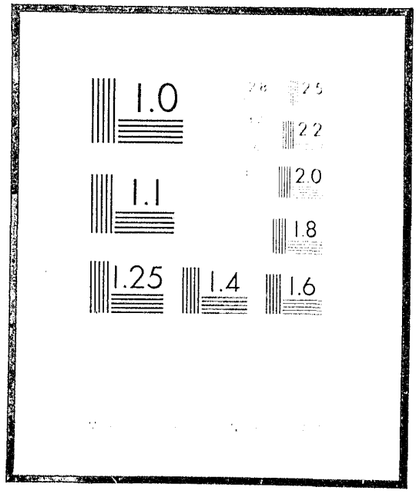

LAW ENFORCEMENT MANAGEMENT and the BEHAVIORAL SCIENCES

The Second Alabama Symposium on Justice and the Behavioral Sciences

Edited by

CARL B. CLEMENTS

CENTER FOR CORRECTIONAL PSYCHOLOGY
DEPARTMENT OF PSYCHOLOGY
THE UNIVERSITY OF ALABAMA

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EDITOR'S INTRODUCTION

There is a semi-humorous variation of the old blind-date cliche that goes something like this: "She may not be good looking, but she's got a terrible personality." This report on Law Enforcement, Management, and the Behavioral Sciences may be sixteen months late, but it is certainly incomplete.

This lateness and incompleteness are woven together in a scenario which saw the disappearance of the tape recorder being used to transcribe the conference, and the complete speech of one participant and half of another's lost in the process. Malfunction rendered substantial portions of a third speech unusable. Prepared copies of these talks were unfortunately not available.

Apologies are due--overdue--to conference participants, planners, and certainly to the speakers whose talks are not included here. We remain grateful to these individuals who stimulated the participants: Col. James Neuman of the Kansas City, Missouri Police Department, Dr. James Brewster of the FBI National Academy, and Dr. Robert Shellow of Carnegie-Mellon University. Their talks and those that are presented here served as the focal points for small-group discussions among the police administrators who were in attendance.

This conference was a collaborative effort of The University of Alabama's Law Enforcement Academy and the Center for Correctional Psychology. Special thanks are due to Capt. Russell Summerlin (Director) and Mr. Paul Heald (Assistant Director) of the Academy and to Drs. Stanley Brodsky and William Chambers of the Center.

Carl B. Clements
May, 1974

WELCOME

David Mathews
President, The University of Alabama

We've had an interesting time recently, a little problem of running out of money; you all have had that before. That certainly does bring a new awareness of who your friends are and where your problems are. I want to tell you the reason that I was really pleased to see this conference. I guess about three years ago we started talking and trying to do something at the University in the law enforcement area. We tried to think of the areas in which we had some contribution to make that would be fairly unique. As you know, a good deal of our work is in the professional field and in the training of leadership in any number of professions--law, management, all the fields in business and engineering; in addition to that we have a very strong program in the behavioral sciences. As a matter of fact, that combination is unique in the State and fairly unique in the region. We were very interested in starting off at the ground level with the program that we run at the Law Enforcement Academy here on campus. In addition to that, we were anxious to go beyond our work with the beginning policeman, law enforcement officer, to see if we could do something at the advanced training level. We had earlier received a grant in Correctional Psychology and worked very hard in that field, but the bridge that we felt like we had yet to cross and the area that we felt there was a great vacuum in the State was providing some kind of assistance both for the further enrichment of the careers of people who are already in the top managerial levels in law enforcement in the State and training for those people that would really aspire to have your job. It seemed to us that this was an area where we could really make a contribution. It seemed to us that this was an area where nobody was doing anything at all. If we are really serious about the business of improving the law enforcement in the State, we cannot help but be serious about the problems of training and development and advanced training of people at the managerial level.

The University prides ourselves not only on our work in the behavioral fields and on the people there, but on the people that are doing innovative things in our College of Commerce and Business Administration. I would report to you today that there is a great interest there in what they call management in the "not-for-profit" sector; that is, there are a great many enterprises in our society that are not run for

profit, and the management of those enterprises has great consequences for the public. Hospitals, for example, schools and colleges, and law enforcement. Even though we are not in that sector of the economy that tries to make a profit on our product, I don't think that there is any doubt in anybody's mind that the management in the not-for-profit sector may have more to do with the character and quality of our society and the institutions in our society than any other factor. So I'm really delighted that you are interested today in Law Enforcement management and that you are coupling that interest with a hard look at behavioral science contributions. Certainly this University will do everything that it can to support and encourage and stand by you in that endeavor, and I come to you today not only to welcome you but to applaud you in what I think is a very important undertaking in this region. If you will excuse me, even though I probably need the instruction, I am going to slip out.

POLICE ROLE CONCEPTS: A MANAGEMENT PROBLEM

James W. Sterling

When I was first contacted about participating in this program I was asked to speak on a topic of my choice as long as it was within the general framework of the conference theme, "Management and Behavioral Sciences." I'm one of these poor guys who has a great deal of trouble with freedom so I was really beset with the problem of what to talk about. For some reason, my thoughts turned immediately to the anxiety, stress, and the personal and social problems that are experienced by managers in all fields. I began to think about the ways in which behavioral scientists have contributed to helping managers cope with various sources of stress. I think that the factors Jim Neuman talked about, absentee fathers, weakening family structure, and the other forms of social disorganization, are things that certainly contribute to the personal problems that managers have to face. As we look back in time and consider some of the coping devices managers in all fields have available to them, alcohol is probably the most common one. Lately, I've been impressed with so-called new approaches to come out under the label of "adult pacifiers." The kind of thing I'm referring to is the steel ball bearings that Captain Queeg in Caine Mutiny manipulated in his hand. I guess these were a forerunner of what we have currently. Now I'm aware that our behavioral scientists have gotten into the picture and they have designed some new and very effective "adult pacifiers." One of these that I think has become fairly common, at least in some quarters, is the so-called executive sandbox. There are a couple of models of that. There is a popular desktop model that's 12 inches by 12 inches by 5 inches. The therapy for the over-stressed executive involves putting your hands in it and running sand through your fingers. That's supposed to help. There's also a Canadian model of this executive sandbox that I would assume is designed for executives and managers with bigger problems. This sandbox is 42 inches by 42 inches by 15 inches deep. The therapy in this case involves taking your shoes off and wriggling your feet in the special white sand. That, too, is supposed to help relieve stress. And I have also heard about a so-called executive chicken coop for the top manager, the lonely guy at the top who, among other things, suffers from isolation from the mainstream of activities. What this device consists of is a smartly designed plexiglass chicken coop complete with two chickens. For $500 the manager buys some living company to relieve his sense of isolation. So by utilizing these devices

designed by behavioral scientists, managers have been helped to cope with their problems. But I think it's important to say that I have never seen nor have I heard of a police manager who has taken advantage of this form of adult pacifier. You can draw your own conclusion from this.

