Disagree \_\_\_\_\_

38. At times I think I am no good at all.

Agree strongly \_\_\_\_\_ Disagree strongly \_\_\_\_\_  
Agree \_\_\_\_\_ Disagree \_\_\_\_\_

39. I feel that I have a number of good qualities.

Agree strongly \_\_\_\_\_ Disagree strongly \_\_\_\_\_  
Agree \_\_\_\_\_ Disagree \_\_\_\_\_

40. I am able to do things as well as most other people.

Agree strongly \_\_\_\_\_ Disagree strongly \_\_\_\_\_  
Agree \_\_\_\_\_ Disagree \_\_\_\_\_

41. I feel I do not have much to be proud of.

Agree strongly \_\_\_\_\_ Disagree strongly \_\_\_\_\_  
Agree \_\_\_\_\_ Disagree \_\_\_\_\_

42. I certainly feel useless at times.

Agree strongly \_\_\_\_\_ Disagree strongly \_\_\_\_\_  
Agree \_\_\_\_\_ Disagree \_\_\_\_\_

43. I feel that I am a person of worth, at least on an equal plane with others.

Agree strongly \_\_\_\_\_ Disagree strongly \_\_\_\_\_  
Agree \_\_\_\_\_ Disagree \_\_\_\_\_

44. I wish I could have more respect for myself.

Agree strongly \_\_\_\_\_ Disagree strongly \_\_\_\_\_  
Agree \_\_\_\_\_ Disagree \_\_\_\_\_

45. All in all, I am inclined to feel that I am a failure.

Agree strongly \_\_\_\_\_ Disagree strongly \_\_\_\_\_  
Agree \_\_\_\_\_ Disagree \_\_\_\_\_

46. I take a positive attitude toward myself.

Agree strongly \_\_\_\_\_ Disagree strongly \_\_\_\_\_  
Agree \_\_\_\_\_ Disagree \_\_\_\_\_

47. How did you hear about the PAC-TAC experiment?

48. What are your main reasons for wanting to participate in PAC-TAC?

APPENDIX III-3  
Daily Log, Side 1 (Reduced; actual dimensions: 8 1/2" by 14")

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Teammate: \_\_\_\_\_

Circle the best answer:

- 1) How did things go in general today?  
a) very well b) not bad  
c) not good d) very bad
- 2) How much contact did a you have with people in the neighborhood today?  
a) a lot  
b) an average amount  
c) only a little
- 3) How well did you and your teammate work together today?  
a) very well  
b) okay  
c) not very well  
d) very badly
- 4) Did your team answer any service calls or initiate any services today?  
\_\_\_\_ yes \_\_\_\_ no  
If no, skip the rest of the form. If yes: The letters beside the items on the following list may be used to indicate the type of situation in which you undertook some action today:
- 5) CODE  
a) family quarrel  
b) neighbor trouble  
c) boyfriend trouble, fight between friends  
d) kids creating nuisance, gang trouble, vandalism  
e) suspicious person  
f) berserk person, intox., public nuisance  
g) other \_\_\_\_\_  
h) other \_\_\_\_\_  
i) other \_\_\_\_\_

| For each of the first four situations in which you performed some official action, answer questions 6-13 by circling the best answer in the columns to the right. |  | (If you engaged in more than 4 official actions, use additional sheets.)          |  |  |  |  |  |   |
|---|--|---|--|--|--|--|--|---|
| First situation in which team performed officially:   | 6) What kind of situation was this? Write the letter from #5 (code) on this line: _____  | 7) Who took charge at first?<br>a) policeman<br>b) citizen<br>c) both about equal | 8) Who did most of the talking?<br>a) policeman<br>b) citizen<br>c) both about equal | 9) Beside your team were other policemen present at any time?<br>a) yes<br>b) no | 10) Compared to your partner, how much of a part did you play in this service?<br>a) I really did almost everything.<br>b) I did more than he (she) did.<br>c) Both of us played equal parts.<br>d) He (she) did more than I did.<br>e) He (she) really did almost everything. | 11) If walkie-talkie was used, who used it?<br>a) wasn't used<br>b) policeman<br>c) citizen<br>d) both | 12) If a police form was filled out, who did it?<br>a) policeman<br>b) policeman with aid from citizen<br>c) citizen with aid from policeman<br>d) citizen | 13) Do you think that you personally could have done more in this situation?<br>a) definitely yes<br>b) probably yes<br>c) unsure<br>d) probably no<br>e) definitely no |
| Second situation in which team performed officially:  | 6B) What kind of situation was this? Write the letter from #5 (code) on this line: _____ | a) policeman<br>b) citizen<br>c) both about equal                                 | a) policeman<br>b) citizen<br>c) both about equal                                    | a) yes<br>b) no  | a) I really did almost everything.<br>b) I did more than he (she) did.<br>c) Both of us played equal parts.<br>d) He (she) did more than I did.<br>e) He (she) really did almost everything.   | a) wasn't used<br>b) policeman<br>c) citizen<br>d) both  | a) policeman<br>b) policeman with aid from citizen<br>c) citizen with aid from policeman<br>d) citizen   | a) definitely yes<br>b) probably yes.<br>c) unsure<br>d) probably no<br>e) definitely no  |
| Third situation in which team performed officially:   | 6C) What kind of situation was this? Write the letter from #5 (code) on this line: _____ | a) policeman<br>b) citizen<br>c) both about equal                                 | a) policeman<br>b) citizen<br>c) both about equal                                    | a) yes<br>b) no  | a) I really did almost everything.<br>b) I did more than he (she) did.<br>c) Both of us played equal parts.<br>d) He (she) did more than I did.<br>e) He (she) really did almost everything.   | a) wasn't used<br>b) policeman<br>c) citizen<br>d) both  | a) policeman<br>b) policeman with aid from citizen<br>c) citizen with aid from policeman<br>d) citizen   | a) definitely yes<br>b) probably yes<br>c) unsure<br>d) probably no<br>e) definitely no   |
| Fourth situation in which team performed officially:  | 6D) What kind of situation was this? Write the letter from #5 (code) on this line: _____ | a) policeman<br>b) citizen<br>c) both about equal                                 | a) policeman<br>b) citizen<br>c) both about equal                                    | a) yes<br>b) no  | a) I really did almost everything.<br>b) I did more than he (she) did.<br>c) Both of us played equal parts.<br>d) He (she) did more than I did.<br>e) He (she) really did almost everything.   | a) wasn't used<br>b) policeman<br>c) citizen<br>d) both  | a) policeman<br>b) policeman with aid from citizen<br>c) citizen with aid from policeman<br>d) citizen   | a) definitely yes<br>b) probably yes<br>c) unsure<br>d) probably no<br>e) definitely no   |

For each of the first 4 casual conversations you had with people along your beat today, answer the following questions:

|                      | 1) Who started the conversation?                                      | 2) Who carried most of the conversation?                              | 3) Who were you talking with?  | 4) If the conversation was with just 1 person from the community, what was the sex of that person? | 5) Did the citizen PAC-TAC team member know this person before PAC-TAC? | 6) About how long did the conversation last? | 7) Did you spend most of the time talking about PAC-TAC or other things?   | 8) What was the general tone of the conversation?   | 9) Are you getting bored or tired of the PAC-TAC job?                   |
|----------------------|---|---|--|--|---|--|--|---|---|
| First conversation:  | a) policeman team member<br>b) citizen team member<br>c) other person | a) policeman team member<br>b) citizen team member<br>c) other person | a) shop owner<br>b) other adults<br>c) small children<br>d) teenagers<br>e) a family<br>f) other group of people | a) involved more than one person<br>b) female<br>c) male   | a) yes<br>b) no   | _____ minutes.                               | a) only PAC-TAC<br>b) mostly PAC-TAC<br>c) about half and half<br>d) mostly other things<br>e) only other things | a) very friendly<br>b) a little friendly<br>c) neither friendly nor hostile<br>d) little hostile<br>e) very hostile | a) Yes, very bored<br>b) Yes, a little bored<br>c) No, not at all bored |
| Second conversation: | a) policeman team member<br>b) citizen team member<br>c) other person | a) policeman team member<br>b) citizen team member<br>c) other person | a) shop owner<br>b) other adults<br>c) small children<br>d) teenagers<br>e) a family<br>f) other group of people | a) involved more than one person<br>b) female<br>c) male   | a) yes<br>b) no   | _____ minutes.                               | a) only PAC-TAC<br>b) mostly PAC-TAC<br>c) about half and half<br>d) mostly other things<br>e) only other things | a) very friendly<br>b) a little friendly<br>c) neither friendly nor hostile<br>d) little hostile<br>e) very hostile | USE THIS SPACE FOR COMMENTS.  |
| Third conversation:  | a) policeman team member<br>b) citizen team member<br>c) other person | a) policeman team member<br>b) citizen team member<br>c) other person | a) shop owner<br>b) other adults<br>c) small children<br>d) teenagers<br>e) a family<br>f) other group of people | a) involved more than one person<br>b) female<br>c) male   | a) yes<br>b) no   | _____ minutes.                               | a) only PAC-TAC<br>b) mostly PAC-TAC<br>c) about half and half<br>d) mostly other things<br>e) only other things | a) very friendly<br>b) a little friendly<br>c) neither friendly nor hostile<br>d) little hostile<br>e) very hostile |   |
| Fourth conversation: | a) policeman team member<br>b) citizen team member<br>c) other person | a) policeman team member<br>b) citizen team member<br>c) other person | a) shop owner<br>b) other adults<br>c) small children<br>d) teenagers<br>e) a family<br>f) other group of people | a) involved more than one person<br>b) male<br>c) female   | a) yes<br>b) no   | _____ minutes.                               | a) only PAC-TAC<br>b) mostly PAC-TAC<br>c) about half and half<br>d) mostly other things<br>e) only other things | a) very friendly<br>b) a little friendly<br>c) neither friendly nor hostile<br>d) little hostile<br>e) very hostile |   |

FIGURE 2  
Daily Log, Side 2 (Reduced; actual dimensions: 8 1/2" by 14")

June Forms: Civilians

Please circle or fill in the answers to all of the questions. Go through the questionnaire quickly, not spending much time over any individual question. Bear in mind that this is not a test; there are no right or wrong answers. All the questionnaires will be kept strictly confidential; all your answers will be coded and fed into a computer so no individual can be singled out from the final tabulations.

