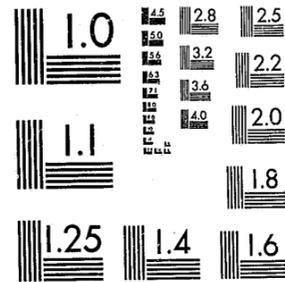


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ATTITUDINAL CHANGES IN LAW ENFORCEMENT  
AND COLLEGE STUDENT POPULATIONS

B. Earle Roberts, Project Director  
Denny F. Pace, Research Assistant  
Roy Lilly, Consultant

NI 69-093

Kent State University  
Kent, Ohio  
August 20, 1972

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ABSTRACT

Three basic purposes shaped the nature, scope, execution and evaluation of this research project. The first was the development of an introductory college level course concerned with the criminal justice system, designed to impart information to the student and, more importantly, develop favorable or more favorable attitudes towards the entire criminal justice process. The second was to design research instruments that would measure attitude changes in a ten-week college quarter. The third purpose was to offer the developed course and test for attitude change using the instruments designed for that purpose. Hopefully, a positive change in attitude would have occurred.

The subjects primarily were full-time Kent State University students with a significant number being full-time law enforcement officers. Three classes of Kent State University students taking courses other than the test course, Introduction to Law Enforcement and Criminal Justice, were utilized as control groups.

At the beginning of both the experimental and control classes, each student was given a series of tests designed to measure attitudes towards the criminal justice system and its component parts. Additionally, those in the experimental classes were given a knowledge test about the criminal justice system. The test courses were then taught by one or more of three different faculty

members in the Department of Criminal Justice Studies. At the end of the ten-week quarter the students were again given all of the tests administered earlier. This procedure was followed each quarter except for Spring, 1970, when the premature closing of the University caused the testing to be completed by mail.

The tests used in this study were an information or knowledge test developed by the study staff, a student characteristic survey developed by the study staff to reveal demographic information about each student, a Semantic Differential (Osgood, Tannenbaum and Suci, 1957) to measure important concepts in the law enforcement area, i.e., The Law Enforcement Officer, and finally, a set of previously published attitude scales dealing with the "law" were utilized (Shaw and Wright, 1957). Scores were computed for all subjects who correctly completed the testing. Appropriate frequency distributions, correlations, analysis of variance and testing of means against neutral points were accomplished and analyzed.

Each of the three major purposes of this study were accomplished. The first two are written documents and contained within the appendices of this report. The positive (favorable) change in attitudes was demonstrated using the developed research instruments. Several general findings in this area are of note:

1. The relatively high (favorable) pre-test attitudes of all students tested;
2. The change in a positive manner towards the concepts Law Enforcement in U.S. Society and the Law Enforcement Officer of generally all students in the test group;

3. The high correlation between the evaluation ratings of the concepts Law Enforcement in U.S. Society and the Law Enforcement Officer;
4. The favorable gain in attitude of police officers taking the course towards their role and the other elements of the criminal justice system;
5. The influential role of the teacher in shaping attitudes;
6. The high correlation between favorable attitudes toward the criminal justice system and whether the person had a friend or relative working in the system; and
7. The high correlation in almost all tested areas between attitudes and past experiences with the police.

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Chapter I  
INTRODUCTION

Assumptions

It is a fair generalization to suggest that increasingly college students are evaluating the worth of their coursework by criteria of relevance to events defined outside the classroom. College instructors in any discipline are charged with a difficult mandate in that, while attempting to dispel popular misconceptions about their profession, they must somehow transmit accurate information to students in a manner that has some referent to the realities students are likely to encounter after completing their education.

Given the youth of criminal justice academic programs, instructors have few reliable indicators of beliefs held by college students, their level of understanding of the criminal justice system, and the extent to which a given course in law enforcement affects their intensity and direction of beliefs about the justice system.

Typically, the assumptions held by criminal justice educators include the belief that students are only conscious of manifest negative legal actions taken by law enforcement personnel. This assumption rests, in part, on the fact that it usually is this form of law enforcement activity which receives widest currency

in the mass media. The inability of law enforcement educators to scrutinize this assumption scientifically is due to a lack of contact with pre-college students in an educational context.

Additionally, the educator makes assumptions about what an introductory course in criminal justice is designed to do. More as an article of faith, and usually without the benefit of any tangible evidence, the instructor expects that students should gain a better understanding of their social and legal responsibilities as they relate to the processes of justice which affect their lives. It is further assumed that students tend to become more familiar with the complexities of substantive law as it relates to their social system and that they will develop an awareness of case law as it is introduced in the course of their study. It is assumed that students will become more aware of the manner in which legal decisions are interpreted and how these decisions affect institutions of legal authority and political power. These assumptions may or may not be valid and this research attempts to fill such existing empirical voids by testing these assumptions.

The lack of empirical information on these matters led the study staff to design an introductory college course in criminal justice which, while responsive to criteria of relevance, would provide a base from which to articulate the primary law enforcement philosophies, concepts and procedural operations, and would provide some basis for the measurement of any change in the attitudes towards the criminal justice system by students. Further-

more, if any changes in attitude were detectable, the staff wanted to be able to identify those variables responsible for the change.

An introductory survey course in the College of Arts and Sciences was deemed to provide the appropriate framework for testing many of these assumptions since many non-law enforcement, pre-service, and in-service law enforcement students merged to form a heterogeneous forum for the discussion of many contemporary issues, specifically those of some controversy within the criminal justice system.

#### Research Objective

The aims of the study staff in the course of this study were three-fold: 1) to engineer and present a course which would accurately reflect an overview of the criminal justice field; 2) to measure the intensity and direction of attitudes held about the criminal justice system prior to the student's exposure to the course and after his completion of the course; and 3) to arrive at some tentative conclusions about the type of curriculum appropriate for an introductory study of the criminal justice system.

#### Research Plan

Specifically, the research project was conducted in four phases:

1. Using the present existing course entitled Introduction to Law Enforcement and Criminal Justice as a base, a course was developed that focused upon the role of law

enforcement in a democratic society and the major systems that are designed to accomplish the objectives of the law enforcement processes. The course was designed to be interesting and informative for the average university student rather than specifically for the law enforcement officer.

2. The course was offered eight times during the 1969-70 academic year. Each instructor in the law enforcement administration program taught the course at least twice.
3. A series of attitude tests based upon standardized and validated tests was administered two times to each student taking the course. Tests were given prior to the course and at the completion of the course.
4. All collected data were collated, analyzed and formed the basis for the resulting report.

#### Theoretical Observations Regarding Attitudes and Value Changes

Both the formation and maintenance of an attitude occur in a motivational context. The goal orientation which is being fulfilled or frustrated at the point of arousal of the affective response reflects the existence of some motivated state (Shaw and Wright, 1967, p. 9). Thus, attitude formation and maintenance may be viewed as being relatively stable and not susceptible to change without motivational stimuli that are relatively strong. However, some research indicates that time alone may not be a factor in attitudinal change. There are indications that mere exposure to stimuli is sufficient to bring about attitude change (Maslow, 1937, p. 162). Other research indicates that with familiar symbols there is a logarithm of exposure frequency coupled with a time factor. Thus, if information which is familiar to the subject is presented a number of times over a period of time,

a desired attitude change may be expected (Bechnel, Wilson and Baird, 1963, p. 165). Other researchers feel that exposure to familiar objects failed to produce change while novel objects brought about more discernible change (Amster and Glasman, 1966, p. 398). The study thus assumes that since the research design neither controls nor isolates the "unplanned" variables in the classroom situation, no supportable conclusions respecting exact change agents will be possible.

The study of attitudes has a number of limitations about which both the reader and the researcher should be aware. These limitations are important to consider when certain statements have to be made about the attitudes held by given groups of individuals. This study has attempted to recognize these limitations. Attitudes being intangible are, at best, elusive human attributes. The research instruments for attitude studies are ambiguous and usually less reliable and less valid than other types of research instruments. The theory concerning attitudes is looser and more complex; consequently, many false assumptions may be drawn from the interpretation of the results. The researchers also felt, however, that no decision concerning the social order is made without the filtering of facts through the individual's cognitive processes; thus, we must accept these filtered facts as being the sum total of the individual's concept of attitude objects.

In this study, attitudinal changes that occur will have underlying reasons. While the research design was directed to

broad causes of change, it has been impossible to identify personality idiosyncracies and deeply ingrained or fixated ideas held by the subjects; thus, it was assumed that a majority of the subjects of the study will not have been exposed to more than brief personal contact with personnel or agency functions of the criminal justice system. This assumption was borne out in the demographic traits of the student subjects.

Attitudes should be viewed as an implicit response which is both anticipatory and mediating in reference to patterns of overt responses (Early, 1968, p. 6). According to Cardno, attitude entails an existing predisposition to respond to social objects which, in interaction with situational and other dispositional variables, guides and directs the overt behavior of the individual (Cardno, 1955). Lee, in conceptualizing various research studies, concluded that attitudes and their resultant influence upon behavior is still a theoretical debate (Lee, 1970)\*.

