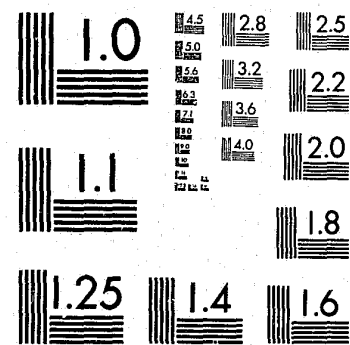


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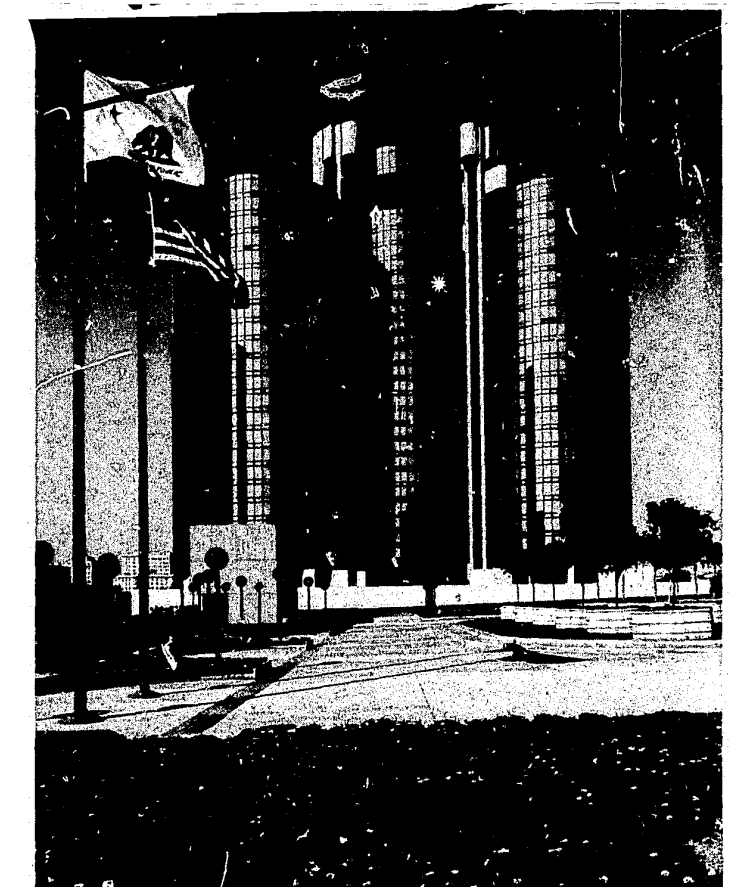
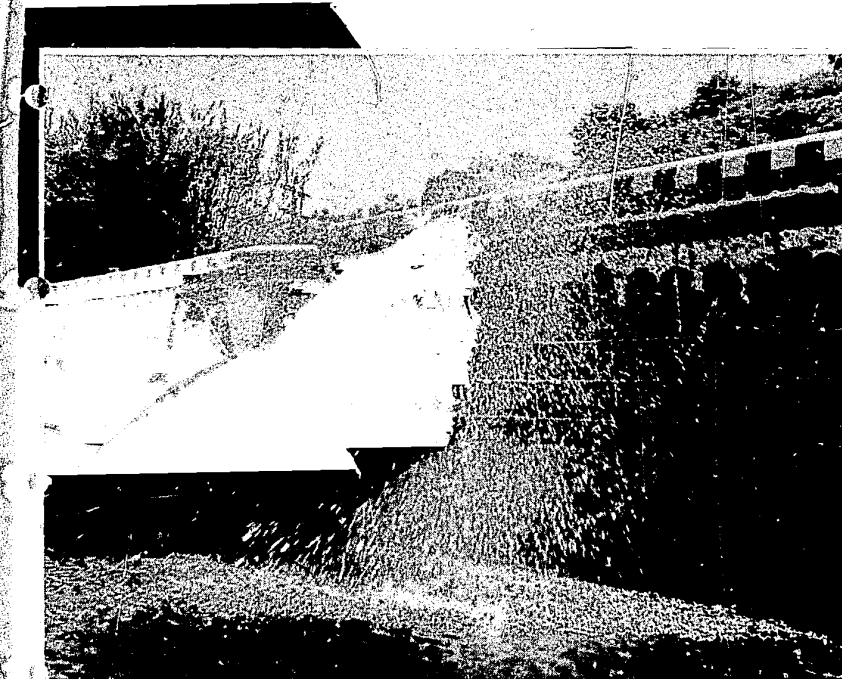
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IACP CONFERENCE SCHEDULE

