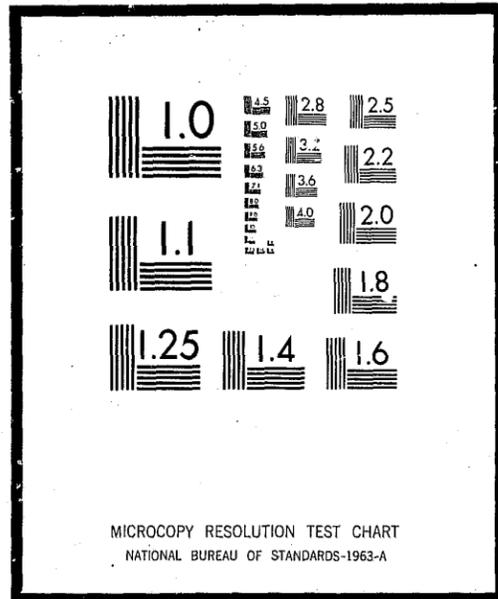


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ANNOTATION:

FIFTEEN THREE-MEMBER TEAMS WERE FORMED INTO A POLICE COMMUNITY COUNCIL.

ABSTRACT:

PRIMARY AIMS ARE TO ACQUAINT POLICE AND COMMUNITY WITH EACH OTHER'S PROBLEMS AND TO STIMULATE ACTION TO SOLVE THOSE PROBLEMS. THE PROGRAM AIMED TOWARD IMPROVING COMMUNICATIONS AMONG ALL SEGMENTS OF THE COMMUNITY. THE TOTAL CITY IS INVOLVED WITH SPECIAL EMPHASIS IN HIGH CRIME AREAS. FIFTEEN THREE-MEMBER TEAMS WERE FORMED INTO A POLICE COMMUNITY COUNCIL. THE TEAMS CONSISTED OF ONE SWORN POLICE OFFICER AND TWO CITIZENS, ONE OF WHOM IS AN INDIGENOUS LEADER IN ONE OF CHARLOTTE'S HIGH-CRIME NEIGHBORHOODS. THE POLICE COMMUNITY COUNCIL'S INTEREST WAS IN COOPERATING WITH NEIGHBORHOOD GROUPS AND ORGANIZATIONS IN THE DEVELOPMENT OF CITIZENSHIP RESPONSIBILITY. IT IS HOPED THAT BY BRINGING THE COMBINED CITIZEN POLICE TEAM INTO CONTACT WITH THE RESIDENTS OF VARIOUS NEIGHBORHOODS, THE TEAMS COULD INSTILL A DESIRE ON THE PART OF THE RESIDENTS TO WORK HARD TO MAINTAIN THE PEACE. (AUTHOR ABSTRACT)

NCJ-000083

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CHARLOTTE POLICE DEPARTMENT

212

# POLICE COMMUNITY COUNCIL

## A GRANT EVALUATION REPORT

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United States Department Of Justice      Office Of Law  
 Enforcement Assistance                      Grant Number 212

## CHAPTER 1

### DEFINITION

The Charlotte Police Department, being aware of the ever increasing need to improve communications within their community, established a Community Relations Section January, 1967. One of the primary aims of this section was to establish a long-range, full-scale effort to acquaint the police and the community with each other's problems and to stimulate action aimed at solving those problems. This section developed a proposal aimed toward improving communications among all segments of the community. The total city was to be involved with special emphasis in high crime areas. The proposal stated that the establishment of fifteen three-member teams would be formed into a Police Community Council. The teams would consist of one sworn police officer and two citizens, one of whom would be an indigenous leader in one of Charlotte's high-crime neighborhoods. The Police Community Council's interest was in cooperating with neighborhood groups and organizations in the development of citizenship responsibility. It was and is hoped that by bringing the combined citizen police team into contact with the residents of various neighborhoods, the teams could instill a desire on the part of the residents to work hard to maintain the peace.

This proposal was presented to the Office of Law

Enforcement Assistance for a grant. A grant was awarded the Charlotte Police Department in the amount of \$14,290 for a twelve month period beginning July 1, 1967, and ending June 30, 1968. James A. F. Kelly was named director and remained in this position until May 31, 1968, at which time he resigned and was succeeded by Captain Charles E. Adams. Mrs. Katherine Huffman, program director for the N. C. Conference of Christians and Jews, was appointed assistant director and later changed to consultant for the twelve month grant period. Mrs. Huffman is now assistant director, working with Captain Adams. Mrs. Miriam Smith was hired as executive secretary.

A "Blue Ribbon" steering committee was formed with Mr. William E. Graham as chairman. The other members of the committee were as follows:

Mrs. Micki G. Riddick, Charlotte Area Fund  
Mr. William T. Harris, Harris-Teeter Super Market  
Mr. William E. Bluford, Professor, Johnson C. Smith University  
Dr. Edward W. Pohlman, PHD, Queens College  
Rev. Coleman E. Kerry, Friendship Baptist Church  
Mr. Howard C. Barnhill, Health Department  
Mr. M. Ben Ellington, Jr., Charlotte Bureau of Employment, Training & Placement  
Dr. Seth H. Ellis, PHD, University of North Carolina at Charlotte  
Dr. Joseph Frankford, Charlotte-Mecklenburg School System  
Officer Rudolph Torrence

Captain Charles E. Adams

This committee held its first meeting on August 7, 1967. During this meeting, plans were initiated for selection of participants for the Police Community Council. All community leader-participants were chosen and their qualifications were discussed at meetings held each Monday until September 11, 1967, by members of the steering committee and staff. On Thursday, September 7, 1967, at 8:00 P. M., community leaders met with the steering committee members and Police Community Council staff to be interviewed in a body. Each indigenous participant was carefully chosen from various agencies throughout the city. (See Appendix A for a list of participants). A letter and application form were sent to each selected participant. The letter explained the program and the amount of compensation each low income participant would receive per classroom session or neighborhood meeting for transportation, babysitting, or any other expenses incurred while participating in the Police Community Council. Letters and application forms were also sent to the community leaders and police officers. Upon acceptance, an appointment was made with each indigenous participant by a member of the staff steering committee for a personal interview.

Following the completion of interviews, a meeting of the steering committee and staff was held to vote on each participant and make final selection. The applications were then turned over to the police department for a background criminal records check. Two of the selected indig-

enous participants had minor records, but after discussion among the staff, it was decided that the two would be used because of their leadership in the community. The director informed all the participants as to the responsibility they were undertaking. A series of lectures were presented in classroom sessions. The topics of the lectures were as follows:

1. Introduction to local governmental politics
2. Speech instruction
3. Origin, nature, and purpose of police
4. The nature of crime and criminal law and courts
5. Theories of physical and psychological crime causation
6. Organization of the Charlotte Police Department
7. An explanation of the juvenile problems and the mechanics of the juvenile court
8. Model city plans and areas
9. The Charlotte Police Department and the civil disturbance
10. A survey of community sociology
11. Social behavior of man - These same lectures and presentations were made to police command and supervisory personnel. (See appendix B for lecture materials and curriculum). The participants were instructed that attendance at the classroom session was of the utmost importance, since information received during the classroom sessions would be very useful for neighborhood meetings. The participants were urged to acquaint their respective communities of the scope of the program and, in part, what the Charlotte

Police Department was attempting to do. As part of the program, an interagency service center was established in Earle Village. This office became a part of the council, in that the officers were able to communicate with the residents in the community and to adjust problems at a local level. One of the primary considerations for choosing Earle Village was that it was one of Charlotte's high crime neighborhoods. (See Appendix C for a description of the Earle Village program). Various other agencies coordinated their efforts to supplement the council. Calvin Harris, Neighborhood Youth Corps coordinator and a community leader, was successful in coordinating a series of morning meetings for members of the Neighborhood Youth Corps. Wilch Caldwell of WSOC TV arranged several TV appearances for the council.

## CHAPTER 2

### BACKGROUND

There were many factors that attested to the exigency of establishing such a program; it may be helpful to review the data as follows:

1. The estimated rate of per capita income in Charlotte, as of December, 1965, was \$2,755. This was the second highest rate in North Carolina. The U. S. average was \$2,367 and in the southeast, \$1,838.
2. The estimated total population as of December 31, 1966, was 258,000. The total census year of 1960 was 201,564.
3. The distribution of the population in Charlotte by races was: White, 145,093, 72 %; Negro, 56,248, 28 %; other, 223. This figure was based on the 1960 census report and projections indicate this ratio has increased well above 30 per cent Negro.
4. The rate of growth of the population in the City of Charlotte was 61.7 % over a ten year span.
5. In a seven year span, Charlotte's crime index increased 83.4 %.

6. Joe Doster of the Charlotte Observer wrote a series of articles in the newspaper during May of 1966. These articles are considered to be an excellent survey of the problem. Excerpts of the articles are included.

Crime comes from sections where people are poor and poorly educated.

And because Negroes are the poorest and least educated, much of Charlotte's crime is Negro crime.

But it must be pointed out that among the high crime areas are some all-white areas and that some all-Negro areas do not classify as high crime areas.

At least six predominantly white areas also produce substantial crime which shows up on the map.

It should also be noted that the maps do not include traffic cases or "white collar" crimes such as embezzlement, fraud, fraudulent checks - - areas of crime dominated by white perpetrators.

The 14 census tracts where the dots are the thickest contained a total of 56,999 people when the 1960 census was made. At the time, 41,902 of the city's 56,248 Negroes lived in those 14 areas.

Generally, the same areas that produce the property crimes of larceny, burglary, and auto theft also produce the violent crimes of murder, rape, assault and robbery.

But the Belmont Section which shows up as Tract 25 on the map is a departure from the general picture. It is high in property crimes but not in violent crime - specifically a much lower rate of assault. (See Appendix D for map depicting census tracts.)

Tract 25, a predominantly white section, produces a high rate of store-breaking and burglary cases, according to city and county police.

Current maps would not look exactly like the two used here. There would be almost no dots in the Brooklyn (Tract 2) Section and very few in the First Ward (Tract 6) Section which show up here as very heavy crime areas.

Since information for the maps was compiled, slum clearance and road building programs have cleared much of the Brooklyn Section and are rapidly clearing much of the First Ward Section.

City Police Planning Officer Ken Miller says a current map would reflect these changes by showing heavier concentration in the northwest section where the former Brooklyn Section and First Ward residents have been moved.

City Police compile arrest records which give a slightly different picture of crime because they lump all arrests, including traffic cases, drunkenness and other misdemeanors, into the statistical pot.

In 1965, City Police made 15,855 arrests.

Here is how that total breaks down:

8,742 white people were arrested

7,113 Negroes were arrested.

Men outnumbered women 14 to 1, with

834 white females and 958 Negro females in the arrest totals.

White people make up 75 percent of

the total population and accounted for 55 percent of the total arrests.

Negroes make up about 25 percent of

the population and account for 45 percent of the arrests.

OUT OF THIS PIT OOZES CRIME, Where Homes are Shacks,  
Streets are Dirt, Life is Ugliness . . . by Joe Doster.

"Come walk through a crime factory.

A big one.

It's bounded on the north by Oaklawn Avenue, on the east by Statesville Avenue, on the south by the Seaboard Air Line Railway and on the west by Irwin Creek.

It's Cat's Place, Redman's Place, Pape's Place, and Rena's Beauty Salon.

Bluff Street, Branch Street, Spratt Street, Spring Street, and McCall Street - just wide enough for a car to go between the houses.

Not room enough for a lawn, but here and there a bit of red verbena struggles for life in the dust between the house and the asphalt.

A square mile of darkness, the census people call Tract 49 that we know as Greenville. Greenville - 4,478 poor and ignorant people living in an all-Negro slum.

How poor is poor?

One out of nine of the families lives on less than \$20. a week. Another 169 of the 929 families live on less than \$40. a week. Half of the families in the whole area have more than \$6,000 a year.

How ignorant is ignorant?

For the 2,036 people over 25 years old, the median education level is less than seven years of school. Only 188 finished four years of high school, 41 went to college and a dozen of 2,036 went four years or more.

How much of a slum is it?

The monotonous, gray, unpainted smear of buildings huddled together along narrow streets has to be seen to be believed. Statistics won't show it, and the census people have no scale for ugliness.

They can simply tell you that three out of four of the housing units were built before 1939, that three-fourths are deteriorating or dilapidated, and that almost half of the residents had no bathroom."

CRIME'S BASE EASILY SPOTTED - Most Crime Spawned Among Uneducated, Poor. . . by Joe Doster.

"You can't predict where crime will happen or who its victim will be, but you can predict where it will come from. Find the uneducated and the poor in Charlotte and there you will find the roots of crime. It is as simple as that. The median education level for Charlotte when the 1960 census was made was 12 years of school and the median family income was \$5,592 a year. If you check over Charlotte's residential sections and find one in which the people measure significantly

below that average, you will find substantial crime spawned there.

A section which ranks well above that average will have few criminals, and the number of criminals an area will produce varies directly with its educational and income levels. When you check that premise against the 14 census tracts in Charlotte that produce the major portion of Charlotte's offenders, here is what you find:

Education levels varied from seven years of school to 11 years of school, but six of the tracts measured below 8th grade and another five below 9th grade, according to the figures compiled in the census.

Only one measured higher than Grade 10 and none were as high as the city median.

The income test also holds up.

The range in the 14 areas was from a low of \$4,149 a year to \$4,381 a year. Five of the areas were below \$3,000 a year. In general, Negroes made less money than whites of the same education level.

In addition to the 14 high crime areas, there are an additional half dozen sections with substantial crime problems but which do not approach the magnitude of the top 14.

These areas were also generally below the average in education and income but not as far below as the top 14 crime producers. A study by a group of Queens College sociology students several years ago resulted in similar findings about the location and sources of Charlotte crime. The researchers found a number of factors involved in a high crime rate, but concluded:

"It is felt by this committee that the lack of adequate education and preparation for participation in today's industrial labor market is the factor around which most others resolve.

In areas where there are a low level of education there is generally a low income level, a high level of unskilled labor and/or unemployment and a high rate of crime."

The FBI also recognizes education and income levels as major factors influencing the amount of crime in cities across the nation.

The nature of crime also changes as one goes up the education and income ladder.

The poor and uneducated commit more of the violent crimes and the petty larcenies.

Embezzlement, fraud, fraudulent checks, receiving stolen goods and other "white collar" crimes are committed by better educated people with high incomes."

The Charlotte Police Department established a Community Relations Section in January, 1967. The new unit was staffed by two sworn officers and one civilian employee. This section, since its inception, has established a police department's speakers bureau, which has made an average of five speaking engagements a week. The Community Relations Section has also sponsored, in cooperation with the Charlotte Mecklenburg Chapter National Conference of Christians and Jews, a Police Community Relations Seminar at the University of North Carolina at Charlotte. The seminar was attended by almost 80 persons, representing the Charlotte Police Department, Mecklenburg County Police Department, and the Mecklenburg Sheriff's Department. This was the first of a continuing series of community seminars. The first police community relations seminar held at the University of North Carolina at Charlotte was attended by 40 officers of the Charlotte Police Department. At the present time, the Community Relations Section is engaged in a community service of preparing and disseminating crime prevention and police community relations literature. (See appendix E for crime prevention literature.) In order to understand the scope of the problem before the Community

Relations Section, one must familiarize himself with a few factors about Charlotte. Charlotte has developed into a major urban center and continues to be one of the southeast's fastest developing areas. Charlotte, like other rapidly growing areas, has had a corresponding intensification in the crime rate. The police need the assistance and understanding of the community in order to combat the crime problem in Charlotte. For the most effective police efforts, there needs to be understanding and communication permeating all levels of the community's social strata. Effective police efforts need to have established lines and medians of communication so that real two-way dialogue can be created and maintained. This two-way communication can be preserved only if there exists a permanent mechanism through which it can be transmitted. From the beginning, it was decided that the people who staff this mechanism must have some understanding of:

- a. The social structure of the community.
- b. The elements of human behavior
- c. The nature of authority in local government.
- d. Theories of crime causation.
- e. Purpose of the police.
- f. Responsibilities of social welfare agencies.
- g. Judicial procedure and criminal justice.
- h. Principles of contemporary correction.

- i. Methods of crime prevention.
- j. Successful systems of police community relations.
- k. The position and interaction of minority groups.

A basic knowledge in these areas is essential for persons involved in police community relations' activities; the individuals involved in the program found other factors essential, especially that the agents of police community relations improvements must be able to hear the community and its problems and to set them into the proper social context for solution. Official recognition of the agents and mechanisms of improved police community relations is necessary so that the police can have the respect of the community and the ability to transmit suggested solutions to community problems to proper authority with impact that will insure appropriate action.

CHAPTER 3  
GOALS AND AIMS

As previously stated one of the primary aims of the Police-Community Council was to establish a long-range, full-scale effort to acquaint the police and the community with each other's problems, and to stimulate action aimed at solving those problems. An attempt was made to bridge the gap between the community residents and the police, and to establish a functioning program aimed at alleviating existing problems. Police experience has shown that apprehension and punishment are not the complete answers to crime prevention. Often they have degenerated into a vicious cycle with repeated crimes and repeated punishment. With each arrest and conviction, the perpetrator became more embittered with authority and with society itself. Hostile attitudes and a mistrust of authority have followed one generation after another.

It was recognized that a new means of preventing crime and decreasing the rate of recidivism must be found. The old system of policing, i. e. getting to know people on a personal basis, names, occupations, children, trouble, etc. was one approach. There were several factors prohibiting total implementation of this concept of the foot patrolman in the community. Lack of adequate manpower and increased

demands for services are two primary considerations that would make the "cop on the beat" approach impossible.

We as police officers knew that we must be concerned with the needs of the people we serve, either aiding them by fulfilling their needs or referring them to an agency that could help them.

An urgent need was indicated in the Earle Village area for constructive recreational programs. The inability to express the human need for recreation through socially defined channels manifested a hazardous situation for the police. To this end, street dances and water sprinkling were initiated in cooperation with the Charlotte Area Fund, the program extending over the three months of the summer. The residents of the community had never previously related meaningfully to a police officer. The context of their contact with the police had been most unfavorable, and a good majority had viewed the police as repressive agents of the establishment. This view was fostered by ignorance, and the residents, having had only minimum contact with police, never had this misinformation exploded. Much has been made over the loss of personal contact between the police and the citizenry with the removal of the police man on the beat. Increased urbanization had intensified this communication problem, leading to further alienation of the police and segments of the community. To the residents of this community, Emil Durkheim's concept of anomie was very real. This frustration at lower levels had created a chain reaction -

any initial response in the way of communication had been numbed; therefore, we experienced problems at other levels. As previously stated, this affect went much further than the initial communication gap. A partial answer to the problem was attacking the problems at its grass roots level. It was felt that the youth must be reached through some constructive approach. With this end in mind, baseball teams were organized for the young people hoping that such participatory sports would lead to a lesson in sportsmanship. In addition, the problem of the children roaming the streets would be decreased. The children involved in these programs came to know the police officer in his official capacity as well as in a personal context. Admittedly the approach was more complex, but it was essential that the movement begin at this level. The residents of this area had previously reacted to any programs with antipathy. It was our approach, therefore, to attempt to involve these individuals in a personal solution of the community ills. Many of these people had never utilized the avenues available to them for redress of grievances. They sought the antiquated solutions of self-help, failing to realize that the law too made a place for them. The residents began to view the policemen not merely as an agent placed there to quell the tempest but rather to offer help and assistance. In part, we were attempting to re-establish close personal relationship of the policeman on the beat. One factor in the continuing success of the police community council has been that an open forum has

been provided to these alienated people; a vehicle through which their grievances can be aired and solutions sought. It was and is the hope of the police department to initiate these programs, seek involvement on a local level, and sow the seeds of constructive citizenship for future harvest for the members of the community. It is hoped that these programs will be continued under local leadership, the impetus having been supplied by the police department. This is not to say that the police wished to abdicate their responsibility in these areas; moreover, increased police leadership will be needed, but the programs must be redefined to include indigenous members within the framework of leadership.

One might gain the impression that our program has been tailored exclusively for the high-crime neighborhoods. This does not reflect accurately the scope and purview of the program. From the inception of the program, an attempt was made to involve local businessmen and community leaders at all levels. It was recognized that only through their assistance and support could a program be implemented that would be far reaching and permanent. The response from the community was most gratifying.