Name: \_\_\_\_\_

Please check the answers which apply to you and complete the additional information where required.

1. Religious preference:

- A. Protestant B. Catholic C. Jewish  
D. Other (specify: \_\_\_\_\_) E. None

2. Race:

- A. White B. Negro C. American Indian D. Oriental  
E. Other \_\_\_\_\_

3. What was your total income last year for you and your family, including all sources such as wages, profits, interest, and so on?

- A. Under \$3,000 B. \$3,000-\$4,999 C. \$5,000-\$6,999  
D. \$7,000-\$9,999 E. \$10,000-\$14,999 F. \$15,000-\$19,999  
G. \$20,000-\$24,999 H. over \$25,000

4. About how much of this total did you personally earn?

- A. Under \$3,000 B. \$3,000-\$4,999 C. \$5,000-\$6,999  
D. \$7,000-\$9,999 E. \$10,000-\$14,999 F. \$15,000-\$19,999  
G. \$20,000-\$24,999 H. over \$25,000

5. In your opinion, do you think the police have good or legitimate reasons to be "tough" in their dealings with Black people or Spanish-speaking people in the city?

- A. Yes B. No C. It depends D. Don't know

6. Some people say there is not much opportunity in America today-- that the average person doesn't have much chance to really get ahead. Others say that there's plenty of opportunity, and anyone who works hard can go as far as he wants. How do you feel about this?

- A. Much opportunity B. Some opportunity C. Don't know, undecided  
D. Not much opportunity E. No real opportunity

7. Big businessmen have too much influence over what goes on in this country.

Strongly agree Agree Undecided Disagree Strongly disagree

8. There has been a lot of talk in the past few years about various groups that are dissatisfied with our society the way it is. Would you agree or disagree that these groups have the right to take the following actions? (Check whether you agree or disagree with each action.)

Agree Disagree

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

- A. Take actions such as strikes or sit-in's.  
B. Hold public meetings or rallies.  
C. Engage in civil disobedience by purposefully breaking laws.  
D. March quietly and peacefully through town.  
E. Take actions such as picketing or petitioning.  
F. Stage mass protests with large crowds.

9. When schools are racially integrated, the quality of education almost always declines.

Strongly agree Agree Undecided Disagree Strongly disagree

10. If Black people are not getting fair treatment in jobs and housing, the government should act to help them.

Strongly agree Agree Undecided Disagree Strongly disagree

11. Courts nowadays are too easy on criminals.

Strongly agree Agree Undecided Disagree Strongly disagree

12. Recent Supreme Court decisions have made it more difficult to punish criminals.

Strongly agree Agree Undecided Disagree Strongly disagree

13. Police nowadays should have more power to enforce the law adequately.

Strongly agree Agree Undecided Disagree Strongly disagree

14. The police are wrong to beat up unarmed suspects, even when these people are rude and call them names.

Strongly agree Agree Undecided Disagree Strongly disagree

15. The police frequently use more force than they need to when carrying out their duties.

Strongly agree Agree Undecided Disagree Strongly disagree

16. Any man who insults a policeman has no complaint if he gets roughed up in return.

Strongly agree Agree Undecided Disagree Strongly disagree

17. Which social class would you say you belong in?

Middle class Lower class Working class Upper class

18. Would you say you are in the lower part, the average part, or the upper part of the class you checked above?

Lower Average Upper

19. How long do you think it would take to train a citizen to do a policeman's job?

A. 2 weeks or less E. 2-4 weeks C. 4-8 weeks D. 8-12 weeks  
E. 12-16 weeks F. 16-20 weeks G. More than 20 weeks

20. On the PAC-TAC teams, how much control do you think the policemen should have compared with the citizens?

- A. The policemen will have almost all the control.
- B. The policemen will have more control than the citizens.
- C. The policemen and citizens will both have equal control.
- D. The citizens will have more control than the policemen.
- E. The citizens will have almost all the control.

21. Political preference:

A. Strong Democrat E. Weak Democrat C. Independent, leaning toward Democrat D. Independent, leaning toward Republican F. Weak Republican G. Strong Republican H. Other \_\_\_\_\_

22. I consider myself:

A. Liberal B. Moderate C. Conservative

We would like to know about your expectations regarding the "ideal" man and the "ideal" woman. Below you will find a number of compared characteristics like "hot" and "cold" or "hard" and "soft". Each set of compared characteristics is arranged on a line or scale, running from "one" to "seven". Read each pair of items carefully. Then circle the number on the scale that most closely matches your thought of what the ideal man should be like. For example, if a scale went from "soft" (1) to "hard" (7), and you think an ideal man should not be soft or hard, you would circle number four. If you think an ideal man should be very hard, you would circle number seven.

23. Not at all ag- ...1...2...3...4...5...6...7...very aggressive.  
gressive

24. Very indepen- ...1...2...3...4...5...6...7...not at all inde-  
pendent

25. Not at all emo-...1...2...3...4...5...6...7...very emotional.  
tional

26. Never uses ...1...2...3...4...5...6...7...always uses harsh  
harsh language language.

27. Not at all ob- ...1...2...3...4...5...6...7...very objective.  
jective

28. Very easily in-...1...2...3...4...5...6...7...not easily in-  
fluenced fluenced at all.

29. Very dominant ...1...2...3...4...5...6...7...not at all domi-  
nant.

30. Not at all ...1...2...3...4...5...6...7...very talkative.  
talkative

31. Does not like ...1...2...3...4...5...6...7...likes math and  
math and science at all science very much.

32. Very excitable ...1...2...3...4...5...6...7...not at all excitable  
in a minor crisis in a minor crisis.

33. Not at all ac- ...1...2...3...4...5...6...7...very active.  
tive

34. Very competi- ...1...2...3...4...5...6...7...not at all compe-  
tive tive.

35. Not at all ...1...2...3...4...5...6...7...very tactful.  
tactful

36. Not at all ...1...2...3...4...5...6...7...very logical.  
logical

37. Not at all ...1...2...3...4...5...6...7...very direct.  
direct

38. Not at all ad- ...1...2...3...4...5...6...7...very adventurous.  
venturous

39. Knows "the way ...1...2...3...4...5...6...7...doesn't know "the  
of the world" very well way of the world"  
at all.

40. Feelings very ...1...2...3...4...5...6...7...feelings not easily  
easily hurt hurt at all.

41. Makes decisions...1...2...3...4...5...6...7...does not make de-  
very easily cisions easily at all.

42. Not at all ...1...2...3...4...5...6...7...very aware of the  
aware of the feelings of others feelings of others.
43. Cries all the time ....1...2...3...4...5...6...7...never cries.
44. Always acts as a leader ...1...2...3...4...5...6...7...never acts as a  
leader.
45. Very self-confident ...1...2...3...4...5...6...7...not at all self-  
confident.
46. Not at all uncomfortable about being aggressive ...1...2...3...4...5...6...7...very uncomfortable  
comfortable about being aggressive about being aggressive.
47. Very ambitious ...1...2...3...4...5...6...7...not at all ambitious.
48. No need for security ...1...2...3...4...5...6...7...very strong need  
for security.
49. Very much able to separate feelings from ideas ...1...2...3...4...5...6...7...not at all able to  
separate feelings from ideas.
50. Very dependent ...1...2...3...4...5...6...7...not at all dependent.
51. Very conceited about physical appearance ...1...2...3...4...5...6...7...not at all con-  
ceited about physical appearance.
52. Strongly believes men are superior to women ...1...2...3...4...5...6...7...doesn't believe  
men are superior to women.
53. Not at all gentle ...1...2...3...4...5...6...7...very gentle.
54. Not at all religious ...1...2...3...4...5...6...7...very religious.
55. Not at all interested in own appearance ...1...2...3...4...5...6...7...very interested  
in own appearance.
56. Very neat in habits ...1...2...3...4...5...6...7...not at all neat  
in habits.
57. Does not appreciate art and literature ...1...2...3...4...5...6...7...appreciates art  
and literature.
58. Never expresses tender feelings ...1...2...3...4...5...6...7...always expresses  
tender feelings.
59. Now go back to question #23 and read through the scales again.  
This time, put an X through the number that most closely describes your thought of what the ideal woman should be like.