Expanding on this particular approach, I'm led to confess that I really don't know very much about police managers and the stresses they experience or the ways in which they cope with them. I think it's an interesting comment because when you look at the general field of management, there is a great deal that is written about the problems of the manager. There is also a great deal written about the ways the managers cope with their problems. As I said with regard to the police manager's problems and coping strategies, I think we know very, very little. I think it's consistent with my function here today to point out this gap in our knowledge and to express some kind of hope that in the future behavioral scientists will begin to work in this most crucial and important area. So this being done, I'm still left with choice of something to talk about.

Since police managers affect the work of patrolmen, and the problems of patrolmen are managerial problems, I felt that I would focus my comments on the work of patrolmen, and concepts patrolmen have about their work. I feel better doing this because we know something about patrolmen from research, and we do know something about them from our own personal experience. Patrolmen are more accessible, more readily available as subjects in behavioral science research than are police managers.

I assume that Professor Brodsky's invitation was sent to me because I've written a book. I don't quite know what conclusion to draw from that. I don't know whether I'm expected to talk about the book because I wrote it or whether it's felt that because I wrote a book I must be a knowledgeable person and I can talk about a lot of things. In either event, I'm still left with a great deal of freedom in choosing what to talk about. I personally admire the approach of people who simply say, "well, I wrote a book, it's there for you to read," and go on to talk of other things. However, I choose to take another approach, one that I don't necessarily admire. I will talk about the findings of my book, Changes in Role Concepts of Police Officers, not for reasons of ego satisfaction but out of the belief that there are some things said in the book which are pertinent to police management problems.

The research that I undertook back in 1968-69 consisted of a comprehensive study of the role concepts of a group of 113 police subjects at the time they began their police career. The men were asked to respond to a variety of paper and pencil

instruments which made up the so-called "role-perception battery." With the exception of the Edwards Personal Preference Schedule, the instruments were administered to the subjects at three points in time, the start of recruit school, the end of recruit school, and after 18 months of field experience. I did something with the selection of the subjects for the study that was a little bit unusual. I drew groups of recruits from four cities: Baltimore, Cincinnati, Columbus, and Indianapolis, rather than just going out to one big city and working with a single group of recruits. I did this because I sought to get evidence of changes that could be more safely generalized.

In looking at the backgrounds of the subjects, a composite group from four cities, I found a not too unfamiliar picture. The men were about 24 years of age; they came from stable middle class families, many with long-standing roots in their home community. Almost all of the recruits were white. Their fathers, with modest educational attainments, had been very upward striving and were employed at that time at the level of craftsmen and foremen. Two-thirds were married, two-thirds had been in military service, all were high school graduates, only one-third of the group had been to college. There were only three of this group of 113 who were college graduates. The subjects had held jobs at the lower middle class level prior to entering police work. They achieved an increase in their salaries by becoming policemen. Generally, they had aspired to become policemen for only a short period of time. They had read very little of substance about the nature of the occupation they were entering. They had been most influenced in their occupational choice by their friends who had some law enforcement background.

A central part of the study concerns personality change. I think it should be obvious at the start that personality influences the selection of one's occupation. Personality is related to the way in which one carries out his occupational role. Personality is related to the conceptions that an individual derives from the performance of his occupation. It influences the satisfaction that the man gets from the job, and it influences the character of relationships that the individual enters into while performing that particular job. To explore the area of personality, I used a standardized instrument, the Edwards Personal Preference Schedule, which provides measures of 15 separate personality variables. From a common-sense standpoint and sufficient for our purposes here, the personality scores, the need scores derived from this instrument can be considered to reflect the characteristic way in which subjects respond to their immediate personal and social environment.

At the start I compared the scores of the subjects with a normative group of experienced patrolmen. I found that in the need for achievement (that is, accomplishment and recognition), the need for autonomy (to be independent in thought, speech, and action) and the need for change (that is, a need to experience new things and change your daily routines), the beginning recruits scored lower than the experienced police officers in these particular areas. On the contrary, the beginning recruits were higher than the experienced police officers on their need for abasement (defined as the need to feel guilty or accept blame) and on their need for nurturance (to help others and treat them with kindness and sympathy). Generally, I can say that the need scores reflected techniques for handling present life situations, and accordingly, it is interesting from this composite impression that the need scores of the subjects were functionally consistent with their immediate task in recruit training.

- That is, the recruits were in a subordinate role in a semi-military setting where they experienced many behavioral demands and restrictions. What I'm saying is that the personality needs of the recruits were restructured to be congruent with that particular situation.

With regard to the assessment of personality, it's more important to consider how the subjects' personality scores changed over time, from the time they entered recruit school to the time when they completed 18 months of work in the field. Theoretically, we're asking the question, "In what ways did actual police experience tend to reorganize the general structure of the subjects' personality needs?" In this instance, the subjects indicated higher need scores in autonomy and aggression. They now felt a greater need to be independent in thought, speech, and action. Similarly, they were more aggressive and assertive--more likely to disagree, to attack opposing points of view, possibly more likely to become angered. At the same time, the subjects' scores on personality needs of deference, affiliation, abasement, and nurturance decreased. Now, in this instance, we are led to the conclusion that the general conformity and dependency which characterized the subjects' needs in recruit school had diminished. The subjects' personality needs as reflected by this instrument shifted to a more active, assertive and self-directing orientation.

- Apparently, the initial exposure to the police occupation was something which caused the subjects to become less cooperative and understanding in their approach to people while their needs for autonomy and aggression increased.

After this initial occupational exposure, they were more likely to be a bit brusque and insensitive with people than they were at the time they originally entered into recruit school.

For the moment, let me pursue some of the implications of these changes in personality needs which took place over the time span of this research. Colonel Neuman mentioned earlier that about 12½ % of the time the police officer is on the street is spent in crime-catching, or criminally related actions. The rest of the time he is engaged in emergency services, conflict resolution, and public service. I think that the experience in Kansas City is consistent with other research that shows this. Generally, the figures run from 10 to 20% of a patrolman's time spent in handling calls related to criminal actions while the remaining 80 or 90% is spent in performing a wide variety of service activities. If one considers the proportion of total time a patrolman spends on service activities and the nature of the changes in personality needs which occurred as a consequence of taking on the patrolman's role, one is led to an impression of incompatibility.

- Police experience, initially at least, appeared to modify a man's personality so as to make him less able to perform the major part of his job, that is, service to people.