1977 (84th)—Oct. 1-6 Los Angeles
1978 (85th)—Oct. 7-12 New York City
1979 (86th)—Sept. 15-20 Dallas, Tex.
1980 (87th)—Sept. 13-18 St. Louis, Mo.
1981 (88th)—Sept. 19-24 Seattle, Wash.

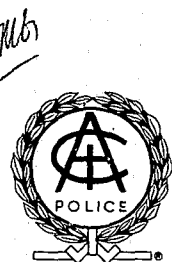
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Note: New subscriptions and changes of address require six to eight weeks to process. Subscriptions are entered to begin with next available issue. If a backdated subscription is desired, an order should be placed for the required back issues separately.

- 1 **COVER**—Typical Los Angeles sights greeting delegates to the 84th Annual IACP Conference will include Universal Studios, represented here by the ferocious 24-foot shark featured in "Jaws"; a view of Hollywood and Vine Streets; and the dramatic Bonaventure, headquarters hotel for the Conference. See page 16.
- 8 **Juvenile Justice Since Gault Decision** (Editorial).
- 16 **Host Chief Announces Spouses' Tours for the 84th Annual IACP Conference.**
- 17 **Things to See, Do or Buy in Los Angeles That You Would Not Normally See, Do or Buy Back Home.**
- 20 **New York State Police Summer Program** (William G. Connelie).
- 22 **Interview Techniques for Children** (Edward W. Killam). 57333
- 26 **The Newark, Delaware, Juvenile Diversion Program** (Alexander W. von Koch).
- 28 **Youth and the Criminal Justice System — "Lifers" at Rahway State Prison Assist in Program** (James P. Murphy).
- 30 **The Law Enforcement Explorer: An Integral Part of the Police Team** (W. T. Shearer, J. H. Dellinger, W. A. McCarty, and A. E. Waisgerber). 57334
- 36 **Training Explorers: Need v. Cost** (Sidney P. Smith).
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- 42 **A High School Criminal Justice Careers Program** (Ozell DuPree).
- 44 **A Cooperative Police/School Delinquency Prevention Program** (Phyllis L. McDonald and Richard K. Williams). 57335
- 47 **Students and the Law Mendham-Style** (Justine Kusner).
- 48 **The Changing World of Bicycle Safety** (Robert M. Cleckner).
- 51 **The Los Angeles Juvenile Justice Center** (Hon. David V. Kenyon).
- 52 **Averting Violence in the Gang Community** (Rudolph V. DeLeon).
- 54 **The Suburban Juvenile Officer** (Janet E. McClellan).
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- 64 **Juvenile Vandalism — A Typology** (Frank Cornacchione).
- 66 **The Elgin Crime Prevention Alternative** (Jon Patrick McAtee, David R. Dingel, Jesse L. Rouse, and David C. Buck).
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57335
Montgomery County, Maryland
**A Cooperative Police/School
Delinquency Prevention Program**

By PHYLLIS L. McDONALD and RICHARD K. WILLIAMS

SOME public school teachers in junior high school classrooms in Montgomery County, Maryland, are instructing students on how to run a polygraph machine, how to protect a crime scene, how to conduct a concentric circle search, and how to lift latent fingerprints from glass bottles. The curriculum sounds more like one being taught recruits at the Public Service Training Academy for police officers.

This program in law enforcement for junior high students is a cooperative Montgomery County Department of Police/Board of Education program funded by the Law Enforcement Assistance Administration through the Governor's Commission on Law Enforcement for the State of Maryland and the U.S. Department of Justice.