60. Finally, go back to question #23 again. This time, put a check (✓) above the number on the scale that most closely describes what you think you are like.

For each of the following statements, check the answer that best represents how you feel.

61. In this complicated world of ours, the only way we can know what's going on is to rely on leaders or experts who can be trusted.

|                          |                             |
|--------------------------|-----------------------------|
| Agree a little _____     | Disagree a little _____     |
| Agree on the whole _____ | Disagree on the whole _____ |
| Agree very much _____    | Disagree very much _____    |
| Don't know _____         |                             |

62. My blood boils whenever a person stubbornly refuses to admit he's wrong.

|                          |                             |
|--------------------------|-----------------------------|
| Agree a little _____     | Disagree a little _____     |
| Agree on the whole _____ | Disagree on the whole _____ |
| Agree very much _____    | Disagree very much _____    |
| Don't know _____         |                             |

63. There are two kinds of people in this world: those who are for the truth and those who are against the truth.

|                          |                             |
|--------------------------|-----------------------------|
| Agree a little _____     | Disagree a little _____     |
| Agree on the whole _____ | Disagree on the whole _____ |
| Agree very much _____    | Disagree very much _____    |
| Don't know _____         |                             |

64. Most people just don't know what's good for them.

|                          |                             |
|--------------------------|-----------------------------|
| Agree a little _____     | Disagree a little _____     |
| Agree on the whole _____ | Disagree on the whole _____ |
| Agree very much _____    | Disagree very much _____    |
| Don't know _____         |                             |

65. Of all the different philosophies which exist in this world there is probably only one which is correct.

|                          |                             |
|--------------------------|-----------------------------|
| Agree a little _____     | Disagree a little _____     |
| Agree on the whole _____ | Disagree on the whole _____ |
| Agree very much _____    | Disagree very much _____    |
| Don't know _____         |                             |

66. The highest form of government is a democracy and the highest form of democracy is a government run by those who are the most intelligent.

|                          |                             |
|--------------------------|-----------------------------|
| Agree a little _____     | Disagree a little _____     |
| Agree on the whole _____ | Disagree on the whole _____ |
| Agree very much _____    | Disagree very much _____    |
| Don't know _____         |                             |

67. The main thing in life is for a person to want to do something important.

Agree a little \_\_\_\_\_ Disagree a little \_\_\_\_\_  
Agree on the whole \_\_\_\_\_ Disagree on the whole \_\_\_\_\_  
Agree very much \_\_\_\_\_ Disagree very much \_\_\_\_\_  
Don't know \_\_\_\_\_

68. I'd like it if I could find someone who would tell me how to solve my personal problems.

Agree a little \_\_\_\_\_ Disagree a little \_\_\_\_\_  
Agree on the whole \_\_\_\_\_ Disagree on the whole \_\_\_\_\_  
Agree very much \_\_\_\_\_ Disagree very much \_\_\_\_\_  
Don't know \_\_\_\_\_

69. Most of the ideas which get printed nowadays aren't worth the paper they are printed on.

Agree a little \_\_\_\_\_ Disagree a little \_\_\_\_\_  
Agree on the whole \_\_\_\_\_ Disagree on the whole \_\_\_\_\_  
Agree very much \_\_\_\_\_ Disagree very much \_\_\_\_\_  
Don't know \_\_\_\_\_

70. Man on his own is a helpless and miserable creature.

Agree a little \_\_\_\_\_ Disagree a little \_\_\_\_\_  
Agree on the whole \_\_\_\_\_ Disagree on the whole \_\_\_\_\_  
Agree very much \_\_\_\_\_ Disagree very much \_\_\_\_\_  
Don't know \_\_\_\_\_

71. On the whole, I am satisfied with myself.

Agree strongly \_\_\_\_\_ Disagree strongly \_\_\_\_\_  
Agree \_\_\_\_\_ Disagree \_\_\_\_\_

72. At times I think I am no good at all.

Agree strongly \_\_\_\_\_ Disagree strongly \_\_\_\_\_  
Agree \_\_\_\_\_ Disagree \_\_\_\_\_

73. I feel that I have a number of good qualities.

Agree strongly \_\_\_\_\_ Disagree strongly \_\_\_\_\_  
Agree \_\_\_\_\_ Disagree \_\_\_\_\_

74. I am able to do things as well as most other people.

Agree strongly \_\_\_\_\_ Disagree strongly \_\_\_\_\_  
Agree \_\_\_\_\_ Disagree \_\_\_\_\_

75. I feel I do not have much to be proud of.

Agree strongly \_\_\_\_\_ Disagree strongly \_\_\_\_\_  
Agree \_\_\_\_\_ Disagree \_\_\_\_\_

76. I certainly feel useless at times.

Agree strongly \_\_\_\_\_ Disagree strongly \_\_\_\_\_  
Agree \_\_\_\_\_ Disagree \_\_\_\_\_

77. I feel that I am a person of worth, at least on an equal plane with others.

Agree strongly \_\_\_\_\_ Disagree strongly \_\_\_\_\_  
Agree \_\_\_\_\_ Disagree \_\_\_\_\_

78. I wish I could have more respect for myself.

Agree strongly \_\_\_\_\_ Disagree strongly \_\_\_\_\_  
Agree \_\_\_\_\_ Disagree \_\_\_\_\_

79. All in all, I am inclined to feel that I am a failure.

Agree strongly \_\_\_\_\_ Disagree strongly \_\_\_\_\_  
Agree \_\_\_\_\_ Disagree \_\_\_\_\_

80. I take a positive attitude toward myself.

Agree strongly \_\_\_\_\_ Disagree strongly \_\_\_\_\_  
Agree \_\_\_\_\_ Disagree \_\_\_\_\_

Read each of the following statements carefully. Then circle the number on the scale which most closely describes how much you agree with that statement. If you agree very strongly, you would circle #9. If you disagree very strongly, you would circle #1. But you may circle any of the numbers between 9 and 1, depending on how close your feelings are to these two extremes.

81. To be really successful in life, you have to care about making money.

Strongly Agree 9..8..7..6..5..4..3..2..1 Strongly Disagree

82. Work is most satisfying when there are hard problems to solve.

Strongly Agree 9..8..7..6..5..4..3..2..1 Strongly Disagree

83. Success in an occupation is mainly a matter of hard work.

Strongly Agree 9..8..7..6..5..4..3..2..1 Strongly Disagree

84. Success in an occupation is mainly a matter of luck.

Strongly Agree 9..8..7..6..5..4..3..2..1 Strongly Disagree

85. Even if you dislike your work, you should do your best.

Strongly Agree 9..8..7..6..5..4..3..2..1 Strongly Disagree

86. Work is a good builder of character.

Strongly Agree 9..8..7..6..5..4..3..2..1 Strongly Disagree

87. To me, a very important part of work is the opportunity to make friends.

Strongly Agree 9..8..7..6..5..4..3..2..1 Strongly Disagree

88. The main satisfaction a person can get out of work is helping other people.

Strongly Agree 9..8..7..6..5..4..3..2..1 Strongly Disagree

89. To me, work is nothing more than making a living.

Strongly Agree 9..8..7..6..5..4..3..2..1 Strongly Disagree

90. To me, it's important in an occupation for a person to be able to carry out his own ideas without interference.

Strongly Agree 9..8..7..6..5..4..3..2..1 Strongly Disagree

91. To me, it's important in an occupation that a person be able to see the results of his own work.

Strongly Agree 9..8..7..6..5..4..3..2..1 Strongly Disagree

92. Getting recognition for my own work is important to me.

Strongly Agree 9..8..7..6..5..4..3..2..1 Strongly Disagree

93. Success in any occupation is mainly a matter of knowing the right people.

Strongly Agree 9..8..7..6..5..4..3..2..1 Strongly Disagree

94. To me, it's important to have the kind of work that gives me a chance to develop my own special abilities.

Strongly Agree 9..8..7..6..5..4..3..2..1 Strongly Disagree

95. To me, almost the only thing that matters about a job is the chance to do work that is worthwhile to society.

Strongly Agree 9..8..7..6..5..4..3..2..1 Strongly Disagree

96. To me, gaining the increased respect of family and friends is one of the most important rewards of getting ahead in an occupation.

Strongly Agree 9..8..7..6..5..4..3..2..1 Strongly Disagree

CIVILIAN FORM

97. Below is a list of different reasons people come into contact with policemen. Check off whether you have ever had any of the experiences on this list, and whether any of them have been in the last two years. Don't include experiences having to do with the FAC-TAC project. Include only those items where you had some personal contact with a policeman, that is, where he spoke to you or you spoke to him.

|   | Ever  | Last 2 years |
|---|-------|--------------|
| a) Stopped for a traffic violation .....                    | _____ | _____        |
| b) Involved in an accident .....                            | _____ | _____        |
| c) Personal property stolen .....                           | _____ | _____        |
| d) Property vandalized .....                                | _____ | _____        |
| e) Disputes with neighbors .....                            | _____ | _____        |
| f) Called police to report crime you observed .....         | _____ | _____        |
| g) Called police to request service .....                   | _____ | _____        |
| h) Needed police help in family or domestic dispute .....   | _____ | _____        |
| i) Involved in a crowd, public riot, or demonstration ..... | _____ | _____        |
| j) Witnessed a police action in the neighborhood .....      | _____ | _____        |
| k) Accused of a crime .....                                 | _____ | _____        |
| l) Was beaten up or mugged .....                            | _____ | _____        |
| m) Got into a fight .....                                   | _____ | _____        |
| n) Had trouble with neighborhood kids ..                    | _____ | _____        |
| o) Asked directions of a policeman .....                    | _____ | _____        |
| p) Other (specify): _____                                   | _____ | _____        |

98. Have you or anybody in your immediate family ever been put into jail, even if only overnight? (Check as many as apply.)