For the purpose of this study, it has been important to consider events that occurred outside the classroom during the testing period. This idea has been tested by the results obtained during the Spring Quarter which were measured after serious student demonstrations on campus resulted in gunshot deaths to students and national publicity for the University.

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\*For an evaluation of behavioral concepts pertaining to police and other related attitudinal studies you are referred to this publication.

## Chapter II

### METHOD

#### Subjects

The subjects involved in this study primarily were full-time college students enrolled in introductory courses in law enforcement, political science, or psychology at Kent State University. A more complete description of the student subjects will be presented in the results section.

Subjects were obtained during Fall Quarter 1969, Winter Quarter 1970, and Spring Quarter 1970. A summary of the groups involved in this study is as follows:

#### Fall Quarter, 1969

- Group 2: Law Enforcement Class, Salem Branch
- Group 3: Law Enforcement Class, Main Campus (Day)
- Group 4: Law Enforcement Class, Main Campus (Night)
- Group 5: Political Science Class, Control Group
- Group 6: Psychology Class, Control Group

#### Winter Quarter, 1970

- Group 2: Law Enforcement Class, Main Campus (Day)

#### Spring Quarter, 1970

- Group 4: Law Enforcement Class, Main Campus (Day)
- Group 5: Political Science Class, Control Group
- Group 6: Law Enforcement Class, Canton Branch
- Group 7: Law Enforcement Class, East Liverpool Branch

Group 8: Law Enforcement Class, Main Campus (Night)

#### Questionnaire and Test Construction

Four different tests were used in this study. All law enforcement classes were given an Information Test dealing with concepts covered in the class. This test is presented in Appendix A and was designed to assess the factual knowledge a person had about the law enforcement system in American society.

Secondly, an instrument was developed to assess demographic characteristics of the subjects. This instrument is referred to as the Student Characteristic Survey and consisted of fifteen questions dealing with such items as age, year in school, and family income. This instrument is presented in Appendix B.

Thirdly, to assess attitudes toward important concepts in the law enforcement area, a Semantic Differential (Osgood, Tannenbaum, and Suci, 1957) was constructed. This instrument had eighteen bipolar, adjective scales (e.g., good-bad) and five concepts (Law Enforcement in United States Society, The Law Enforcement Officer, Lawyer, Court System, and The Professor [in the course]). Ratings were made on a nine point scale. Note that there were ninety items in this questionnaire. The ratings were, however, summed to obtain evaluative, activity, and potency scores for each subject on each concept. The evaluation score was computed by adding the ratings on the adjective scales of bad-good, unfair-fair, boring-interesting, dishonest-honest, cruel-kind, stupid-intelligent, worthless-valuable, unjust-just, incompetent-competent, and

unfriendly-friendly. The potency score was computed by adding the ratings on the adjective scales of weak-strong, powerless-powerful, small-large, and submissive-dominant. The activity score was computed by adding the ratings on the following adjective scales: stable-changeable, slow-fast, passive-active, and stable-dynamic. The Semantic Differential thus yielded fifteen scores for each subject. The Semantic Differential is presented in Appendix C.

Fourthly, a set of previously published attitude scales dealing with the "law" were utilized. These scales were taken from Shaw and Wright's (1957) book and are collectively referred to as the Survey of Student Opinions. This questionnaire consisted of four sections. Part A was a twenty-item questionnaire dealing with Attitude Toward the Law. A scale value is assigned to each of the twenty questions with high values reflecting a positive attitude. The items refer to law in a fairly abstract sense. Part B is referred to as The Law Scale. It is a twenty-two item questionnaire containing heterogeneous material dealing with various aspects of the law enforcement system (e.g., policeman, judicial decisions). Items are scored on a 1 to 5 scale, strongly agree to strongly disagree. High scores imply a generally positive attitude toward the criminal justice system. Part C is the Ideological Scale. It has thirty-nine items which are subdivided into six subscales. Scale values are assigned to each item indicating its weight in contributing to a particular sub-scale.

Part C-1 Reification; the degree of definiteness with which the

statement seems to suggest or imply that law is a thing or process which exists apart from human beings.

Part C-2 Vivification; the degree of definiteness with which the statement seems to suggest or imply that law is a living thing.

High scores on the ideological continua (C-1 and C-2) reflect a tendency to adopt that perspective.

Parts C-3, C-4, and C-5 are composite statements concerning different types of control:

Part C-3 Super-Individual Control; the degree of definiteness with which the statement seems to suggest or imply that law in itself exerts control over individuals or otherwise influences their behavior.

Part C-4 Individual Control; the degree of definiteness with which the statement seems to suggest or imply that control by law is, in reality, merely control by a super-human agency or institution.

Part C-5 Degree of Control; the degree of control or influence exerted by or through law over individuals. High scores on this scale indicate that the person sees the law as strongly controlling.

Part C-6 Individual Realistic; the degree of definiteness with which the statement seems to suggest or imply that law is nothing outside or apart from human beings but usually consists of the behavior of the majority of citizens.

Part D is the Attitudes Toward Law and Justice scale. It consists of eight items scored on a five point scale (strongly agree

to strongly disagree). One total score is computed for each subject.

In summary, the Survey of Student Opinions had a total of eighty-nine items. This questionnaire yields nine attitude scores for each subject. A copy of the instrument is given in Appendix D.

#### Procedure

During the first week of each quarter all subjects were given the Student Characteristics Survey, Semantic Differential, and Survey of Student Opinions. Students enrolled in law enforcement classes also were given the Information Test during this time period. This initial testing is referred to as the pre-testing.

After an interval of approximately seven to eight weeks, the attitude questionnaires and, for the law enforcement classes, Information Test were readministered. This testing is referred to as the post-testing and, of course, should reflect changes that have occurred in the subject's attitude or knowledge since the first testing.

All testing was performed in groups in a classroom setting. All subjects responded on Digitex answer sheets which were translated to punched cards for the data analysis.

Due to campus disturbances during the Spring Quarter of 1970, no classes were being held on the main campus of Kent State University at the end of that quarter. Therefore, questionnaires

were mailed to subjects during this quarter if they had been attending class on the main campus. Off-campus students were tested in the usual manner. The letters used to solicit replies are given in Appendix E.

#### Data Analysis

Scores were computed on the Burroughs B5500 computer for all subjects who had complete data on either the Semantic Differential or the Survey of Student Opinions. Analyses were done separately for each of these two attitude measuring instruments so that as many subjects as possible would be available. The samples of subjects will, therefore, differ somewhat from one instrument to the other although the overlap is considerable.

Frequency distributions were computed for subjects in each group for each attitude instrument on the demographic variables measured in the Student Characteristics Survey. Correlations among the demographic variables and the pre-test attitude scores were computed. Descriptive statistics for the pre- and post-test attitude and information test scores were computed and examined for statistically significant changes by means of direct different t-tests (Edwards, 1967, p. 215). Several analyses of variance using certain demographic variables to define groups were conducted. Finally, to assess the initial direction of attitudes toward the criminal justice system, pre-test attitude means were compared with neutral points for each attitude test.

### Chapter III

#### RESULTS

##### Description of Sample in Terms of Demographic Variables

In Table 1 are listed the demographic variables available to characterize subjects in this study. Variables 3 through 17 come directly from the Student Characteristic Survey given in Appendix B. Variables 1 and 2 were coded by the subjects on the Digitex answer sheet. Variable 18 is appropriate only for the Spring Quarter, 1970 groups.

The absolute number and associated percentage of subjects responding to the demographic variables in a particular way are presented in Tables 2 through 6. The results are presented, where appropriate, in terms of the total number responding across all groups, for the combined law enforcement groups, and for the combined "control" groups. For Winter Quarter 1970, there is only one group for which valid data is available.

With regard to the frequency data for Fall Quarter 1969 given in Tables 2 and 3, several points should be made.

- 1) The law enforcement groups have more males than the control groups coming from political science and psychology classes.
- 2) The vast majority of subjects in all groups are unmarried.
- 3) The majority of subjects are of age 21 or less.
- 4) The majority of subjects in all groups are freshmen or sophomores.
- 5) All groups are very homogeneous with respect to grade point average.

- 6) Somewhat more students were taking the law enforcement classes because of personal interest than those taking political science or psychology.
- 7) Relatively few subjects in the sample had ever been police officers.
- 8) Students registered for law enforcement classes tended to have more relatives or close friends who had been police officers than students in the two control groups.
- 9) A very small number of students had ever been in trouble with the law for anything other than traffic violations.
- 10) A relatively small number of students for all groups had had or very bad experiences with law enforcement officers.
- 11) Approximately 25 percent of the students in the law enforcement classes were majoring in law enforcement.