**WHY IS THE PROGRAM
UNIQUE?**

In many areas of the country, police officers go into classrooms to teach about police work; however, this program is different in three critical ways:

1. Teachers do most of the instruction. Thus, the program is an

economical one for the police department. Police officers make guest appearances at times when the topic is too technical or when the teacher wants an officer to discuss personal experiences.

2. All instructional materials have been authenticated and provided by the staff of the Police/Student Relations project so that teachers can begin teaching immediately and carry the burden of the instructional process. The teacher is provided with worksheets, audiovisual aids, learning activities, vocabulary activities, and assessment tasks.

3. The police officer's appearances are more meaningful, since he is part of an ongoing instructional process rather than a one-time lecturer who only serves to whet student's appetites. For example, the teacher has already taught students the vocabulary and mechanical principles of the polygraph when the officer arrives to demonstrate and discuss the polygraph. With the groundwork already laid, the officer can go on to more important aspects of the equipment and its application.



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CAPTAIN RICHARD K. WILLIAMS is the officer-in-charge of Community Relations Programs, Montgomery County Department of Police, and serves as content specialist to the Police/Student Relations Project. Williams has been with the Montgomery County police since 1968. He holds the B.S. degree in sociology from Tennessee State University and the M.P.A. degree from American University, Washington, D.C.



All instructional materials have been authenticated and provided by Police/Student Relations staff. After groundwork laid by teachers, police officers from Montgomery County Department visit school to demonstrate important aspects of self-defense...

MICROFILME

Curriculum materials have been prepared for up to nine weeks of instruction.

**SAMPLE WEEK OF
INSTRUCTION**

The instructional materials and curriculum outline have been designed to allow the teacher maximum flexibility in program planning. For each day in the nine weeks of instruction, there are several activities from which to choose depending on students' needs, interests, and characteristics. For example, if the teacher decides to teach Unit 2 on "Criminal Investigation: Evidence," the plan for the week might include the following:

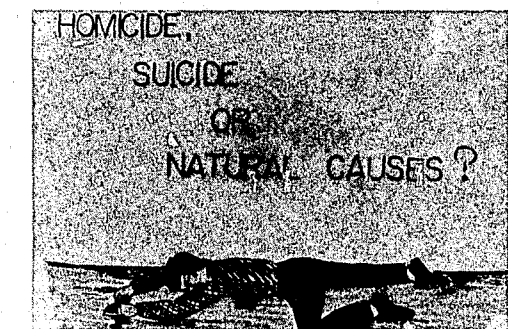
DAY 1

Audiovisual slide tape on physical evidence: Students, in small groups, will survey a school area to identify physical evidence.

Transparency on types of searches: Students will direct small groups of other students to conduct specific types of searches and critique each other.

DAY 2

Transparency on protecting the crime scene: Students will be given role cards, one of which will be the first officer to the scene. First officer will have to decide which of the others should be admitted to the crime scene.



DAY 3 ...
Videotape on homicide: Students view mock homicide scene, then perceptually what took place; then discuss problems with eye-witness accounts.

Videotape on homicide: Students will view videotape, set up mock crime scene, sketch crime scene, and make decisions as to which measurements should be included on sketches and what types of photos should be taken.

DAY 4

Filmloop on how to lift latent fingerprints: Students will practice lifting fingerprints from different surfaces. (Preferably an officer will be available to attend class.)

DAY 5

Filmloop on how to record inked fingerprint: Students will practice recording inked fingerprints of each other and classify them. (Preferably officer will attend class.)

All audiovisual aids have been produced by the project staff.

INSTRUCTIONAL MATERIAL PREPARATION AND QUALITY

Instructional and audiovisual materials have been and continue to be developed by a team consisting of the project director, a curriculum specialist, an audiovisual specialist, a secretary, and a police officer. The role of the police officer is to coordinate police officers for technical consultation, talent for audiovisual productions, and speakers in schools, and to participate in mini-seminars for teacher orientation programs to allay fears about teaching technical information on law enforcement. The materials are technically accurate and unbiased. The accuracy is assured by technical consultation with many police officers and police par-

ticipation on the advisory board. Police members on the advisory board are: superintendent of police, officer-in-charge of community relations programs, division chairman of research and planning, a patrol officer, and director of in-service programs at the public training academy.