CHAPTER 4  
ANALYSIS OF PROGRAM

Several agencies were involved in the formulation of the program. They were, as follows:

- a. Local chapter of the National Conference of Christians and Jews
- b. Charlotte-Mecklenburg Christian Ministers Association
- c. Charlotte Clergyman's Christian and Civic Action Association
- d. Local Employers, especially the textile industry
- e. Charlotte City Council
- f. Charlotte-Mecklenburg School System
- g. Charlotte's Mayor's Office
- h. Charlotte Area Fund, Inc. - Neighborhood Group
- i. Charlotte Bureau on Employment, Training and Placement, Inc.
- j. University of North Carolina at Charlotte
- k. Johnson C. Smith University
- l. NAACP
- m. Eastside Council on Civic Affairs
- n. Westside Council on Civic Affairs
- o. Brookhill Improvement Committee

These members also formed a Police Community Relations Steering Committee. This Steering Committee was responsible

for guiding the program, setting up program policy, and developing new programs to foster better police community relations. The steering committee was responsible for recruiting and screening community participants in the program. In addition, the committee was the primary source of public information about the program. This proposal was implemented by the creation of fifteen three-man police-citizen problem-solving community relation teams. The teams consisted of one police officer and at least one resident of one of Charlotte's less affluent high crime rate neighborhoods. Police-citizen teams were trained for one college semester. The training phase was under the academic supervision of the University of North Carolina at Charlotte and was conducted by a series of instructors who were experts in some of the various aspects that affect community living and the problems that disrupt this way of life. The instructors concentrated on these elements in an attempt to give the participants the knowledge necessary to understand and recognize real community problems and the skills to refer properly the problems for possible solution. There was strong emphasis on those problems that led to unrest, delinquency, and a high crime rate. The training course included one lecture a week, plus small group discussions and extensive preparations in problem solving techniques. The training program was designed to give the team members a basic understanding of their own community; the nature and problems of local authority; the theory and practice of crime prevention, criminal justice, and current methods of correction; minority groups, and their interaction within a community; and methods and techniques of police community relations.

During the initial period of the grant, and after the termination of the training period, the police department and the steering committee evaluated and refined the curriculum. It was apparent from the beginning that the curriculum would have to be well designed and educationally flexible since participants would have a wide range of educational backgrounds. The methodology used was team-teaching under the direction of a UNC-C faculty coordinator. The coordinator was responsible for the implementation of the training phase, invitation of appropriate guest lecturers, and provision of continuity of course material. It was the further responsibility of the faculty coordinator to insure that the purposes and goals of the training phase were realized. After the three member teams were established, they were assigned geographic areas of responsibility within the city. Their first responsibility was to become known within their assigned area and to establish rapport with the residents. The teams, with the aid of the assistant program director, sought to arrange and conduct speaking engagements, community visits, etc.. Ultimately the team concept was modified due to the differing request for services. A number of teams were quite active and it was felt that the group should be rotated to insure that each participant could be actively involved.

These teams, functioning on a continuing basis, had as their goal to develop a constructive dialogue between the area residents and the established authority. In addition to information and communication functions, the teams were available to help residents seek and implement solutions to

area problems. The teams further sought to attempt to open up lines of communication throughout the total community and to correct present deficiencies. They received complaints and problems. Those problems which could be solved merely by an explanation were to be adjusted there and in most cases were. Those problems and complaints that appeared to be real, relevant, and appropriate were recorded and documented. They were then referred to the appropriate agency for study. The complainant was notified by mail of the action that was taken. (See Appendix F for Meeting Record Forms).

It was apparent from the beginning that the success of this program was dependent on the sincere cooperation of all the members of the police department and that it would require an understanding of the merits and mechanics of the program. Problems that were met in the community were freely discussed for the enlightenment of the police officer as well as the resident. The solutions to the problems uncovered were pointed out to the men. An effective medium for this information transmission was the "Link", an internal newspaper. Experience indicated that the distribution of this newspaper was very important; distribution by mail to the home of each and every department had several advantages. The contact was sure and could be studied at the employee's leisure. The information was also available to the employee's family for their understanding. This had a two-fold effect. One was bringing about a reinforcement of the administration's philosophy and secondly as an extension of the purpose of the program.

On December 5, 1967, two trial neighborhood meetings were held. Due to poor attendance at these meetings, it was decided that the council needed more publicity. Leaflets were distributed the day before a neighborhood meeting was put into effect, but after two unsuccessful attempts, this idea was discontinued. Experience indicated that radio, television, newspapers, and word of mouth were most effective. Various staff members made individual talks to make the public aware of the Police Community Council. The first official meeting of the Police Community Council was held on January 8, 1968, at Biddleville School and included the local PTA. The meeting was considered an unqualified success. This basic approach was employed by the separate teams. The teams introduced themselves and the chairman gave a brief outline of the Police Community Council and its aims. Following this introduction, questions were solicited and attempts were made to answer them. When the team members were unable to answer a question, they made referral records and reported back to the questioner by mail later. Thirty meetings were held during the period of January, 1968, to June 30, 1968. (For a list of questions asked and a description of meetings see Appendix F.)

The Charlotte Police Department together with several community agencies and groups sought the grant to establish this experimental program to experiment and learn in an area new to both groups. It was the aim of the department and the advisory steering committee during the twelve-month period to gain the knowledge and experience necessary to operate the program as an ongoing departmental program. After the

grant period, the police department envisioned expanding and operating this program as part of the regular police department program with regular municipal financing. At the onset, both the Charlotte Police Department and the Steering Committee were hopeful and certain that out of this twelve-month experimental program new areas of police community concern would be discerned with clarity and the police-citizen teams would be instrumental in developing police community relations. All members involved in this proposal viewed the program as a useful first step from which many more techniques and programs would emerge.

The staff of the program was drawn from two sources. The project director was a civilian police department staff member, and the assistant director was a representative from the local chapter of the National Conference of Christians and Jews. Personnel for the lecture series were selected as recognized experts in their field and/or higher education with full academic credentials.

Following the assassination of Martin Luther King, Charlotte experienced a minor civil disturbance. (A detailed history of the civil disorder is included in Appendix G. The Charlotte Police Community Council attempted to discern underlying factors contributing to the unrest. An attempt was made to interview the 192 persons arrested. A control group was chosen which represented the same sex as the arrestee and lived in the same neighborhood and block. (A detailed analysis of the findings is included in Appendix H). Presently Dr. Edgar Butler, Department of Sociology, University of North

Carolina at Chapel Hill, is preparing an in-depth study of the civil disturbance.

CHAPTER 5  
EVALUATION AND CONCLUSIONS

An ancient prophet of Israel, Esdras said, "I shall light a candle of understanding in thine heart which shall not be put out." The task of the Police Community Council has not been unlike that of Esdras, attempting to generate a better understanding throughout the community. The police in the community are operating in a new role, before deemed outside the aegis of the traditional police function. It was our hope that ultimately specialized training in recognizing the community's problems and attempting to rectify those social ills would be expanded to include every police officer. It was recognized that the success of any community relations project would be dependent on the individual officer and his attitudes toward such a program. An effort was made to change the Community Relations Section from a separate unit and to integrate it into the total framework and structure. Both these objectives are close to being recognized. The spirit of the Police Community Council has filtered down to the rank and file of the police department, and many officers have expressed a desire to become involved in the activities. This attitude is mirrored in the increasing prominence of the Community Relation Section within the community.

The Council was very much interested in cooperating with neighborhood groups and organizations in the development of citizenship responsibility. It was hoped that by bringing the combined citizen-police team into contact with residents of the various neighborhoods that the teams could instill a desire on the part of the residents to work hard to maintain the peace and to better their community. It was felt the joining of neighborhood residents together into a collective thinking group would produce a united force of citizens who would act against the elements that cause crime. Historically, the maintenance of peace and order was once the responsibility of the community dwellers themselves. There were no police. As communities developed into cities and the division of labor increased, police departments were formed to help the citizenry. The shift of the total responsibility on the police is not realistic. Part of it must be shared by the citizens if they desire a crime free society. The Police Community Council was formed as an effort to re-align the bearing of this responsibility. In retrospect, it is felt that these objectives have been met most favorably.

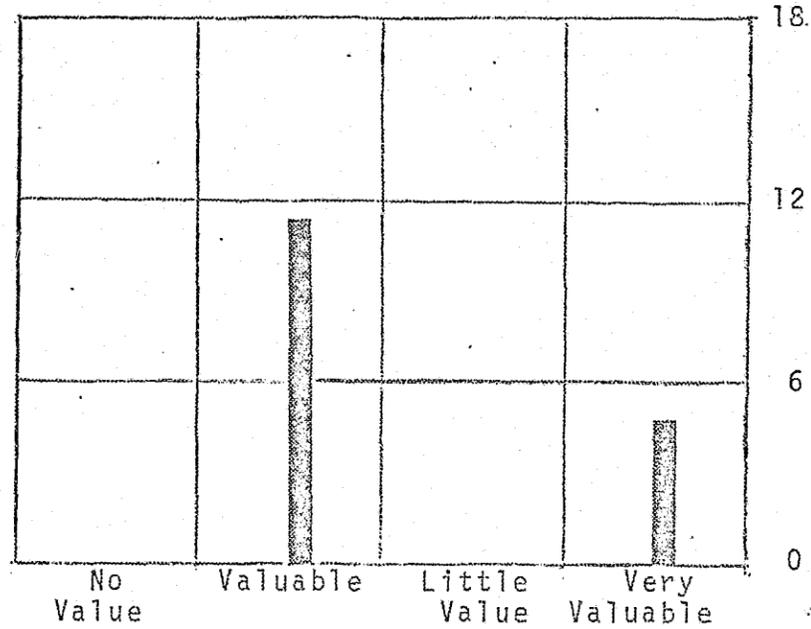
Near the conclusion of the program the Community Relations Section administered a series of questionnaires in an attempt to evaluate the effectiveness of the separate neighborhood seminars. The first questionnaire covered the assessment of the rapport of the groups, preparation and the interchange of ideas and was sent to the sponsors of meetings.

Seventeen responses were received from twenty-two respondents contacted. The mean score was 23.8 and the median was 24.5. The questionnaires were evaluated by assigning numerical values to each response. The values ranged from one for no value to four for very valuable. The final score was a composite of each question. The highest possible score was 26. The evaluation of the discussion group leaders and materials was most favorable. Although there were no open-ended questions, the respondents frequently commented on various aspects of the presentations. These addenda were indicative of the interest the participants displayed. The second questionnaire was an evaluation of course materials used. The findings are reproduced here.

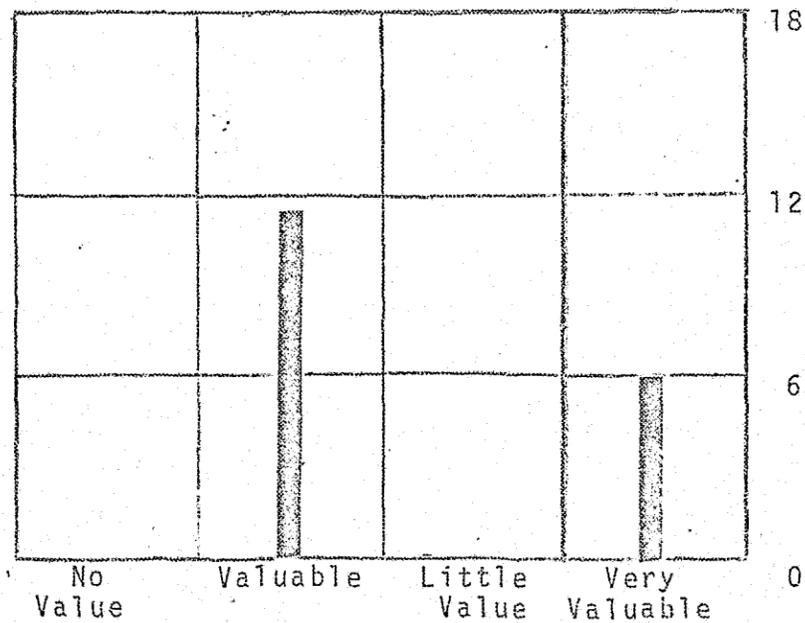
CHARLOTTE POLICE-COMMUNITY COUNCIL

NEIGHBORHOOD MEETING REPORT

1. The purpose of the neighborhood meetings was to improve the lines of communication between the police and the community they serve. Rate the value of the neighborhood meeting, conducted through your cooperation, in improving this communication. Circle the letter beside the most appropriate statement.



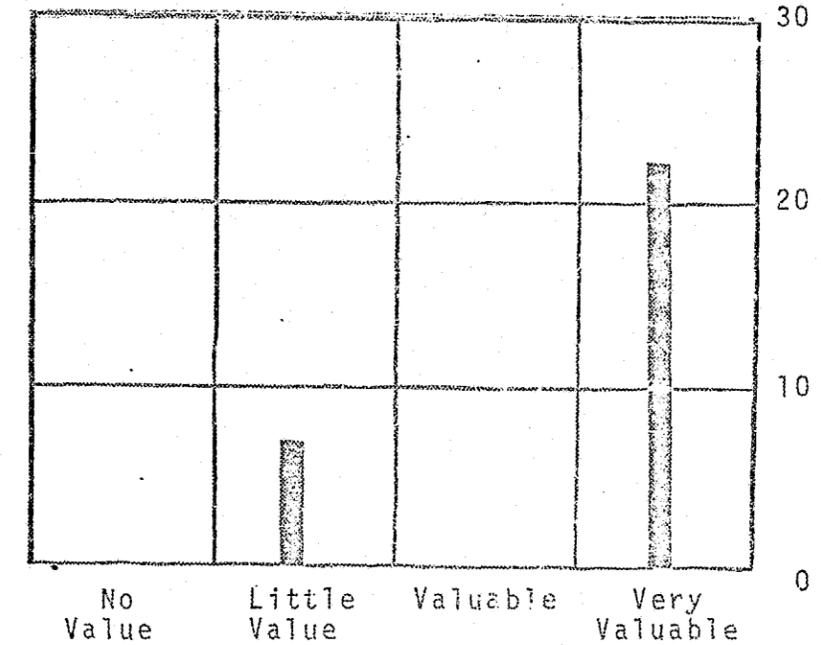
2. The members of the team that appeared with you have gone through a training session to prepare them to meet groups. Considering the state of preparedness of the team that appeared before your group, the training sessions appeared to have been:



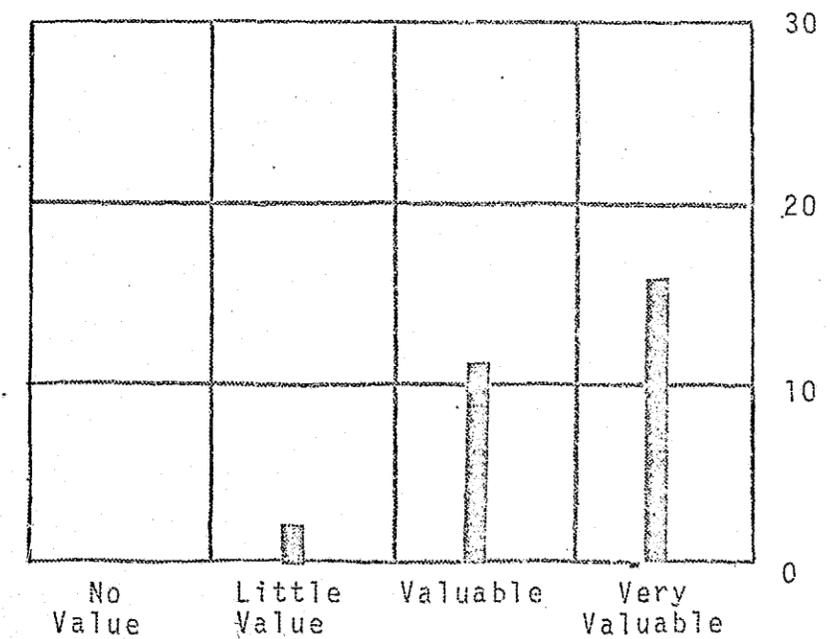
CHARLOTTE-POLICE COMMUNITY COUNCIL

PARTICIPANT'S EVALUATIVE QUESTIONNAIRE

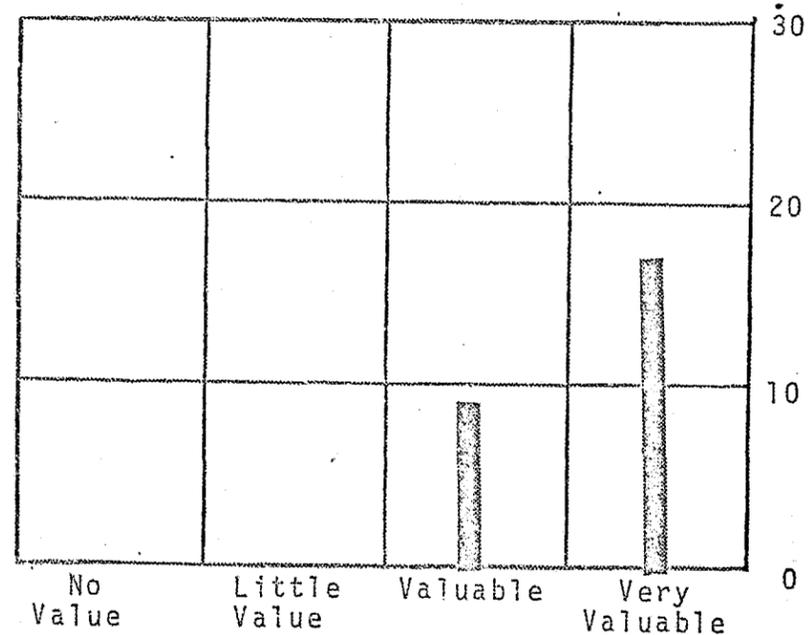
1. The classroom sessions were designed to help the participants better understand the relationship of the police in the community. Rate the overall classroom sessions in this respect.



2. In today's way of life, many people believe that there needs to be a better understanding between the different classes of people. The Council participants represent several different classes of people. Rate the classroom contacts concerning the improvement of understanding between different kinds of people.



The purpose of the neighborhood meetings was to improve the lines of communication between the police and the community they serve. Rate the value of the neighborhood meetings in improving this communication. Circle the letter.



Considering your contact with the Police-Community Council, would you please consider the following statements and mark the block you consider most appropriate.

	<u>Yes</u>	<u>No</u>	<u>Undecided</u>	<u>Omitted</u>
a. The team members made a good impression . . . . .	17			1
b. The team was prepared . .	15	1	1	1
c. They could have been better prepared . . . . .	10	2	5	1
d. The meeting was interesting . . . . .	17			1
e. The meeting was of value.	16			2
f. The whole thing was a bore . . . . .		15		3
g. The group lacked leadership . . . . .		16	1	1
h. You came away with a more favorable image of the police . . . . .	17	1		
i. The council is a good idea . . . . .	17			1
j. The council should be discontinued . . . . .		16		2

The purpose of the lectures presented in the classrooms was to better prepare you to meet groups of people in the community. Rate the material and instructor in accordance with the degree of help it was to you.