In Table 4, the frequency data for both the Semantic Differential group and the Survey of Student Opinion group are given. In general, these frequency data for Winter Quarter parallel those for Fall Quarter 1970 in most respects. Since the number of subjects available for Winter Quarter is relatively small, all conclusions should be made with this in mind. However, the Winter Quarter group did have a smaller percentage of law enforcement majors than did the Fall Quarter law enforcement groups.

The frequency data for Spring Quarter are presented in Tables 5 and 6. Again, these results are very similar to those for Fall Quarter 1969. The control group in this case refers to a political science class and has a very small number of subjects. This small sample size is due to the lack of response to the mail solicitation of replies necessitated by the closing of the university. Since several of the law enforcement classes were being taught off-campus, the sample size for the law enforcement groups was still acceptably

large.

One problem evident for all three quarters and all groups was the omission of items by many subjects. This is the reason the number responding to each item varies somewhat even within a particular questionnaire group. Also, variable 15 was often incorrectly coded by subjects and was therefore not reported. This loss was not viewed as serious in that a relatively small number of subjects had ever been in trouble with the law anyway.

#### Results of t-Tests for Attitude Variables

In Table 7 is listed the numbering system used in subsequent tables reporting the results of the attitude questionnaires. There were 15 scores available from the Semantic Differential and 9 scores available from the Survey of Student Opinions. The results are presented in Tables 8 through 35 for each group separately for each quarter and for combined law enforcement groups and combined control groups, wherever possible.

Semantic differential. For Fall Quarter 1969, the results may be summarized as follows. For Group 2 (Table 8), significant changes occurred in the evaluative ratings for the concepts of Law Enforcement in U.S. Society and the Professor. Students rated these concepts more favorably after the course than before. On the potency or strength dimensions, subjects rated the same two concepts as being stronger after the course than they did before. For Group 3 (Table 9), no significant changes occurred.

For Group 4 (Table 10), the concept of the Court System was rated more favorably after the course than before and Law Enforcement in U.S. Society was rated as being more powerful after the course was completed. For Group 5, no significant changes occurred. For Group 6 (Table 12), the students enrolled in introductory psychology, significant changes occurred on the evaluative dimension for Law Enforcement in U.S. Society and on the potency dimension for the same concept. These students thus rated law enforcement in general as being more favorable and more potent at the end of the quarter than they did at the beginning of the quarter. In order to increase the power of the t-test, all law enforcement groups and the two control groups were combined to establish general trends. For the two control groups (Table 13), the only significant change occurred on the concept of Law Enforcement in U.S. Society on the potency dimension. This concept was rated on the average stronger at the end of the quarter than it was at the beginning. For the combined law enforcement groups (Table 14), significant changes in the direction of more favorable ratings on the evaluative dimension occurred for the concepts Law Enforcement in U.S. Society, the Court System, and the Professor. Significant changes also occurred for these same three concepts on the potency dimension--the ratings changing in the direction of more potency attributed to these concepts at the post-test than at the pre-test.

For Winter Quarter, 1970 no significant changes occurred in the Semantic Differential ratings. These results are given in

Table 15. This was a law enforcement class.

For Spring Quarter, 1970 Group 4 (Table 16) showed significant changes on the concept Law Enforcement in U.S. Society on both the potency and activity dimensions. This concept was rated as more potent and more active at the end of the quarter than at the beginning. Groups 5, 6, and 8 showed no significant changes while Group 7 (Table 19) changed significantly only for the concept Lawyer on the activity dimension. The results for the combined law enforcement classes are given in Table 21. For the combined group of law enforcement classes, no statistically significant changes were evident.

Survey of student opinions. For the Fall Quarter 1969, Group 2 (Table 22) had significant changes in mean ratings for scales 1, 4, 6, and 9. Group 3 (Table 23) had no significant changes. Group 4 had significant changes on scales 1, 3, 6, and 8 (Table 24). Group 5 (Table 25) had no significant changes. Group 6 (Table 26) changed significantly on scale 9. As was done for the Semantic Differential, the three law enforcement classes and the two control groups were combined to increase the power of the t-test and to establish general trends. Table 27 indicates the control groups from political science and psychology classes changed significantly on scales 3, 4, and 9. The law enforcement classes (Table 28) changed significantly on scales 1, 3, 4, 5, 6, 7, and 8. Unfortunately, scales 3 through 8 are not mutually independent since many of the same items are used in the various sub-scales derived from Part C of the Survey of Student Opinions.

All significant changes were in the appropriate direction; mean attitudes were more favorable toward the law at the end of the quarter than they were at the beginning.

The results for Group 1 from Winter Quarter are given in Table 29. The only significant change occurred on scale 8 for this group.

For Spring Quarter, practically no changes were statistically significant. Group 4 (Table 30) showed no significant changes. Group 5 (Table 31) changed significantly on scale 2. Group 6 (Table 32) had no significant changes. Group 7 (Table 33) changed significantly on scale 9 and Group 8 (Table 34) changed significantly on scale 1. As was done in Fall Quarter 1969 the law enforcement classes were combined for the Spring Quarter of 1970 to establish general trends. The results presented in Table 35 indicate that a statistically significant change occurred only on scale 9.

#### Mean Differences from Neutral Point

Semantic differential. The last column for each individual group given the t-value associated with the difference between the pre-test mean and the hypothesized neutral point (center of the scale) for the fifteen Semantic Differential attitude variables. For the evaluative dimension, there were ten adjective scales involved; thus, the neutral point would be a value of fifty for the first five Semantic Differential variables. For the potency and activity dimension four adjective scales were summed and the

neutral point would be 20 for variables 6 through 15. The results clearly indicate that virtually none of the groups have a neutral or indifferent view of the five concepts on any of the dimensions. The only consistent result contrary to this general finding is for the concept Court System on the activity dimension. That is, the Court System is rated on the average neutral with regard to activity. It is seen as neither active nor inactive. Practically all other concepts are seen as more favorable, stronger, and more active than the neutral point. In one sense, then, attitudes toward various law enforcement concepts are relatively positive initially for all groups involved in the present study.

Survey of student opinions. In order to complete the comparison, pre-test means were compared with neutral points for the 9 scales derived from the Survey of Student Opinions. Parts B and D of this instrument, variables 2 and 9, were easy to define neutral points for since they were Likert-type scales, a three being the undecided category. Variable 2 had a neutral point of 66 while variable 9 had a neutral point of 24. The other scales were Thurstone-type scales having weights assigned to an item reflecting the polarity of that item. For these scales it was not readily apparent what a neutral point would be. Therefore, half the distance between the highest possible score (endorsing or agreeing with all items) and the lowest possible score (zero or endorsing none of the items) was used as a neutral value. These neutral values were 57.6, 32.1, 25.45, 27.85, 28.85, 23.80, and 29.80 for scales 1, 3, 4, 5, 6, 7, and 8 respectively. Interpreting these

points as neutral values is not really very compelling but it does represent an approximation. They are included mainly for the sake of completeness. In inspecting the various tables, it again appears that subjects on the average have attitudes above the neutral position for most of the 9 scales derived from the Survey of Student Opinions. However, scales 4, 6, and 9 are more often not significantly different from the neutral point and are the exception to the general statement above.

#### Correlations between Pre-Test Attitude Variables and Demographic Variables

In computing the correlation coefficients, all groups for a particular quarter were combined in order to make the results as statistically reliable as possible. Also, the .01 level of significance was used since a large number of correlations were computed and since only strong relationships were of major interest. The variable numbers correspond to those given in Tables 1 and 7 for the demographic variables and attitude variables, respectively. Only statistically significant correlations are reported in the following two sections.

Semantic differential. The significant correlations between demographic variables and the Semantic Differential for all three quarters are presented in Table 36. One finding of note for all three quarters was the general absence of strong relationships between most of the demographic variables and the Semantic Differ-

ential scales. In particular, activity ratings of the five concepts were unrelated to any of the demographic variables while only four significant correlations were found for the potency ratings. The evaluative ratings had twenty-five significant correlations with demographic variables.

For Fall Quarter 1969 it was found that age (demographic variable 4) correlated significantly with evaluative ratings of Law Enforcement in U.S. Society. It also correlated positively with the evaluative ratings of the Court System. These relationships mean that the older a person is, the greater the tendency for him to rate the concepts of Law Enforcement in U.S. Society and the Court System favorably. Of course the reverse is true for younger subjects in the Fall Quarter group.

It was also found that demographic variable 11 (Are you now or have you ever been a police officer?) correlated negatively with evaluative ratings on the concepts Law Enforcement in U.S. Society, Law Enforcement Officer, and the Court System (Semantic Differential variables 1, 3, and 4 respectively). These correlations mean that subjects who were or had been policemen tended to rate these three concepts more favorably than subjects who were not.

Demographic variable 12 (Do you have any close friends or relatives who are police officers?) correlated significantly with evaluative ratings of Law Enforcement in U.S. Society and Law Enforcement Officer and with potency ratings of Law Enforcement Officer (Semantic Differential variables 1, 2, and 7). These results imply that subjects who had friends or relatives who were

policemen tended to rate the concepts mentioned more favorably than those subjects who did not. They also tended to rate the Law Enforcement Officer as being stronger than those subjects who did not have close friends or relatives who were policemen.