To the contrary, the ascendance of the needs of autonomy and aggression appeared to modify a man's personality so as to make him less suited for the major part of his job, that is, service to people. In the same light, the ascendance of the needs of autonomy and aggression appeared to be consistent with the crime controlling segment of work. I would reason that the intensity of this proportionately small segment of the job, crime fighting or crime control, is so great that it serves as the dominant force in the modification of personality needs over time. In summary, when I look at the findings, I believe that this incompatibility constitutes one of the major sources of job related conflict for the police patrolman.

This finding adds another dimension to the concept of role conflict which has been very frequently discussed in relation to the police role. Lots of people have written about and talked about role conflict. One expression of the nature of this conflict was expressed by Chief Bernard Garmire and a psychiatrist, Dr. Jesse Rubin, in the publication, The Police and the Community. Chief Garmire has suggested that the police are not properly trained, equipped, or capable of performing either the crime controlling or the public service role, let alone both of these roles. He expressed the view that, "One person cannot reasonably be expected to master both roles intellectually and jump psychologically from one to another in an instant's notice." His co-author, Dr. Rubin, supported

the viewpoint in his statement, "`. . . the generally accepted roles of peacekeeping (or maintaining order), crime fighting, and community service--are the sources of the policeman's most difficult conflicts."

Up to now, I have led you down a path which many others have followed, a path leading to role conflict as a major source of trouble in the performance of the police function. But now I want to digress from that well-worn path. In my view, role conflict is a term that has been much over used. I think, too, that the sources and perhaps the effects of role conflict on a patrolman are somewhat exaggerated. In the first place, the 80-20% ratio or the 90-10% ratio of peace keeping to crime fighting does not reflect a new police role, as was mentioned before. Police are doing pretty much the same as they have always been doing. What is new in my opinion is that we now have quantifiable evidence of this division in police work. But the public service component has always been there, though not as observable as the sensational aspects of criminal catching. Just as an example, in the 1890's the police conducted a census of school children, escorted drunks home, collected payment from people in arrears on personal taxes, established rates of interest for pawnbrokers, served as bridge tenders and street cleaners, and furnished lodging for the poor, all service activities.

- In the 1900's police ran a nursery school for ghetto children, operated employment bureaus, selected cemetery lots for deceased paupers, served as truant officers, probation officers, dog catchers, and movie censors.

So what I'm saying is that all the talk about the new police role and the conflict related to its enactment has perhaps tended to heighten an awareness of role conflict. I might suggest that the police of the past performed both aspects of the role without experiencing undue personal conflict. Some would say they didn't have a lot of other people telling them what a problem role conflict was.

What we seem to forget is the capacity we all have to carry out apparently conflicting roles within our role set, that is, the cluster of roles that each of us plays. I was amused during a recent trip I made to Williamsburg, Virginia, to learn that the first organist in the chapel of Wren Hall in William and Mary College, Mr. Pelham, was also the town jailor. In this instance, there was a rather interesting trade-off between the two apparently conflicting roles. Mr. Pelham, the jailor, had a ready source of manpower to pump his church organs on Sundays. What I am suggesting is that there may be some useful counteracting forces in the two parts of the police role. The negative effects of role conflict

may have been exaggerated. I'm reminded of a conversation I had some years ago with a woman who lived in a highrise public housing project. I was a police officer at the time. She said to me that she didn't realize how bad things were in that highrise until she read about it in the papers.

There is another effect of the emphasis on role conflict that I think we should consider. What we've talked about or described is a role in which there are two built-in conflicting elements. We should also acknowledge that the police role, like other institutional roles, is defined by society. Logically then, there is little that the police can do about the situation. Simply, if you believe role conflict is a major source of job stress, then the problem is one which is relatively nonmanipulable by police managers. In other words, it's not a productive way to define the problem. If you become preoccupied with role conflict and its effects, then you might tend to ignore other sources of stresses and strains in the police job. It is a complex job and there are in fact other sources of problems related to the performance of the police role. One such source is the ambiguous nature of the role. As Jim Neuman said, it is difficult for patrolmen to learn what the chief administrator wants. Role ambiguity is a better way for the police manager to look at the problem since he can do some things to clearly define what is expected of his men.

Let's take a look at a bit of reality in the police job--admittedly an extreme example. What do we do for an officer who has killed a person in the line of duty? One chief of police puts the man on administrative leave with pay. Other departments reassign the man or merely want all those reports in as quickly as possible. Sometimes the man is given a medal. These actions are not very much personal help for the man. If you think back to the days of the firing squad or the electric chair, a device was used to reduce the sense of personal guilt felt by the actual executioner. Only one man in the squad had live ammunition and only one of several electric switches was operative. Also, we ought to recognize that in these situations, personal guilt was further reduced by the fact that the decision to take a life was already made by others. However, in our enlightened times, the police officer doesn't get that kind of help. He is the one who makes the decision and he knows he has live ammunition.

- Other sources of stress are less extreme. Our constant references to the quasi-military organizational structure tend to call for the behavior of compliant soldiers while the actual demands of the job call for competent practitioners, able to exercise discretion in a wise and humane manner.

Then there is the matter of danger and the police role. Someone pointed out that the police officer, like the soldier, " . . . must be kept in a highly disciplined state of alert preparedness." For both, many of the job routines constitute a continuing rehearsal for the "real thing." The condition of alert preparedness for the eventuality of dealing with a life threatening criminal matter may influence the totality of the patrolman's role performance. It should be noted that many assignments which turn out to be calls for service may be considered by the officer as part of the continuing rehearsal for the reality of danger. Also, assignments which turn out to be criminal in nature may appear to be service calls at the start of the assignment. I would suggest that it is only with great personal cost that a man can stay in this condition of readiness.

Then there is the question of how the police should relate to the public. In a small eastern city, a borough councilman charged that borough police were doing a poor job. The councilman criticized police for being lovable instead of "hated and feared."

□ At one point during the discussion, the councilman complained that he recently saw young children clustered around a police officer and his cruiser and the children were hugging the officer.

The councilman asserted that the proper relation of children to police should be that the police are "hated and feared," not loved. He added that these were his feelings about police when he was a boy.

The same kind of thing came out in my research. The subjects appeared to be caught between two conflicting views with regard to dealing with the public. They saw their fellow police officers and court officials as expecting them to be impersonal and reserved in dealing with the public. To the contrary, they saw public leaders, their friends, and their own families as holding a good natured and friendly expectation. Without searching very hard, one can find other sources of ambiguity in the police role. Though 80% of the job entails public service, almost all of the rewards accrue to those who are successful crime fighters. Though we place some kind of abstract faith in the value of higher education for the police, experience is the thing that is valued most highly.