- (1) "A Survey of Community Sociology"  
Dr. Edward Pohlman
- |                    |    |
|--------------------|----|
| a. no value        | 1  |
| b. valuable        | 2  |
| c. of little value | 13 |
| d. very valuable   | 12 |
| e. not present     | 1  |
| f. omitted         | 0  |
- (2) "The Social Behavior of Men"
- |                    |    |
|--------------------|----|
| a. no value        | 0  |
| b. valuable        | 1  |
| c. of little value | 10 |
| d. very valuable   | 17 |
| e. not present     | 0  |
| f. omitted         | 1  |
- (3) "Introduction to Local Government and Politics"  
Mr. Charles F. Coira, Jr.
- |                    |    |
|--------------------|----|
| a. no value        | 1  |
| b. valuable        | 4  |
| c. of little value | 10 |
| d. very valuable   | 10 |
| e. not present     | 3  |
| f. omitted         | 1  |
- (4) "Speech Instruction"  
Miss Beatrice Nugent
- |                    |    |
|--------------------|----|
| a. no value        | 1  |
| b. valuable        | 0  |
| c. of little value | 6  |
| d. very valuable   | 19 |
| e. not present     | 2  |
| f. omitted         | 1  |
- (5) "The Origin, Nature, and Purpose of Police"  
Mr. Thompson S. Crockett
- |                    |    |
|--------------------|----|
| a. no value        | 0  |
| b. valuable        | 1  |
| c. of little value | 12 |
| d. very valuable   | 12 |
| e. not present     | 3  |
| f. omitted         | 1  |

- (6) "The Nature of Crime in Criminal Law and Courts"  
Mr. C. E. Hinsdale
- |                    |    |
|--------------------|----|
| a. no value        | 0  |
| b. valuable        | 1  |
| c. of little value | 11 |
| d. very valuable   | 10 |
| e. not present     | 6  |
| f. omitted         | 1  |
- (7) "Theories of Physical and Psychological Crime Causation"  
Dr. Vernon Fox
- |                    |    |
|--------------------|----|
| a. no value        | 0  |
| b. valuable        | 4  |
| c. of little value | 6  |
| d. very valuable   | 12 |
| e. not present     | 5  |
| f. omitted         | 2  |
- (8) "Explanation of the Juvenile Problem and Mechanics of Juvenile Court"  
Mrs. Billie Clark and Mr. Robert Woodall
- |                    |    |
|--------------------|----|
| a. no value        | 0  |
| b. valuable        | 2  |
| c. of little value | 10 |
| d. very valuable   | 8  |
| e. not present     | 2  |
| f. omitted         | 7  |

The following listed publications were given to you to assist you in preparing to go into neighborhood meeting. Rate the usefulness of the material by placing the appropriate letter in the block beside the publication.

(1) "What is Sociology"	
a. no value	1
b. of little value	2
c. valuable	18
d. very valuable	8
e. did not read it	0
f. omitted	0
(2) "Challenge Of Crime In America"	
a. no value	1
b. of little value	1
c. valuable	12
d. very valuable	12
e. did not read it	1
f. omitted	2
(3) "The Police"	
a. no value	0
b. of little value	3
c. valuable	14
d. very valuable	7
e. did not read it	2
f. omitted	1
(4) "How To Recognize And Handle Abnormal People"	
a. no value	1
b. of little value	0
c. valuable	12
d. very valuable	10
e. did not read it	2
f. omitted	4
(5) "Man And Organization" - Three Problems In Human Relations In Industry"	
a. no value	1
b. of little value	4
c. valuable	9
d. very valuable	5
e. did not read it	6
f. omitted	4

(6) "Operational Guidelines, Community Tensions, And Civil Disturbances"	
a. no value	0
b. of little value	2
c. valuable	13
d. very valuable	7
e. did not read it	3
f. omitted	4
(7) "Twelfth Street In Perspective"	
a. no value	0
b. of little value	2
c. valuable	7
d. very valuable	4
e. did not read it	8
f. omitted	8
(8) "--And Justice For All"	
a. no value	1
b. of little value	1
c. valuable	9
d. very valuable	9
e. did not read it	4
f. omitted	5
(9) "The Police" (six sociological essays)	
a. no value	1
b. of little value	0
c. valuable	10
d. very valuable	8
e. did not read it	4
f. omitted	6
(10) "What You Can Do For Brotherhood"	
a. no value	1
b. of little value	3
c. valuable	7
d. very valuable	10
e. did not read it	4
f. omitted	4

(11) "Big, Big, World And The People In It"

- |                    |   |
|--------------------|---|
| a. no value        | 0 |
| b. of little value | 4 |
| c. valuable        | 8 |
| d. very valuable   | 5 |
| e. did not read it | 7 |
| f. omitted         | 5 |

(12) "The Crisis In Law Enforcement"

- |                    |    |
|--------------------|----|
| a. no value        | 0  |
| b. of little value | 1  |
| c. valuable        | 11 |
| d. very valuable   | 10 |
| e. did not read it | 2  |
| f. omitted         | 5  |

An evaluation in the clinical sense would be most abortive; how can one accurately determine the worth of such a program which deals with abstracts? It is inherently impossible to do so.

Perhaps the best evaluation comes from the candid comments from the participants themselves. The tremendous response to the total program is exemplified in the following letters.



JOHNSON C. SMITH UNIVERSITY  
 CHARLOTTE, NORTH CAROLINA 28208

DIVISION OF HUMANITIES

- ENGLISH
- FRENCH
- GERMAN
- MUSIC
- PHILOSOPHY
- RELIGIOUS EDUCATION
- SPANISH
- SPEECH

September 12, 1968

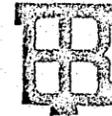
Mr. J. C. Goodman  
 Chief of Police  
 Charlotte Police Department  
 Charlotte, North Carolina

Dear Chief Goodman,

This letter comes to you in a way as an evaluation but more so with a ray of hope for better understanding on the part of all in our community as regards workings of the organization so designed to keep society in an orderly fashion.

There is no doubt in my mind that there have been and still are fruits being received by this community from the efforts of the Charlotte Police Community Council. Personally much has been gained in the way of becoming knowledgeable about the functions of the Police department. I've got rid of the idea that the Police department is the power structure's whipping boy; and I've become aware of the fact that it is an organization of service to the entire community as evidenced by the work of the recently wounded officer C. L. Smith. The Council has done much to spread word of the work of the department, and it has also enlightened the policemen as regards the thoughts of the community about them. Many people are encouraged by the amount of educational training required by our department for we know that such is very necessary in our community today. Many people are aware of the prejudices that exist among the members of the council, the community, and the policemen, and we are relieved at the hope and the effort, to realistically do something positive about them. One also realizes that the Quiet Many have yet to really become disturbed about the policeman's work, and yet we are encouraged when one reads about the help received by police from two citizens who gave help in catching a molester of a young person not many days ago. Many of us realize that law enforcement is a necessary job and that because we are citizens, we have a job in helping to preserve it. Another great fruit of the Council is that we have found each other from all walks of life to be human with all the natural desires and tendencies of humans. So far, even though some very important changes have yet to be seen, I believe the Council has been a very important clearing house for some very emotional issues; and while ideas of the Council have yet to be sold to all of the community, I believe that ideas will spread and that the community and the Police will gain much from its continued existence.

Respectfully,  
*Marvin W. Davenport*  
 Marvin W. Davenport  
 Member of the Council



CHARLOTTE BUREAU ON EMPLOYMENT TRAINING, AND PLACEMENT, INC.  
 401 E. SECOND ST., P. O. BOX 10793 - CHARLOTTE, N. C. 28202 - 704/372-3290

DR. H. LOUIS PATRICK  
 CHAIRMAN, BOARD  
 OF DIRECTORS

JAMES K. POLK  
 EXECUTIVE DIRECTOR

September 11, 1968

J. C. Goodman, Jr.  
 Chief of Police  
 Charlotte Police Department  
 Charlotte, North Carolina

Dear Chief Goodman:

After participating in the Police Community Relations Council from its inception, I feel I am qualified to make a statement regarding any impact the Police Community Relations Council has on the community. I think the most significant results have been the "No Hold Banned" Dialogues between uniformed officers and citizens at the neighborhood level.

I also think these sessions have had some affect on the attitudes of police officers toward "Ghetto" dwellers and/or minority members of the community. Hopefully these flexible attitudinal changes of both citizens and police officers can be focused into an on-going program of understanding.

Sincerely yours,  
*James L. Ross*  
 James L. Ross  
 Deputy Director of Operations

JLR/hrm



CHARLOTTE - MECKLENBURG SCHOOLS

IRWIN AVENUE JUNIOR HIGH SCHOOL

329 NORTH IRWIN AVENUE  
CHARLOTTE, N. C. 28202

November 6, 1968

Police Community Council  
Charlotte Police Department  
625 East Fourth Street  
Charlotte, North Carolina

Dear Council Members:

In behalf of the administration, teachers, and students of Irwin Avenue Junior High School, we thank you for the most worthy sessions you held with our students in October. You touched approximately 99% of our total student body. I feel that these sessions have resulted in a better understanding of the police department, better relationship, and we now see the police department as a social institution.

The administration feels that these sessions were so valuable that we hope you place on your yearly calendar a visit to the Irwin Avenue Junior High School student body, at the beginning of school during orientation week.

Again, we are very grateful to the council, and very appreciative for the service you are rendering to the community.

Very truly yours,

*Horace W. Nichols*  
Horace W. Nichols  
Assistant Principal



The Mayor's Community Relations Committee

CITY NATIONAL BANK BUILDING  
ROOM 312  
237 SOUTH TRYON STREET  
CHARLOTTE, NORTH CAROLINA  
28202

November 21, 1968

TELEPHONE  
704/333-2236

DR. WARNER L. HALL  
CHAIRMAN

MR. JACK L. EULLARD  
EXECUTIVE DIRECTOR

Chief J. C. Goodman  
Charlotte Police Department  
625 East Fourth Street  
Charlotte, North Carolina

Dear Chief Goodman:

It is my judgement and, I think, the judgement of a large number of knowledgeable citizens that the relationship of the Police Department with the citizens of Charlotte has been dramatically improved during the past year. It is quite evident that a significant number of citizens are coming to a better understanding and appreciation of the varied activities of the police by your community relations program, particularly by your Police Community Council meetings.

The involvement of police personnel in the meetings has exposed many members of the force to points of view that have assisted them in improving their work.

The Charlotte Police Department has the public image of constantly striving to improve its work - particularly with the minority groups that frequently run afoul of the law. I am positive that this past year's program has had a significant part in creating this image. I might add that as far as I am concerned, this is more than image - it is fact.

As you know, I am not accustomed to flattering people. These statements are as objective as I can make them.

Sincerely yours,

*Jack L. Bullard*  
Jack L. Bullard  
Executive Director

JLB:ear

OFFICE OF THE CHIEF OF POLICE

625 EAST FOURTH STREET

## City of Charlotte

Charlotte, North Carolina 28202

November 21, 1968

Honorable Stan Brookshire  
Mayor, City of Charlotte  
Charlotte, North Carolina

Dear Mayor Brookshire:

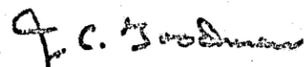
The City of Charlotte and the Charlotte Police Department have reaped many benefits from the Police Community Council since its organization in early 1967. The work of this group has done much to improve the communication and working relationships of the police with all segments of our people in the city. Police have been able to serve effectively and gained respect, confidence, and trust of the people we serve.

The Police Community Council has worked closely with the Mayor's Community Relations Committee, and this committee has also made a significant contribution to our community.

Throughout our nation, incidents of civil disorder and riots have been generated in cities and communities where this mutual understanding and trust does not exist between the police and the community.

The nature of the program we are engaged in makes it difficult to evaluate completely, but I attribute much of our peace and tranquility in our city to the efforts of the Police Community Council and its work. I would further express my thanks for the assistance received from the U. S. Department of Justice in organizing and funding this council.

Sincerely,



J. C. Goodman, Jr.

JCG: mc

CHARLOTTE-MECKLENBURG CHAPTER

## THE NATIONAL CONFERENCE OF CHRISTIANS AND JEWS, INC.

CHARLOTTE CO-CHAIRMEN

H. Y. Kinard  
Charles F. Coira, Jr.  
J. Lambert Schwartz

March 20, 1967

1709 Fountain View  
P. O. Box 4436  
Charlotte, N. C. 28204  
Telephone 332-4420

Mr. James A. Kelly, Administrative Assistant  
Charlotte Police Department  
Charlotte, N. C.

Dear Mr. Kelly:

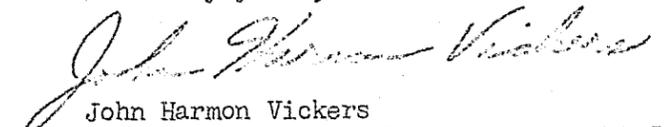
Police and Community Relations has been one of the major concerns of The National Conference of Christians and Jews for many years and our organization has carried on extensive programming in this area in offices across the country. Therefore, the Charlotte-Mecklenburg Chapter of NCCJ is particularly interested in the efforts of the Charlotte Police Department to improve their relationship with the general public in our community.

Lines of communication between Law Enforcement agencies and the public have been nonexistent. The rate of crime in Charlotte is indicative of the need for better understanding on the part of the public of the problems and duties faced by Law Enforcement agencies. This better understanding would result in cooperation of the public with police efforts to combat crime and should bring about an appreciable decrease in the crime rate.

We feel the approach to this area of concern which the Charlotte Police Department has outlined in their request is a unique approach and probably the one which could prove most effective of any approach of which we are aware. Many efforts along this line are "one shot" programs but the program as outlined for Charlotte would be one which would reach all levels of our community for an indefinite period.

This program has such real merit, in our opinion, that we have agreed to permit our Program Director, Mrs. Catherine Huffman, to participate in the implementation of this project. As this will be in addition to other duties which are her responsibilities, this will require considerable overtime on her part. Therefore, she is listed on the Budget Outline of the Charlotte Police Department request to serve as Assistant Program Director at a salary of \$1,200.00 for a twelve month period.

Sincerely yours,



John Harmon Vickers  
Co-chairman, Mecklenburg Chapter, NCCJ



W. E. Graham, Jr.  
Police & Community Relations Chairman  
Mecklenburg Chapter, NCCJ

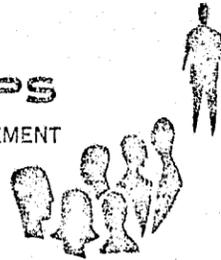


JHV:ch

## NEIGHBORHOOD YOUTH CORPS

SPONSOR-CHARLOTTE BUREAU ON EMPLOYMENT TRAINING & PLACEMENT

September 17, 1968



(OUT-OF-SCHOOL)

401 East Second Street  
Charlotte-Mecklenburg

Mr. Goodman  
Chief of Police  
425 East Fourth Street  
Charlotte, North Carolina 28201

Dear Mr. Goodman:

Last fall I was a participant in the Police Community Council Program. I feel that this program was beneficial in that it allowed for positive and constructive feedback between the community, council members and the police. I consider this program to be one of the necessity to developing good rapport between the police and the community.

Sincerely yours,

Calvin C. Harris  
Neighborhood Youth Corps Counselor

CH/rfr

CHARLOTTE-MECKLENBURG CHAPTER

## THE NATIONAL CONFERENCE OF CHRISTIANS AND JEWS, INC.

CHARLOTTE CO-CHAIRMEN

Walter J. Klein  
James K. Polk  
John Harmon Vickers

October 30, 1968

1709 Fountain View  
P. O. Box 4436  
Charlotte, N. C. 28204  
Area Code 704  
Telephone 332-4420

To Whom It May Concern:

The Charlotte Chapter of The National Conference of Christians and Jews feels that it was given a unique opportunity for community service by working with the Charlotte Police Department in the Charlotte Police Community Council.

The National Conference of Christians and Jews was one of the organizations to pioneer in Police and Community Relations. Therefore, we were most pleased when asked by the Charlotte Police Department to work with it in developing and implementing a new approach to the concern of the relationships between the police and the citizens in our community.

As in any area of human relations, it is exceedingly difficult to give a true evaluation of the program. One of the best indicators of the program's value is in the changing attitudes which are evidenced, even during a meeting with a citizen's group. The softening of the obvious hostility of many of the persons attending the meetings has been quite evident on many occasions. This is due to various reasons. First, for many persons attending the meetings, this has been his first contact with a policeman except during an arrest situation. The civilians learn that the policeman is, after all, another human being with a job to do, and a very difficult job at that. Second, much of the hostility stems from misconceptions of the policeman's role and his limited power. When the citizens learn that the police's major role is crime prevention they see the policeman in a different light from that of the arresting officer. Third, much of the hostility is based on happenings in the past when police "wielded a big stick". On becoming aware of the "new policeman" and the efforts toward professionalization which are being made through higher standards for recruitment, the extensive pre-service training and the many hours of in-service training which are being conducted, the difference between the policeman of former eras and the policeman of today becomes clear. Fourth, one aspect of our program which has contributed greatly to its effectiveness has been the full cooperation of the City Manager's office. The fact that the Police Department has shown interest in all the problems of the neighborhood, not just police problems, and the fact that, through this full cooperation of the City Manager, many of the problems are being solved (examples: better street lighting, better traffic control, etc.) has been concrete evidence that someone does care and it was the Police Department that was the catalysis for the solution of these problems.

Another indicator of the value of the program is the comments which we hear from citizens of the community. One woman said, "We had been wanting better lighting in our neighborhood for some time. When the lights were put up after the Police Community Council meeting, many of our people expressed gratitude towards the police when all we had heard before was criticism." One of the Negro preachers who has been a leader in the black community for many years stated on a television program, "The Community Relations Program has given the Charlotte Police Department a new image in the Negro community and, more than any other factor, has been responsible for keeping racial peace in Charlotte." These are some of the specific statements we have heard but one general comment which is made at the end of every meeting by many of those attending is, "I have certainly learned a lot about the police which I never knew before." Better understanding invariably leads to better relations.

The remarks of some of the policemen also indicate accomplishments of this program. One officer who had served for several years as a detective but who was recently promoted and is now out in the field said, "Before, when I would go into many communities, no one would speak to me. Now people are always waving as I ride by in the patrol car." Another officer said, "I see evidence that we have made friends of some people who

Charlotte Police Community Council Evaluation (Cont'd)

leaned toward hostility."

These are evidences of better attitudes of the civilians toward the police. There are, also, evidences of changed attitudes on the part of police towards the citizens of the community. For some of the officers who have been involved in the program, the classroom sessions which were conducted as the training process presented the officers with an opportunity to learn that members of the community, and especially impressive was the fact that two-thirds of the civilian participants were Negroes, were willing to give of their time and efforts to improve the image of the law enforcement agencies in the community. One command officer stated, "The community relations effort, and particularly the Police Community Council, has given policemen a broader outlook." Unfortunately, most policemen's contacts with members of minority groups had been limited to those who had broken the law and had created disturbances. A new image of the Negro community is projected to the policemen when they see the concern of the majority of the community about the problems in their neighborhoods and in the city as a whole. Also, the policemen have gained a broader understanding of the concerns and anxieties of the civilians, not only in the Negro community, but also in the white community. They have come to realize that some of the practices which were taken for granted and to which no thought was being given by individual officers were working to their own detriment by alienating the citizens.

Another example of the esteem which this program has earned was shown when the Assistant Principal of one of the junior high schools in a high crime area, at one of the meetings which was held in June, requested that this program be scheduled to reach all the students in his school in the fall. (During September & October, eleven meetings were held at this school and approximately 550 students have been exposed to this program.)

The value of the Police Community Council, as has been shown, has been two-way. On one hand the image of the police has been greatly improved throughout the city which is of great value to the police in their day-to-day operation as well as in obtaining cooperation at times of potential mass problems. On the other hand, the police have learned through direct contacts with the public, in a situation other than that of enforcing the law, to better understand the community and the people in it -- the fears, the frustrations, the concerns and the real strong moral fiber which most of our people have. They have learned that, not only is the very largest majority of our citizens law-abiding, but they are also concerned and want to assist in making our community a better place to live.

Perhaps the number of persons reached during the six month period from January 1, 1968 to June 30, 1968 (approximately 1,000 exclusive of television program audiences) seems very small for a city of our size. But numbers never tell a story. The influence of each of these 1,000 people upon those with whom they come in contact, is tremendous. This we know is true due to the requests which we are now receiving for this program.

We, of the National Conference of Christians and Jews, Charlotte Chapter, feel this program has been of such great significance in our community that we have agreed, upon the recommendation of our Program Director who serves as Assistant Director of the Police Community Council, to continue working with the Charlotte Police Department in this area and our Program Director will continue to give approximately one third of her time to this endeavor.