WHY TEACH LAW ENFORCEMENT

This course is designed to improve the attitude of youngsters in the 8th, 9th and 10th grades toward police officers. The results of an experimental program in two junior high schools showed statistically significant differences in the form of a positive attitude change among students.

The Montgomery County Department of Police has for many years had legitimate entry to the elementary schools via safety patrols and in the senior high years through driver education courses. However, there was no legitimate means of nonadversary contact between the police and the student population committing over 50 percent of the juvenile offenses: the junior high school students. Most often, program designers advocate police/student interaction to effect positive attitude change. In contrast, this program advocates both police/student contact and information about the job of law enforcement. Ultimately, it is the objective of the project to reduce delinquency through the modification of negative student attitudes toward police, school, and authority. Evaluation aimed at determining impact of the program on the delinquency rate is being conducted through the analysis of arrest records and court data.

Several psychological and behavioral processes are set in motion when a student experiences this course.

The student learns a language — the technical language of law enforcement which he can now use to speak with officers on the street. The availability of a common language shared by police officer and student provides the student with a new set of behaviors to substitute for directing expletives at the officer to gain approval of his peers; he can now ask the officer what kind of fingerprints he has — arches, loops, or whorls. The student achieves approval and admiration from his peers while simultaneously experiencing a positive interaction with an authority figure.

The student learns about the job of the police officer and can begin to identify with the role. Many of the learning activities are designed for the student to role play the police officer; to stand in his shoes and have to make the kinds of decisions the officer faces every day. As a result of the course, he knows what the job "feels" like; he now knows the kinds of tasks performed by an officer; he has an inside view of the personal fears and problems of the officer; and he begins to understand who determines what the general behavior of the officer should be; i.e., the institution not the man.

Given this insight, both intellectually and emotionally, a student can begin to identify with the role. Two results are possible: (a) he begins to consider a career in law enforcement and (b) in his daily behavior at school, home, and on the community, he is more willing to be "pro" law enforcement. (At one local junior high school, a serious act of vandalism was committed. Seventh graders enrolled in the law enforcement course were willing, and in some cases eager, to provide information to the school authorities.)

Continued on page 46



mounted patrol ...

firearm use and safety ...



suspect identification using police artist ...

and fingerprint techniques ...



The student begins to distinguish between the institution of law enforcement and the personality of the individual officer. Since the teacher is conducting most of the instruction, students begin to learn about "law enforcement" as a body of knowledge that exists independent of an officer's personality. Students soon realize that an individual officer may be pleasant or harassing, but that the behavior of a single officer should not determine the value of law enforcement, or the institution, for them.

As students learn about the required training, skills, and the precision and technical accuracy which the officer is required to exercise, they develop a new appreciation for the officer. In sketching the mock crime scene, gathering evidence, and making decisions about which measurements are relevant to a well prepared court presentation, the student begins to recognize, contrary to popular T.V. dramatizations, that criminal investigation is a painstaking endeavor.

Family counselors often advise parents to work together and jointly present decisions involving their children. This prevents the child from engaging in a power game of playing one parent off against the other. Similarly, when students observe teachers and police officer "together" in their approach to students, fewer opportunities exist for students to "set up" the teacher "to get" the police officer or the reverse. Further, the student is less likely to be confused about the role of authority in society, after exposure to two authority figures, an officer and teacher, displaying consistent and cooperative behavior.

DUPLICATING PROGRAM IN YOUR JURISDICTION

The first person with whom to discuss the plan is the chief of police. An understanding from the chief that police officers will be involved in the program as speakers is critical. It may also be necessary to discuss that requests from the school system will be received and coordinated. Montgomery County police officers were advised of the program and its significance through a headquarters memorandum. The memo gave a full description of the program, its inception and development.