A. Yes, I have B. Yes, husband/wife C. Yes, my brother or sister D. Yes, my child E. No.

99a. Outside of your family, has anyone you have known well ever been arrested by a policeman or accused of some crime?

A. Yes, several people B. Yes, one person C. No

99b. If yes, did you think they were treated fairly and properly?

A. Definitely yes B. Yes C. Don't know D. No E. Definitely no

100. When a policeman gets into trouble for doing something wrong, do you trust the police department to discipline him?
- A. Definitely trust the police department to discipline an officer.  
     B. Trust the police department somewhat.  
     C. Don't know.  
     D. Distrust the police department somewhat.  
     E. Definitely distrust the police department to discipline an officer.
101. Would you say that the police who work in your neighborhood set an example of good behavior for children to follow?
- Strongly agree Agree Undecided Disagree Strongly disagree
102. Do the police seem to respond to calls for service in your neighborhood right away, quickly, slowly, or never?
- A. Right away B. Fairly quickly C. Usually after a wait  
D. Very slowly E. Almost never F. Don't know
103. Do most people in your neighborhood have much respect for the police?
- A. Almost everyone supports and respects the police.  
     B. Many respect and support the police.  
     C. Half do, half don't.  
     D. Only a few have much respect for the police.  
     E. Almost no one respects the police.  
     F. Don't know.
104. Do you have the feeling that a policeman is nearby in your neighborhood if you need help?
- Definitely yes Yes Undecided No Definitely no
105. Do you know who the Commissioner of Police is here in Rochester, and do you remember his name?
- A. Yes B. Yes, but can't recall his name C. No
106. Do you know a lawyer who could help you if you got into trouble with the law?
- A. Yes B. No
107. How much would you trust the courts to give you a fair trial if you got into trouble?
- A. Complete trust B. Some trust C. It depends D. Some lack of trust E. Definitely not trust

108. How good a job do you think the police have been doing in your part of town?
- Excellent Good Average Poor Very poor Don't know
109. How much do you respect or admire the police working in your neighborhood?
- A great deal Somewhat A little Not at all Don't know
110. Does your PAC-TAC beat include the place where you live?
- A. Yes B. No C. Don't know
- Please answer how much you agree with the following statements.
111. There are many serious law-enforcement problems in my neighborhood.
- Strongly agree Agree Unsure Disagree Strongly disagree
112. My neighborhood used to be a very pleasant area to live in, now it's not safe to walk the streets at night.
- Strongly agree Agree Unsure Disagree Strongly disagree
113. This is a very cold neighborhood; I hardly know anyone living around here.
- Strongly agree Agree Unsure Disagree Strongly disagree
114. I would move out of this part of town if I had the chance.
- Strongly agree Agree Unsure Disagree Strongly disagree
115. How good a place to live in is your part of town?
- Excellent Good Average Poor Very poor
116. How often do you and your neighbors talk about things that are wrong in your part of town?
- All the time Occasionally Seldom Never
117. Few things are more important than the work policemen do in my neighborhood.
- Strongly agree Agree Unsure Disagree Strongly disagree
118. I think the PAC-TAC teams will have a great effect on my neighborhood.
- Strongly agree Agree Unsure Disagree Strongly disagree

119. I think the daily work of police officers would be:

- A. Very satisfying to me.
- B. Somewhat satisfying to me.
- C. Neither satisfying nor dissatisfying to me.
- D. Somewhat dissatisfying to me.
- E. Very dissatisfying to me.

120. I would like to be a police officer.

Strongly agree Agree Unsure Disagree Strongly disagree

121. I think I will like working with the police very much.

Strongly agree Agree Unsure Disagree Strongly disagree

122. What were your main reasons for applying for the PAC-TAC job?

|   | very<br>important | a little<br>important | not<br>important |
|---|-------------------|-----------------------|------------------|
| For the money .....                           | —                 | —                     | —                |
| For some excitement .....                     | —                 | —                     | —                |
| To help the neighborhood .....                | —                 | —                     | —                |
| Curiosity--wondered what it was<br>like ..... | —                 | —                     | —                |
| Wanted to work with the police                | —                 | —                     | —                |
| Other (specify) _____                         | —                 | —                     | —                |

123. Do you think that you know the people who live in your neighborhood better than most other residents know them, or not?

- Yes, much more than most other residents.
- Yes, somewhat more than most other residents.
- No more than the average resident.
- Less than the average resident.
- No, I really don't know the people in my neighborhood well at all.

124. How do you think people in your neighborhood will respond to the PAC-TAC teams?

- Very supportive and cooperative.
- A little supportive and cooperative.
- They will ignore them.
- Slightly nonsupportive and uncooperative.
- Very nonsupportive and uncooperative.

125. How important is it to you to work with a policeman who could be described in the following ways? (put one check in each row.)

|                           | very<br>important | a little<br>important | not<br>important |
|---------------------------|-------------------|-----------------------|------------------|
| Dedicated and loyal ..... | —                 | —                     | —                |
| Strong and forceful ..... | —                 | —                     | —                |
| Intelligent .....         | —                 | —                     | —                |
| Easy-going .....          | —                 | —                     | —                |
| Friendly .....            | —                 | —                     | —                |
| Fair-minded .....         | —                 | —                     | —                |

126. Would you like the people who see you as a PAC-TAC team member to think of you more as:

- A. A member of the police department
- B. A member of the community

How much would you feel comfortable in telling about your personal life to the police partner you will have on PAC-TAC? Read each of the following statements and circle how much you agree with it.

127. I wouldn't mind telling him as much about myself as I would tell my closest personal friend.

Strongly agree Agree Undecided Disagree Strongly disagree

128. I wouldn't mind telling him as much about myself as I would tell my close relatives.

Strongly agree Agree Undecided Disagree Strongly disagree

129. I wouldn't mind telling him as much about myself as I would tell members of my immediate family.

Strongly agree Agree Undecided Disagree Strongly disagree

130. I wouldn't mind telling him as much about myself as I would tell friends in my neighborhood.

Strongly agree Agree Undecided Disagree Strongly disagree

131. I wouldn't mind telling him as much about myself as I would tell members of informal social groups or clubs I am part of.

Strongly agree Agree Undecided Disagree Strongly disagree

APPENDIX III-5

June Form: Police

Please circle or fill in the answers to all of the questions. Go through the questionnaire quickly, not spending much time over any individual question. Bear in mind that this is not a test; there are no right or wrong answers. All the questionnaires will be kept strictly confidential; all your answers will be coded and fed into a computer so no individual can be singled out from the final tabulations.

Name: \_\_\_\_\_

Please check the answers which apply to you and complete the additional information where required.

1. Religious preference:

- A. Protestant B. Catholic C. Jewish  
D. Other (specify: \_\_\_\_\_) E. None

2. Race:

- A. White B. Negro C. American Indian D. Oriental  
E. Other \_\_\_\_\_

3. What was your total income last year for you and your family, including all sources such as wages, profits, interest, and so on?

- A. Under \$3,000 B. \$3,000-\$4,999 C. \$5,000-\$6,999  
D. \$7,000-\$9,999 E. \$10,000-\$14,999 F. \$15,000-\$19,999  
G. \$20,000-\$24,999 H. over \$25,000

4. About how much of this total did you personally earn?

- A. Under \$3,000 B. \$3,000-\$4,999 C. \$5,000-\$6,999  
D. \$7,000-\$9,999 E. \$10,000-\$14,999 F. \$15,000-\$19,999  
G. \$20,000-\$24,999 H. over \$25,000

5. In your opinion, do you think the police have good or legitimate reasons to be "tough" in their dealings with Black people or Spanish-speaking people in the city?

- A. Yes B. No C. It depends D. Don't know

6. Some people say there is not much opportunity in America today-- that the average person doesn't have much chance to really get ahead. Others say that there's plenty of opportunity, and anyone who works hard can go as far as he wants. How do you feel about this?

- A. Much opportunity B. Some opportunity C. Don't know, undecided  
D. Not much opportunity E. No real opportunity

7. Big businessmen have too much influence over what goes on in this country.

Strongly agree Agree Undecided Disagree Strongly disagree

8. There has been a lot of talk in the past few years about various groups that are dissatisfied with our society the way it is. Would you agree or disagree that these groups have the right to take the following actions? (Check whether you agree or disagree with each action.)

Agree Disagree

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

- A. Take actions such as strikes or sit-in's.  
B. Hold public meetings or rallies.  
C. Engage in civil disobedience by purposefully breaking laws.  
D. March quietly and peacefully through town.  
E. Take actions such as picketing or petitioning.  
F. Stage mass protests with large crowds.