Demographic variable 14 (Have you ever been in trouble with the law?) was positively correlated with evaluative ratings of the concept Law Enforcement Officer (Semantic Differential variable 2). This means that subjects who had been in trouble tended to rate Law Enforcement Officer less favorably than did subjects who had never been in trouble. It should be recalled, however, that relatively few of the subjects had ever been in trouble with the law.

The most striking and consistent correlations across all quarters were those arising from demographic variable 16 (How would you describe your contacts with law enforcement officers?) This variable correlated positively with evaluative ratings of the concepts Law Enforcement in U.S. Society, Law Enforcement Officer, and Court System. It also correlated positively with potency ratings of the Law Enforcement Officer. These results indicate that subjects who had good contacts or experiences with law enforcement officers tend to rate the concepts mentioned more favorably than do those who have had bad experiences. These results are obviously not startling but do indicate that the attitude scales are valid. Also, subjects who have had good past experiences with law enforcement officers tend to rate them as being stronger than those who have had bad experiences.

The results for demographic variable 17 (Are you a law enforcement major?) parallel exactly those discussed in the preceding paragraph. Law enforcement majors tend to rate the concepts of Law Enforcement in U.S. Society, Law Enforcement Officer, and the Court System more favorably than do non-majors. They also tend to rate the Law Enforcement Officer as being stronger (more potent) than do non-majors.

Due to the small sample size ( $n=23$ ) for the Winter Quarter 1970 group, the correlation coefficients are relatively unstable; however, demographic variable 16 (past experience with police officer) is again related to evaluative ratings of Law Enforcement in U.S. Society and Law Enforcement Officer. The one other significant correlation, demographic variable 5 (political affiliation) with the evaluative ratings of Law Enforcement Officer, was not found in any other quarter for the Semantic Differential ratings. It may, therefore, possibly be a chance finding due mainly to the small sample size.

The most important results for Spring Quarter 1970 indicate again that past experience with law enforcement officers correlated with evaluative ratings of the same three concepts as the Fall Quarter group did. In addition, this variable correlated positively with the potency ratings of Lawyer. Why this result occurs is not immediately clear and it is unique to this group.

Demographic variable 14 (past trouble with the law) again correlates with evaluative ratings of the Law Enforcement Officer and also with Law Enforcement in U.S. Society. Subjects who have

been in trouble tend to give less favorable ratings to these two concepts than do subjects who have never been in trouble.

Demographic variable 17 (law enforcement major) correlates with the same two concepts above as it did with the Fall Quarter group.

Survey of student opinions. The significant correlations between the nine scales derived from the Survey of Student Opinions are presented in Table 37. These results seem rather inconsistent and will not be discussed in any detail. The small sample size available during Winter Quarter perhaps is the reason only one significant correlation was found then. The Fall Quarter produced a relatively large number of significant correlations but most of these correlations were not replicated in the Spring Quarter. Again, however, demographic variable 16 (Past experience with law enforcement officers) was fairly consistent and in the expected direction.

#### Analysis of Variance Results

Using some of the demographic variables, it was possible to define subgroups to determine if certain groups changed in attitude while others did not. The following demographic variables were used to define these groups: 11 and 14. For Spring Quarter, the letter sent to students soliciting their cooperation in the study also asked them where they were when the four students were killed by the Ohio National Guard on May 4, 1970 during the disturbances

on the Kent State University campus. This information is referred to as demographic variable 18 (location). The dependent variables in the analyses of variance were the attitude scores from the two instruments developed. The analyses performed were two-by-two factorial designs (unequal  $n$ 's) with the demographic variable a between-subjects variable and the pre- and post-test attitude scale administration the within-subject variable (Meyers, 1966, p. 176). Only analyses producing statistically significant effects are presented. These analyses were performed for the combined law enforcement classes for Fall and Spring Quarters. The results are presented in Tables 38-47.

Semantic differential fall quarter results. For demographic variable 11 (police officer or not), significant main effects were found for the group variable on Semantic Differential (dependent) variables 1, 2, 4, and 7 as can be seen in Table 38. For variable 1, evaluative ratings of Law Enforcement in U.S. Society, subjects who had been policemen rated the concept higher than did subjects who had not--a mean of 75.67 versus a mean of 63.85. Both groups, however, rated this concept slightly more favorably after the course than they did before--means of 64.45 and 66.46 respectively. For variable 2 evaluative ratings of Law Enforcement Officer the two groups again differed significantly with subjects who had been policemen rating the concept more favorably--a mean of 77.67 versus one of 63.63. For variable 4, evaluative ratings of the Court System the two groups differed significantly with the subjects who

had been police rating the concept more favorably--means of 74.00 and 63.72 respectively. The time variable (pre-testing versus post-testing) was also significant for this concept. Both groups rated the Court System more favorably after the course than before--means of 66.42 and 63.83 respectively. Variable 6 (potency ratings of Law Enforcement in U.S. Society) produced an interesting result in that the interaction between the group and time variables was significant. The following table gives the means for the various conditions:

Group	TIME		
	Pre	Post	
Police	23.2	28.8	26.0
Not Police	<u>25.2</u>	<u>26.6</u>	25.9
	25.0	26.9	

The two groups did not differ overall in their rating of the concept (means of 26.0 and 25.9) but they did differ on the time variable (25.0 versus 26.9) and the police subjects changed more than the non-police subjects (i.e., comparing means of 23.2 and 28.8 for the police group versus the means of 25.2 versus 26.6 for the non-police). In other words, although both groups on the average rated the concept as being more potent after the course than before, the police group changed more than the non-police group. Also it should be noted that the police group (subjects who had been policemen) rated the concept less potent initially than did the non-police group (subjects who had never been policemen) while the reverse was true at the post-testing time (i.e., after the

course). Variable 7 (potency ratings of Law Enforcement Officer) shows an expected group effect. The police group rated the concept as more potent (a mean of 28.4) than did the non-police group (a mean of 25.0). Variable 9 (potency ratings of the Court System) showed only a significant time effect. The Court System is rated as being slightly more potent (mean of 28.3) after the course than it was before (mean of 27.0). No activity variables produced statistically significant results.

For demographic variable 16 (past experience with police) significant main effects were found for the group variable on dependent variables 1, 2, and 4. Significant effects were found for the time variable on dependent variables 1, 4, 6, and 9. Only dependent variable 4 had a significant interaction effect. These results are given in Table 39. For dependent variable 1, (evaluative ratings of Law Enforcement in U.S. Society) there was a significant group effect. Subjects having had bad experiences rated the concept less favorably than those having had good experiences (a mean of 56.4 versus one of 66.8). The time variable was also significant with the pre-test mean equaling 64.3 and the post-test mean being 66.3, the ratings being more favorable after the course than before. For variable 2 (evaluative ratings of the Law Enforcement Officer), there was a significant group effect: those having had bad experiences rated the concept less favorably (mean of 49.8) than those having had good experiences (mean of 68.0). For variable 4 (evaluative ratings of the Court System), the following table demonstrates the two main effects and the interaction.

Group	TIME	
	Pre	Post
Bad Experience	53.4	61.7
Good Experience	<u>65.5</u>	<u>67.1</u>
	63.8	66.3

The interaction indicates that the evaluative ratings improved more for those who had had bad experiences than they did for those who had had good experiences with the police (means of 53.4 and 61.7 versus means of 65.5 and 67.1). Variables 6 and 9 showed significant main effects for the time variable. Potency ratings of Law Enforcement in U.S. Society and the Court System were greater after the course than before (means of 25.0 and 26.8 and of 27.0 and 28.2 for variables 6 and 9 respectively).

Survey of student opinions. The analyses for demographic variables 11 and 16 for the attitude variables from the Survey of Student Opinions are given in Tables 40 and 41. Main effects for the group variable was present for dependent variables 1, 2, 4, 7, and 9. The time variable was significant for variables 1, 3, 4, 5, 6, 7, and 8. The only significant interaction occurred with variable 2. The means for all findings are given in Table 48 since there were a large number of significant effects. In general the effects that were significant demonstrate that subjects who had been policemen had higher scores on the attitude scales than did those subjects who had not been policemen. When the time variable produced significant effects, it was in the direction of more positive attitudes after the course than before. The inter-

action occurring for variable 2 can be summarized as indicating the subjects who had been policemen scored lower after the course than before while the subjects who had not been policemen scored slightly higher after the course than before. This finding is summarized below.

Group	TIME	
	Pre	Post
Police	91.7	87.7
Not Police	<u>73.3</u>	<u>74.1</u>
	75.5	75.7

For demographic variable 16 (past experiences with police) the results for the analyses of variance are given in Table 41. The only finding of real interest was that the main effects due to the time variable were significant for variables 1, 3, 4, 5, 6, 7, and 8; the only group effect occurred on variable 9. These means are summarized in Table 49 for those variables that produced significant mean differences. Again, attitudes were, on the average, generally more favorable after the course than before.