Since the bulk of the instructional process is the responsibility of the school, it is important to gain the cooperation of key officials in that organization. Contact the chairman of the department of curriculum or the chairman of secondary social studies. At a meeting in his office, explain program goals and purposes. It is also essential to inform school officials that samples of instructional materials and

course outlines can be readily obtained. With a commitment of support from the chief of police, the social studies chairman can be given assurance of police support. As an example of successful integration of a law enforcement course into an ongoing curriculum, the Montgomery County plan may be cited.

In the Montgomery County public schools, seventh-grade teachers are required to teach six weeks of a unit entitled "Youth and the Law." Since there is no established course for this six weeks of instruction, teachers are advised to use the police/student relations materials. Other subject areas which can include law enforcement are: communications in the English/language arts department and science teachers (forensic science — lab procedures).

The development of a program for junior high school students with this chairman of social studies or curriculum should not be too difficult. If you are located in the state of Maryland, instructional materials should be available throughout the state during 1977. If you are outside of the state, write to the project office for a sample packet of materials: Police-Student Relations, 14501 Avery Road, Rockville, Maryland 20853.

Copies of instructional materials and audiovisual materials will be available at cost of duplication.

PARENT, OFFICER, AND COMMUNITY MEMBER REACTION

The PRS staff mailed questionnaires to parents of students enrolled in the course and to a sample of police officers. Both groups responded favorably and they have been supportive of this kind of program. A question raised ultimately by each group has been, "Aren't you making better criminals?" The police department certainly has no fear of this happening as evidenced by their continued support and interest. Teachers feel the opposite occurs as students become aware of how evidence can be collected and analyzed. The project staff has made a concerted effort to concentrate on investigative techniques rather than gimmicks or tricks used by criminals. In the arson investigator slide tape, for example, students are not taught how to construct incendiary devices but rather how the investigator makes sense out of fire chaos.

FUTURE DEVELOPMENTS

• The goal for the second year of funding for Police/Student Relations is to develop a vocational education course in law enforcement for senior high school students. The course will help the student survey the range of jobs in law enforcement, in both public and

private sectors, training requirements, and his own interests and abilities. The course will also teach certain competencies in law enforcement which would be consistent with any future law enforcement training program the student may enter. It does not promise them jobs at the end of training. With all the available instructional materials from these two courses, a course in law enforcement could be designed for adult education use.

• From the audiovisual and instructional materials prepared for the junior high and senior high law enforcement courses, a bank of resource materials could be established within the police department to be used by police officers for speaking engagements — either one-time lectures in schools or community programs, PTAs, Kiwanis, and Rotary, or to be used to conduct a mini-course for any of these organizations.

• Other types of police/school programs are being developed as a result of the structured curriculum course. One junior high school has already organized a law enforcement fair. Police officers representing speciality areas were set up in learning centers throughout the school gymnasium. Classes of students were rotated through the gym to visit centers representing high interests. Learning centers on: the polygraph, sketch artist, identification (fingerprints), self defense tactics, first aid, motorcycles, and arson investigation were available. A cruiser, trained K-9 dog, and a U.S. park police horse were on view in the nearby school parking lot. In another school, a team of teachers chose to teach law enforcement in every subject area for one week rather than have the social studies teacher teach three weeks of law enforcement. Thus, math covered crime statistics; science, laboratory investigation; language arts, T.V. versions of law enforcement and murder mystery; and social studies, investigative techniques.

It is anticipated that other ideas of this nature will be generated. The support enjoyed by the project within the school system, police department, and community has been nearly unanimous. The program is viewed as timely, greatly needed given the social problems engendered by today's society for today's youth, and perhaps accepted as a frontal attack on an attitudinal problem most officers and teachers have accepted as nearly unremediable. As one police officer stated: "... contact with and involvement in law enforcement under controlled conditions should help remove some of the 'fear of the unknown' and resentment of authority which recently seems to be the juvenile trend, in addition to humanizing the image of law enforcement personnel." ★

END