Walter J. Klein

James K. Polk

John Harmon Vickers  
Co-Chairmen

The Police Community Council envisioned this new experimental program as a staggering innovation in social action for the community, providing the members of this unit with a wide gamut of activities, unrestrained by conventional guidelines with the only restraint being the ability to show results. These results are not able to be evaluated solely by statistics, but the real success of the program must be measured primarily in the changes of attitudes among those persons in the community in which we worked. For once in their lives, these people were given an open forum for discussion of the social ills that plagued them and were afforded an avenue for redress of grievances. It was and is the intent of the Police Community Council to keep open these avenues of communication.

We who have been actively involved in this program feel that it has been an unqualified success and are resolved to continue in the same dedicated spirit which provided guidance for those who envisioned the program.

SUMMARY

CHAPTER 1

DEFINITION

The Charlotte Police Department, being aware of the ever increasing need to improve communications within their community, established a Community Relations Section January 1967. One of the primary aims of this section was to establish a long-range, full-scale effort to acquaint the police and the community with each other's problems and to stimulate action aimed at solving those problems. This section developed a proposal aimed toward improving communications among all segments of the community. The total city was to be involved with special emphasis in high crime areas. The proposal stated that the establishment of fifteen three-member teams would be formed into a Police Community Council. The teams would consist of one sworn police officer and two citizens, one of whom would be an indigenous leader in one of Charlotte's high-crime neighborhoods. The Police Community Council's interest was in cooperating with neighborhood groups and organizations in the development of citizenship responsibility. It was and is hoped that by bringing the combined citizen police team into contact with the residents of various neighborhoods, the teams could instill a desire on the part of the residents to work hard to maintain the peace.

This proposal was presented to the Office of Law Enforcement Assistance for a grant. A grant was awarded the Charlotte Police Department in the amount of \$14,290.00 for a twelve month period beginning July 1, 1967, and ending June 30, 1968.

James A. F. Kelley was named director and remained in this position until May 31, 1968, at which time he resigned and was succeeded by Captain Charles E. Adams. Mrs. Katherine Huffman, program director for the North Carolina Conference of Christians and Jews was appointed assistant director and was later changed to consultant for the twelve month grant. A "Blue Ribbon" steering committee was formed including both police members and community leaders. The indigenous participants were chosen from various agencies throughout the city and were interviewed individually.

A series of lectures were presented in classroom sessions to the community residents and police command and supervisory personnel. The participants were urged to acquaint their respective communities of the scope of the program. As part of the program, an interagency service center was established in Earle Village. This office became a part of the council in that the officers were able to communicate with the residents in the community and to adjust problems at a local level. One of the primary considerations for choosing Earle Village was that it was one of Charlotte's high crime neighborhoods.

## CHAPTER TWO

### BACKGROUND

There were many factors attesting to the exigency of establishing such a program. In a seven year period Charlotte's crime index increased 83.4%. There were several areas amounting for the concentration of crime. There existed a desperate need to confront the problems realistically on a city wide basis, with special emphasis in the high crime areas. Charlotte, like other rapidly growing areas, has developed into a major urban center and has had a corresponding intensification in the crime rate.

The police department recognized that there was a need for communication permeating all levels of the community's social strata. Efforts were needed to establish lines and medians of communication so that real two-way dialogue can be created and maintained.

The Charlotte Police Department established a Community Relations Section in January, 1967. The Community Relations Section in cooperation with the Charlotte Mecklenburg Chapter National Conference of Christians and Jews, sponsored the first of a series of continuing community seminars.

CHAPTER THREE  
GOALS AND AIMS

The Police Community Council attempted to bridge the gap between the community relations and the police, and to establish a functioning program aimed at alleviating existing problems. Police experience had shown that apprehension and punishment are not the complete answers to crime prevention; often they have degenerated into a vicious cycle with repeated crimes and repeated punishment. With each arrest and conviction the perpetrator became more embittered with authority and with society. Hostile attitudes and a mistrust of authority have followed one generation after another.

It was recognized that a new means of preventing crime and decreasing the rate of recidivism must be found. We, as police officers, knew that we must be concerned with the needs of the people we serve, either aiding them directly or referring them to the appropriate agency.

An urgent need was indicated in the Earle Village area for constructive recreational programs. The inability to express the human need for recreation through socially defined channels manifested a hazardous situation for the police. Through a series of recreational programs the residents were afforded an opportunity to know the police officers

on an individual basis. It was further primarily recognized that a communication problem with the youth existed. To this end, baseball teams were organized for the youth.

An attempt was made to involve the individuals in a personal solution of the community ills. Many of these people had never used the avenues available to them for redress of grievances. Ultimately the residents began to view the policeman as an individual eager to offer help and assistance rather than a repressive agent of the establishment. It was and is the hope of the department to initiate such programs, seek involvement on a local level, and sow the seeds of constructive citizenship for future harvest. It is hoped that these programs will be continued under neighborhood leadership.

CHAPTER FOUR  
ANALYSIS OF PROGRAM

Several agencies ranging from the Mayor's office to local ministers were involved in the formulation of the program. These agencies cooperated in guiding the program, setting up program policy, developing new programs to foster better police community relations, and providing publicity for the program. This proposal was implemented by the creation of fifteen three-man police-citizen problem-solving community relations teams. The police officers and the indigenous community leaders were trained for one college semester under the academic supervision of the University of North Carolina at Charlotte. The training course included one lecture a week plus small group discussions and extensive preparations in problem-solving techniques. The training session drew heavily upon the resources of the University staff in addition to several outstanding speakers, recognized as eminent in their respective fields. After the extensive training session, the members were assigned geographic areas of responsibility within the city. Their first responsibility was to become known within their area and to establish rapport with the residents.

It was the aim of the department to gain the knowledge and experience necessary to operate the program as an on-going departmental program, expanding and operating the pro-

gram with municipal financing. It was hoped that new areas of police community concern would be discerned with clarity and the police-citizen teams would be instrumental in developing police community relations.

CHAPTER FIVE  
EVALUATION AND CONCLUSIONS

An ancient prophet of Israel, Esdras, said, "I shall light a candle of understanding in thine heart which shall not be put out." The task of the Police Community Council has not been unlike that of Esdras, attempting to generate a better understanding throughout the community. The police in the community are operating in a new role, fording outside the aegis of the traditional police function. It was our hope that ultimately the specialized training in recognizing the communities' problems gained in the experience of the Police Community Council would be expanded to include every police officer. It was recognized that the success of any community relations project would be dependent on the efforts of the individual officer.

A primary interest of the Council was in cooperating with neighborhood groups and organizations in the development of citizenship responsibility. It was hoped that by bringing the combined citizen-police team into contact with the residents of the various neighborhoods that the teams could instill a desire on the part of the residents to work hard to maintain the peace and to better the community. It was felt the joining of neighborhood residents together into

a collective thinking group would produce a united force of citizens who would act against the elements that cause crime. Historically, the maintenance of peace and order was once the responsibility of the community dwellers themselves. There were no police. As communities developed into cities, the division of labor increase, police departments were formed to help the citizenry. The shift of the total responsibility on the police for maintenance of tranquility within the community is not realistic. Part of it must be shared by the citizens if they desire a crime free society. The Police Community Council was formed in an effort to re-align the bearing of this responsibility. In retrospect, it is felt that these objectives have been met most favorably.

Near the conclusion of the program, the Community Relations Section administered a series of questionnaires in an attempt to evaluate the effectiveness of the separate neighborhood seminars. The first questionnaire covered the assessment of the rapport of the groups, preparation and the interchange of ideas, and was sent to the sponsors of meetings. Seventeen responses were received from twenty-two respondents contacted. Evaluation of the discussion group leaders and materials was most favorable. Although there were no open-ended questions, the respondents frequently commented on various aspects of the presentation. These addenda were indicative of the interest the participants displayed.

The Police Community Council envisioned this new experimental program as a staggering innovation in social action for community, providing the members of this unit with a wide gamut of activities, unrestrained by conventional guidelines with the only restraint being the ability to show results. These results are not able to be evaluated solely by statistics, but the real success of the program must be measured primarily in the changes of attitudes among those persons in the community in which we worked. For once in their lives, these people were given an open forum for discussion of the social ills that plagued them and were afforded an avenue for redress of grievances. It was and is the intent of the Police Community Council to keep open these avenues of communication.

We who have been actively involved in this program feel that it has been an unqualified success and are resolved to continue this same dedicated spirit which provided guidance for those who envisioned the program.

APPENDICE

APPENDIX A . . . . . PARTICIPANTS in the Police-Citizen Problem Solving Community Relations

APPENDIX B . . . . . Curriculum And Course Lecture Material

APPENDIX C . . . . . Summary Of The Interagency Service Center In Earle Village  
An Evaluation of the Police Department  
Program in Earle Village

APPENDIX D\* . . . . . Census Tract Maps

APPENDIX E . . . . . Representative Literature Disseminated by Community Relations Section

APPENDIX F . . . . . Police Community Council Meeting  
Record Form

APPENDIX G . . . . . History of the Civil Disturbance

APPENDIX H . . . . . Charlotte Household Survey

APPENDIX A

Participants in Police-Citizen Problem Solving Community Relations Teams Training Program.

15 Officers Charlotte Police Department

15 Representatives  
City Council  
County Commission  
Chamber of Commerce  
Merchants Association  
Social Planning Council  
Civic Clubs  
Ministerial Associations  
School System

15 Neighborhood Representatives  
PTA Groups  
Churches  
Community Action Groups  
Neighborhood Groups  
Clubs

APPENDIX B

APPENDIX B

CURRICULUM

A Survey of Community Sociology

An explanation of social norms and values, status and role, social stratification, socialization, crowds and informal groups, the development of urban communities, analyses, and the nature and functioning of urban institutions.

Lecturer: Edward Pohlman, PhD., Queens College  
Charlotte, N. C.

The Social Behavior Of Man

The study of man's behavior in relation to other individuals and groups and how man reacts to culture and environment; an explanation of group dynamics, leadership, the nature of prejudice, the effects of mass communication, and the development of public opinion.

Lecturer: S. W. Byuarm, Johnson C. Smith University  
Charlotte, N. C.

Introduction to Local Government and Politics

The dynamics of local government and its purpose through the examination of the phenomena of conflict, power, order and authority implicit in the term "government" as well as the systems and structures of the governmental agencies represented in Charlotte.

Lecturer: Charles F. Coria, Jr.

Origin, Nature, and Purpose of Police

The history and evolution of social control from family head to the police agency. A definition of the police purpose and the tasks that are necessary to complete this service.

Lecturer: Thompson S. Crockett

Speech Instruction

Basic rules for public speaking: demeanor, candor, establishing of rapport with one's audience.

Lecturer: Beatrice Nugent

The Nature of Crime in Criminal Law in Courts

Origin of English court system; development and organization of court system in North Carolina; proposed court reform.

Lecturer: C. E. Hinsdale

Theories of Physical and Psychological Crime Causation

An examination of the physical and psychological factors in crime causation and the interplay of both elements.

Lecturer: Vernon Foxx

An Explanation of the Juvenile Problem and the Mechanics of the Juvenile Court

The special nature and problems of juveniles in a survey of methods in use throughout the United States by juvenile courts and police youth aid sections.

Lecturer: Mrs. Billie Clark, Domestic Relations Court

POLICE-COMMUNITY RELATIONS

CLASS LECTURE - September 19, 1967

"A SURVEY OF COMMUNITY SOCIOLOGY"

by

Edward W. Pohlman

Three questions to be considered:

- 1) What are the essential parts of a human community?
- 2) How do the parts operate together in community life?
- 3) By what means does a society or community induce new Members, or non-conforming members, to take their expected places and to play their expected parts in the community or society?

A community is an aggregation of persons who have been associated together long enough; 1) to have developed some social organization and 2) to experience some sense of belonging. (Some emphasize #1 more; some #2) Community structure and operation is like: 1) a machine (like an automobile) or 2) an organism (like the human body).

We may compare a wholesome, progressive community to an automobile in a state of: dynamic equilibrium, dynamic disequilibrium, static equilibrium, and static disequilibrium.

I. WHAT ARE THE ESSENTIAL PARTS OF THE COMMUNITY?

- 1) status; 2) role; definitions: (a) about truth; (b) about preferences; (c) about norms.

If a community is to operate with tolerable smoothness, there must be shared definitions and understandings; organization depends on such definitions and shared understandings.

II. HOW DO THE PARTS OPERATE TOGETHER?

Social interaction is the basic process. (Interaction depends on communication) to view a community's organization (its structure and functioning) it would help if we could: 1) stop all processes and see the persons stopped in their status positions as related to others in their positions, then 2) start activity again to watch the operating relationships of the statuses and roles. A "cube" (3 dimensional) "block" of community organization would show: 1) relationships on the horizontal plane, by interests, goals, groups, sub-cultural areas, and 2) vertical relationships by prestige, authority, responsibility, privilege, etc.

III. HOW DOES THE ADULT ESTABLISHED COMMUNITY GET THE NEW MEMBERS (USUALLY INFANTS) OR THE NON-CONFORMISTS TO ACCEPT THE REQUIRED MINIMUM OF CONFORMITY?

Called: Socialization.

Decisions normally made in view of rewards: (positively, satisfactions, negatively, avoidances of displeasure). 1) Intrinsic satisfactions; 2) Instrumental means to satisfactions; 3) Security of social approval and 4) Inner peace of self-approval. (The infant learns #1 and #4 in that order of his experience).

Ideal socialization is the learning and internalizations of approved definitions so adequately that the person will desire, on his own, to fill his statuses and play his roles as allowed and approved by the community. Ideal, thus: adequate socialization to approved norms. But non-conformity, or deviation from: 1) inadequate socialization to approved norms, or 2) adequate socialization to inappropriate norms. One cause of delinquent deviance, personal acceptance of socially approved goals, but use of wrong means (gambler, cheater, etc.).

Some suggestions for aiding socialization to approved norms:

- 1) status-role clarity
- 2) clarity of status-role transitions
- 3) tension management -(a) permissiveness, (b) alternate status
- 4) role rehearsal
- 5) role models

Evidences of an inadequate personality: 1) inability to "move" acceptably socially, especially with one's significant others" (a) withdrawal (b) domination or 2) Smooth social participation, but at intolerable inner personal cost.

Personality is the individual product of social interaction, as culture is the collective product.

Conclusion on process of inducing individuals to accept culturally approved definitions, norms, and behavior: 1) emphasize and increase rewards for conformity; 2) minimize and make costly rewards for non-conformity.

Where socialization fails, community must impose social control to retain unity.

POLICE COMMUNITY COUNCIL

CLASS LECTURE - September 26, 1967

THE SOCIAL BEHAVIOR OF MAN

by

Sam Byuarm

The social behavior of man is a very broad topic and can be attacked from many and several points of view. Police Community Relations is a kind of teamwork effort designed to maximize the assets of a community and correspondingly reduce the debits of the community with the express purpose of creating a wholesome and reliable community. It has been said that man is free to the extent that he has a rational grasp of himself and of his environment, but let us paraphrase this by saying that a man can be objective in his thinking to the extent that he has a rational concept of himself and also his environment. It is impossible for a man to establish any kind of meaningful, wholesome relationship with other people unless he has come to terms with himself. This is a basic and fundamental proposition that we all need to keep in mind. Because until we have come to terms with ourselves, understand ourselves for what we really are, we will find it extremely difficult to relate well with other people. The tendency is always to project ourselves off on other people, so then it behooves us to take inventory of ourselves as we participate in this endeavor and make sure or sure as we possibly can that we have a meaningful effective command of ourselves, otherwise, we build in socialization.

When we speak of social behavior it can be approached from one or two points of view. When we think of behavior, we are thinking primarily of some kind of stimulus response reaction. We are simply saying that we encountered something somewhere down the line that provoked us or stimulated us and we are reacting in a manner to that particular stimulus. This is basically what we have in mind when we speak of behavior, but when we speak of social behavior, we have something a bit more definite in mind. We try to be a bit more precise in this definition of social behavior. Social behavior, action, reaction and response take place at the behest of rules. Society says what is appropriate behavior. These behavior patterns are decreed by the society in which we live. We are born into these, they are a part of our external behavior. Sociologists think in terms of the group or society an individual is born into, that he is not a person at birth, but learns to be a person. This depends upon the nature of the group he finds himself in. He becomes a person through the socialization process. The socialization process is somewhat neutral. The ways and means by which the group transmits to the newborn. The process is the same for all of us, even though we have different

personalities. The bulk of human behavior is learned through socialization process. The content of the socialization process is very important. It takes place at an unconscious level and is transmitted to the individual once he becomes a person. Lower animals are born with instincts, this being built into their neurological structure. They are fettered by instinct and cannot make the necessary adjustments to changes. Man is able to make adjustments. What we are seeing here is not socialization, but the nature of human nature is greatly influenced by the fact that men live in groups. The notion of culture is living together. A society develops a culture and we live by what is acceptable in our societies. There are no good and bad cultures. Whatever happens in a given culture has to be assessed within that culture.

Socialization process begins to operate long before the infant is aware of the fact that it is taking place. What the socialization process wants to do and what it really attempts to do is to transmit these group expectations and these group demands to the child to the point where he says "I say this is right," instead of mother said or father said. This is transmitted from the particular family. The family is a basic humanizing agent.

There are two categories of social control. The informal social control is used in such a manner that they bring observance to behavior, but they are not astringent. There is only one type of formal social control and this is law enforcement agencies. The law enforcement agency is the ultimate power of force. The community can require or demand that the law enforcement agency enforce obedience to its customs, practices and beliefs. The Police Force constitutes a part of this formal social control. Society demands that its laws be obeyed and to make sure they are obeyed, they have a designated body empowered with the force and authority to bring obedience to these particular patterns of behavior. The police has the responsibility to bring control to a society. Law Enforcement Agencies come in also to enforce or to bring about proper social behavior. There are laws or rules that prescribe what conduct is appropriate and what conduct is not appropriate under a given set of circumstances.

We have a primary group relationship and a secondary group relationship. The primary group relationships are warm, very intimate and very personal relationships. They are formed basically as an end in itself with concern for others. Secondary group relationships are a highly impersonal set of relationships with means to an end, not an end in itself. Shows no concern for the person himself, but the use of the person.

If we are to move the police forward, we will have to have concern for others. You, as a team, will have the responsibility to assume this concern for others as you participate in this endeavor.

POLICE COMMUNITY COUNCIL

CLASS LECTURE - October 10, 1967

SPEECH PRACTICES AND TECHNIQUES

by

Beatrice Nugent

"No knowledge we ever acquire is so important as a knowledge of what to say and how to say it; except, perhaps, a knowledge of what not to say, and when not to say it."

- I. Steps in preparing and making a speech -
  - 1.) Select and limit your subject.
  - 2.) Adapt to the audience situation. Analyze the audience and adjust your preparation and procedure to your listeners at every step.
  - 3.) Select and frame the purpose of the speech. (What do you want to accomplish?)
  - 4.) Word the specific central idea. (What are you to talk about?)
  - 5.) Gather materials.
  - 6.) Work out an appropriate introduction and conclusion.
  - 7.) Organize the main and subordinate points.
  - 8.) Compose the speech.
  - 9.) Practice orally (Do not memorize.)
  - 10.) Deliver the speech.
- II. An effective speech has an introduction, body, and conclusion. Each part should do certain things.
  - A. Introduction -
    - 1.) Should have an attention - getter.
    - 2.) Should enlist attention, good will, and interest.  
(Some ways to do this are:
      - (a) through a personal reference
      - (b) through arousing the curiosity of the audience
      - (c) by referring to the importance of the occasion
      - (d) by citing a striking fact or bit of narrative
      - (e) by use of humor
      - (f) by use of a quotation)
    - 3.) Should relate your subject to the audience.
    - 4.) Should preview (list) the points to be discussed in the body.
    - 5.) Should state the specific purpose and central thought.
    - 6.) All explanations of unfamiliar terms and background necessary on the subject should be presented here.
  - B. Body -

Each point previewed in the introduction should be discussed fully. The material must be presented in an orderly fashion. Signposts (words which let the audience know where the speaker is, such as "first", "secondly",

etc.) should be employed. In the body of the speech, supporting details, such as the following, may be used to aid in explaining and clarifying the points discussed:

- (1.) Development by definition and explanation
- (2.) Development by particulars and instances
- (3.) Development by figures and statistics
- (4.) Development by comparisons and contrasts
- (5.) Development by cause - and - effect sequences
- (6.) Development by testimony or authority
- (7.) Development by quotation
- (8.) Development by brief incident and anecdote
- (9.) Development by questions and visual aids.