9. When schools are racially integrated, the quality of education almost always declines.

Strongly agree Agree Undecided Disagree Strongly disagree

10. If Black people are not getting fair treatment in jobs and housing, the government should act to help them.

Strongly agree Agree Undecided Disagree Strongly disagree

11. Courts nowadays are too easy on criminals.

Strongly agree Agree Undecided Disagree Strongly disagree

12. Recent Supreme Court decisions have made it more difficult to punish criminals.

Strongly agree Agree Undecided Disagree Strongly disagree

13. Police nowadays should have more power to enforce the law adequately.

Strongly agree Agree Undecided Disagree Strongly disagree

14. The police are wrong to beat up unarmed suspects, even when these people are rude and call them names.

Strongly agree Agree Undecided Disagree Strongly disagree

15. The police frequently use more force than they need to when carrying out their duties.

Strongly agree Agree Undecided Disagree Strongly disagree

16. Any man who insults a policeman has no complaint if he gets roughed up in return.

Strongly agree Agree Undecided Disagree Strongly disagree

17. Which social class would you say you belong in?

Middle class Lower class Working class Upper class

18. Would you say you are in the lower part, the average part, or the upper part of the class you checked above?

Lower Average Upper

19. How long do you think it would take to train a citizen to do a policeman's job?

A. 2 weeks or less B. 2-4 weeks C. 4-8 weeks D. 8-12 weeks  
E. 12-16 weeks F. 16-20 weeks G. More than 20 weeks

20. On the PAC-TAC teams, how much control do you think the policemen should have compared with the citizens?

    A. The policemen will have almost all the control.  
    B. The policemen will have more control than the citizens.  
    C. The policemen and citizens will both have equal control.  
    D. The citizens will have more control than the policemen.  
    E. The citizens will have almost all the control.

21. Political preference:

A. Strong Democrat B. Weak Democrat C. Independent, leaning toward Democrat  
D. Independent E. Independent, leaning toward Republican  
F. Weak Republican G. Strong Republican  
H. Other \_\_\_\_\_

22. I consider myself:

A. Liberal B. Moderate C. Conservative

We would like to know about your expectations regarding the "ideal" man and the "ideal" woman. Below you will find a number of compared characteristics like "hot" and "cold" or "hard" and "soft". Each set of compared characteristics is arranged on a line or scale, running from "one" to "seven". Read each pair of items carefully. Then circle the number on the scale that most closely matches your thought of what the ideal man should be like. For example, if a scale went from "soft" (1) to "hard" (7), and you think an ideal man should not be soft or hard, you would circle number four. If you think an ideal man should be very hard, you would circle number seven.

23. Not at all ag- ...1...2...3...4...5...6...7...very aggressive.  
gressive

24. Very indepen- ...1...2...3...4...5...6...7...not at all inde-  
pendent.

25. Not at all emo-...1...2...3...4...5...6...7...very emotional.  
tional

26. Never uses ...1...2...3...4...5...6...7...always uses harsh  
harsh language language.

27. Not at all ob- ...1...2...3...4...5...6...7...very objective.  
jective

28. Very easily in-...1...2...3...4...5...6...7...not easily in-  
fluenced influenced at all.

29. Very dominant ...1...2...3...4...5...6...7...not at all domi-  
nant.

30. Not at all ...1...2...3...4...5...6...7...very talkative.  
talkative

31. Does not like ...1...2...3...4...5...6...7...likes math and  
math and science at all science very much.

32. Very excitable ...1...2...3...4...5...6...7...not at all excitable  
in a minor crisis in a minor crisis.

33. Not at all ac- ...1...2...3...4...5...6...7...very active.  
tive

34. Very competi- ...1...2...3...4...5...6...7...not at all compe-  
tive tive.

35. Not at all ...1...2...3...4...5...6...7...very tactful.  
tactful

36. Not at all ...1...2...3...4...5...6...7...very logical.  
logical

37. Not at all ...1...2...3...4...5...6...7...very direct.  
direct

38. Not at all ad- ...1...2...3...4...5...6...7...very adventurous.  
venturous

39. Knows "the way ...1...2...3...4...5...6...7...doesn't know "the  
of the world" very well way of the world"  
at all.

40. Feelings very ...1...2...3...4...5...6...7...feelings not easily  
easily hurt hurt at all.

41. Makes decisions...1...2...3...4...5...6...7...does not make de-  
very easily cisions easily at all.

42. Not at all ...1...2...3...4...5...6...7...very aware of the  
aware of the feelings of others feelings of others.
43. Cries all the time ....1...2...3...4...5...6...7...never cries.
44. Always acts as a leader ...1...2...3...4...5...6...7...never acts as a  
leader.
45. Very self-confident ...1...2...3...4...5...6...7...not at all self-  
confident.
46. Not at all uncomfortable about being aggressive ...1...2...3...4...5...6...7...very uncomfortable  
comfortable about being aggressive about being aggressive.
47. Very ambitious ...1...2...3...4...5...6...7...not at all ambitious.
48. No need for security ...1...2...3...4...5...6...7...very strong need  
for security.
49. Very much able to separate feelings from ideas ...1...2...3...4...5...6...7...not at all able to  
separate feelings from ideas.
50. Very dependent ...1...2...3...4...5...6...7...not at all dependent.
51. Very conceited about physical appearance ...1...2...3...4...5...6...7...not at all con-  
ceited about physical appearance.
52. Strongly believes men are superior to women ...1...2...3...4...5...6...7...doesn't believe  
men are superior to women.
53. Not at all gentle ...1...2...3...4...5...6...7...very gentle.
54. Not at all religious ...1...2...3...4...5...6...7...very religious.
55. Not at all interested in own appearance ...1...2...3...4...5...6...7...very interested  
in own appearance.
56. Very neat in habits ...1...2...3...4...5...6...7...not at all neat  
in habits.
57. Does not appreciate art and literature ...1...2...3...4...5...6...7...appreciates art  
and literature.
58. Never expresses tender feelings ...1...2...3...4...5...6...7...always expresses  
tender feelings.
59. Now go back to question #23 and read through the scales again.  
This time, put an X through the number that most closely des-  
cribes your thought of what the ideal woman should be like.

60. Finally, go back to question #23 again. This time, put a  
check (✓) above the number on the scale that most closely  
describes what you think you are like.

For each of the following statements, check the answer that  
best represents how you feel.

61. In this complicated world of ours, the only way we can know  
what's going on is to rely on leaders or experts who can be  
trusted.
- Agree a little \_\_\_\_\_ Disagree a little \_\_\_\_\_  
Agree on the whole \_\_\_\_\_ Disagree on the whole \_\_\_\_\_  
Agree very much \_\_\_\_\_ Disagree very much \_\_\_\_\_  
Don't know \_\_\_\_\_
62. My blood boils whenever a person stubbornly refuses to admit  
he's wrong.
- Agree a little \_\_\_\_\_ Disagree a little \_\_\_\_\_  
Agree on the whole \_\_\_\_\_ Disagree on the whole \_\_\_\_\_  
Agree very much \_\_\_\_\_ Disagree very much \_\_\_\_\_  
Don't know \_\_\_\_\_
63. There are two kinds of people in this world: those who are  
for the truth and those who are against the truth.
- Agree a little \_\_\_\_\_ Disagree a little \_\_\_\_\_  
Agree on the whole \_\_\_\_\_ Disagree on the whole \_\_\_\_\_  
Agree very much \_\_\_\_\_ Disagree very much \_\_\_\_\_  
Don't know \_\_\_\_\_
64. Most people just don't know what's good for them.
- Agree a little \_\_\_\_\_ Disagree a little \_\_\_\_\_  
Agree on the whole \_\_\_\_\_ Disagree on the whole \_\_\_\_\_  
Agree very much \_\_\_\_\_ Disagree very much \_\_\_\_\_  
Don't know \_\_\_\_\_
65. Of all the different philosophies which exist in this world  
there is probably only one which is correct.
- Agree a little \_\_\_\_\_ Disagree a little \_\_\_\_\_  
Agree on the whole \_\_\_\_\_ Disagree on the whole \_\_\_\_\_  
Agree very much \_\_\_\_\_ Disagree very much \_\_\_\_\_  
Don't know \_\_\_\_\_
66. The highest form of government is a democracy and the highest  
form of democracy is a government run by those who are the  
most intelligent.
- Agree a little \_\_\_\_\_ Disagree a little \_\_\_\_\_  
Agree on the whole \_\_\_\_\_ Disagree on the whole \_\_\_\_\_  
Agree very much \_\_\_\_\_ Disagree very much \_\_\_\_\_  
Don't know \_\_\_\_\_

67. The main thing in life is for a person to want to do something important.

Agree a little \_\_\_\_\_ Disagree a little \_\_\_\_\_  
Agree on the whole \_\_\_\_\_ Disagree on the whole \_\_\_\_\_  
Agree very much \_\_\_\_\_ Disagree very much \_\_\_\_\_  
Don't know \_\_\_\_\_

68. I'd like it if I could find someone who would tell me how to solve my personal problems.

Agree a little \_\_\_\_\_ Disagree a little \_\_\_\_\_  
Agree on the whole \_\_\_\_\_ Disagree on the whole \_\_\_\_\_  
Agree very much \_\_\_\_\_ Disagree very much \_\_\_\_\_  
Don't know \_\_\_\_\_