I think it is fair to admit that my discussion of role conflict and role ambiguity has been based on some sketchy research findings, some logical constructs, and some impressions gained from personal experience. We have not talked about the degree to which role conflict and ambiguity actually bother police officers. We haven't talked about the personal

effects of this conflict/ambiguity. Further, we don't have a good collection of case histories because that kind of information is hard to come by.

I recently read about a psychiatrist who had been working with individual police officers as clients. According to this psychiatrist, the policeman has become a buffer between ill-defined but powerful forces in society. As a result, he may suffer from accelerated heartbeats, sweats, and lightheadedness. These symptoms make up the "policeman's syndrome." What I found to be more interesting than these physical conditions was this psychiatrist's reference to the police role. The policeman's job used to be straightforward in that he was the heroic opponent of evil. Further, his job was carried out with political approval. The new role for the police is described as being "unfamiliar, complex, ambiguous, and politically charged." He added that it was the dedicated officers who have the greatest problem with the so-called new role.

In my opinion, these other sources of strains and stresses are matters our managers can work with. What we are talking about is not only role conflict but also role ambiguity. The police manager can eliminate many personnel problems by creating clarity in role definition, role performance, and by realistically structuring expectations. Here policy formulation and interpretation, direction, and control--all important parts of the manager's role--can serve to reduce role ambiguity and, consequently, reduce the effects of role conflict. All things considered, we have an impression of a job which demands extraordinary capabilities from its practitioners. These demands encompass not only a breadth of knowledge far beyond that which we now openly admit but also an ability to cope with a diversity of job related conflicts, uncertainties, and strains.

- In such a working environment, we ought to recognize that an effective police officer may be a perishable commodity and like any precious investment, he may need to be insulated and protected from harm.

What I'm talking about is a form of human preventive maintenance. And I think this is a responsibility of the police manager. It's a job that doesn't end with the best selection and training procedures. It's a task that requires a constant effort on the part of police managers to reduce role ambiguity. And it's the manager's responsibility to develop preventive and remedial programs which address themselves to the everyday problems experienced by the men who work in this most difficult and demanding job. One such program of human preventive maintance that I feel would be of

great value to the police would provide for the addition of counselors to department staffs. I personally would like to see the time when counseling psychologists are as common as police legal advisors or police chaplains. Some months ago I read an intriguing historical finding. Some fellow stated that

- it was in the year 1910 that the medical profession was able to do more good than harm to their patients. I feel that we are now at a point in time when behavioral scientists are able to do more good than harm in helping police administrators design programs of preventive maintenance for their personnel.

POLICE TRAINING: A CALIFORNIA PERSPECTIVE

Addison W. Somerville

The focus of this conference is particularly apropos as it has become increasingly apparent that the law enforcement officer cannot be effective if he solely operates by the principles of law. Because his work primarily involves interaction with people, he must also understand human behavior. In order to do this, he must recognize the motivation and needs of others as well as those influencing his own interpersonal relationships. The officer must also learn skills of crisis intervention; he must learn how to relate to other people in general and he must understand some of the theories of counseling so that he knows how to react or interact with people on an interpersonal level. He must realize the importance of such skills if he truly expects to help the citizen and be successful in getting cooperation rather than a hostile response.

I think another important factor which affects one's perception of a situation is his cultural background and the values which he has learned in keeping with his previous experiences. I think that because officers are now brought into contact with a greater variety of persons, most officers today need a broad awareness of ethnic groups and the unique behavior patterns that reflect cultural differences. As you can see, from my point of view, the well trained officer must be knowledgeable in several areas related to the behavioral sciences.

Recognizing this, the police agencies in California have initiated a variety of courses based upon psychological principles. I would like to describe some of the programs. One of the courses we've initiated in the California Highway Patrol Academy is a course entitled Enforcement Psychology. This course, which is primarily given to the Cadets, draws upon aspects of developmental psychology, learning theory, and the dynamics of human behavior. There are three psychologists who alternately teach the course. One of the things we try to do is to put psychology truly in the context of law enforcement situations. Actually, as those of you who are in psychology are aware, there's only one definition of psychology and that is the study of behavior and the factors that influence behavior. Therefore, when we talk about enforcement psychology, all we're doing is applying the principles of psychology to law enforcement situations.

Enforcement Psychology has been taught at the Highway Patrol Academy since 1953. The manual was revised just a few years ago to try to make it current with some of the kinds of crisis situations we're facing in California and throughout the nation.

Let me give you an example of some of the kinds of things we cover in a course called Enforcement Psychology. After the general introductory remarks about what psychology is and something about the instructor, we cover the kinds of things that are involved in transactional relationships or interpersonal relationships. We point out that the attitudes of the wife, the supervisor, the public, and the letters received from the public affect the officer and influence his interaction with the public.

We also attempt to focus on those factors that influence behavior and we try to get the officer to understand how heredity and learning influence one's behavior. We try to eliminate some of the kinds of myths that many officers have about people; for example, some believe that criminal acts result from bad stock or bad blood. We show them which factors are indications of heredity and which result from environmental influences on the individual.

We also explain that the things that people learn are important influences in any individual's life. When and how one learns something effects his attitudes. One's perception of law enforcement officers, for example, stems greatly from his training and the attitudes of the significant individuals in his life. Furthermore, many individuals react to a police officer as they react to their father, viewing police as authority figures. So, we try to help officers understand some of the reactions that the citizens may have towards them in their initial contact.

We discuss those factors that motivate behavior. We want the officer to understand that <u>all</u> individuals are basically motivated by physiological factors and by psychological factors. Every citizen has these needs and every officer has these needs. The psychological needs include: the need for status, the need for prestige, and the need for affection. These are the things that help an individual deal with his environment.

Furthermore, we try to get them to understand the structure of personality, how it operates and how it influences them in their interaction with the citizen, and how it influences the citizen in his interaction with the officer.

We also, in this course, cover some of the things that threaten individuals when they are insecure, and the kinds of

things that can happen. Let me give you an example. One of the things we try to emphasize to the cadets is that any stop between a citizen and a police officer is a threatening situation. There are basically three ways that people operate in threatening situations. I'm sure all of you are aware that one way is to fight or become aggressive; the second way is flight or withdrawal; and the third way, which is the most mature, involves the use of a compromise.

□ I often say to the cadets just as they are leaving the academy, if I had two gifts to give police officers as they graduate, I'd give them a cork to put around their necks and a pair of ear muffs. The cork is to stick in the mouth; the ear muffs are to put on the ears.