Semantic differential spring quarter results. For demographic variables 11 and 16, the only significant effects were for the group variable as can be seen in Tables 42 and 43. For demographic variable 11 (police officer or not) the group who had been police rated Law Enforcement Officer more favorably (variable 2), Court System less potent (variable 9) and Lawyer less active (variable 13) than did the group who had never been policemen. The corresponding means were 69.4 versus 61.6, 22.5 versus 26.4,

and 22.2 versus 26.0 for the three dependent variables mentioned.

For demographic variable 16 (experience with police) group main effects were significant for the Semantic Differential variables of 1, 2, and 8. The subjects who had had bad experiences rated Law Enforcement in U.S. Society (variable 1) less favorably, rated Law Enforcement Officer (variable 2) less favorably, and Lawyer (variable 8) less potent than did subjects who had never been police. The corresponding means are 49.8 versus 63.9, 48.8 versus 66.1, and 23.4 versus 26.9.

For demographic variable 18 (location relative to the campus shootings), there were significant interaction effects for Semantic Differential variables 6 and 13. These results are given in Table 44. The means for variable 6 (potency ratings of Law Enforcement in U.S. Society) across the various conditions are given below.

Group	TIME		
	Pre	Post	
Close	23.3	26.5	24.9
Far	<u>25.3</u>	<u>25.0</u>	25.1
	24.7	25.5	

These results are interesting in that they demonstrate subjects who were relatively close to the shootings changed in their perception or ratings of the potency of Law Enforcement in U.S. Society whereas the subjects who were relatively far away did not change at all. These results are of course not very surprising. For variable 13 (activity ratings of Lawyer), the means are summarized below.

Group	TIME		
	Pre	Post	
Close	24.3	27.1	25.8
Far	<u>25.4</u>	<u>25.4</u>	25.4
	25.1	26.0	

Again, subjects who were closer to the shootings changed in their rating of Lawyer while those who were farther away did not change.

Survey of student opinions. The analyses of variance for demographic variables 11, 16, and 18 are given in Tables 45, 46, and 47. For variable 11 (police officer or not) significant group differences appeared on dependent variables 1, 3, 4, 5, and 9. A significant difference on the time dimension occurred only for variable 9. The means for the significant results are given in Table 50. Again, subjects who had been police officers were in general likely to have more favorable attitudes (higher scores on the scales) than those who had not been police officers.

For demographic variable 16 (past experience with police officers) significant group main effects were found for variables 1, 2, 5, and 9. Significant time effects were found for variables 1, 5, and 9. And a significant interaction occurred on variable 5 (Super-Individual Control). The analyses of variance are given in Table 45. The means corresponding to significant main effects are given in Table 51. For variable 5, the one having significant interaction, the means are summarized below.

Group	TIME		
	Pre	Post	
Bad Experience	30.6	38.7	34.6
Good Experience	41.7	41.1	41.4
	40.1	40.8	

These means show that the group of subjects who had had bad experiences changed in a positive direction (means of 30.6 versus 38.7) while the group which had had good experiences did not change (means of 41.7 and 41.1). All main effects which were significant were in the expected direction as can be seen by inspecting the means in Table 51.

For demographic variable 18 (location with respect to the shootings), only one analysis produced significant results. This occurred for variable 9 (Attitudes Toward Law and Justice) on the time dimension. The mean scores were slightly higher on the post-test than on the pre-test (a mean of 25.8 versus one of 25.0). The analysis of variance is given in Table 47.

#### Correlations Among Pre-Test Dependent Variables

Semantic differential. The intercorrelations among the attitude variables on the Semantic Differential for Fall Quarter 1969 and for Spring Quarter 1970 are given in Tables 52 and 53, respectively. It is interesting to note that evaluative ratings of Law Enforcement in U.S. Society correlate more highly with evaluative ratings of the Law Enforcement Officer than with any other concept. The Court System correlates less highly with the

evaluative ratings of Law Enforcement in U.S. Society than do the ratings of Law Enforcement Officer. Evaluative ratings of Lawyer are not strongly correlated with any of the concepts. The results for Winter Quarter are not presented because the sample size was quite small and the correlations would be subject to a large amount of sampling error.

Survey of student opinions. The intercorrelations among the nine scales derived from the Survey of Student Opinions are given in Tables 54 and 55 for Fall Quarter, 1969 and Spring Quarter, 1970. Again, the results for Winter Quarter, 1970 are omitted due to the small sample available. Variables 4 through 8, it will be recalled, were subscales derived from Part C of the attitude instrument and were not constructed so as to be independent. As can be seen from the two tables, these scales tend to correlate among themselves, particularly 3 with 4 for Fall Quarter and 4 with 5 for Spring Quarter. Otherwise, there is no clear pattern of relationships evident for the two quarters.

## Chapter IV

### CONCLUSION

#### Research Objectives

The three prime objectives enumerated in the original research proposal for this study have been met.

First, and most important, an introductory criminal justice course utilizing basic texts in the field and the field experiences of the faculty has been developed and offered. The resultant outline (Appendix F) is serving as a departmental guide for presenting the course entitled "Introduction to Law Enforcement and Criminal Justice." The course is designed to have relevance to both law enforcement officers and lay persons. At present, approximately 700 students are taking this course each academic year. Unfortunately, this study has not provided the answer to whether the course as presented in the outline is instrumental in changing attitudes of those who take the course. The research design did not provide for a test-retest on groups which were taught by this outline, and with other resources. However, the course has been taught using the prepared outline and there was a fairly large number of significant positive changes in student attitudes. Therefore, the outline is offered for consideration and further, more refined testing.

Second, an objective was to design instruments that will

measure change during the course of a ten-week quarter. The instruments as presently designed and contained in the appendices do measure attitudes and, when administered over a time span, allow comparisons of attitudes and, thus, change that has taken place in subject attitudes within the allowable limits of the social sciences. The researchers are well aware of the limitations surrounding the measurement of such complex phenomena as attitudes in such a limited study. There are a great many reservations in the identity of the concepts that have been measured in this attempt to cover the entire criminal justice system. For example, when identifying police, no attempt was made to make a distinction between city, county, state or federal police. In the Lawyer concept, there was no distinction made between a prosecution or a defense lawyer. This difference could affect how a person feels. However, the results obtained strongly indicated that attitudes were being measured in the areas of concern.

Third, using the instruments developed to measure attitudes towards the criminal justice system, positive change toward the system was demonstrated in several areas. Unfortunately, a limitation of this study was an inability, except in a few instances, to identify the reason for the change in attitude. However, throughout the results section, specific hypotheses or significant observations relating to the data were presented. In this final section, the relatively few general findings supportable

by data are discussed.

#### General Findings

Of perhaps most significant interest has been the finding that all college-student samples in this research, including the control groups, had a relatively high pre-test opinion of the criminal justice system. This finding would account for the fact that attitude means did not change as much as the researchers had originally anticipated. This tends to indicate that college students collectively, based on this sample, are not negatively disposed toward the criminal justice system. Additional attitudinal research over a period of time would provide the needed information as to whether this favorable attitude is changing and in which direction. Unpublished research by the project director over the past two years indicates only a three percent negative change in attitude toward the police on this campus during the two-year time span.

A second area of interest is the finding that, in general, attitudes of the student subjects changed in a positive manner towards both Law Enforcement in U.S. Society and the Law Enforcement Officer. The changes were significant enough to support the hypothesis that the offered course had and will have a favorable impact upon a student's understanding of the criminal justice system.

A corollary finding to the above concerns the high correlation

between the evaluative ratings of Law Enforcement in U.S. Society and the Law Enforcement Officer and not with the other tested concepts or persons. This finding reaffirms the notion that the police, to most people, do not simply represent the system but in fact are the system. This imposes both a tremendous burden and challenge to the police.

Of special interest and significance was the gain in favorable attitudes in all concepts by the police officers in the course. This tends to indicate, among other things, that self-esteem (attitude toward their own function in the criminal justice system) gains with an increase in knowledge of the processes of the criminal justice system. The high ratings given all concepts by this group also may be influenced by the fact that the older a subject is, the more likely he is to rate several of the concepts higher. The power of change is also illustrated by the fact that, before the course, the police officers felt both the Law Enforcement Officer and Law Enforcement in U.S. Society were "weak" but on the post-test, their view of the "potency" of these concepts was higher than other subjects. This finding speaks directly to the necessity for including a comprehensive treatment of the criminal justice system and other systems designed to maintain social order in all training curricula.