#### C. Conclusion -

It should make clear what has been said. If necessary, it should inspire them to action. (The speaker may do one of several things in the conclusion:

- (a.) Summarize the points made in the body
- (b.) End with a quotation
- (c.) End with a pledge
- (d.) End with an appeal for action
- (e.) End with a view of the future
- (f.) Refer to the occasion again
- (g.) End with a personal reference

The Conclusion should also relate the material to the audience again.

III. Since it is essential to adapt your speech to the specific audience, it is necessary that the speaker analyze the audience. An analysis of the time, place, and occasion of the speech may be most important too. Some of the things the speaker may need to know about the audience and the occasion are:

#### A. Audience -

- 1.) Size of group
- 2.) The attitude of those assembled towards the subject
- 3.) The audience's knowledge of the subject
- 4.) The audience's attitude towards the speaker.
- 5.) Characteristics which may influence the reactions of the audience to the message:

- (a) Age
- (b) Sex
- (c) Nationality or ethnic background
- (d) Background
- (e) Economic status
- (f) Cultural interests
- (g) General intelligence
- (h) Group affiliations
- (i) Religious affiliation
- (j) Political affiliation

6.) Why are they there?

#### B. Time, Place, Occasion -

- 1.) When is it being held? (morning, noon, afternoon, night).
- 2.) Where will it be held? (What type of room or lecture hall with what type of conditions?)
- 3.) Will it be outdoors? If so, what type of situation will one encounter? Will there be a loudspeaker? Will the audience be sitting or standing, etc.?
- 4.) What is the reason or occasion for the speech?

IV. All of us become nervous when we address an audience. Some nervousness is natural, but if you are exceedingly nervous, then you will lose much effectiveness. To overcome "stage fright" and to develop confidence, here are a few hints to follow:

- 1.) Properly and thoroughly prepare your speech
- 2.) Develop a proper mental attitude towards the speaking situation. If you are:
  - (a) eager to share your ideas with the audience
  - (b) speaking for a cause
  - (c) willing to fight for your ideas,then you have a proper mental attitude. Never speak for the sake of "showing off".
- 3.) Control your physical machinery (your body)
- 4.) Choose your subject with a view to your audience's interests, your own interests, and the occasion. Hence, proper choice is very important.

V. Effective delivery, which helps arouse the desired meanings in the minds of the audience, is characterized by a few basic attributes:

- (1.) Effective delivery aids in establishing rapport between the speaker and his audience.
- (2.) It does not attract attention to itself.
- (3.) It is consistent with the total speaking situation.
- (4.) It makes full use of the principle of variety.
- (5.) It is animated and alert.
- (6.) It is simple, unaffected, "natural".
- (7.) It is free from excessive movement and gestures.

VI. There are five (5) major purposes for speaking:

- 1.) To entertain
- 2.) To inform
- 3.) To stimulate
- 4.) To convince
- 5.) To actuate

VII. How to involve people in the discussion:

By asking them specific questions about the subject just discussed and by asking them if they have questions on the material or some other related topic.

VIII. How to answer questions from a group:

- 1.) Pause after the question
- 2.) Think about the answer
- 3.) Organize your answer
- 4.) Deliver the reply

## IX. Helpful Hints!!

- 1.) Never speak unless you have something to say that will benefit your audience.
- 2.) Be sincere. Insincerity sticks out like a sore thumb!!
- 3.) Be brief and to the point.
- 4.) In preparing the speech for delivery, memorize the introduction (opening), the conclusion, and the outline. Don't memorize the speech!!
- 5.) If you find it necessary (and it's always a good idea), write the outline out on notecards to use while delivering the speech. Don't write the whole speech out!!
- 6.) Thorough preparation, full knowledge of the subject, and honest conviction about what you are saying are the vital necessities for a good speech.
- 7.) Use simple language.
- 8.) Make certain you talk to the audience, not at it.
- 9.) Enthusiasm, facial expression, vocal variety, eye contact, meaningful gestures, and vocal projection (speaking loudly enough to be heard easily) are most important if you hope to keep the attention of your audience. It must feel you are speaking to it, not the back wall.
- 10.) Each individual must feel that what you are saying will be of benefit or of importance to him in some way.
- 11.) A gesture or movement is appropriate when it suits the personality of the speaker, when it aids in clarifying what is being said, and when it is in accord with the occasion.
- 12.) Good posture results when the speaker's weight is evenly balanced on both feet.
- 13.) When speaking before an audience, try not to show fear, even though you feel it. You are in control of the situation.
- 14.) Omit apologies. Needed explanations are allowable, but excuses and apologies - never.
- 15.) Talk about things you know. Knowledge gives power to the speaker and helps him forget his fears.
- 16.) Don't worry about your hands. Gestures will come naturally as you become accustomed to speaking.
- 17.) Do not start with an apology, nor end with a "Thank You."

One of the best formulas for speech arrangement is: Tell them what you are going to say. Say it. Summarize what you have said.

## THE ORIGIN, NATURE, AND THE PURPOSE OF THE POLICE

By

Thompson Crockett

We live by a model - 1) Obey the Law; and 2) Participation in Law Enforcement Processes. We have an absolute division in this model. Some of the basic questions we ask about the absolute division are: What caused the Division? Why the Loss? What happened in between that affected this type of Division? Why does this particular Division exist today?

Most of these questions can be answered by simply saying, "There is a great need for rules and regulations."

Before a law enforcement agency was organized, people were charged with enforcing the law. There was a great need for Law Enforcement and a more formal system, because the means developed by society for its laws was critical.

The solutions were: 1) Political Police System, which is Power by Kings or other rulers, a tradition in which the King or ruler determines the law and forces it on the people; and 2) The Kin Police System, which started in Central Asia into the Saxon Tribe, into England. (The Heritage of the Police Force in the United States comes from England.)

The Kin Police System was based originally on blood relatives, grouped in Tithings, consisting of ten (10) men and their families. They were considered policemen of this day. One group called Shires or Reeves was also considered as policemen.

Citizens were constables for one year terms. If they did not wish to pull their year, they would hire someone and pay them out of their own pockets. These were usually people who could not do any other kind of work or who would work cheap. They were considered a laughing stock.

The responsibility was shifted to paid police officers (night watchmen or Charlie's) in 1663 - They were paid by the Government. In 1694, with crime on the increase, another development passed legislation - Highway Man Act - rewards (bounty hunters) (Thief Takers).

In 1700, there was a breakdown of Law Enforcement due to the increasing crime rate, with the forming of Professional Law Enforcement officers.

In June, 1829, the first paid Professional Police Force for the City of London was formed.

In 1900, the first State Police organization in the United States was the Pennsylvania State Police.

The Federal Bureau of Investigation was formed in 1924.

From 1845 to 1925, the municipal government was miserable. Law Enforcement is now in the process of being upgraded.

Some of the attitudes of people not to enforce the law are sympathy, apathy and group pressure. Rationalization is the basic attitude (shaping of our attitudes from childhood). People reject Police Departments not built to function in the society. If we do not have Public Support, there will be a radical change in our government.

POLICE COMMUNITY COUNCIL

CLASS LECTURE - October 3, 1967

INTRODUCTION TO LOCAL GOVERNMENT AND POLITICS

by

Charles F. Coira, Jr.

Declaration of Independence - "We hold these truths to be self-evident: That all men are created equal; that they are endowed by their creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness; that to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed."

What is government?

Webster - The organization, machinery or agency through which a Political unit exercises authority.

Supreme Court - The regulation, restraint, supervision, or control which is exercised upon the individual members of an organized society by those invested with authority.

History of County Government

Mecklenburg County was formed in 1762, 13 years before the Mecklenburg Declaration of Independence in 1775. Charlotte became the county seat in 1774. While most of the state's population was concentrated on the coast, only one center of government was needed. When the population started spreading inland, the General Assembly began to divide the state into counties as a matter of convenience and necessity for putting statewide policies into practice among the scattered population.

In 1868, the State Constitution was revised and the County Commissioners were required to divide each county into townships. Purpose - To carry out various functions of county government - Road, schools, drainage, etc. Townships now used as convenient unit for voting and tax listing purposes.

County Structure

Voters Elect - Board of County Commissioners, Board of Education (9), Superior court Judges, Clerk of Superior Court, Solicitor, Sheriff, Jail and Register of Deeds.

Appointed - County Manager, County Treasurer, County Attorney, Clerk to Board, Director of Finance, Personnel Director, Tax Supervisor, Tax Collector, Purchasing Agent, Domestic and Juvenile Court, Recorder's Court, Fire Marshal, Mental Health,

Agricultural Extension, Garage, Building Maintenance, Electrical Inspector, Civil Defense Director, Veteran's Service, Animal Shelter, Drainage, Commodity Distribution, Medical Examiner.

Under Separate Boards - Elections, Health, Public Welfare, Public Library, Planning Civil Service, County Police and Parks and Recreation.

The most important function of the Board of County Commissioners is to provide finances for the county.

#### City Government

Charlotte was incorporated in 1768, six years after Mecklenburg County was formed. On March 12, 1929, the voters of Charlotte elected to operate under the Plan D form of government.

The City Charter is a set of general regulations enacted by the General Assembly, outlining the authority and limitations imposed upon the City Council in the operation of the city government.

The Code of Ordinances consists of the laws, adopted by the City Council regulating the duties and responsibilities imposed upon the City Council in the operation of the city government of Charlotte.

Elections are non-Partisan.

#### City Structure

Voters Elect - Mayor, and City Council (7).

Appointed - The mayor appoints the Boxing and Wrestling Commission, The Housing Authority, Charlotte-Mecklenburg Library Board, Charity Solicitations, Charlotte-Mecklenburg Hospital Authority and Veteran's Recreation Authority.

The City Council appoints - City Attorney, Fire Chief, Collector of Revenue, Domestic Relations Court Judge, Solicitor of the Recorder's Court and the Judges of the Recorder's Court, City Clerk, Police Chief, Civil Defense Director, Clerks of Recorder's Court, Airport Advisory Committee, Civil Service Board, Insurance Advisory Commission, Charlotte-Mecklenburg Planning Commission, Veteran's Service Commission, Auditorium Coliseum Authority, Firemen's Relief Fund Board, Park and Recreation Commission, Redevelopment Commission, Zoning Board of Adjustment, Tree Commission; City Manager, Airport Manager, Pet Department Supt., City Treasurer, Supt. of Building Inspection, City Engineer, Purchasing Agent, Supt. of Cemeteries, Traffic Engineer, Supt. of Motor Transportation, Personnel Director, Supt. of Water Department, Director of Finance, Building Standard Board, Mechanical Advisory Board, Electrical Advisory Board, and the Plumbing Advisory Board.

A review of the structure of City and County governments shows how few of our officials are elected and how the appointive power of these elected officials affects all of us. It is incumbent on all of us to be interested and active in the choice of these elected officials if we are to have our voices heard in policy making and administrative affairs of our county and city governments. The way we can do this is through activity in our chosen political party.

A look at the organization of the two parties political organizations in the county will aid in understanding how we can participate in party affairs.

#### Politics

Politics is the Art of Government. There are two major Political Parties.

#### Organization

##### DEMOCRATS

County Chairman - Head of the party in Mecklenburg County. Represents Mecklenburg in State and National party organizations. Responsible for organizing, promoting and conducting campaigns in the county for election of Democratic candidates.

County Democratic Executive Committee - Elects County Chairman. Carries on work of party on year round basis. Committee made up of two representatives from each precinct and the President and immediate past president of the Young Democratic Club.

The Precinct Committee is the formal party organization in each precinct. Its members are elected by the registered Democratic voters in the precinct. The Committee elects its own chairman and vice-chairman who act as representatives on the County Executive Committee.

Precinct Committeemen and officers of the Executive Committee are elected for two year terms. There is no limit to the number of terms they may serve.

##### REPUBLICANS

Basic unit is Precinct Committee which is elected in January of each General Election year. At meetings called in each precinct. These meetings also elect delegates to the County Convention and nominate members of the County Executive Committee.

Biennial County Convention elects (1) officers of the County (2) Delegates to Congressional District and State Conventions, (3) Members of the County Executive Committee.

County Executive Committee made up of members of the Executive Board, members of the Precinct Supervision Committee and

one person per precinct plus bonus members based upon the previous gubernatorial vote. The committee is required to meet once a year, but meets oftener on the call of the chairman. The committee makes recommendations for the Republican member of the County Board of Elections and to encourage candidates to run for public office.

County Executive Board - Made up of the county officers, representatives of the County Women's Clubs and the Republican member of the County Board of Elections. The Board formulates policy and supervises and coordinates activities of the party in the country. It is required to meet six times a year.

Charlotte has 59 precincts in the city and 27 in the county.

It will be seen that political activity begins at the "grass roots" precinct level. This is where the individual citizen can be most effective.

## THE NATURE OF CRIME IN CRIMINAL LAW AND COURTS

By

C. E. Hinsdale

There are two basic offenses: Felony and Misdemeanor.

A Felony is any offense punishable by death or confinement in State Prison. Felonies require indictment by grand jury of 18 jurors or trial by petit jury of 12 jurors, in superior court only.

Misdemeanor is any offense other than a felony with a maximum confinement of 2 years. Misdemeanors triable on warrants, in lower (Recorder) courts, no jury.

Some of the documents initiating criminal proceedings are:

Citation - Courtesy; no penalty for disobeying.

Criminal Summons - avoids arrest also; \$25.00 penalty for disobeying.

Warrant - order for arrest, also trial document; requires jail or bond.

Capias - bench warrant - court order to arrest.

Indictment - trial document returned by grand jury, can take place of warrant or other document.

Information - used when indictment waived.

Arrest without warrant - Law enforcement officers can arrest for felony, when committed in presence, or if reasonable grounds to believe committed in presence and will get away if not immediately arrested. For misdemeanor, if committed in presence, or if reasonable grounds to believe committed in presence.

An ordinary citizen may arrest for a felony if committed in presence or on reasonable grounds to believe, provided offense (felony) actually committed. For misdemeanor, if committed in presence, provided amounts to breach of the peace.

Caution: always best to obtain warrant, or call law enforcement officer first, unless emergency.

### PRESENT MECKLENBURG COUNTY - CHARLOTTE COURT SET-UP

A. Superior Court - Jurisdiction, civil and criminal.  
Grand Jury 18 jurors, indictment. petit jury - 12 jurors.

4-5 sessions each week. Three resident judges, elected (Clarkson, Hasty, Snett). Solicitor Schwartz and assistants.

- B. City Court - City misdemeanors only - 50,000 per year, mainly traffic cost - \$13.00 plus. Preliminary hearings, bind over (set bail). Judge appointed for 2 years (Beachum and Grist), Clerk of Court York.
- C. County Court - County misdemeanors only - 1/5 cases of city court. Cost - \$10.00 to \$30.00 plus. Mainly traffic - preliminary hearings also. Judge appointed for 2 year term (Ervin). Clerk of Court Hinson.
- D. Domestic Relations and Juvenile Court - Juveniles (under 16 - neglected, dependent, delinquent) petition - not warrant - no convictions. Adults - non-support, assaults, contributing, truancy, bastardy. Fifty-five employees, including counselors, detention home help, Judge (Gatling). Appointed for 2 years.
- E. Justices of the Peace - There are fourteen (14) - only two (2) do bulk of criminal business (Fletcher and Lawing). \$50.00 or 30 days. preliminary hearing, bind over. Bad checks, traffic (equipment) wildlife, small claims (\$50.00 to \$200.00), debts. Paid by fees, no courtroom, no education - 2 years elected or appointed. Mayors - 4 in county - same criminal jurisdiction as Justice of Peace.
- F. Clerks of Court - now 3 plus DR

FUTURE MECKLENBURG COUNTY - CHARLOTTE SET-UP (COURTS) as of 12-2-68. Superior Court - no change, except divorce jurisdiction to District Court and small civil cases (\$5,000.00) to District Court, also.

District Court - Replaces City Court, County Court, Domestic Relations and Juvenile Court, Justice of the Peace and Mayors. Has \$5,000.00 civil jurisdiction, with jury, including divorces and domestic relations matters criminal misdemeanors jurisdiction, no jury - same as present Recorder's courts. Six judges, elected by the people for four years. The Prosecutor is appointed by the Superior Court Judge for his district. Clerk of Superior Court assumes the clerical functions of the District Court.

Magistrates for each county are appointed for two-year terms by the senior regular resident Superior Court Judge, on nomination of the Clerk of Superior Court.

Cost of Court - \$15.00 all cases to be divided four ways: \$2.00 to the arresting county or city; \$2.00 for facilities; \$3.00 L.E.O.B.; and \$8.00 for General Court Justice.

The State pays operating expenses: All salaries, Clerk's office expenses, jurors and witnesses. County supplies court rooms and clerk's office, and furniture.

City - out of business - loses present profit.

APPENDIX C

APPENDIX C

SUMMARY OF THE INTER-AGENCY  
SERVICE CENTER IN EARLE VILLAGE

October 23, 1968  
By Officer John T. Staley

Since the inception of the Inter-Agency Service Center (June 1, 1967) police officers working out of this center in Earle Village have been trying to create better relations between the residents of Census Tract 6 and the Police Department. It has been the intention of these officers to convey this message by making personal contact with residents and businesses within the boundaries of Census Tract 6 and offering services in reference to law enforcement as well as concern for community problems.

It has been estimated that there are approximately 500 people living in the Earle Village housing project and another 3,242 living within the immediate Earle Village or First Ward area. According to previous census tract information of the area, adolescents and teenagers comprise approximately one-half of the total population.

Although the Police Department was the first to take the initial step in manning a desk in the Earle Village area, other agencies have since joined. At present, there are eight agencies working out of the Inter-Agency Service Center. They are, as follows: Charlotte Area Fund, Family and Children's Service, Home Making, Charlotte Bureau of Employment, Training and Placement, Y. W. C. A., Job Corps, and Legal Aid Society.

All of these agencies concerned work in a cooperative effort in assisting the immediate community with their problems. Although many of their problems are minor, they are given the same attention and concern as if they were major. The Police Department has personally been involved with assisting in over two hundred complaints that were of a police nature. Most of these complaints were resolved by the investigating officer, but

approximately twenty had to be referred to the courts.

In the early stages of this program in Earle Village, there was a strong need for constructive recreational programs. The inability to express the human need for play through socially defined hazard situations was shown. To this end, water sprinkling and street dances were instituted by the Police Department with the cooperation of the Charlotte Area Fund for a three-month period during the long, hot summer months. These activities were considered by all to have been a success.

One of the primary aims of a Community Relations Program is to establish a long-range, full-scale effort to acquaint the police and the community with each other's problems, and to stimulate action aimed at solving those problems. An attempt was made to bridge the gap between the community resident and the police, and to establish functioning programs aimed at alleviating existing problems. An officer was assigned to the Community Relations Section of Earle Village Housing Project. Officer Thompson envisioned several programs and sought financial assistance in the creation and implementation of these projects from a number of civic organizations. The number of officers was expanded to two and they assumed the responsibility of continuing the services and appealed to local businesses for support. Mr. Jim Whittington, Commissioner of Little League Baseball in North Carolina, was contacted and an application for a charter was obtained from the national office in Williamsport, Pennsylvania.

The process of soliciting financial backing was then begun by the officers. The response from the business community was most enthusiastic, and in two weeks approximately \$3,300.00 was donated.

Many donors requested that their contributions be given anonymously. The balance to be carried over to next season is \$629.56. The following organizations gave financial assistance:

Queen City Optimist Club

La Pointe Chevrolet

WBTV and WBT

Esso Oil Company

Pilot Life Insurance Company

Thomas and Howard

Dilworth Rotary Club

All disbursement of funds was handled by the Queen City Optimist Work Fund, and Mr. G. K. Middleton, Draft Manager of Roanoke Engineering Company, served as Treasurer. The physical boundaries of the league were established from Trade to Thirty-Sixth Street and from Hawthorne to Tryon Street.

Mr. G. K. Middleton deserves special recognition for his support of the League. Mr. Middleton's tireless efforts served as a source of inspiration to all of us.