One of the things that happen in interactions with citizens is that the police officer talks too much or he hears and reacts to things that it is not necessary for him to hear. This, many times, creates anxiety or threat to him. Furthermore, often an officer has a little ritual which he feels he should follow in an enforcement situation and he has little speeches he must get out whether it is appropriate or not.

I firmly believe that those of us in the behavioral sciences cannot teach law enforcement and more suitable behavior without knowing some of the kinds of things police officers go through. So to do this, I require all instructors to ride with the police officers or with the Highway Patrol to see the kinds of experiences they're having.

We also talk about healthy adjustment to threat and how the individual should deal with threat. Most citizens, we tell them, are trying to be the best citizens possible. However, any time there is a stop, one must recognize that most individuals will utilize some of the mechanisms they've learned to deal with threat. The one that most officers find very difficult to accept is called rationalization; most police officers call it lying. For example, when the citizen is stopped, he starts to justify why he has committed the violation. This leads to a confrontation and many times it's really a waste of time. We try to encourage the officer to view his job as one of educating the citizen. He should point out the violation and if he's going to give a citation, issue the citation, and not spend too much time trying to justify or respond to the citizen. However, if he recognizes that there is a high degree of anxiety, I think, the officer has a responsibility to calm the citizen prior to proceeding.

We also try to help the officer deal with individuals who behave in abnormal ways in a threatening situation. Since California has recently been closing down the mental institutions,

we only have approximately 7,000 patients left. This means many of our police officers and highway patrolmen are required to deal with individuals who may be extremely disturbed. So we try to teach them how to deal with a severely maladjusted individual and point out the kinds of things that can happen. We cannot offer any rules of thumb and I think that, as you've heard this morning, we have no magical answers, but we can say that there are certain ways that individuals respond. How does one detect an individual who is severely disturbed? And what are some of the things he can do to intervene at that particular moment? These are some of the things that we try to put in the context of law enforcement situations.

Another thing that is unique about law enforcement that makes our job interesting is that many times the law enforcement officer must have some skills in public relations. Law enforcement today has become much more complex; at one time it was very simple. We could talk about the maintenance of law and order as if that was the primary responsibility of the law enforcement individual. Today not only is the officer concerned about the maintenance of law and order but he must also protect the rights of individuals; he must protect their civil rights.

Protecting civil rights can become a problem because it doesn't only mean in terms of ethnic groups. In California there are groups promoting the rights of homosexuals because they feel they are often denied their rights. The officer must also protect the personal rights of women, and he must protect the rights of religious groups (no matter how weird he may think they are). Sometimes it is quite difficult to get this across to cadets in training, particularly when we talk about homosexuality.

California leads in everything: we lead in child abuse; we lead in homosexuality; we lead in alcoholism; and San Francisco vies with Sacramento to be the suicide capital of the nation. So we have lots of problems. I think a lot of people come to California thinking they're going to rid themselves of their problems, but the land of sunshine doesn't rid you of problems. So we, at least, try to get the officers to understand that a simple routine car check, which in a sense is maintenance of law and order, can lead to problems because the individual may accuse you of violating his civil rights.

Our country is in the process of social change, and since groups have been moving into urban areas, a lot of police officers have been accused of violating civil rights. The officer often hears, "You stopped me because I am Black/Brown." How can you tell the color of a person's skin if he's driving 90 miles an hour down the road?

However, we do have these kinds of problems and many times officers fall into what I call the trick bag. A trick bag is when someone says something to you to try to get you talking, and you find out that you're into something that you really didn't want to get into. The term is a dialectical slang expression.

- For many years in the process of social change, groups (particularly those who were hostile to police officers) taught others how to put an officer in the trick bag. One of the best ways to do that is to accuse him of being prejudiced.

It is a trick bag because the officer then tries to justify why he's not prejudiced or why he is, and this creates all kinds of problems.

Since California is a multi-ethnic community, we have to begin to get officers to learn how to deal with multi-ethnic problems. For example, one out of seven individuals in California has a Spanish surname. We also have a large Asian-American population; we have a Hindu population; we have native Americans (Indians); we have a Portuguese population and a large Black population. We also have another group that's often forgotten in this country, and that group is called the Appalachian Whites; some people call them "Okies." They have been moving into California for a number of years employed as migrant laborers. We have to try to get the officers to understand some of the kinds of things that have happened to these people and some of the animosity that many of them have toward police officers.

We also try to help the cadets understand how to deal with emergency situations, how to deal with situations when they are on uncertain grounds, and how to understand themselves. They must learn how to recognize when their personal problems are interfering with their effectively carrying out their responsibilities of maintaining law and order and protecting the citizens. We also try to tell them the kinds of things one can do, if he has personal problems; we point out the kinds of resources available for the police officer.

The course in Enforcement Psychology is a 12 hour course, and it's a difficult task to cover all the material. We show some movies and do some role playing.

Another course, which is offered to officers in the field, was generated after 1965 as a result of the President's Commission on Civil Disorders. That report revealed that police agencies had to begin to do something about improving police-community relationships. Therefore, the Highway Patrol initiated a course entitled Police-Community Relations. The

objective was to help the police understand the community, and to help the citizens understand the police so that they could deal with some of the racial tensions that were occurring following the Watts riot. We also had the San Francisco State College strife that most of you read about in the newspaper, and they were concerned that there might also be confrontations on other college campuses. Fortunately, it did not spread. It was believed that if police officers could learn better ways to deal with people, this might be a step toward preventing future situations from happening.

In this course we draw primarily from psychology, but we also try to deal with the techniques of communications, group processes, ethnic and cultural relations. We talk about some of the personal difficulties that occur on the job and we talk about personal difficulties at random, such as the fact that the divorce rate among police officers is among the highest in the nation.

This course is a part of their in-service training program and each highway patrolman, approximately 5,000, returns about every two years for in-service training. Human relations is only one aspect of this two week training.

We try to get them to understand some of the kinds of personal problems they may encounter, and we discuss the kinds of situations they may have dealt with out on the road. We again do some role playing; we break into small groups and use some actual situations that have occurred. A great deal of the marital strife that exists among police officers is due to the tremendous disruption that occurs because of changes of tours of duty. There is also a breakdown in communication between the police officer and his spouse which creates problems in the family. One of the things I've found during the eight years I've been working with the police is that police officers have what I call the super male concept. They attempt to live up to that super male concept and it creates problems in their household.

The course in Human Relations involves four hours of class; it's not all lectures as there are some small group interactions. I'll try to briefly touch on some of the kinds of things that we do and some of the content that's covered.

Since every Highway Patrolman must return every two years, we had to find some way not to be repetitious, as they have no formal record of their previous instructor or the content covered. Consequently, I divided the content into four parts and set up four teaching guides.