In identifying the impact the professor has upon the change of attitude, the data indicate that a positive attitude toward the concept The Professor also brings positive change in other

concepts measured. This leads to the natural conclusion that the professor is a most important influence in bringing about changes in subject attitudes. In an attempt to amplify the statistical data being secured, one professor varied his teaching methodology for one quarter. By being purposely and obviously antagonistic to one concept (Court System), the professor gained a higher degree of positive attitude change toward that concept. Conversely, by being over solicitous, overstating the merits of a concept (Law Enforcement Officer), a number of negative changes occurred. It appears the professor is still a key variable in determining what changes occur in a student's attitude.

In determining if the amount of knowledge gain was related to positive attitude change, there were a number of instances where this assumption was verified as being true. In other instances, strong positive changes occurred without relatively high knowledge gain. This would lead to two conclusions. First is that mere exposure to a positive stimulus causes attitude change irrespective of knowledge acquired and, second, that the validity of the knowledge measuring instrument should be tested in a more sophisticated manner.

Of significance is the finding that those subjects who had friends or relatives who were policemen tended to rate almost all concepts higher than those who did not. This is an expected result but it should be amplified to every functionary of the criminal justice system. Few training programs emphasize this

phenomenon. This is the reason that every officer must be a community relations officer at all times. To point up the value of a course such as the one given in this research study is the fact that those subjects who had had bad experiences with the police also showed positive attitude changes. Remotivation and reshaping of attitudes seems possible.

Not unexpected was the finding related to the nearness of a subject to a major confrontation on campus. This event resulted in highly criticized police actions and the shooting deaths of four students by the National Guard. Those who were close to the event showed a greater positive change towards the "potency" of Law Enforcement in U.S. Society and their assessment of "activity" of the Lawyer than those who were away from the incident. To see and hear the real force of the police obviously affects one's attitude toward police potency. This is not to be confused with positive attitude change. Many present day police detractors undoubtedly feel the police to be strong, based on real experiences and observations and, perhaps as a result, hold strong negative feelings toward them.

Finally, the most consistent positive correlation that was determined during the entire study period, and for all groups tested, was the correlation between past experiences with police officers and the attitudes toward Law Enforcement in U.S. Society, Law Enforcement Officer and Court System: a good past experience--good attitudes toward these concepts. Although not

unexpected, it reinforces what most have felt, without empirical supporting data, to be true. The public's attitude toward the police, in fact toward the criminal justice system, is determined in large part by past experiences with the police. The individual policeman or the police collectively who fail to understand and appreciate this simple statement of fact will probably continue to ask the redundant question, Why? and, more importantly, through their behavior contribute to the attitude.

TABLE 1  
DESCRIPTION OF DEMOGRAPHIC VARIABLES USED  
IN ALL FREQUENCY TABLES

Number	Variable	Categories
1.	Sex	1 - Male 2 - Female
2.	College	1 - Arts and Sciences 2 - Business 3 - Education 4 - Fine and Professional Arts
3.	Marital Status	1 - Married 2 - Divorced or separated 3 - Single
4.	Age	1 - 17 or less 2 - 18-19 3 - 20-21 4 - 22-25 5 - 26-30 6 - 31-35 7 - Over 36
5.	Political Tendency	1 - Republican 2 - Democrat 3 - Independent
6.	Year in School	1 - Freshman 2 - Sophomore 3 - Junior 4 - Senior 5 - Graduate 6 - Special
7.	Grade Point	1 - Less than .5 2 - .5 to 1.5 3 - 1.6 to 2.5 4 - 2.6 to 3.5 5 - Higher than 3.5

Table 1 - continued

8.	Family Income	<ul style="list-style-type: none"> <li>1 - Under 4,999</li> <li>2 - 5,000-6,499</li> <li>3 - 6,500-7,999</li> <li>4 - 8,000-9,499</li> <li>5 - 9,500-10,999</li> <li>6 - 11,000-12,499</li> <li>7 - 12,500-13,999</li> <li>8 - 14,000-16,999</li> <li>9 - Over 17,000</li> </ul>
9.	Population Background	<ul style="list-style-type: none"> <li>1 - A farm</li> <li>2 - A city of less than 1000</li> <li>3 - A city of 1000-4999</li> <li>4 - A city of 5000-9999</li> <li>5 - A city of 1,000-49,999</li> <li>6 - A city of 50,000-100,000</li> <li>7 - A city of more than 100,000</li> </ul>
10.	Reason for Taking Course	<ul style="list-style-type: none"> <li>1 - Personal interest</li> <li>2 - Requirement</li> <li>3 - Nothing else available (Schedule inconvenience)</li> </ul>
11.	Police Officer	<ul style="list-style-type: none"> <li>1 - Yes</li> <li>2 - No</li> </ul>
12.	Police Relations	<ul style="list-style-type: none"> <li>1 - Yes</li> <li>2 - No</li> </ul>
13.	Legally Trained Relations	<ul style="list-style-type: none"> <li>1 - Yes</li> <li>2 - No</li> </ul>
14.	Trouble with Law	<ul style="list-style-type: none"> <li>1 - Yes</li> <li>2 - No</li> </ul>
15.	Recentness of Contact	<ul style="list-style-type: none"> <li>1 - Within last year</li> <li>2 - Two years ago</li> <li>3 - Three or more years ago</li> </ul>
16.	Feelings about Contacts	<ul style="list-style-type: none"> <li>1 - Very bad</li> <li>2 - Bad</li> <li>3 - Neither good nor bad</li> <li>4 - Good</li> <li>5 - Very good</li> </ul>
17.	Course of Study	<ul style="list-style-type: none"> <li>1 - Law enforcement major</li> <li>2 - Non-major</li> </ul>

Table 1 - continued

18.	Location	<ul style="list-style-type: none"> <li>1 - Eye witness - saw the guardsman shoot</li> <li>2 - Did not see shooting but observed the casualties after it happened</li> <li>3 - Heard the shooting but did not see the scene either before or after</li> <li>4 - On or near commons but did not hear or see shooting</li> <li>5 - In class; did not hear or see shooting</li> <li>6 - In on-campus housing; did not hear or see shooting</li> <li>7 - On campus either inside or outside building not already mentioned and did not see or hear the shooting</li> <li>8 - In the city of Kent</li> <li>9 - Neither on campus or in the city of Kent</li> </ul>
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TABLE 2  
SEMANTIC DIFFERENTIAL FREQUENCY DATA: DEMOGRAPHIC VARIABLES  
(FALL, 1969)

Variable	Category	Total Sample		Law Enforcement Groups		Control Groups	
		Freq.	%	Freq.	%	Freq.	%
1.	1	138	66.3	94	87.0	44	44.0
	2	70	33.7	14	13.0	56	56.0
2.	1	79	37.6	50	46.3	29	28.4
	2	49	23.3	34	31.5	15	14.7
	3	56	26.7	9	8.3	47	46.0
	4	26	12.4	15	13.9	11	10.8
3.	1	28	13.5	18	16.4	10	10.3
	2	2	1.0	2	1.8	0	0.0
	3	177	85.5	90	81.8	87	89.7
4.	1	3	1.5	0	0.0	3	3.1
	2	108	52.2	33	30.0	75	77.3
	3	62	29.3	49	44.5	13	13.4
	4	19	9.2	16	14.5	3	3.1
	5	8	3.9	6	5.5	2	2.1
	6	1	.5	1	1.0	0	0.0
	7	6	2.9	5	4.5	1	1.0
5.	1	58	28.2	33	30.0	25	26.0
	2	49	23.8	26	23.6	23	24.0
	3	99	48.1	51	46.4	48	50.0
6.	1	65	31.4	21	19.1	44	45.4
	2	82	39.6	39	35.5	43	44.3
	3	45	21.7	37	33.6	8	8.3
	4	12	5.8	11	10.0	1	1.0
	5	1	.5	0	0.0	1	1.0
	6	2	1.0	2	1.8	0	0.0
7.	1	0	0.0	0	0.0	0	0.0
	2	4	2.0	1	.9	3	3.1
	3	127	62.3	81	75.7	46	47.4
	4	61	29.9	25	23.4	36	37.1
	5	12	5.9	0	0.0	12	12.4
8.	1	5	2.5	3	2.8	2	2.1
	2	14	6.9	7	6.4	7	7.4
	3	23	11.3	14	12.8	9	9.5
	4	25	12.3	14	12.8	11	11.6
	5	36	17.6	17	15.6	19	20.0
	6	29	14.2	13	11.9	16	16.8
	7	16	7.8	8	7.3	8	8.4
	8	24	11.8	13	11.9	11	11.6
	9	32	15.7	20	18.3	12	12.6
9.	1	13	6.3	8	7.3	5	5.3
	2	9	4.4	4	3.6	5	5.3
	3	22	10.7	11	10.0	11	11.6
	4	28	13.7	17	15.5	11	11.6
	5	82	40.0	39	35.5	43	45.3
	6	20	9.8	8	7.3	12	12.6
	7	31	15.1	23	20.9	8	8.4