69. Most of the ideas which get printed nowadays aren't worth the paper they are printed on.

Agree a little \_\_\_\_\_ Disagree a little \_\_\_\_\_  
Agree on the whole \_\_\_\_\_ Disagree on the whole \_\_\_\_\_  
Agree very much \_\_\_\_\_ Disagree very much \_\_\_\_\_  
Don't know \_\_\_\_\_

70. Man on his own is a helpless and miserable creature.

Agree a little \_\_\_\_\_ Disagree a little \_\_\_\_\_  
Agree on the whole \_\_\_\_\_ Disagree on the whole \_\_\_\_\_  
Agree very much \_\_\_\_\_ Disagree very much \_\_\_\_\_  
Don't know \_\_\_\_\_

71. On the whole, I am satisfied with myself.

Agree strongly \_\_\_\_\_ Disagree strongly \_\_\_\_\_  
Agree \_\_\_\_\_ Disagree \_\_\_\_\_

72. At times I think I am no good at all.

Agree strongly \_\_\_\_\_ Disagree strongly \_\_\_\_\_  
Agree \_\_\_\_\_ Disagree \_\_\_\_\_

73. I feel that I have a number of good qualities.

Agree strongly \_\_\_\_\_ Disagree strongly \_\_\_\_\_  
Agree \_\_\_\_\_ Disagree \_\_\_\_\_

74. I am able to do things as well as most other people.

Agree strongly \_\_\_\_\_ Disagree strongly \_\_\_\_\_  
Agree \_\_\_\_\_ Disagree \_\_\_\_\_

75. I feel I do not have much to be proud of.

Agree strongly \_\_\_\_\_ Disagree strongly \_\_\_\_\_  
Agree \_\_\_\_\_ Disagree \_\_\_\_\_

76. I certainly feel useless at times.

Agree strongly \_\_\_\_\_ Disagree strongly \_\_\_\_\_  
Agree \_\_\_\_\_ Disagree \_\_\_\_\_

77. I feel that I am a person of worth, at least on an equal plane with others.

Agree strongly \_\_\_\_\_ Disagree strongly \_\_\_\_\_  
Agree \_\_\_\_\_ Disagree \_\_\_\_\_

78. I wish I could have more respect for myself.

Agree strongly \_\_\_\_\_ Disagree strongly \_\_\_\_\_  
Agree \_\_\_\_\_ Disagree \_\_\_\_\_

79. All in all, I am inclined to feel that I am a failure.

Agree strongly \_\_\_\_\_ Disagree strongly \_\_\_\_\_  
Agree \_\_\_\_\_ Disagree \_\_\_\_\_

80. I take a positive attitude toward myself.

Agree strongly \_\_\_\_\_ Disagree strongly \_\_\_\_\_  
Agree \_\_\_\_\_ Disagree \_\_\_\_\_

Read each of the following statements carefully. Then circle the number on the scale which most closely describes how much you agree with that statement. If you agree very strongly, you would circle #9. If you disagree very strongly, you would circle #1. But you may circle any of the numbers between 9 and 1, depending on how close your feelings are to these two extremes.

81. To be really successful in life, you have to care about making money.

Strongly Agree 9..8..7..6..5..4..3..2..1 Strongly Disagree

82. Work is most satisfying when there are hard problems to solve.

Strongly Agree 9..8..7..6..5..4..3..2..1 Strongly Disagree

83. Success in an occupation is mainly a matter of hard work.

Strongly Agree 9..8..7..6..5..4..3..2..1 Strongly Disagree

84. Success in an occupation is mainly a matter of luck.

Strongly Agree 9..8..7..6..5..4..3..2..1 Strongly Disagree

85. Even if you dislike your work, you should do your best.

Strongly Agree 9..8..7..6..5..4..3..2..1 Strongly Disagree

86. Work is a good builder of character.  
Strongly Agree 9..8..7..6..5..4..3..2..1 Strongly Disagree
87. To me, a very important part of work is the opportunity to make friends.  
Strongly Agree 9..8..7..6..5..4..3..2..1 Strongly Disagree
88. The main satisfaction a person can get out of work is helping other people.  
Strongly Agree 9..8..7..6..5..4..3..2..1 Strongly Disagree
89. To me, work is nothing more than making a living.  
Strongly Agree 9..8..7..6..5..4..3..2..1 Strongly Disagree
90. To me, it's important in an occupation for a person to be able to carry out his own ideas without interference.  
Strongly Agree 9..8..7..6..5..4..3..2..1 Strongly Disagree
91. To me, it's important in an occupation that a person be able to see the results of his own work.  
Strongly Agree 9..8..7..6..5..4..3..2..1 Strongly Disagree
92. Getting recognition for my own work is important to me.  
Strongly Agree 9..8..7..6..5..4..3..2..1 Strongly Disagree
93. Success in any occupation is mainly a matter of knowing the right people.  
Strongly Agree 9..8..7..6..5..4..3..2..1 Strongly Disagree
94. To me, it's important to have the kind of work that gives me a chance to develop my own special abilities.  
Strongly Agree 9..8..7..6..5..4..3..2..1 Strongly Disagree
95. To me, almost the only thing that matters about a job is the chance to do work that is worthwhile to society.  
Strongly Agree 9..8..7..6..5..4..3..2..1 Strongly Disagree
96. To me, gaining the increased respect of family and friends is one of the most important rewards of getting ahead in an occupation.  
Strongly Agree 9..8..7..6..5..4..3..2..1 Strongly Disagree

POLICE FORM

All the following questions refer to the beat area in which you will be working as a PAC-TAC team member.

97. In general, how do you feel civilians in your PAC-TAC area respond to the work of police officers?  
A. Very cooperatively B. Cooperatively C. It depends  
D. Uncooperatively E. Very uncooperatively F. Don't know
98. Do the people in this neighborhood have much respect for the police?  
\_\_\_ A. Almost everyone supports and respects the police.  
\_\_\_ B. Many respect and support the police.  
\_\_\_ C. Half do, half don't.  
\_\_\_ D. Only a few have much respect for the police.  
\_\_\_ E. Almost no one respects the police.  
\_\_\_ F. Don't know.
99. There are many serious law-enforcement problems in this neighborhood.  
Strongly agree Agree Unsure Disagree Strongly disagree
100. Compared to other places in the city, would you say this area is an excellent, good, average, poor, or very poor place to live?  
Excellent Good Average Poor Very poor
101. What were your main reasons for applying for the PAC-TAC job? (Put one check in each row.)
- |  | very important | a little important | not important |
|--|----------------|--------------------|---------------|
| For the money .....                                    | ___            | ___                | ___           |
| To help the neighborhood .....                         | ___            | ___                | ___           |
| Seemed like enjoyable work .....                       | ___            | ___                | ___           |
| Personal contact with people in the neighborhood ..... | ___            | ___                | ___           |
| Foot patrol seemed appealing ..                        | ___            | ___                | ___           |
| Curiosity--wondered what it was like .....             | ___            | ___                | ___           |
| Other (specify) .....                                  | ___            | ___                | ___           |
102. My feelings about having made police work my career are:  
\_\_\_ A. I regret it very much.  
\_\_\_ B. I regret it somewhat.  
\_\_\_ C. I neither regret nor am pleased by it.  
\_\_\_ D. I am somewhat pleased by it.  
\_\_\_ E. I am very pleased by it.

103. Right now, if you had the chance to take a higher paying job that did not involve police work, would you consider taking it?

- A. Yes, definitely take the job.
- B. Probably yes.
- C. Don't know, it depends.
- D. Probably not.
- E. Definitely not.

104. The day-to-day work in my job is:

- A. Very satisfying.
- B. Somewhat satisfying.
- C. Neither satisfying nor dissatisfying.
- D. Somewhat dissatisfying.
- E. Very dissatisfying.

105. I think the PAC-TAC teams will have a great effect in my beat area.

Strongly agree Agree Unsure Disagree Strongly disagree

106. How important is it to you to work with a civilian who could be described in the following ways? (put one check in each row.)

|                           | very<br>important        | a little<br>important    | not<br>important         |
|---------------------------|--------------------------|--------------------------|--------------------------|
| Dedicated and loyal ..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Strong and forceful ..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Intelligent .....         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Easy-going .....          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Friendly .....            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Fair-minded .....         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

107. How do you think people in your beat area will respond to the PAC-TAC teams?

- Very supportive and cooperative.
- A little supportive and cooperative.
- They will ignore them.
- Slightly nonsupportive and uncooperative.
- Very nonsupportive and uncooperative.

How much would you feel comfortable in telling your civilian partner on PAC-TAC? Read each of the following statements and circle how much you agree with it.

108. I wouldn't mind telling him (or her) as much about myself as I would tell my closest personal friend.

Strongly agree Agree Undecided Disagree Strongly disagree

109. I wouldn't mind telling him (or her) as much about myself as I would tell close relatives.

Strongly agree Agree Undecided Disagree Strongly disagree

110. I wouldn't mind telling him (or her) as much about myself as I would tell members of my immediate family.

Strongly agree Agree Undecided Disagree Strongly disagree

111. I wouldn't mind telling him (or her) as much about myself as I would tell friends in my neighborhood.

Strongly agree Agree Undecided Disagree Strongly disagree

112. I wouldn't mind telling him (or her) as much about myself as I would tell members of informal social groups or clubs I am part of.