On Guide One, I included the problem, its cause and effects, and why a police officer needs a course in Human

Relations. We try to clarify some of the possible problems that the police have in dealing with the citizens, and the general reasons for lack of communication. One of the main reasons seems to be that the public has a misinterpretation of the role of the police officer. We point out that the public's interpretation of the policeman often reflects a basic fear which many individuals have of authority. We also talk about how negative feelings resulting from one unpleasant experience with a single officer can be generalized to an entire law enforcement agency, to all police officers.

We discuss how prejudice is generated, how it results from being a member of a particular group, and how the officers can learn to deal with their own feelings and prejudices. One of the first things that we try to do is to get the officer to recognize that he may be prejudiced. If one can realize that he does have prejudices, then he can deal with them and we can try to help him understand them. Then we talk about how prejudices can develop and how an individual's attitudes stem from his early training. While he may not be conscious of negative attitudes, they may come out in his language. There are also many non-verbal ways to express prejudice.

Another thing that we try to get the officers to understand is that many citizens have a distorted image of them because the only time they have had contact with police officers has been when a law was violated. We attempt to encourage the police officers to move out into the community, attend various meetings in various areas, and try to see the other side of the picture. This also enables the citizen to see him in a different light as their contact often has been limited to stressful situations.

In our second class, utilizing Guide Two, we talk about breaking down the barriers. What are the barriers that block communication between the police officer and the community? I'd like to keep re-emphasizing to you that we are talking as if it's a one way street. Those of us who work in the community, however, also talk to community groups about how they can improve their relationships with police officers. We discuss the psychological and social, as well as basic communication barriers that develop. One of the major communication barriers in California results from the fact that we have a large Spanish population; a number of these individuals do not speak English. We also have to get the police officer to understand that he may have to deal with this problem when he makes a routine stop.

He must also learn about and understand the Mexican-American concept of machismo. This concept is particularly important in the barrio, which is the section of the inner city predominantly occupied by a Chicano population. In these

Mexican-American families when a boy reaches a certain age, he assumes a great deal of responsibility if there's no father in the family. At that point he is presumed to have dignity, masculinity, integrity, and honesty. It is, therefore, very important to his ego that he be recognized as a man. In dealing with individuals of the dominant culture, a mother many times will defer to her son. For example, when an officer stops a car in which there is a woman who speaks Spanish, and her son is also in the car, many times she will indicate that she does not speak English and refer the officer to her son. This sometimes creates a problem for the average officer. He may find it difficult to talk to the son rather than the older woman in the car. If the police officer does not understand this, however, and views this behavior as resistance to his authority, the barrier to communication is perpetuated. We try to talk about that and get the police officer to understand the attitudes and values basic to this behavior.

We feel that the police officer must initiate action to break down some of the barriers as his ego is less vulnerable than the citizen's. I think it's a challenge that each police officer faces and that he must attempt to understand the kinds of things that are going on with the citizens in response to social change in our society. I think one of the best ways to deal with this challenge is through education. However, since we cannot go out and educate the entire public on human relations, we are trying to do as much as possible by educating the police officer in the area of human relations.

Most mistakes in interpersonal interactions result from a basic ignorance on the part of the police officer and the citizen and from a sheer emotional response rather than a rational response to an enforcement situation. It is believed that if the police officer really understands some basic psychological concepts, which help explain his own behavior and the behavior of others, he will be better equipped to deal with the emotionality of an encounter. To assist him in doing this, we use role playing to help the officer view the situation objectively.

As we move into Guide Three, we talk about the need for interpersonal skills and a knowledge of psychological concepts. We point out that these concepts are basic to all behavior; therefore, an understanding of them and appropriate responses in dealings with individuals is invaluable. In addition to this, the average officer must cultivate skills of sensitivity and tact, as well as courtesy, so that he comes across with sincerity. Each officer has to develop his own specific way to deal with situations which is in keeping with his own personality.

The last section of the in-service course deals with interacting with groups. We point out that an officer's personal hang-ups can prevent him from utilizing his knowledge of people. In other words if he is overly involved with his own anxiety or personal problem, it's very difficult to effectively relate to other individuals. Officers should be aware of the fact that their previous negative experiences can sometimes affect their perception of an individual or a total group.

- For example, if an officer had five bad stops with Blacks, it is more than likely that he'll be prepared for the sixth expecting trouble.

This is because people often generalize from previous experiences. In this case, the officer assumes all Blacks are trouble makers. We try to get the officers to look at each individual and each situation as a new experience.

In dealing with groups of the community at large, we also try to show the application of psychological principles. We discuss some of the basic facts about groups and try to help the officer learn how to interact positively with groups. We wish to improve community relations from the point of view of the officer as well as that of the community member. We hope that as a result, the community member will have a better perception of the police officer.

Let me move on to another project in which I've been involved. I was Training Director for the Delinquency Prevention Unit Project, which was conducted by the Youth Services Division of the Sacramento Police Department. A primary objective was to train the officers to do crisis counseling or crisis intervention, and to purposely intervene in the lives of other individuals. I feel that since the police officer is the first point of contact between the youth and the police department, he should possess skills to help the young person through that crisis situation.

As an integral part of this project, a Youth Services Officer was assigned to work full time in each of eight high schools and junior high schools in Sacramento. The objectives of the program were: 1) to help reduce the present high number of youthful offenders; 2) to bring about a decrease in the recidivism rate, through early intervention and personal interaction with the youth and his parents. In preparation for this, the men learned the various theories of counseling, as well as techniques for interacting with youth. They became familiar with agencies for referral as well as private resources for additional help. This was an extremely intensive course.

Upon completion of their training, some difficulties were encountered when the police officers moved into the schools. Many citizens felt that the police officers were there to arrest trouble makers rather than to do any counseling. However, once accepted, there were some interesting results. After three weeks many of the officers decided never to return to regular police duty. They were too involved in dealing with individuals on a more personal level. Many of them are now going back to school to become professional counselors.

The Project is still in progress. The data collected for the first year revealed a significant decrease in the recidivism rate among first offenders who received counseling rather than probation or incarceration. The men also managed to decrease many of the problems that had been occurring in Sacramento High Schools, because they began to interact on a personal level with students. I can't hope to go into all the research; however, if you are interested in this aspect I have a copy of the report.

This has been an extremely brief overview of the kinds of programs which have been utilized by some of the law enforcement agencies in California. I hope this gives you some idea of the wide range of possibilities which exist for the merging of the field of criminal justice with other behavioral sciences. I'm almost positive, as I see things progressing, that there will be an increasing need for this kind of interdisciplinary approach. In response, I suspect the training programs will be much more comprehensive to enable officers to effectively deal with a variety of crisis situations.