TABLE 2 - continued

10.	1	124	59.9	84	76.4	40	41.2
	2	71	34.3	16	14.5	55	56.7
	3	12	5.8	10	9.1	2	2.1
11.	1	19	9.3	15	13.6	4	4.2
	2	186	90.7	95	86.4	95	95.8
12.	1	76	37.1	47	42.7	29	30.5
	2	129	62.9	63	57.3	66	69.5
13.	1	75	36.6	48	43.6	27	28.4
	2	130	63.4	62	56.4	95	71.6
14.	1	36	17.6	30	27.3	6	6.3
	2	169	82.4	80	72.7	89	93.7
15.	1	N/A	N/A	N/A	N/A	N/A	N/A
	2	N/A	N/A	N/A	N/A	N/A	N/A
	3	N/A	N/A	N/A	N/A	N/A	N/A
16.	1	8	3.9	4	3.6	4	4.3
	2	19	9.3	12	10.8	7	7.4
	3	66	32.2	32	28.8	34	36.2
	4	71	34.6	33	29.7	38	40.4
	5	41	20.0	30	27.0	11	11.7
17.	1	29	14.4	27	24.8	2	2.2
	2	170	84.6	80	73.4	90	97.8
	3	2	1.0	2	1.8	0	0.0

TABLE 3

OPINION FREQUENCY DATA: DEMOGRAPHIC VARIABLES  
(FALL, 1969)

Variable	Category	Total Sample		Law Enforcement Groups		Control Groups	
		Freq.	%	Freq.	%	Freq.	%
1.	1	95	67.4	58	90.6	37	48.1
	2	46	32.6	6	9.4	40	51.9
2.	1	51	35.7	31	45.6	20	26.7
	2	34	23.8	19	27.9	15	20.0
	3	38	26.6	6	8.8	32	42.7
	4	20	14.0	12	17.6	8	10.7
3.	1	22	5.8	19	19.0	3	3.3
	2	2	12.1	1	1.0	1	1.1
	3	166	56.3	80	80.0	86	95.6
4.	1	3	1.6	0	0.0	3	3.3
	2	97	51.1	26	26.0	71	78.9
	3	54	28.4	45	45.0	9	10.0
	4	21	11.1	17	17.0	4	4.4
	5	9	4.7	7	7.0	2	2.2
	6	2	1.1	1	1.0	1	1.1
	7	4	2.1	4	4.0	0	0.0
5.	1	58	30.5	29	29.0	29	32.2
	2	43	22.6	26	26.0	7	18.9
	3	89	46.8	45	45.0	44	48.9
6.	1	58	30.5	18	18.0	40	44.4
	2	82	43.2	37	37.0	45	50.0
	3	36	18.9	32	32.0	4	4.4
	4	11	5.8	11	11.0	0	0.0
	5	0	0.0	0	0.0	0	0.0
	6	3	1.6	2	2.0	1	1.1
7.	1	0	0.0	0	0.0	0	0.0
	2	1	.5	0	0.0	1	1.1
	3	111	59.0	74	75.5	37	41.7
	4	68	36.2	24	24.5	44	48.9
	5	8	4.3	0	0.0	8	8.9
8.	1	6	3.2	5	5.1	1	1.1
	2	10	5.3	4	4.0	6	6.7
	3	19	10.1	16	16.2	3	3.3
	4	23	12.2	11	11.1	12	13.3
	5	39	20.6	19	19.2	20	22.2
	6	27	14.3	12	12.1	15	16.7
	7	15	7.9	9	9.1	6	6.7
	8	24	12.7	10	10.1	14	15.6
	9	26	13.8	13	13.1	13	14.4
9.	1	9	4.7	7	7.0	2	2.2
	2	8	4.2	3	3.0	5	5.6
	3	17	8.9	9	9.0	8	8.9
	4	29	15.3	16	16.0	13	14.4
	5	70	36.8	36	36.0	34	37.8

TABLE 3 - continued

	6	17	8.9	9	9.0	8	8.9
	7	39	20.5	19	19.0	20	22.2
	8	0	0.0	0	0.0	0	0.0
	9	1	.5	1	1.0	0	0.0
10.	1	108	56.8	75	75.0	33	36.7
	2	71	37.4	18	18.0	53	58.9
	3	11	5.8	7	7.0	4	4.4
11.	1	15	7.9	12	12.0	3	3.3
	2	175	92.1	88	88.0	87	96.7
12.	1	82	43.2	46	46.0	36	40.0
	2	108	56.8	54	54.0	54	60.0
13.	1	65	34.4	37	37.0	28	31.5
	2	124	65.6	63	63.0	61	68.5
14.	1	31	16.3	22	22.0	9	10.0
	2	159	83.7	78	78.0	81	90.0
15.	1	N/A	N/A	N/A	N/A	N/A	N/A
	2	N/A	N/A	N/A	N/A	N/A	N/A
	3	N/A	N/A	N/A	N/A	N/A	N/A
16.	1	4	2.1	2	2.0	2	2.2
	2	14	7.4	8	7.9	6	6.7
	3	66	34.7	34	33.7	32	36.0
	4	73	38.4	34	33.7	39	43.8
	5	33	17.4	23	22.8	10	11.2
17.	1	31	17.4	25	26.0	6	7.3
	2	147	82.6	71	74.0	76	92.7

TABLE 4  
 FREQUENCY DATA: DEMOGRAPHIC VARIABLES  
 (WINTER, 1970)

Variable	Category	Semantic Differential Group		Opinion Group		
		Freq.	%	Freq.	%	
1.	1	14	77.8	N/A	N/A	
	2	4	22.2	N/A	N/A	
2.	1	7	36.8	N/A	N/A	
	2	6	31.6	N/A	N/A	
	3	5	26.3	N/A	N/A	
	4	1	5.3	N/A	N/A	
3.	1	4	17.4	2	10.0	
	2	1	4.3	0	0.0	
4.	3	18	78.3	18	90.0	
	1	2	8.7	1	5.0	
	2	9	39.1	7	35.0	
	3	10	43.5	11	55.0	
	4	2	8.7	1	5.0	
	5	0	0.0	0	0.0	
	6	0	0.0	0	0.0	
5.	7	0	0.0	0	0.0	
	1	8	34.8	6	30.0	
	2	9	39.1	10	50.0	
	3	6	26.1	4	10.0	
	6.	1	7	30.4	2	10.0
		2	10	43.5	13	65.0
		3	2	8.7	3	15.0
4		4	17.4	2	10.0	
7.	5	0	0.0	0	0.0	
	6	0	0.0	0	0.0	
	1	1	4.3	0	0.0	
	2	1	4.3	0	0.0	
	3	9	39.1	11	55.0	
8.	4	11	47.8	8	40.0	
	5	1	4.3	1	5.0	
	1	0	0.0	0	0.0	
	2	3	13.0	1	5.0	
	3	4	17.4	3	15.0	
	4	3	13.0	6	30.0	
	5	3	13.0	1	5.0	
	6	4	17.4	5	25.0	
	7	2	8.7	2	10.0	
	8	1	4.3	1	5.0	
9.	9	3	13.0	1	5.0	
	1	1	4.3	0	0.0	
	2	1	4.3	1	5.0	
	3	3	13.0	4	20.0	
	4	3	13.0	2	10.0	
5	6	26.1	7	35.0		

TABLE 4 - continued

10.	6	3	13.0	2	10.0
	7	6	26.1	4	20.0
	1	19	82.6	18	90.0
11.	2	2	8.7	0	0.0
	3	2	8.7	2	10.0
12.	1	1	4.3	0	0.0
	2	23	95.7	19	100.0
13.	1	13	56.5	11	55.0
	2	10	43.5	9	45.0
14.	1	6	26.1	10	52.6
	2	17	69.6	9	47.4
15.	1	3	13.0	3	15.8
	2	20	87.0	16	84.2
16.	1	N/A	N/A	N/A	N/A
	2	N/A	N/A	N/A	N/A
17.	3	N/A	N/A	N/A	N/A
	1	0	0.0	0	0.0
18.	2	6	26.1	5	25.0
	3	5	21.7	6	30.0
	4	8	34.8	7	35.0
	5	4	17.4	2	10.0
	1	3	13.0	1	5.3
2	20	87.0	18	94.7	

TABLE 5

SEMANTIC DIFFERENTIAL FREQUENCY DATA: DEMOGRAPHIC VARIABLES  
(SPRING, 1970)