At this time, we are proud to say that we have five major league teams and four minor league teams. The major leagues have fifteen boys each, and the minor leagues have twenty boys each, making a total of one hundred and fifty-five boys.

The coaches are James Alexander, Queen City Optimist Braves, Frank Hamilton, LaPointe Pirates, Gene Beachum, Esso Tigers, James Reid, Eastside Braves, and James Davis, WBT Indians. All persons involved can pride themselves on the immediate success and favorable reception of this program. There is, however, much

that can be done to supplement the existing program. A continuing interest by those concerned can guarantee that the league will be brought up to the standards of other existing league programs. It is our conviction that the Charlotte Police Department will be credited with creating a useful activity providing this city's youth with an opportunity to learn constructive attitudes of sportsmanship. This program can provide an opportunity for the Charlotte Police Department to hold forth an example to our young people.

As a result of the Little League Baseball, a desire was created by the older boys in Earle Village community to also participate in a baseball program. This gave birth to the organization of our first Pony League in this area. The Pony League involved boys ages 14 and 15. Although this league was late organizing, an extension was granted by the Commissioner for the purpose of allowing the proper required games to be played.

The Pony League consisted of five teams, with fifteen boys on each team. The coaches and teams are, as follows: Richard Santer - Oaklawn Braves, Henry Black - Nazareth Giants, Frank Hamilton - Eastside Braves, William Blakeney - McC Corey Lions, and Hugh Rivers - Grier Height Braves.

The Inter-Agency Officer has also affiliated himself with the Boy Scout Troop 71, as assistant scoutmaster, and he is also the advisor for the following Social Clubs: New Breeds (teenage males and females), Earle Village Tigerettes (teen-age females).

The officer working out of the Inter-Agency Service Center has been well received in the community. It has been stated by

residents as well as business in this community that they are happy and pleased that the officer is here and has shown an interest in the community far beyond the call of duty. Many people also expressed a sense of security as the result of having an officer assigned to this community.

The officers of the Pony League were, as follows:

President,  
Patrolman John T. Staley

Vice President,  
Reverend J. A. Frieson

Secretary,  
Mr. George Phillips

Treasurer,  
Mr. Phillip E. Gerdes

Player's Agent,  
Mr. Thomas Reid, Jr.

INNER CITY FELLOWSHIP BOYS' BASEBALL LEAGUE

Receipts and Disbursements for 1968  
Baseball Season

Contributions:

First-Citizens Bank and Trust Company.	\$ 35.00	
Concrete Supply Company	300.00	
Delmar Printing Company	300.00	
St. Mark's Lutheran Church	60.00	
North Carolina Mutual Life Insurance	56.00	
Larry Smith Chevrolet	10.00	
Gus Psomadakis	10.00	
Junior Women's League	300.00	
St. Mark's Lutheran Church	35.00	
Mrs. R. L. Huffman	10.00	
Total contributions		\$1,116.00

Expenses:

Boys Baseball, Inc. (registration)	\$ 60.00	
Faul and Crymes, Inc. (equipment)	49.14	
Faul and Crymes, Inc. (equipment)	50.23	
The Sportcenter (uniforms)	282.74	
American Casualty Company	220.00	
James Alexander (umpire)	12.00	
Faul and Crymes, Inc. (equipment)	20.59	
Faul and Crymes, Inc. (equipment)	20.59	
Hoyle Martin (umpire)	7.50	
All Star game and picnic	75.00	
House of Trophies (trophies)	38.36	
City of Charlotte (lights)	5.00	
Charlotte Rehabilitation	25.00	
Service charge	.70	
Eastside Braves (uniforms)	40.00	
Total expenses		906.85
Balance in bank September 16, 1968		\$ 209.15

This balance will be carried over to next season.

Respectfully submitted,

Phillip E. Gerdes,  
Treasurer

CONTINUED

1 OF 2

AN EVALUATION OF THE POLICE  
DEPARTMENT PROGRAM IN EARLE VILLAGE  
HOMES

The combined efforts of the Social Agencies promoting an inter-agency house in the Earle Village Homes Project have proven to be interesting, creative, and most useful to the families of this 409 unit low-rent housing complex which carries with it all problems indigenous to such.

It is my opinion as manager of the above complex that of all the agencies represented, the Police Department's program was by far the most invigorating and challenging as far as making a genuine effort to understand and relate to the problems of this segment of the community. It is felt by many that Officer Rudy Torrence's attitude and great ability to relate to both the young and older members of this black community perhaps ascertained the program's success.

The objective of the program seemed to be quite specific in that they were concerned with crime prevention, changing the police image which had at that time a rather low ebb, and last, building better human relations.

Many activities were carried on by the Department which enabled the youth to understand better the functioning of the Police Department other than as an incarcerator of wrong doers; the latter being their only previous background of experiences with law enforcement. Such activities include spray pools manned by policemen of both races, block dances chaperoned by members of the Department, and the sponsoring of a little league baseball team.

Domestic relationship, often the highest source of disturbances in a low-rent project, have been minimized through their efforts of providing counseling services for adults and

teenagers as well.

The program has provided outlets for inner frustration of young children, teenagers, and adults through activities or having available a listening, sympathetic, and understanding ear of a law enforcement officer.

Although it has not been able to solve all of the ills of this community, it has begun to create new avenues that have previously been closed to these people.

It has been most effective in changing attitudes and building greater trust between the black community and law enforcement officers. Although every attitude is not at this time perfect, a change is definitely beginning to take place.

I strongly view the work of this group as most needed, especially in areas such as these. As manager of the Earle Village Homes Housing Project, I strongly urge and recommend the continuation here and expansion of such programs to other areas such as this, if we are ever to succeed in building a stronger and safer community for all of our citizens.

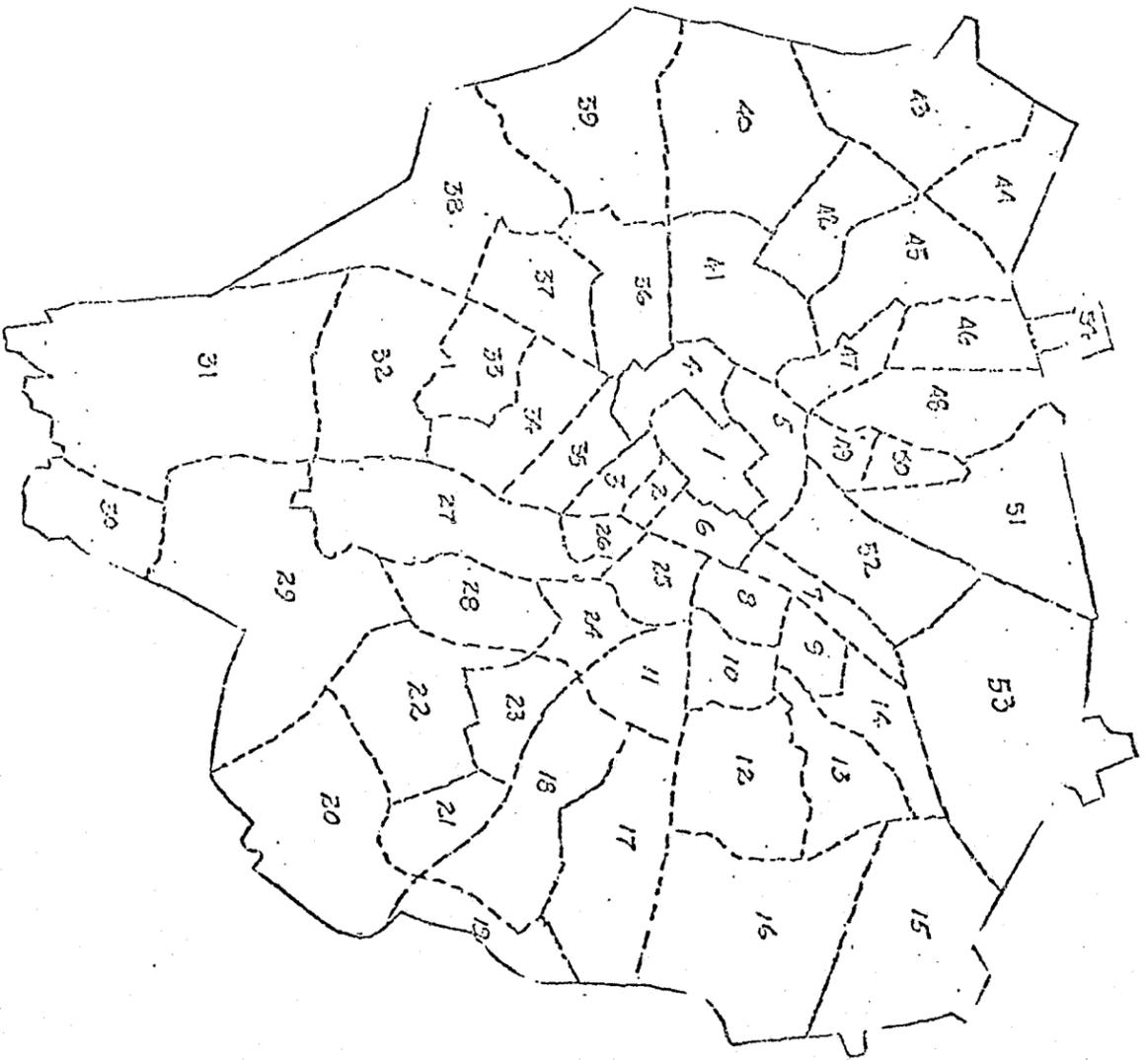
Respectfully submitted,

Horace Maxwell, Manager

Earle Village Homes

APPENDIX D

APPENDIX E



CENSUS TRACT MAP  
CHARLOTTE

## EVERYDAY PRECAUTIONS

- Install proper locks and use them.
- Call the police if you see any suspicious persons loitering in your neighborhood.
- Keep your home, garages, porches and passageways well lighted.
- Keep a light on in your home when you go out for the evening.
- Never leave your valuables lying around; keep them in a safety deposit box.
- Keep a record of all serial numbers of your property. Apply your own mark on all items.
- Be sure all screens and windows are fastened from the inside.
- Buy merchandise only from bona fide dealers.



THE CHIEF OF  
POLICE SPEAKS

Crime is a tremendous economic drain on society. The total annual cost of crime in the United States is estimated at \$27 billion.

There are not enough policemen to constantly patrol every street or business. Law Enforcement agencies must depend on the eyes and ears of private citizens to augment their available patrols.

This folder contains suggestions designed to make the criminal's task more difficult and less profitable. Please study it and apply the suggested procedures.

CHIEF OF POLICE

# PROTECT YOUR HOME



Distributed by the Community Relations Section

**CHARLOTTE POLICE DEPARTMENT**

**Charlotte, North Carolina**

Through Courtesy Of

**AMERICAN COMMERCIAL AGENCY INC.**

# The Burglar's Formula For Success = Simple + Fast Entry

**WHEN AWAY FROM HOME:**

**MORE THAN 90% OF ALL BURGLARS ENTER THROUGH DOORS OR WINDOWS BY:**

- FINDING DOOR UNLOCKED
- FINDING HIDDEN KEY
- REMOVING HINGE PINS
- SLIPPING LOCK
- PICKING LOCK
- PULLING LOCK
- BREAKING GLASS PANE
- KICKING IN DOOR PANEL
- SPREADING DOOR FRAME
- PRYING DOOR OPEN
- FORCING DOOR OPEN
- FINDING WINDOW OPEN OR UNLOCKED
- BREAKING OR REMOVING WINDOW PANE
- CUTTING HOLE IN WINDOW PANE TO UNLOCK LATCH
- PRYING OPEN
- SLIPPING LOCK
- SPREADING PROTECTIVE IRON BARS

- Close and lock all doors, including porch, basement and garage.
- Connect a lamp to an automatic timer to turn a light in the home on and off each evening.
- Notify your police department when you'll be leaving and how long you will be away.
- Cancel all deliveries, such as milk, laundry, cleaning, newspapers, etc.
- Have a neighbor hold all mail until you return.
- Arrange to have a friend mow the lawn and sweep your sidewalk once a week.
- Leave your shades and blinds as you normally do.

**IN CASE OF EMERGENCY**

**CALL THE POLICE**

**FIRST**

**332-4141**

**THIEVES AND BURGLARS FEAR THE LAW, LOCKS AND LIGHT**

## BE ALERT

IF YOU GO OUT AT NIGHT

### BEFORE YOU GO OUT:

- PLAN YOUR ROUTE
- NOTIFY YOUR FAMILY OR FRIEND  
(where you are going, phone number,  
and estimated time of return)
- CARRY ENOUGH MONEY AND CHANGE  
FOR TELEPHONE AND EMERGENCY USE
- LOCK UP YOUR HOUSE OR APARTMENT

### WHEN YOU ARE OUT WALKING BEWARE

#### OF THE FOLLOWING PLACES:

- HEAVILY OVERGROWN AREAS
- UNLIGHTED DOORWAYS AND  
HALLWAYS
- DARK ALLEYS AND GARAGES
- UNLIGHTED STREETS AND PARKING LOTS
- DESERTED PARKS AND WOODED AREAS
- VACANT LOTS AND PROPERTY

## WHEN YOU ARE OUT DRIVING AT NIGHT

### BEFORE ENTERING YOUR CAR DO THIS:

- HAVE YOUR IGNITION KEY READY  
TO BE PLACED IN THE SWITCH
- LOOK INSIDE THE FRONT AND REAR  
SEATS

### WHILE DRIVING:

- KEEP A FULL TANK OF GAS
- KEEP ALL DOORS LOCKED
- KEEP WINDOWS ROLLED UP

### IF YOU ARE FOLLOWED:

- DRIVE TO THE NEAREST POLICEMAN  
OR LIGHTED PLACE OF BUSINESS

### IF YOUR CAR BREAKS DOWN:

- RAISE HOOD AND CALL FOR SERVICE  
OR THE POLICE FROM THE NEAREST  
PHONE.

### IF YOU ARE ATTACKED:

- SCREAM AS LOUD AS YOU CAN
- RUN TO A LIGHTED AREA
- STRIKE BACK FAST
- NOTIFY THE POLICE

## YOUR CHILDREN

### TEACH THEM NEVER TO:

- TALK TO STRANGERS
- ACCEPT A RIDE WITH A STRANGER
- JOIN IN PLAY WITH A STRANGER
- ENTER INTO A HOUSE OR A BUILDING  
WITH A STRANGER

### IN CASE OF EMERGENCY CALL THE POLICE

332-4141



## AT HOME

- PROVIDE ADEQUATE LOCKS
- INSTALL BURGLAR CATCH
- INSTALL BURGLAR STOPS ON WINDOWS
- INSTALL AND USE OUTSIDE LIGHTS
- DO NOT OPEN THE DOOR FOR STRANGERS
- REQUIRE ADEQUATE IDENTIFICATION



**THE CHIEF OF  
POLICE SPEAKS**

The Charlotte Police Department exists to preserve your life and property, to enforce the law and to protect the right of all citizens to live in peace.

An important part of this service is rendered by advising you of things that can be done to avoid becoming a criminal's victim. Please heed the advice in this pamphlet for your own safety, and to enable the police department to better protect you.

It is better to prevent a crime than it is to deal with it after it occurs.

*J. C. Goodman, Jr.*

CHIEF OF POLICE

# LADY... PROTECT YOURSELF



## ON RETURNING TO YOUR HOME

- ENTER CAUTIOUSLY
- IF YOU FIND EVIDENCE OF INTRUSION, LEAVE FAST AND CALL THE POLICE

Printed by the  
**CHARLOTTE POLICE DEPARTMENT,**  
Charlotte, North Carolina

## WORTHLESS CHECKS:

Before you accept a check take the following protective steps.

1. Study the check carefully.
2. Identify the check casher by recording on the check:
  - Drivers License Information
  - Social Security Numbers
  - Credit Card Numbers
  - Make, Model, Color, Tag Number of Auto Driven
  - Compare signature with that on identification.
3. In Doubtful Cases:
  - Call the Bank on which the check is issued.
  - Call the company or person who issued the check.
4. Do not accept post dated checks.
5. Establish a card identification system and use it.

## ROBBERY PREVENTION TIPS

1. Do not keep large sums of money in your cash register.
2. Note and record suspicious persons or cars.
3. When making bank deposits
  - Record some of the serial numbers of each deposit.
  - Go directly to the bank.
  - Conceal money if possible.
  - Do not leave deposits or withdrawals unattended in automobile.
  - Do not go to the bank alone.
  - Vary your time and route.
  - Make your deposits during daylight hours—if possible.

## IF YOU ARE ROBBED

1. Call Police Emergency No. 332-4141 FIRST.
2. Give all known details of the robbery to the radio dispatcher, such as:
  - Robber's description
  - License number, make and color of any car used
  - Type of weapon used
  - Approximate amount of loss
  - Last known direction of travel of perpetrator.
3. After reporting robbery detain any witnesses until police arrive.
4. **Leave the scene completely Undisturbed.**

**IN CASE OF EMERGENCY CALL**

**THE POLICE**

**FIRST**

**332-4141**

USE SPACE BELOW FOR RECORDING INFORMATION WHEN YOU WITNESS A CRIME OR SEE A SUSPICIOUS PERSON

Race \_\_\_\_\_

Sex \_\_\_\_\_

Age \_\_\_\_\_

Complexion \_\_\_\_\_

Height \_\_\_\_\_

Weight \_\_\_\_\_

Hair \_\_\_\_\_

Eyes \_\_\_\_\_

Clean Shaven? \_\_\_\_\_

Peculiarities: tattoos, scars, amputations, accent, etc. \_\_\_\_\_

Clothing:

Coat \_\_\_\_\_

Dress \_\_\_\_\_

Jacket \_\_\_\_\_

Shirt \_\_\_\_\_

Pants \_\_\_\_\_

Shoes \_\_\_\_\_

Remarks \_\_\_\_\_

Vehicle (s)

Year and Make \_\_\_\_\_

Type and Body Style \_\_\_\_\_

Color \_\_\_\_\_

License Number \_\_\_\_\_

Remarks \_\_\_\_\_

Weapons \_\_\_\_\_



THE CHIEF OF POLICE SPEAKS

Crime is a tremendous economic drain on society. The total annual cost of crime in the United States is estimated at \$27 billion.

There are not enough policemen to constantly patrol every street or business. Law Enforcement agencies must depend on the eyes and ears of private citizens to augment their available patrols.

This folder contains suggestions designed to make the criminal's task more difficult and less profitable. Please study it and apply the suggested procedures.

*[Handwritten Signature]*  
CHIEF OF POLICE

# IT'S YOUR LOSS



Printed by the Community Relations Office,  
**CHARLOTTE POLICE DEPARTMENT**  
Charlotte, North Carolina

Through Courtesy Of  
**AMERICAN COMMERCIAL AGENCY INC.**

APPENDIX F

The following questions were asked most frequently during the Charlotte Police Community Council meetings. They are listed according to frequency of occurrence.

1. Questions were posed as to promotional requirements for Negro officers. Are testing procedures identical for both races? Is any special attempt made to recruit Negroes?
2. Why do calls for service go unanswered? (Questions 1 and 2 came from white as well as black communities.)
3. Infrequency of patrolling was questioned repeatedly.
4. Can an individual legally carry a weapon? (on his person, in his car, or concealed?)
5. How may the public assist the police? How can the police image be improved?
6. When will integration of patrol cars be accomplished?
7. What are the special programs for the Youth of the City provided by the Charlotte Police Department?
8. There were requests for crime trends for the respective areas, as well as the city. The following occurred with about the same frequency:
  - a. How far may one go in defense of his home?

- b. What can be done about truancy?
- c. How may the residents of an area deal with drunks and rowdiness in park areas?
- d. What are police salaries?
- e. What can be done about discourteous police officers?
- f. What are the guidelines for use of force in effecting an arrest? What are the guidelines for deadly force?
- g. Is there any special training for police in handling domestic problems?  
Is there any community relations training?

APPENDIX G

### I. Initial Incident

After the assassination of Martin Luther King, approximately one hundred and fifty Negro youths began milling about the Post Office in the downtown area. The crowd was informed by police officers that they would be allowed to march or stage peaceful demonstrations. The crowd dispersed with no incidence of violence except for an isolated case of a wooden carton being thrown at newsmen.