THE UNLIKELY PARTNERSHIP:

PSYCHOLOGY AND LAW ENFORCEMENT

Stanley L. Brodsky

Selection

The applicant for the deputy sheriff position had been telling me about his previous jobs and I was growing suspicious. We were in the jury room--cracked plaster, peeling paint, well worn straight-backed oak chairs--of the courthouse in a rural county. I was working with the county commission and the merit board to help select deputy sheriffs, and Alvin Johnson was the first man I had been interviewing. Fourteen other applicants were in the courtroom, completing 566 True-False items in a psychological test.

Alvin Johnson was tall, broad-shouldered, crew-cut, in his mid-30's, with a layer of soft flesh growing unevenly over a muscular body. He was telling me about his work with the Louisville Police Department, and that he had left after two years employment. Like his other descriptions of prior jobs, he was vague in talking about the reason he left.

"Just why did you quit?" I asked.

"I was getting restless," he replied.

"But what made you decide to quit at just that time?"

"I wasn't feeling good about the work!" he said.

I pursued this further: "In what way?"

"Well," he answered, "I was getting kind of nervous."

"In what way were you getting nervous?"

"The work was beginning to bother me."

At that point I was developing an hypothesis that there was much more going on than what he was saying.

I took a shot in the dark. "Have you been hospitalized psychiatrically since the time you left the job?"

He hesitated and stammered, "Sort of...just for 10 days."

"What did they say about you?"

"That I had a nervous breakdown, but I'm all better."

"What was happening on the job that led to your nervous breakdown?"

He went on to describe how police work, day-in and day-out, had been distressing and bothering him.

Here was a man who was reluctant to admit anything wrong about himself. He was one of 15 applicants seeking to be a Deputy Sheriff and he needed a job. He had a poor paying, manual labor job and sometimes pumped gas in a near-by community. The deputy sheriff's job paid $700 a month out of which the deputy had to pay about $240 a month for supplying his own car, weapons, and uniforms. It was hardly a lucrative job.

Based on the interviews and psychological tests, I recommended that he and 5 other applicants not be employed. And they were not. This is one example of a collaborative relationship between psychologists and a criminal justice agency that can have mutual pay-offs for both.

These systemized observations and interviews were accompanied by listening carefully to some of the non-obvious cues, trying to follow up on them and get information that had relevance for police work. This same day, another applicant was driving a taxi in the county. As I spoke to him, I heard clearly that he was a dangerous person. He said he was married and was separated from his wife. I asked, "Did you hit her often?"

He replied, "We got in bad fights sometimes."

"How often do you get drunk?"

"Well, maybe once or twice a week."

"How much do you drink each time?" I pursued.

"Oh, sometimes six or seven bottles of beer, sometimes 8 or 10 drinks, it depends on how much money I have and what I'm doing."

As I spoke to him further, a picture slowly emerged of a man who fought with people constantly and who was dangerous. I recommended to the County Commission that they not employ him as well, and they did not.

Unlike a number of colleagues, I believe in the value of psychological testing and interviewing as a source of selection information for police departments.

- A reason so much police training and public relations effort goes poorly is because of the few bad eggs who aren't screened out of policework.

They cause so many problems that enormous effort is invested in trying to make these inadequate patrolmen do and be things they cannot. Thoughtful screening can offer a sense of fairness to the people who apply to the department itself, and to other personnel in the department.

What are the characteristics we ought to select? What makes a good policeman? These are tough questions. I have some ideas about what makes a bad policeman. There is no unitary behavior or single role demand common to all policemen. Some law enforcement personnel do well in some police actions and not so well in others, and indeed the whole concept of a single kind of "good cop" is false.

- We are going to see more of police being selected for differential assignment, in which some personality types are plugged into high activity, high stimulation jobs; some will go into social service work, others will be solitary patrol drivers, and others will be involved primarily as clerks or inspectors.

All will be taught an interchangeable base of minimum skills. As we assess skills so that we have police applicants for a number of law enforcement areas, psychologists and other behavioral scientists will be making an extremely important contribution. In place of the political and personal pressures exerted almost every time a sheriff is elected, the time is right for having traveling resource teams of criminal justice psychologists that will go from community to community. They would meet with police departments every six months, administer tests, interview applicants for police jobs, and feed back information to the city administrators who are making the selections.

In Tennessee, every new police officer has to be certified as not being mentally ill. They have hired psychologists in Murfreesboro and other cities to interview and so certify police applicants. I would add that this is a certification nobody seeks for psychologists, Presidents, or other groups in our society.

Training

Training is a second major area of psychologists' contact with police. Persons who have gone through any basic police training school know there is one characteristic all of them have in common. They are boring as hell. A trainee sits in the audience and does what you are doing here. An "expert" lectures the trainees from the belief that he thinks he knows best. The audience sits quietly as passive recipients of ideas imposed on them by others. Those who manage to stay awake retain just enough to write down on a piece of paper, pass an examination, and forget as quickly as they can. Trainees are treated as children. It seems to me that one purpose of law enforcement training as it actually operates is to prove the impeccable character of the academy and the trainers. In other words,

- in the headlong stampede toward professionalism and minimum standards the victims have been the students and any opportunity for flexibility in training.

We have run over the students in order to meet our requirements, and set up rigid training hours and rigid schedules. We have acted as if those of us who work in the academies actually know the answers to police and societal problems, when in reality we are just beginning to ask the correct questions. In this process of seeking out answers, every trainee should be working jointly with us. It must start with training. Once police get into the field, an occupational socialization process occurs that shapes them. It has been written, "It's often easier to fight for principles than to live up to them." That happens readily in police work.

Clemenceau wrote, "war is too important a matter to be entrusted to generals." In the same sense policing is too serious a matter to be left to the police. Policing is successful only to the extent that police genuinely bring community involvement. How does one get people and communities involved? One way is to train the police as participants so they know how to permit others to participate with them. If we do training, let's not permit somebody to stand in front of the mike and tell trainees what to do. Rather, one demonstrates what it is and have people actively involved in every step of the way. Let us look at the following example:

(man) "Officer, would you come with me please? There's a woman in my drug store who won't pay for her Coca-Cola."

(woman) "I'll pay for my Coca-Cola."

(man) "She won't pay for her Coca-Cola."

(woman) "My God, you called that police officer for a Coke!"

(man) "I brought her this Coke, it's a 35¢ Coke."

(woman) "Forget it! It's not worth anything!...4 ounces!"

(man) "Will you tell her to pay for her Coke or not?"

(woman) "Ha, I never ordered a 35¢ Coke from you!"