Strongly agree Agree Undecided Disagree Strongly disagree



Rochester-Monroe County  
Criminal Justice  
Pilot City Program

Graduate School of Management  
University of Rochester  
Room 213, Hopeman  
Rochester, N. Y. 14627  
(716) 275-2595

APPENDIX III-6

Final Form: Civilians

PAC-TAC QUESTIONNAIRE

Dear PAC-TAC participant:

There are now only a few days left in the PAC-TAC program. Please take the time in the next day or two to answer the enclosed questionnaire.

In order for us to do an adequate evaluation, it is most important that everyone answer these questions. Many of you did not fill out the first questionnaire; please try to find time to fill out this one.

Remember that this is not a test; there are no right or wrong answers. Also remember that none of your answers will be seen by any member of the police department. All your answers will be coded and fed into a computer so no individual can be singled out from the final results.

Please feel free to write in any comments about the PAC-TAC program you care to. This will help our evaluation of the program. When you have completed the questionnaire, just place it in the attached envelope and drop it in any mailbox.

Thank you for your cooperation.

Sincerely,

Raymond L. Smith  
Team evaluation coordinator

Please underline or fill in the best answers to all of the questions. Go through the questionnaire quickly, not spending too much time on any single question. Bear in mind that this is not a test; there are no right or wrong answers. All the questionnaires will be kept strictly confidential.

Name: \_\_\_\_\_

- 1) In general, how do you think people in your beat area responded to the PAC-TAC teams?
  - a) Very supportive and cooperative.
  - b) A little supportive and cooperative.
  - c) They ignored them, paid no attention to them.
  - d) Slightly nonsupportive and uncooperative.
  - e) Very nonsupportive and uncooperative.
  
- 2) Compared with other places in the city, would you say the PAC-TAC area where you did most of your work is an excellent, good, average, poor, or very poor place to live?
  - a) Excellent    b) Good    c) Average    d) Poor    e) Very poor
  
- 3) In general, do you feel the police or the citizen team members played a more important part in the PAC-TAC program?
  - a) The police were much more important.
  - b) The police were slightly more important.
  - c) The police and citizens were about equal in importance.
  - d) The citizens were slightly more important.
  - e) The citizens were much more important.
  
- 4) Do you think the PAC-TAC program should be continued?
  - a) Definitely should be continued.
  - b) Probably should be continued.
  - c) Unsure; neutral.
  - d) Probably should not be continued.
  - e) Definitely should not be continued.
  
- 5) How much did you enjoy the PAC-TAC work?
  - a) Enjoyed it very much.
  - b) Enjoyed it a little.
  - c) Neutral; unsure.
  - d) Disliked it a little.
  - e) Disliked it very much.

6) Thinking over your experiences with PAC-TAC, would you reapply for the same work in a future program?

- a) Definitely yes.
- b) Probably yes.
- c) Unsure; neutral.
- d) Probably not.
- e) Definitely not.

7) Compared with the other jobs you have done, how much of your PAC-TAC work do you consider "routine"?

- a) Almost all routine.
- b) Most routine.
- c) Half routine, half not.
- d) Most not routine.
- e) Almost all not routine.

8) How long do you think it would take to train a citizen to do a policeman's job?

- a) 2 weeks or less.
- b) 2-4 weeks.
- c) 4-8 weeks.
- d) 8-12 weeks.
- e) 12-16 weeks.
- f) 16-20 weeks.
- g) More than 20 weeks.

9) In general, how do you feel that citizens in your PAC-TAC area respond to the work of police officers?

- a) Very cooperatively
- b) Cooperatively
- c) It depends
- d) Uncooperatively
- e) Very uncooperatively
- f) Don't know

10) Do the people in this PAC-TAC area have much respect for the police?

- a) Almost everyone respects and supports the police.
- b) Many respect and support the police.
- c) Half do, half don't.
- d) Only a few have much respect for the police.
- e) Almost no one respects the police.
- f) Don't know.

11) On the PAC-TAC teams, how much control do you think the policemen should have compared with the citizens?

- a) The policemen should have almost all the control.
- b) The policemen should have more control than the citizens.
- c) The policemen and citizens should have equal control.
- d) The citizens should have more control than the policemen.
- e) The citizens should have almost all the control.

12) How has working with PAC-TAC changed the way you view the neighborhoods you walked in, if at all?

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13) Do you have any comments about any aspect of the PAC-TAC program?

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14) Thinking of all your police partners, would you say that your personal relationship with them has been close and personal or formal and impersonal?

- a) Very close and personal.
- b) Somewhat close and personal.
- c) Unsure; neutral.
- d) Somewhat impersonal.
- e) Very impersonal.

15) When a policeman gets into trouble for doing something wrong, do you trust the police department to discipline him?

- a) Definitely trust the police department to discipline an officer.
- b) Trust the police department somewhat.
- c) Don't know.
- d) Mistrust the police department somewhat.
- e) Definitely mistrust the police department to discipline an officer.

16) Do the police seem to respond to calls for service in your neighborhood right away, quickly, slowly, or never?

- a) Right away.
- b) Fairly quickly.
- c) Usually after a wait.
- d) Very slowly.
- e) Almost never.
- f) Don't know.

17) How much do you respect or admire the police working in your neighborhood?

- a) A great deal.
- b) Somewhat.
- c) A little.
- d) Not at all.
- e) Don't know.

18) How good a job do you think the police have been doing in your part of town?

- a) Excellent.
- b) Good.
- c) Average.
- d) Poor.
- e) Very poor.
- f) Don't know.

19) How often do you and your neighbors talk about things that are wrong in your part of town?

- a) All the time.
- b) Occasionally.
- c) Seldom.
- d) Never.

20) Did the people who saw you as a PAC-TAC team member think of you more as:

- a) A member of the police department.
- b) A member of the community.

21) How important is it to you to work with a policeman who could be described in the following ways? (Put one check next to each statement to indicate how important that description is.)

|                                  | very<br>important | a little<br>important | not<br>important |
|----------------------------------|-------------------|-----------------------|------------------|
| a) Dedicated and loyal . . . . . | —                 | —                     | —                |
| b) Strong and forceful . . . . . | —                 | —                     | —                |
| c) Intelligent . . . . .         | —                 | —                     | —                |
| d) Easy-going . . . . .          | —                 | —                     | —                |
| e) Friendly . . . . .            | —                 | —                     | —                |
| f) Fair-minded . . . . .         | —                 | —                     | —                |

Underline the answer which best shows how much you agree or disagree with each of the following statements:

22) As a result of working on PAC-TAC, I have discovered many serious law-enforcement problems in the neighborhood.

- a) Strongly agree
- b) Agree
- c) Unsure
- d) Disagree
- e) Strongly disagree

23) The police who work in my neighborhood set an example of good behavior for children to follow.

- a) Strongly agree
- b) Agree
- c) Unsure
- d) Disagree
- e) Strongly disagree

24) My neighborhood used to be a very pleasant area to live in; now it's not safe to walk the streets at night.

- a) Strongly agree
- b) Agree
- c) Unsure
- d) Disagree
- e) Strongly disagree

25) This is a very cold neighborhood; I hardly know anyone living around here.

- a) Strongly agree
- b) Agree
- c) Unsure
- d) Disagree
- e) Strongly disagree

26) I would move out of my part of town if I had the chance.

- a) Strongly agree
- b) Agree
- c) Unsure
- d) Disagree
- e) Strongly disagree

27) Few things are more important than the work policemen do in my neighborhood.

- a) Strongly agree
- b) Agree
- c) Unsure
- d) Disagree
- e) Strongly disagree

28) I liked working with the police very much.

- a) Strongly agree
- b) Agree
- c) Unsure
- d) Disagree
- e) Strongly disagree

29) On the whole, I think my police partners were more interested in enforcing the law than in improving police-community relations.

- a) Strongly agree
- b) Agree
- c) Unsure
- d) Disagree
- e) Strongly disagree

30) My police partners tried to learn as much about the neighborhood as they could.

- a) Strongly agree b) Agree c) Unsure d) Disagree e) Strongly disagree

31) I felt that my police partners were working only for the money.

- a) Strongly agree b) Agree c) Unsure d) Disagree e) Strongly disagree

32) The policemen I worked with always depended on me to help them.

- a) Strongly agree b) Agree c) Unsure d) Disagree e) Strongly disagree

33) Some of the police I worked with didn't take the work seriously.

- a) Strongly agree b) Agree c) Unsure d) Disagree e) Strongly disagree

34) My police partners often made me feel as if I was getting in their way.

- a) Strongly agree b) Agree c) Unsure d) Disagree e) Strongly disagree

35) As a result of working with the police, I've come to respect them much more.

- a) Strongly agree b) Agree c) Unsure d) Disagree e) Strongly disagree

36) I would definitely like to become a police officer.

- a) Strongly agree b) Agree c) Unsure d) Disagree e) Strongly disagree

37) Have you worked with any police who you have not gotten along with at all?

- a) Yes. b) No.

If yes, what, in your opinion, was wrong? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

38) Do you feel that you were stopped by your police partners from doing some important things that you might have done to make the team more effective?

- a) Yes. b) No.

If yes, what types of things were they? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

39) Has the PAC-TAC program caused any problems for you in your community or personal life?

- a) Yes. b) No.

If yes, what types of problems have you had? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

40) About how much did you earn from working on PAC-TAC?