### II. Scope of Occurrence

The civil disturbance was confined to the Independence Square and the surrounding area. Property damage was minor with the bulk of damage resulting from rock throwing. Total property damage including fire damage was estimated at between seventy-five to one hundred thousand dollars (\$75,000 - \$100,000). Incendiary fires accounted for twenty-nine calls of the total fifty-two answered by the Fire Department; the department also answered eighty-three false alarms. The Charlotte Police Department in concert with the Mecklenburg County Police Department were able to contain the disorder without outside assistance. The Charlotte Police officers sustained only four minor injuries directly related to the disturbance. The Mecklenburg County Police handled routine patrols in the perimeter areas and were ready to lend assistance in support operations.

### III. Police Tactics

A decision to begin an Alert One preparatory condition was arrived at by police officials at 2:00 a.m. Friday, April 5, 1968, and partial mobilization was effected.

The Alert One was implemented at 3:00 p.m. Friday, April 5, with full mobilization and twelve-hour shifts. In addition to the extended work period, two shifts were held over to 4:00 a.m.

There were several isolated incidents of rock throwing, but only one police cruiser was struck.

Saturday night a tension packed atmosphere prevailed as crowds gathered harrassing the police officers on duty. The officers endured verbal abuse with great restraint, and the crowd was again warned that disorderly conduct would not be tolerated. Discipline of police personnel proved to be a decisive factor. At the first act of physical aggression, viz. breaking of windows, the police moved in concert using batons to disperse the crowd of about two hundred and fifty. Due to quick effective measures during the initial stages of the disturbance, the police were able to gain a psychological advantage and curb further violence prior to any serious outbreak. A show of force in the proximity of trouble areas following the last overt act was maintained and crowd build-up was barred, thereby eliminating interference with police action or retaliation by the crowd. Saturday night the bus station, which had been a trouble area Friday night, was secured limiting ingress and egress. Other businessmen in the area cooperated barricading their businesses.

Local government officials responded immediately to the request for a curfew, and the Mayor's Proclamation was most effective in controlling crowd movement. The responsible citizens of Charlotte cooperated fully with the re-

strictive measures allowing the police to cull the hoodlum element which sought to exploit the situation.

Officers with experience in developing intelligence type information were assigned to communities to gather information and report to central headquarters on potential trouble areas. They collected data concerning rumors, plans of violence, crowd build-up and movement, identity of leaders, and incidents of violence.

As a precautionary measure, the Task Force, armed with rifles with telescopic scopes and compact communications units, secured the roofs of strategically located buildings in the downtown area to combat a concentration of sniper fire. No incidence of sniping was reported.

Roadblocks were set up to control traffic at detour points where troubled areas had been secured and to maintain security. These roadblocks consisted of vehicles parked across the intersection manned by police officers. Side streets entering into the area were also blocked. These roadblocks allowed those persons wishing to leave the area to do so, and prevented anyone else not authorized to enter the area. This kept the number of curiosity-seekers to a minimum, while containing and isolating certain areas.

A routine work load was maintained during the entire disturbance. Detectives in unmarked cars were utilized in investigating incendiary fire reports and as fireguards. An additional man was added to each car, freeing the other two officers from security detail of their equipment. Fire

extinguishers were placed in every car, and on several occasions police officers were able to contain the fires unaided.

Fifty reserve policemen were used for security of key facilities. In addition to maintaining security at Police Communications Centers, protection was also provided for governmental agencies. Auxiliary policemen assisted the Identification Bureau in processing of prisoners and aided in distribution of food. In total, the Police Reserve provided 1,392 man hours.

Previous arrangements had been made with a catering service to supply food. Food was served to both shifts, and auxiliary police assisted in delivering of coffee, etc. to field command posts.

During the period of April 5th to 20th, a press relations post was maintained in City Hall to disseminate news releases to the various medias. The post was equipped with a hotline to command headquarters and all incident and arrest reports were routed to the press relations office. Both Associated Press and United Press International were located at City Hall. Press passes were issued to newsmen along with other materials. The press relations officers substantiated and verified reports.

The separate law enforcement agencies cooperated in implementing the plan. The prison department sent trucks for transporting prisoners and the County law enforcement agencies were integrated into the total Disaster Control Plan.

The ABC Board officers aided in enforcing the ban on the sale of alcoholic beverages and protecting of stores. Both Virginia and South Carolina closed liquor stores in adjacent counties to permit more stringent enforcement of the statewide ban proclaimed by Governor Moore.

#### IV. Observations

The Mayor's Community Council and the Community Relations Department were most effective in presenting an open forum for discussion of community problems. Lines of communication with community leaders were open prior to and following the civil disturbance and the responsibility shown by community leaders was excellent. The various news media, primarily television, cooperated fully in an unbiased coverage of events.

The response of the elected officials in support of police action presented a united front to the community. This support coupled with immediate police action was a decisive factor in containing the civil disturbance.

Immediately following Charlotte's Civil disturbance, the Community Relations Section of the Charlotte Police Department set out to accomplish two tasks. The first task was to compile and analyze demographic data, riot related activity data, and previous arrest history about the 192 persons arrested. It may be helpful to describe this information thusly:

1. Mean age 22
2. Median age 21.8
3. Place of birth
  - a. 63.2 o/o N. C.
  - b. 21.3 o/o S. C.
4. Employment
  - a. Laborers 148
  - b. Unemployed 32
  - c. Students
    - (1) College II
    - (2) High School 9
  - d. Self-employed 6
  - e. U. S. Army 5
  - f. Housewife 2
  - g. Clerk 1
  - h. Retired 1
5. Number with previous arrest records
  - a. 111 or 51.6o/o of total 215 had previous police records
  - b. 93 adult records 43.2 o/o
  - c. 26 juvenile 12 o/o
  - d. 8 had both adult and juvenile

6. Type of acts committed during disorder
  - a. Curfew 192
  - b. Liquor violation 17
  - c. Breach of peace 1
  - d. Carrying a concealed weapon 1
  - e. Assault with a deadly weapon 1
  - f. Damage to property 4
  - g. Trespassing 4
  - h. Tampering with auto 2
  - i. Reckless driving 2
  - j. Speeding 2
  - k. No driver's license 2
7. Common disposition for these acts
  - a. 30 days in jail suspended, \$50 and cost; not violate curfew for five years 52
  - b. Prayer for judgment continued 30
  - c. No1 Pros with leave 25
  - d. 30 days in jail suspended; \$25 and cost; not violate curfew for five years 19

The second task was to initiate an interview schedule being used by the research team involved in the evaluation of the Community Services Unit of the Winston-Salem Police Department. The schedule was to be administered to the entire population of civil disorder participants and to a sample of non-participants. It covers questions on neighborhood and housing conditions, assistances needed, and the police-community relations department, attitudes toward the riot and activities in the riot.

Initially it was felt that more honest responses could be obtained by allowing respondents to complete the interview schedules on their own without outside help. It was felt that an interviewer might distort responses by paraphrasing respondents' answers. The return rate of interviews was so low that this technique proved to be inadvisable. After completion of forty interview schedules, the interviewers were instructed by a member of the Winston Salem research staff in techniques for gathering the desired information. The remaining schedules were completed by the interviewers. Nevertheless, the interviewers failed to properly elicit and record those responses pertaining to neighborhood and housing conditions, assistances needed, and aspirations. This made it impossible to analyze these data; therefore, they were deleted. Responses to questions concerning the police department and the disorder were elicited and recorded somewhat better. This could be reflections of interests of the interviewers. These two biases raise questions about the validity of the information gathered.

#### Findings

Since the number of arrestees was relatively small, the entire population was to be interviewed. Twenty-three were outsiders and were therefore eliminated. Of the remaining 192 people arrested, only 62 (32.29o/o) were interviewed. Twenty-eight persons gave incorrect addresses; 2 (1.04o/o) had moved; 3 (1.56o/o) were in the armed services; 12 (6.25o/o) refused to cooperate; and 4 (2.98o/o) were in detention centers. The control group was composed of people who lived in the same neighborhood and block as each arrestee. Sex was also matched. The Charlotte City Directory was used as the source for selection of the control group sample.

CHARLOTTE HOUSEHOLD SURVEY

APPENDIX H

Census Tract No. \_\_\_\_\_

Block No. \_\_\_\_\_

House No. \_\_\_\_\_

Address \_\_\_\_\_



e. Trash collection	NA	0
	S	1
	D	2
	DK	X
	RA	Y
f. Street lights	NA	0
	S	1
	D	2
	DK	X
	RA	Y
g. Appearance of the area	NA	0
	S	1
	D	2
	DK	X
	RA	Y
h. Quietness of area	NA	0
	S	1
	D	2
	DK	X
	RA	Y
i. Traffic safety	NA	0
	S	1
	D	2
	DK	X
	RA	Y
j. Police protection	NA	0
	S	1
	D	2
	DK	X
	RA	Y

9. What do you need most in your neighborhood?	a. Street lights	1
	b. Paved streets	2
	c. Sidewalks	3
	d. Better housing	4
	e. More police protection	5
	f. Health services	6
	g. Day care centers	7
	h. Adult classes	8
	i. Other (specify)	9
<hr/>		
10. Do you feel that public officials are concerned about your neighborhood? IF NOT, WHY?	No	1
	Yes	2
11. Did you vote in the last election? IF NOT, WHY?	No	1
	Yes	2
12. Are roaches a problem in your neighborhood?	No	1
	Yes	2
13. Are rats a problem in your neighborhood?	No	1
	Yes	2
14. Do you own or rent this house?	Own	1
	Rent	2
15. (IF OWN SKIP TO 16)		
Do you think the landlord is taking care of this house? WHY?	No	1
	Yes	2
16. Do you think the housing laws have been enforced? IF NOT, WHY?	No	1
	Yes	2

17. How long have you lived in Charlotte/ Mecklenburg County?	a. Less than 1 year	0
	b. 1 year +	1
	c. 2 years +	2
	d. 3 years +	3
	e. 4 years +	4
	f. 5 to 9 years	5
	g. 10 to 14 years	6
	h. 15 to 19 years	7
	i. 20 to 24 years	8
	j. 25 years +	9
	k. DK	X
l. RA	Y	

18. (IF LESS THAN FIVE YEARS),  
Where did you move from?

19. Why did you move to Charlotte?

20. How long have you lived in your present home?	a. Less than 1 year	0
	b. 1 year +	1
	c. 2 years +	2
	d. 3 years +	3
	e. 4 years +	4
	f. 5 to 9 years	5
	g. 10 to 14 years	6
	h. 15 to 19 years	7
	i. 20 to 24 years	8
	j. 25 years +	9
	k. DK	X
l. RA	Y	

21. Do you plan to move from here within the next year? IF SO, WHY AND WHERE TO?	No	1
	Yes	2

22. (IF YES) Do you think you will be able to find a house that will meet your needs? IF NOT, WHY?	No	1
	Yes	2

23. (IF NOT LIVING IN AN APARTMENT, SKIP TO 24.) Does your apartment have a private bathroom?	NA	0
	No	1
	Yes	2

(IF YES, GO TO 25)

24. How many other families share the bathroom with your family?		0
		NA

25. Not counting the bathroom, how many rooms do you have in your house? (IF MORE THAN 6, ENTER TOTAL)		1
		2
		3
		4
		5
		6

26. How many rooms do you use for sleeping? (IF MORE THAN 4, ENTER TOTAL)		1
		2
		3
		4

27. In general, how satisfied are you with your housing?	Completely satisfied	1
	Somewhat satisfied	2
	Somewhat dissatisfied	3
	Completely dissatisfied	4
28. Has anything been done to repair or improve the condition of this house/apartment in the past two years? IF YES, WHAT?	No	1
	Yes	2
29. (IF NO TO 28 OR OWNED, SKIP TO 31). (IF RENTING), who paid for this?	NA	0
	Occupant paid	1
	Landlord paid	2
	Occupant and landlord paid	3
	Other (specify)	4
	_____	4
	DK	X
30. Was your rent raised after this was done? IF YES, DESCRIBE	Rent free	0
	No	1
	Yes	2
	DK	X
31. What extra curricular/ church and/or community activities do you take part in?	a. None	0
	b. _____	1
	c. _____	2
	d. _____	3
	e. _____	4
11. ASSISTANCE		
32. Do you have a serious disability or serious sickness? DESCRIBE:	No	1
	Yes (Disability)	2
	Yes (Sickness)	3

33. Who treated you the last time for this sickness/disability?	NA	00
	No treatment (GO TO 34)	01
	Self (GO TO 34)	02
	Private physician	03
	Health nurse	04
	Druggist	05
	Herb doctor, preacher, faith healer, or Christian Science practitioner	06
	Neighbor, friend, or relative	07
	Clinic doctor or doctor assigned by hospital	08
	Chiropractor	09
34. Why didn't you get treatment or (Why did you treat yourself?)	Doctor or nurse at place of work	10
	Other (write in)	XX
	_____	
	NA	0
	Condition wasn't bad enough	1
	Couldn't afford it	2
	Couldn't get to place of treatment.	3
	Don't believe in doctors	4
	Don't trust doctors	5
	Couldn't leave children alone	6
Nothing could be done	7	
Other (write in)	8	
_____		
DK	X	
RA	Y	

35. If you were in need of immediate help to whom would you turn to for:

<u>Health Services</u>	
Community Relations Section	1
Doctor	2
Health Department	3
Charlotte Area Fund	4
Another agency (specify)	5
_____	
Other (specify)	6
_____	
DK	X
NA	0
<u>Legal Aid</u>	
Community Relations Section	1
Lawyer	2
Legal Aid Society	3
Charlotte Area Fund	4
Another Agency (specify)	5
_____	
Other agency (specify)	6
_____	
DK	X
NA	0
<u>Counseling</u>	
Community Relations Section	1
Minister	2
Charlotte Area Fund	3

<u>Counseling (Continued)</u>	
Another agency (specify)	4
_____	
Other (specify)	5
_____	
DK	X
NA	0
<u>Food, Clothing, or Shelter</u>	
Community Relations Section	1
Charlotte Area Fund	2
Another agency (specify)	3
_____	
Other (specify)	4
_____	
DK	X
NA	0
<u>Employment</u>	
Community Relations Section	1
Charlotte Area Fund	2
Employment Security Commission	3
Another agency (specify)	4
_____	
Other agency (specify)	5
_____	
DK	X
NA	0

36. Did <u>you help anyone</u> with money, food, or clothing in the past year who does not live with you-- relatives, friends, or others? IF YES, WHAT?	No	1
	Yes	2
37. Did <u>anyone help you</u> with money, food, clothing in the past year? (IF YES), Who helped you? (WHAT KIND OF HELP)	No help	0
	Relatives	1
	Friends or neighbors	2
	Employer	3
	Own church or pastor	4
	Other church or pastor	5
	Public agency (specify)	6
	_____	6
	Private agency (specify)	7
	_____	7
	Other (write in)	8
	_____	8
38. Do you feel that the needs of your family are being adequately met? WHY?	No	1
	Yes	2
	(GO TO 40)	
39. What are your immediate needs?	No needs	0
	Clothing	1
	Food	2
	Shelter	3
	Fuel	4
	Money	5
	Employment	6
	Other (specify)	7
	_____	7

III. ASPIRATIONS

40. What do you most want out of life? WHY?		
41. What do you think your chances are of getting it?	Good	1
	Not so good	2
	No chance at all	3
(IF NOT PRESENTLY EMPLOYED, SKIP TO 44)		
42. Do you feel that your present job meets your skills and talents? IF NOT, WHY?	NA	0
	No	1
	Yes	2
43. Do you feel secure in your job? IF NOT, WHY?	NA	0
	No	1
	Yes	2
44. Do you feel that if a person really wants to work, he can find a job? IF NOT, WHY?	No	1
	Yes	2
45. What kind of job would you <u>really</u> like to have?		
46. Can you tell me what is the most important thing you want in a job?	NA	0
	High income, good	1
	Job security, no chance of being fired	2
	Short working hours	3
	Five-day work week	4
	Chance for promotion	5
	Work is satisfying and/or important	6
	Work is close to home	7

Other (write in)	
_____	8
_____	9
DK	X
RA	Y
47. What changes could <u>you</u> make to meet today's changing times?	
48. Do you think you will make these changes in the next 3-5 years? IF NOT, WHY?	NA 0 No 1 Yes 2
49. What assistance could others give you to help you get what you want out of life?	
50. Do you have a better chance of getting what you want out of life in the North or in the South? WHY?	North 1 South 2 Neither 3
51. Do you feel that you have a better chance of getting what you want out of life <u>now</u> than five years ago? WHY?	No 1 Yes 2 DK X
(IF NO CHILDREN, SKIP TO 60)	
52. How many children do you now have in school who live in this household?	0 1 2 3 4 5 6 or more

(IF SCHOOL-AGE, CHILDREN IN HOME)

53. Have you visited your children's school in the past 12 months?	No 1 Yes 2
54. How much education do you want your child (children) to get?	1st - 4th grade 1 5th grade 2 6th grade 3 7th or 8th grade 4 9th grade 5 10th or 11th grade 6 Finish high school 7 Finish college 8 Graduate school 9 All he can get X DK Y
55. Would you let any of your children (your child) drop out of school? WHY?	NA 0 No 1 Yes 2 DK X
56. What kind of job(s) would you like to see your son(s) get when they grow-up?	
57. What kind of job(s) would you like to see your daughter(s) get when they grow up?	
58. What kind of job(s) would you like to see your son-in-law(s) have?	
59. What would you most like to have for your children now and in the future? (PROBE FOR OPPORTUNITIES AS WELL AS MATERIAL THINGS)	

(59a - 59eee Applicable To Teenagers Living With Parents Only)

59a. What was the best time in your life?	Right now	1
	A few years ago	2
	When I was 4-6 years old	3
	When I was a baby	4
59b. At home how often do you need to ask permission before going out at night?	Always	1
	Sometimes	2
	Never	3
59c. How do your parents seem to feel most of the time when they are at home?	Always happy	1
	Sometimes happy	2
	Never happy	3
	Always happy	4
	Sometimes happy	5
	Never happy	6
59d. How proud do you feel about your parents?	Very proud	1
	Fairly proud	2
	Just average	3
	Not too proud	4
	Not proud at all	5
59e. How many rules are there to follow at home?	None that I know of	1
	Very few	2
	A few	3
	Quite a few	4
	A lot	5
59f. How far do your parents want you to go in school?	Parents don't care	1
	Finish junior high	2
	Finish high school	3
	College	4
	Don't know	5

59g. When you are punished by your parents, who usually does it?	Mother/stepmother	1
	Father/stepfather	2
	Brother/sister	3
	Different ones	4
	Nobody	5
59h. When you were little, how often were you punished?	A great deal	1
	Quite a bit	2
	A little	3
	Very little	4
	Not at all	5
59i. Which of your parents has a real bad temper?	Mother/stepmother	1
	Father/stepfather	2
	Neither	3
	Both	4
59j. Which of your parents seem to be the nervous type?	Mother/stepmother	1
	Father/stepfather	2
	Both	3
	Neither	4
59k. How much of your spending money do you get from your family?	None	1
	A little	2
	About half	3
	Most	4
	All of it	5
59l. How much money does your family have compared to most of the kid's families in your neighborhood?	A lot more	1
	A little more	2
	About the same	3
	A little less	4
	A lot less	5

59m. How often did you stay out all night and not tell your parents where you were?	A great deal	1
	Quite a bit	2
	A little	3
	Very little	4
	Not at all	5
59n. When your parents are around do you feel like you have to be careful of what you say?	Always	1
	Sometimes	2
	Never	3
59o. How close a family life do you have with your parents and brother and/or sister?	Very close	1
	Close	2
	Not very close	3
	Not close at all	4
59p. What do your parents do when they know you are doing something wrong?	Nothing	1
	Call the police	2
	Punish you	3
	Try to talk to you and straighten you out	4
59q. In your family, how many people do you feel real close to?	All	1
	Most	2
	A few	3
	None	4
59r. When your parents promise to do something, how often do they keep their promises?	All the time	1
	Most of the time	2
	Some of the time	3
	Once in a while	4
	Never	5