(man) "She ordered a 35¢ Coke...you ordered a 35¢ Coke."

(woman) "Yeah, by God, that's not even 4 ounces,."

(man) "Are you going to pay for it or not?"

(woman) "NO, I'm not going to pay for it. I'll go to jail before I'll pay."

(man) "Take her to jail."

(Police officer) "Let's work this thing out now... a 35¢ Coke?"

(man) "A 35¢ Coke."

(woman) "Yeah, look at that..."

(man) "No, no, she ordered a 35¢ Coke...get her out of my restaurant."

(woman) "Oh, you cheapskate, cheap!!!"

(Police officer) "I'll pay for the Coke."

(man) "Go on, tell her to get out of my restaurant."

(woman) "Yeah, I'll get out, and I'll never come back either."

(man) "Get her out of here. She's going to get out of my restaurant, get her out!"

(woman) "I'll tell all my friends to stay away, too."

(man) "There's nothing I want more than your friends staying away from here."

(woman) "Take your old 4 ounces of Coke."

(man) "No, you take the Coke, I don't want your money, here."

(woman) "Officer, he's trying to insult me, insulting my intelligence, calling that a 35¢ Coke."

(Police officer) "Come on, come on."

This is an example of a law enforcement situation that involves personal conflict which the officer is called to resolve. One does not tell officers what to do in this situation. If one is going to have a series of effective training situations, the principle at any level, whether on the beat, in supervisory training or in the classroom, is not to tell officers what to do, but jointly participating with them in exploring what they are doing.

The Unlikely Partnership

I titled this talk "The Unlikely Partnership." I called it that because it could not have happened 25 years ago, when psychologists were awakening to the need to begin working on social problems; and 25 years ago law enforcement was absolutely closed to outsiders coming in, and suspicious of them. Now a number of factors have led us to a collaborative relationship, and as we do, the question comes up, on whose terms? The law enforcement agency, on their terms, sometimes brings in psychologists to answer specific law enforcement questions about promotion or intelligence. On the terms of the psychologists, sometimes they see law enforcement settings as the place to conduct basic psychological research, such as with social/psychological variables that have little application. This research gets written up in doctoral dissertations, and occasionally is referred to in books, but rarely has much impact on social problems. The third alternative is a genuine partnership that is neither exploitive nor a guest-host relationship. A genuine partnership is much more difficult.

I want to talk about one genuine collaborative relationship, in which I was engaged with the Illinois State Police Training Academy. We received a grant for training police in working with human relation problems, and spent the first eight months of our project meeting together and defining our goals. The first time the Corporal assigned to the project came to visit us at the campus; within a year after the Cambodian incursion and subsequent student riots, he was afraid to walk on the campus in his State Police uniform. In turn, the first time that I pulled into the parking to stay overnight at the State Police Training Academy, wearing my sweatshirt, bearded, looking at 150 police cars in the parking lot, I had a great deal of concern and discomfort. As it turned out, our

relationship over a period of time became an extraordinarily good working one and a personal one. We were able to see each other as friends and colleagues rather than psychologists and policemen. We alternated whose "turf" we met on, we defined very carefully what goals we wanted to achieve, and agreed on things to work on together. We developed 30 short, subjective camera films.[1] A subjective camera film is one in which you look at the scene, pretending that the person on the film is speaking to you at that moment personally, and that you are the officer, on duty at the moment. In each of the training groups we had a member of the academy staff, jointly running the group with a psychologist trainer. The staff had a good deal of field experience and eventually took over the training themselves. The fellow officers, serving as trainers, led to the experience becoming more influential in modifying the trainees' opinions than anything I would have said.

There was a whole variety of solutions discussed to the problems, none of which were necessarily right. At the least, the trainees received some good feedback on how they compare with others. This particular project, often specific to state police situations, is not terribly important by itself. We have not done anything earth shattering and have not changed police training around the country. However, it is significant to see what can come out of a working partnership in which we defined objectives together, and evaluated what we had done.

This is a time at which there may be special potential for pursuing the partnership between behavioral scientists and police. The first reason is that police are rapidly changing toward professionalism, toward behavioral training and toward emphasis on improving who they are and what they are doing. James Sterling has stated that we have reached the point where behavioral scientists may be doing more good than harm as they work with police departments. Sometime during this century, we finally reached the point where police departments were doing more good than harm in their normal enforcement activities. If you look at the history of the police, they have been under very justified criticism for a long time. In part, out of a deliberate responsiveness to criticism and in part from improved personnel, police increasingly have incorporated outside ideas and influences. This receptivity has made it possible for behavioral scientists to be involved.

But why the interest of the behavioral scientists and the mental health professionals? The desire for relevance

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[1]Information regarding the simulation films and the training manual is available from the Illinois State Police or the Center for the Study of Crime, Delinquency, and Corrections, Southern Illinois University, Carbondale.

and the emphasis on studying and aiding communities have resulted in more of a service orientation. A second factor is that psychologists, psychiatrists, and social workers are in a state time of perceived poverty: not real poverty, but perceived poverty. Departments of Psychology and Social Work are convinced that the federal government is about to cut off long-standing sources of financial support. For a long time the departments have seemed independent of real social problems. In Psychology Departments this has been praised as a virtue (with proof of its virtuosity to be found in the no-strings-attached federal aid). "There is no virtue that poverty destroys not," Shakespeare wrote, and this felt virtue of isolationalism is rapidly disappearing with the onset of academic poverty. It is happening in many police departments where psychological knowledge is being mobilized, where full time psychologists are employed as problem solvers, trainers, personnel experts and as co-investigators with complex cases. The IACP is trying to develop uniform organizational structures in which police forces may best utilize behavioral scientists.

Where We Go

As we affirm this unlikely partnership and move toward a collaborative professionalism, we should anticipate problems as well as successes from our efforts. "Injustice is perhaps easy to bear; sometimes it is the sting of justice that hurts." As we start offering better services and acting more justly, some of the traditional, favored clientele of the justice system will become restless. A truly just law enforcement and criminal justice system is going to be difficult for many people to live with. Yet, it is where we have to go.

The pay-offs are promising. On the part of psychologists the pay-offs include learning from police about the nature of pressing social problems and contributing to the solution of these problems. For the police the pay-offs include the utilization of many untapped resources and becoming effective in achieving many societal goals. The pay-offs include the process of becoming friends and colleagues. The kind of working relationship that a police department can develop with academic and behavioral scientists can be productive not only in the issues we have been talking about, but also to dispel some of the mutual stereotypes and distances that often exist. Together, the potential is for both to become more a part of their communities, jointly attempting to alleviate their communities' problems.

END