- a) Under \$100 b) \$100-\$199 c) \$200-\$299 d) \$300-\$499
- e) \$500-\$699 f) \$700-\$999 g) \$1,000 or more.

Do you have any more comments? \_\_\_\_\_

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Rochester-Monroe County  
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PWI City Program

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APPENDIX III-7

Final Form: Police

PAC-TAC QUESTIONNAIRE

Dear PAC-TAC participant:

There are now only a few days left in the PAC-TAC program. Please take the time in the next day or two to answer the enclosed questionnaire.

In order for us to do an adequate evaluation, it is most important that everyone answer these questions. Many of you did not fill out the first questionnaire; please try to find time to fill out this one.

Remember that this is not a test; there are no right or wrong answers. Also remember that none of your answers will be seen by any member of the police department. All your answers will be coded and fed into a computer so no individual can be singled out from the final results.

Please feel free to write in any comments about the PAC-TAC program you care to. This will help our evaluation of the program. When you have completed the questionnaire, just place it in the attached envelope and drop it in any mailbox.

Thank you for your cooperation.

Sincerely,

Raymond L. Smith  
Team evaluation coordinator

Please underline or fill in the best answers to all of the questions. Go through the questionnaire quickly, not spending too much time on any single question. Bear in mind that this is not a test; there are no right or wrong answers. All the questionnaires will be kept strictly confidential.

Name: \_\_\_\_\_

- 1) In general, how do you think people in your beat area responded to the PAC-TAC teams?
  - a) Very supportive and cooperative.
  - b) A little supportive and cooperative.
  - c) They ignored them, paid no attention to them.
  - d) Slightly nonsupportive and uncooperative.
  - e) Very nonsupportive and uncooperative.
  
- 2) Compared with other places in the city, would you say the PAC-TAC area where you did most of your work is an excellent, good, average, poor, or very poor place to live?
  - a) Excellent    b) Good    c) Average    d) Poor    e) Very poor
  
- 3) In general, do you feel the police or the citizen team members played a more important part in the PAC-TAC program?
  - a) The police were much more important.
  - b) The police were slightly more important.
  - c) The police and citizens were about equal in importance.
  - d) The citizens were slightly more important.
  - e) The citizens were much more important.
  
- 4) Do you think the PAC-TAC program should be continued?
  - a) Definitely should be continued.
  - b) Probably should be continued.
  - c) Unsure; neutral.
  - d) Probably should not be continued.
  - e) Definitely should not be continued.
  
- 5) How much did you enjoy the PAC-TAC work?
  - a) Enjoyed it very much.
  - b) Enjoyed it a little.
  - c) Neutral; unsure.
  - d) Disliked it a little.
  - e) Disliked it very much.

6) Thinking over your experiences with PAC-TAC, would you reapply for the same work in a future program?

- a) Definitely yes.
- b) Probably yes.
- c) Unsure; neutral.
- d) Probably not.
- e) Definitely not.

7) Compared with the other jobs you have done, how much of your PAC-TAC work do you consider "routine"?

- a) Almost all routine.
- b) Most routine.
- c) Half routine, half not.
- d) Most not routine.
- e) Almost all not routine.

8) How long do you think it would take to train a citizen to do a policeman's job?

- a) 2 weeks or less.
- b) 2-4 weeks.
- c) 4-8 weeks.
- d) 8-12 weeks.
- e) 12-16 weeks.
- f) 16-20 weeks.
- g) More than 20 weeks.

9) In general, how do you feel that citizens in your PAC-TAC area respond to the work of police officers?

- a) Very cooperatively
- b) Cooperatively
- c) It depends
- d) Uncooperatively
- e) Very uncooperatively
- f) Don't know

10) Do the people in this PAC-TAC area have much respect for the police?

- a) Almost everyone respects and supports the police.
- b) Many respect and support the police.
- c) Half do, half don't.
- d) Only a few have much respect for the police.
- e) Almost no one respects the police.
- f) Don't know.

11) On the PAC-TAC teams, how much control do you think the policemen should have compared with the citizens?

- a) The policemen should have almost all the control.
- b) The policemen should have more control than the citizens.
- c) The policemen and citizens should have equal control.
- d) The citizens should have more control than the policemen.
- e) The citizens should have almost all the control.

12) How has working with PAC-TAC changed the way you view the neighborhoods you walked in, if at all?

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13) Do you have any comments about any aspect of the PAC-TAC program?

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14) What beat conditions did you work in? (Check as many as apply.)

- a) Worked with citizen partners.
- b) Worked with police partners.
- c) Worked alone.

If you worked with citizen partners, answer the following questions. If you did not work with citizen partners, skip to question no. 28.

15) Did you work mostly with males or females?

- a) Only males.
- b) Mostly males.
- c) About half males and half females.
- d) Mostly females.
- e) Only females.

16) About how many different citizen partners did you work with?

- a) 1 b) 2 c) 3 d) 4 e) 5 or more.

17) Thinking about all your citizen partners, would you say that your personal relationship with them has been close and personal or formal and impersonal?

- a) Very close and personal.
- b) Somewhat close and personal.
- c) Unsure; neutral.
- d) Somewhat impersonal.
- e) Very impersonal.

18) Have you worked with any citizens who you have not gotten along with at all?

- a) Yes. b) No.

If yes, what, in your opinion, was wrong? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Underline the answer which best shows how much you agree or disagree with each of the following statements:

19) My citizen partners always depended on me to direct them.

- a) Strongly agree b) Agree c) Unsure d) Disagree e) Strongly disagree

20) On the whole, I felt that my citizen partners were working only for the money.

- a) Strongly agree b) Agree c) Unsure d) Disagree e) Strongly disagree

21) My citizen partners sometimes tended to get in the way.

- a) Strongly agree b) Agree c) Unsure d) Disagree e) Strongly disagree

22) My citizen partners tried to teach me as much about the neighborhood as they could.

- a) Strongly agree b) Agree c) Unsure d) Disagree e) Strongly disagree

23) On the whole, my citizen partners were a great help to me.

- a) Strongly agree b) Agree c) Unsure d) Disagree e) Strongly disagree

24) Some of the citizens I worked with didn't take the work seriously.

- a) Strongly agree b) Agree c) Unsure d) Disagree e) Strongly disagree

Answer the following two questions only if you worked with both male and female partners. Otherwise, skip to question no. 27.

25) Did you enjoy working more with males or females?

- a) Enjoyed working with males much more.
- b) Enjoyed working with males a little more.
- c) Enjoyed working with males and females about equally.
- d) Enjoyed working with females a little more.
- e) Enjoyed working with females much more.

26) Did you feel more "limited" in your job when working with a male or female partner?

- a) Male. b) Female. c) Neither limited my work more than the other.

27) If you felt limited with a citizen partner, in what way(s) were you limited?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Circle the answer which best shows how much you agree or disagree with each of the following statements:

28) Working on PAC-TAC has improved my capacity to do regular patrol work in the PAC-TAC neighborhoods where I've worked.

- a) Strongly agree
- b) Agree
- c) Unsure
- d) Disagree
- e) Strongly disagree

29) PAC-TAC has helped me to develop important contacts in the neighborhoods where I worked.

- a) Strongly agree
- b) Agree
- c) Unsure
- d) Disagree
- e) Strongly disagree

30) I think the PAC-TAC teams improved police-community relations in the neighborhoods where I worked.

- a) Strongly agree
- b) Agree
- c) Unsure
- d) Disagree
- e) Strongly disagree

31) I think the PAC-TAC teams helped deter crime in my PAC-TAC beat area.

- a) Strongly agree
- b) Agree
- c) Unsure
- d) Disagree
- e) Strongly disagree

32) As a result of working on PAC-TAC, I have discovered many serious law-enforcement problems in the neighborhoods where I worked.

- a) Strongly agree
- b) Agree
- c) Unsure
- d) Disagree
- e) Strongly disagree

33) How important is it to you to work with a citizen who could be described in the following ways? (Put one check next to each statement to indicate how important that description is.)

|                                  | very<br>important | a little<br>important | not<br>important |
|----------------------------------|-------------------|-----------------------|------------------|
| a) Dedicated and loyal . . . . . | —                 | —                     | —                |
| b) Strong and forceful . . . . . | —                 | —                     | —                |
| c) Intelligent . . . . .         | —                 | —                     | —                |
| d) Easy-going . . . . .          | —                 | —                     | —                |
| e) Friendly . . . . .            | —                 | —                     | —                |
| f) Fair-minded . . . . .         | —                 | —                     | —                |

34) The day-to-day work in my PAC-TAC job is:

- a) Very satisfying.
- b) Somewhat satisfying.
- c) Neither satisfying nor dissatisfying.
- d) Somewhat dissatisfying.
- e) Very dissatisfying.

35) The day-to-day work in my regular patrol job is:

- a) Very satisfying.
- b) Somewhat satisfying.
- c) Neither satisfying nor dissatisfying.
- d) Somewhat dissatisfying.
- e) Very dissatisfying.

36) About how much did you earn from working on PAC-TAC?

- a) Under \$100
- b) \$100-\$199
- c) \$200-\$299
- d) \$300-\$499
- e) \$500-\$699
- f) \$700-\$999
- g) \$1,000 or more.

Do you have any more comments? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**END**