59s. With which of your family do you have the most disagreement?	Mother/stepmother	1
	Father/stepfather	2
	A lot with both parents	3
	Hardly ever with either one	4
59t. Do your parents talk more about the bad things or good things you do?	The good things	1
	The bad things	2
	Neither	3
59u. Compared with school teachers, how strict are your parents?	Much more strict	1
	A little more strict	2
	About the same	3
	A little less strict	4
	Much less strict	5
59v. How often do your parents give you things you ask for?	Always	1
	Usually	2
	Sometimes	3
	Hardly ever	4
	Never	5
59w. If you want something, which parent can you usually count on getting it from?	Mother/stepmother	1
	Father/stepfather	2
	Both	3
	Neither	4
59x. Does your family seem to trust you -	All the time	1
	Most of the time	2
	Some of the time	3
	Once in a while	4
	Never	5

59y. How would you describe your home life?	Positive	1
	Ambivalent	2
<u>DESCRIPTION:</u>	Negative	3
59z. At home are you allowed to drink and smoke?	All the time	1
	Most of the time	2
	Some of the time	3
	Once in a while	4
	Never	5
	NA	0
59aa. How often do your parents quarrel and fight?	A great deal	1
	Quite a bit	2
	A little	3
	Very little	4
	Not at all	5
59bb. Who really runs things in your home?	Mother/stepmother	1
	Father/stepfather	2
	Brother/sister	3
	Both parents	4
	Everyone works together	5
59cc. Have there been times when you have felt unwanted or unloved by your parent(s)? WHICH ONE?	Mother/stepmother	1
	Father/stepfather	2
	Both	3
	Never felt unwanted	4

59dd. Is it necessary for you to do what your parents say in order to get along?	Yes, always	1
	Yes, usually	2
	Sometimes	3
	No, not usually	4
	Never	5
59ee. Do your parents let you make your own plans and decisions?	Always	1
	Usually	2
	Sometimes	3
	Hardly ever	4
	Never	5
59ff. Do you usually do what you want to regardless of what your parents say?	Always	1
	Usually	2
	Sometimes	3
	Hardly ever	4
	Never	5
59gg. How often do you argue with your parents?	A great deal	1
	Quite a bit	2
	A little	3
	Very little	4
	Not at all	5
59hh. How often do you feel that you can count on your parents?	Always	1
	Usually	2
	Sometimes	3
	Hardly ever	4
	Never	5
59ii. How often do your parents practice what they preach?	Always	1
	Usually	2
	Sometimes	3
	Hardly ever	4
	Never	5

59jj. How often have you felt that your parents didn't like you?	All the time	1
	Most of the time	2
	Some of the time	3
	Once in a while	4
	Never	5
59kk. Do your parents act like they want you to change?	A great deal	1
	Quite a bit	2
	A little	3
	Very little	4
	Not at all	5
59ll. When you get into trouble, how often do your parents stick up for you?	All the time	1
	Most of the time	2
	Some of the time	3
	Once in a while	4
	Never	5
59mm. How often do you get yelled at by your parents?	All of the time	1
	Most of the time	2
	Some of the time	3
	Once in a while	4
	Never	5
59nn. How often do your parents tell you they hate you?	A great deal	1
	Quite a bit	2
	A little	3
	Very little	4
	Not at all	5

59oo. Do your parents give you all the time and attention you need?	Always	1
	Usually	2
	Sometimes	3
	Hardly ever	4
	Never	5
59pp. How often have your parents tried to keep you from going with other guys?	A great deal	1
	Quite a bit	2
	A little	3
	Very little	4
	Not at all	5
59qq. When you were going to elementary school how often did your parents help you with your homework?	A great deal	1
	Quite a bit	2
	A little	3
	Very little	4
	Not at all	5
59rr. How much advice have your parents given you about what you should do in the future?	A great deal	1
	Quite a bit	2
	A little	3
	Very little	4
	None at all	5
59ss. How much of what you learned about the important things came from your friends rather than your parents?	Everything	1
	Most things	2
	Some things	3
	Not very much	4
	Nothing at all	5
59tt. How often would your family help you?	All the time	1
	Most of the time	2
	Once in a while	3
	Hardly ever	4
	Never	5

59uu. At home how much time do you spend with your parents?	A great deal	1
	Quite a bit	2
	A little	3
	Very little	4
	None at all	5
59vv. How satisfied are you with the way you treat your family?	Perfectly satisfied	1
	Fairly satisfied	2
	Not very satisfied	3
	Very dissatisfied	4
59ww. How often do you act like your family thinks you should?	Always	1
	Usually	2
	Sometimes	3
	Hardly ever	4
	Never	5
59xx. Which of your parents usually do what they say they are going to do?	Mother/stepmother	1
	Father/stepfather	2
	Both	3
	Neither	4
59yy. How often do your parents let you disagree with them and have your say?	All the time	1
	Most of the time	2
	Some of the time	3
	Once in a while	4
	Never	5
59aaa. Do you plan to graduate from high school?	Definitely not	1
	Probably not	2
	Yes, probably	3
	Yes, definitely	4

59bbb. How sure are you that you will carry out these plans?	Not sure	1
	Fairly sure	2
	Very sure	3
	Absolutely sure	4
59ccc. Do you expect to continue your education or training after you finish high school?	No	1
	Yes, after I've worked to make some money	2
	Yes, after the armed forces	3
	Yes, after high school	4
59ddd. What kind of further training, if any, do you expect to get beyond high school?	None	1
	Beauty/barber college	2
	Regular college	3
	Junior college	4
	Nursing school	5
	Business/secretarial school	6
	Technical training in the armed forces	7
	Technical school	8
	Other (specify)	9
59eee. What do you think the chances are that you really will go to college?	None	1
	Not much chance	2
	About 50-50	3
	I'll probably be going	4
	I'm definitely going	5

60. What kinds of things do you do with your family?

How often?

	Frequently	Sometimes	Rarely	NA
a. _____	1	2	3	0
b. _____	1	2	3	0
c. _____	1	2	3	0
d. _____	1	2	3	0

IF NOTHING, WHY?

61. Do you often, sometimes, or rarely ...

	Often	Sometimes	Rarely
a. Feel in this world its dog eat dog	1	2	3
b. Feel that no matter how hard you try, you can't do any better	1	2	3
c. Feel you have to be on guard with other people	1	2	3
d. Feel people are against you	1	2	3
e. Feel depressed	1	2	3
f. Feel very ill	1	2	3
g. Feel there's little use in writing public officials because often they aren't interested in the problems of the average man	1	2	3
h. Feel nowadays a person has to live pretty much for today and let tomorrow take care of itself	1	2	3
i. Feel in spite of what some people say, the lot of the average man is getting worse, not better	1	2	3

j. Feel it's hardly fair to bring children into the world, the way things look for the future

1 2 3

k. Feel these days a person doesn't know whom he can count on

1 2 3

61a. How many times have you taken part in the following activities?

(DO NOT ASK, A-C TO ADULTS)

a. Truancy from school	Never	1
	1 or 2 times	2
	3 or 4 times	3
	More than 4 times	4
b. Running or wandering away	Never	1
	1 or 2 times	2
	3 or 4 times	3
	More than 4 times	4
c. Unmanageable or insolence toward parents, teachers, or others	Never	1
	1 or 2 times	2
	3 or 4 times	3
	More than 4 times	4
d. Ordinary fighting	Never	1
	1 or 2 times	2
	3 or 4 times	3
	More than 4 times	4
e. Drinking as a minor	Never	1
	1 or 2 times	2
	3 or 4 times	3
	More than 4 times	4

f. Driving without a license	Never	1
	1 or 2 times	2
	3 or 4 times	3
	More than 4 times	4
g. Disturbing the peace	Never	1
	1 or 2 times	2
	3 or 4 times	3
	More than 4 times	4
h. Drunkenness	Never	1
	1 or 2 times	2
	3 or 4 times	3
	More than 4 times	4
i. Sexual intercourse with adult or living with an adult	Never	1
	1 or 2 times	2
	3 or 4 times	3
	More than 4 times	4
j. Sexual intercourse with a minor	Never	1
	1 or 2 times	2
	3 or 4 times	3
	More than 4 times	4
k. Shoplifting	Never	1
	1 or 2 times	2
	3 or 4 times	3
	More than 4 times	4
l. Petty theft (any variety)	Never	1
	1 or 2 times	2
	3 or 4 times	3
	More than 4 times	4

m. Destruction to public or private property	Never	1	
	1 or 2 times	2	
	3 or 4 times	3	
	More than 4 times	4	
n. Taking a car with no intentions of returning it	Never	1	
	1 or 2 times	2	
	3 or 4 times	3	
	More than 4 times	4	
o. Armed robbery	Never	1	
	1 or 2 times	2	
	3 or 4 times	3	
	More than 4 times	4	
61b. Some things are important to some people that aren't important to others. How important are these things to you?			
	a. Being at a party with friends	Very important	4
		Somewhat important	3
		Not very important	2
		Not important at all	1
		Doesn't apply	X
b. Staying at home and playing with the kids		Don't know	0
		Very important	1
		Somewhat important	2
		Not very important	3
		Not important at all	4
		Doesn't apply	X
	Don't know	0	

c. Going to a dance	Very important	4
	Somewhat important	3
	Not very important	2
	Not important at all	1
	Doesn't apply	X
	Don't know	0
d. Wearing a nice suit of clothes when you go out	Very important	4
	Somewhat important	3
	Not very important	2
	Not important at all	1
	Doesn't apply	X
	Don't know	0
e. Religion	Very important	1
	Somewhat important	2
	Not very important	3
	Not important at all	4
	Doesn't apply	X
	Don't know	0
f. Working around the house; making things, cleaning up the yard; etc..	Very important	1
	Somewhat important	2
	Not very important	3
	Not important at all	4
	Doesn't apply	X
	Don't know	0
g. Owning fast car	Very important	4
	Somewhat important	3
	Not very important	2
	Not important at all	1

h. Drinking Parties

Doesn't apply	X	
Don't know	0	
Very important	4	
Somewhat important	3	
Not very important	2	
Not important at all	1	
Doesn't apply	X	
Don't know	0	
i. Being at home with wife/husband	Very important	1
	Somewhat important	2
	Not very important	3
	Not important at all	4
Doesn't apply	X	
Don't know	0	

IV. CRD AND CHARLOTTE POLICE

62. Have you heard of the Community Relations Department/Crime Prevention Bureau?	No	1
	(GO TO 71)	
63. How did you learn about the Community Relations Department	Yes	2
	Haven't heard of CRD	1
	Newspaper	2
	Radio	3
	TV	4
	Community organization (specify)	
	_____	5
	Friends or relatives	6
	Personal contact with CRD	7

DESCRIBE 7:

Other 8

DESCRIBE 8:

64. Do you think that most of your friends know about CRD? No 1

Yes 2

DK X

65. Have you ever had any contact with CRD? No 1

Yes 2

DESCRIBE 2:

66. How were you treated? No contact 1

Negatively 2

Ambivalent 3

Positively 4

DESCRIBE 2, 3, OR 4 ABOVE:

67. Can you describe the purpose of the CRD? No 1

Yes 2

DESCRIBE 2:

68. Do you know any officers of the CRD? No 1

Yes 2

DESCRIBE 2:

69. Do you think that the CRD officers are concerned about you and the people in your neighborhood? WHY? No 1  
Yes 2

70. Can you suggest ways in which this Department can better serve the community? No 1  
Yes 2

DESCRIBE 2:

DO YOU AGREE OR DISAGREE TO THE FOLLOWING STATEMENTS:

71. Police generally jump to conclusions without having all the facts. A 2  
DK 0

D 1

72. Police are seldom around when you need them. A 2  
DK 0

D 1

73. Most policemen in our city treat you courteously. A 1  
DK 0

D 2

74. Without police there would be crime everywhere. A 1  
DK 0

D 2

75. Police are respectable. A 1  
DK 0

D 2

76. Our policemen are underpaid.	A	1
	DK	0
	D	2
77. Negroes who get into trouble are treated rougher by the police than white people who get into trouble.	A	2
	DK	0
78. In general policemen in our city are not well-trained.	A	2
	DK	0
	D	1
79. Most policemen try to help you.	A	1
	DK	0
	D	2
80. Police are "big shots" only because of their guns and badges	A	2
	DK	0
	D	1
81. Most policemen treat people fairly, regardless of their race.	A	1
	DK	0
	D	2
82. If policemen spent more time in a neighborhood helping people rather than looking for trouble, people would probably like them a lot better.	A	1
	DK	0
	D	2
83. Policemen will treat you better if you come from a wealthy family or are prominent in the community.	A	2
	DK	0
	D	1
84. Police commit as many crimes as other people.	A	2
	DK	0
	D	1

85. Policemen are really "regular guys."	A	1
	DK	0
	D	2
86. Most policemen treat people fairly, regardless of their income.	A	1
	DK	0
	D	2
87. Do you personally know a police officer?	No	1
	Yes	2
88. Has a police officer ever personally helped you?	No	1
	Yes	2
DESCRIBE 2:		
89. There are some people who do not respect the law. <u>Why don't they?</u>	No	1
	Yes	2
90. In general do you respect policemen? WHY?	No	1
	Yes	2
91. Would you ever stop to talk to a policeman on the street? To chat or ask directions? IF NO, WHY NOT?	No	1
	Yes	2
92. If you had something stolen from your home, would you report it to the police? IF NO, WHY NOT?	No	1
	Yes	2
93. How many times in the last year were you stopped by a policeman?	NA	0
	Not stopped	1
	1-4 times	2
	5-9 times	3
	10 or more	4
	DK	X
	RA	Y

94. How were you treated?
- |            |   |
|------------|---|
| No contact | 1 |
| Negatively | 2 |
| Ambivalent | 3 |
| Positively | 4 |

DESCRIBE: 2, 3, OR 4 ABOVE:

95. What in your opinion is the most important job a policeman should do?

96. Does he do it in this neighborhood?  
IF NO, WHY NOT?

No	1
Yes	2

97. Are there ways the citizens in your neighborhood could help the police? WHY?

No	1
Yes	2

98. To you, what are the most serious illegal activities in which people can engage?

99. Are there any people around here involved in many of these activities?

No	1
Yes	2

100. Do policemen give your friends a fair deal?

NA	0
No	1
Yes	2
DK	X

101. How would you feel about one of your children becoming a policeman?

102. What are some of the things you might want to talk to policemen about?

102a. What do you think of the recent disturbance in Charlotte?

102b. Why do you think the disturbance occurred?

102c. What did it accomplish?

102d. How many of your friends participated in the disturbance? IF SOME, WHAT DID THEY DO?

102e. Did you participate in the disturbance?  
IF YES,

a. Why did you take part?

b. What did you do?

c. When did you participate?

IF NO,

a. Why didn't you participate?

b. Were you in sympathy with the protesters?

102f. How did you first learn about the disturbance?

102g. Do you know if anybody from outside Charlotte participated in the disturbance? IF YES, where did they come from and why were they here?

102h. Did you attend any protect meeting before the disturbance?

102i. Do you think a disturbance could occur again in Charlotte in the near future? WHY DO YOU THINK THIS WAY?

102j. Do you think disturbance in this city could be prevented? HOW?

V. FILL IN IMMEDIATELY AFTER LEAVING RESPONDENT'S HOME:

102k. If Negro, this person's skin color was:

- |                              |   |
|------------------------------|---|
| Very light                   | 1 |
| Light Brown                  | 2 |
| Medium Brown                 | 3 |
| Dark Brown                   | 4 |
| Black                        |   |
| Doesn't Apply<br>(NOT NEGRO) | X |

- 102l. The general appearance of the respondent
- Neat, clean, and well-groomed . . . . . 1
  - Average . . . . . 2
  - Slovenly and untidy . . . . . 3

- 102m. How cooperative was the respondent?
- Extremely cooperative . . . . . 1
  - Average . . . . . 2
  - Somewhat uncooperative . . . . . 3

V. FILL IN IMMEDIATELY AFTER LEAVING RESPONDENT'S HOME:

103. The location of this housing unit is in:
- the central city of the metropolitan area . . . . . 1
  - a built-up, older (pre-W.W.2) suburb . . . . . 2
  - a small city in the metropolitan area . . . . . 3
  - a newly developed suburban area . . . . . 4
  - in the country . . . . . 5

104. Code the type of dwelling unit in which the respondent lives in the first column below, and the predominant type on the respondent's street in the second column:

	<u>Home</u>	<u>Street</u>
Single family, detached house . . . . .	1	1
Duplex . . . . .	2	2
Row House . . . . .	3	3
Walk-up apartment building with lawn space . . . . .	4	4
Walk-up apartment building without lawn space . . . . .	5	5
Elevator apartment building . . . . .	6	6
House trailer . . . . .	7	7
Store with dwelling above or behind . . . . .	8	8
House converted to rooms or apartments . . . . .	9	9
Other (SPECIFY) _____ . . . . .	0	0

105. Does the street on which the respondent lives look:
- Very attractive . . . . . 1
  - Reasonably pleasant . . . . . 2
  - Average . . . . . 3
  - Unattractive . . . . . 4
  - Repulsive . . . . . 5

106. Would you describe this street as:
- A prestige address . . . . . 1
  - Upper-middle class . . . . . 2
  - Middle class . . . . . 3
  - Working class . . . . . 4
  - Lower class . . . . . 5

107. Describe the cleanliness of the respondent's home, and of the street in general.

	<u>Home</u>	<u>Street</u>
Very clean . . . . .	1	1
Average . . . . .	2	2
Untidy, but not dirty . . . . .	3	3
Dirty . . . . .	4	4

108. Describe the state of repair of the respondent's home, and of the street in general.

	<u>Home</u>	<u>Street</u>
New . . . . .	1	1
Very well maintained . . . . .	2	2
Average . . . . .	3	3
Deteriorating . . . . .	4	4
Needs extensive repairs . . . . .	5	5
Beyond repair . . . . .	6	6

109. Present at interview:

Respondent only . . . . .	1
Children under six (number) . . . . .	2
Older children . . . . .	3
Spouse . . . . .	4
Parents . . . . .	5
Other relatives (number) _____ . . . . .	6
Other adults (DESCRIBE) _____ . . . . .	7

110. Cooperation was:
- Very good . . . . . 4
  - Good . . . . . 3
  - Fair . . . . . 2
  - Poor . . . . . 1

111. Is the street on which the respondent lives:

Mainly residential . . . . .	1
Mainly residential and commercial. . . . .	2
Mixed residential and industrial . . . . .	3
Mixed commercial and industrial. . . . .	4

112. Does the street on which the respondent lives have:

Heavy through traffic, including commercial vehicles . . . . .	1
Light through traffic, mainly cars going to and from houses . . . . .	2
Mainly local residential traffic . . . . .	3

113. Describe the economic status of the respondent's street:

Luxury apartments or private homes worth \$25,000 or more . . . . .	5
Expensive apartments, homes \$15-25,000 . . . . .	4
Nice apartments, homes from \$10-15,000 . . . . .	3
Working class apartments, homes less than \$10,000. . . . .	2
Low income housing, deterioration present. . . . .	1

114. IF THERE WAS ANYTHING UNUSUAL ABOUT THE INTERVIEW SITUATION WHICH YOU THINK AFFECTED THE RESPONDENT'S ANSWERS, TELL US ABOUT IT HERE:

Nothing unusual . . . . .	1
<u>Describe</u> . . . . .	2

115. Income - Would approximate your family income?

Less than \$1000 . . . . .	1
\$1,000 - 1,999. . . . .	2
\$2,000 - 2,999 . . . . .	3
\$3,000 - 3,999 . . . . .	4
\$4,000 - 4,999 . . . . .	5
\$5,000 - 5,999 . . . . .	6
\$6,000 + . . . . .	7
NR. . . . .	X

116. Family type.

April 29, 1968

COMMUNITY RELATIONS OFFICERS

- Lieutenant D. W. Roseman
- Detective H. C. McGraw
- Patrolman Rudolph Torrence
- Patrolman J. J. Kelley
- Patrolman J. H. Polk
- Patrolman J. T. Staley

**END**