Variable	Category	Total Sample		Law Enforcement Groups		Control Groups	
		Freq.	%	Freq.	%	Freq.	%
1.	1	55	67.9	53	75.7	2	18.2
	2	26	32.1	17	24.3	9	81.8
2.	1	40	51.3	39	57.4	1	10.0
	2	11	14.1	9	13.2	2	20.0
	3	16	20.5	10	14.7	6	60.0
	4	11	14.1	10	14.7	1	10.0
3.	1	14	16.1	14	18.7	0	0.0
	2	1	1.1	1	1.3	0	0.0
	3	72	82.8	60	80.0	12	100.0
4.	1	1	1.1	0	0.0	1	8.3
	2	39	44.8	29	38.7	10	83.3
	3	25	28.7	24	32.0	1	8.3
	4	15	17.2	15	20.0	0	0.0
	5	2	2.3	2	2.7	0	0.0
	6	2	2.3	2	2.7	0	0.0
	7	3	3.4	3	4.0	0	0.0
5.	1	13	15.5	12	16.4	1	9.1
	2	33	39.3	28	38.4	5	45.5
	3	38	45.2	33	45.2	5	45.5
6.	1	29	33.7	21	28.0	8	72.7
	2	29	33.7	27	36.0	2	18.2
	3	18	20.9	17	22.7	1	9.1
	4	7	8.1	7	9.3	0	0.0
	5	1	1.2	1	1.3	0	0.0
	6	2	2.3	2	2.7	0	0.0
7.	1	0	0.0	0	0.0	0	0.0
	2	9	10.3	8	10.7	1	8.3
	3	40	46.0	37	49.3	3	25.0
	4	36	41.4	28	37.3	8	66.7
	5	2	2.3	2	2.7	0	0.0
8.	1	4	4.8	3	4.2	1	9.1
	2	5	6.0	4	5.6	1	9.1
	3	8	9.6	7	9.7	1	9.1
	4	12	14.5	12	16.7	0	0.0
	5	16	19.3	16	22.2	0	0.0
	6	13	15.7	10	13.9	3	27.3
	7	6	7.2	4	5.6	2	18.2
	8	13	15.7	10	13.9	3	27.3
	9	6	7.2	6	8.3	0	0.0
9.	1	2	2.3	2	2.7	0	0.0
	2	3	3.5	2	2.7	1	9.1
	3	7	8.1	6	8.0	1	9.1
	4	6	7.0	5	6.7	1	9.1
	5	40	46.5	36	48.0	4	36.4

TABLE 5 - continued

	6	13	15.1	10	13.3	3	27.3
	7	15	17.4	14	18.7	1	9.1
10.	1	64	73.6	61	81.3	3	25.0
	2	17	19.5	9	12.0	8	66.7
	3	6	6.9	5	6.7	1	8.3
11.	1	10	11.5	10	13.3	0	0.0
	2	77	88.5	65	86.7	12	100.0
12.	1	36	41.4	35	46.7	1	8.3
	2	51	58.6	40	53.3	11	91.7
13.	1	30	34.5	28	37.3	2	16.7
	2	57	65.5	47	62.7	10	83.3
14.	1	8	9.2	7	9.3	1	8.3
	2	79	90.8	68	90.7	11	91.7
15.	1	N/A	N/A	N/A	N/A	N/A	N/A
	2	N/A	N/A	N/A	N/A	N/A	N/A
	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
16.	1	0	0.0	0	0.0	0	0.0
	2	9	10.5	6	8.1	3	25.0
	3	28	32.6	26	35.1	2	16.7
	4	39	45.3	33	44.6	6	50.0
	5	10	11.6	9	12.2	1	8.3
17.	1	13	15.3	13	17.3	0	0.0
	2	72	84.7	62	82.7	10	100.0
	3						
18.	1	13	15.5	12	16.7	1	8.3
	2	9	10.7	7	9.7	1	16.7
	3	11	13.1	4	5.6	7	58.3
	4	3	3.6	2	2.8	1	8.3
	5	2	2.4	1	1.4	1	8.3
	6	5	6.0	5	6.9	0	0.0
	7	4	4.8	4	5.6	0	0.0
	8	2	2.4	2	2.8	0	0.0
	9	35	41.7	35	48.6	0	0.0

TABLE 6

OPINION FREQUENCY DATA: DEMOGRAPHIC VARIABLES  
(SPRING, 1970)

Variable	Category	Total Sample		Law Enforcement Groups		Control Groups	
		Freq.	%	Freq.	%	Freq.	%
1.	1	74	77.9	70	82.4	4	40.0
	2	21	22.1	15	17.6	6	60.0
2.	1	61	64.2	56	65.9	5	50.0
	2	10	10.5	8	9.4	2	20.0
	3	13	13.7	10	11.8	3	30.0
3.	4	11	11.6	11	12.9	0	0.0
	1	12	12.6	12	14.1	0	0.0
	2	3	3.2	3	3.5	0	0.0
4.	3	80	84.2	70	82.4	10	100.0
	1	1	1.1	1	1.2	0	0.0
	2	39	41.1	31	36.5	8	80.0
5.	3	34	35.8	32	37.6	2	20.0
	4	16	16.8	16	18.8	0	0.0
	5	2	2.1	2	2.4	0	0.0
	6	2	2.1	2	2.4	0	0.0
	7	1	1.1	1	1.2	0	0.0
	1	17	18.3	14	16.9	3	30.0
	2	33	35.5	29	34.9	4	40.0
6.	3	43	46.2	40	48.2	3	30.0
	1	33	34.7	25	29.4	8	80.0
	2	29	30.5	29	34.1	0	0.0
	3	22	23.2	20	23.5	2	20.0
	4	8	8.4	8	9.4	0	0.0
	5	1	1.1	1	1.2	0	0.0
	6	2	2.1	2	2.4	0	0.0
7.	1	0	0.0	0	0.0	0	0.0
	2	9	9.5	9	10.6	0	0.0
	3	44	46.3	42	49.4	2	20.0
	4	40	42.1	32	37.6	8	80.0
	5	2	2.1	2	2.4	0	0.0
	1	4	4.4	4	4.9	0	0.0
	2	6	6.6	5	6.1	1	11.1
8.	3	8	8.8	7	8.5	1	11.1
	4	11	12.1	11	13.4	0	0.0
	5	17	18.7	17	20.7	0	0.0
	6	14	15.4	13	15.9	1	11.1
	7	13	14.3	8	9.8	5	55.6
	8	11	12.1	10	12.2	1	11.1
	9	7	7.7	7	8.5	0	0.0
	1	5	5.3	4	4.7	1	10.0
9.	2	4	4.2	3	3.5	1	10.0
	3	7	7.4	7	8.2	0	0.0
	4	7	7.4	6	7.1	1	0.0
	5	41	43.2	37	43.5	4	40.0

TABLE 6 - continued

10.	6	13	13.7	10	11.8	3	30.0
	7	18	18.9	18	21.2	0	0.0
11.	1	73	76.8	71	83.5	2	20.0
	2	16	16.8	9	10.6	7	70.0
	3	6	6.3	5	5.9	1	10.0
12.	1	9	9.5	9	10.6	0	0.0
	2	86	90.5	76	89.4	10	100.0
13.	1	32	33.7	32	37.6	0	0.0
	2	63	66.3	53	62.4	10	100.0
14.	1	34	35.8	31	36.5	3	30.0
	2	61	64.2	54	63.5	7	70.0
15.	1	8	8.4	7	8.2	1	10.0
	2	87	91.6	78	91.8	9	90.0
	3	N/A	N/A	N/A	N/A	N/A	N/A
16.	1	N/A	N/A	N/A	N/A	N/A	N/A
	2	N/A	N/A	N/A	N/A	N/A	N/A
	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
17.	1	2	2.2	2	2.4	0	0.0
	2	11	11.8	10	11.9	1	11.1
	3	31	33.3	28	33.3	3	33.3
	4	40	43.0	36	42.9	4	44.4
	5	9	9.7	8	9.5	5	11.1
18.	1	15	16.1	15	15.9	0	0.0
	2	78	83.9	69	82.1	9	100.0
	1	16	17.0	15	17.9	1	10.0
	2	12	12.8	11	13.1	1	10.0
19.	3	14	14.9	8	9.5	6	60.0
	4	2	2.1	2	2.4	0	0.0
	5	4	4.3	3	3.6	1	10.0
	6	6	6.4	5	6.0	1	10.0
	7	3	3.2	3	3.6	0	0.0
	8	1	1.1	1	1.2	0	0.0
	9	36	38.3	36	42.9	0	0.0

TABLE 7  
 NUMBERING SYSTEM USED IN TABLES 8-34 TO  
 IDENTIFY ATTITUDE VARIABLES

Semantic Differential		
Variable Number	Dimension	Concept
1.	Evaluative	Law Enforcement in U. S. Society
2.	Evaluative	Law Enforcement Officer
3.	Evaluative	Lawyer
4.	Evaluative	Court System
5.	Evaluative	Professor
6.	Potency	Law Enforcement in U. S. Society
7.	Potency	Law Enforcement Officer
8.	Potency	Lawyer
9.	Potency	Court System
10.	Potency	Professor
11.	Activity	Law Enforcement in U. S. Society
12.	Activity	Law Enforcement Officer
13.	Activity	Lawyer
14.	Activity	Court System
15.	Activity	Professor

TABLE 7 - continued

Survey of Student Opinions	
1.	Attitude Toward the Law: Part A
2.	The Law Scale: Part B
3.	Reification: Part C-1
4.	Vivification: Part C-2
5.	Super-Individual Control: Part C-3
6.	Individual Control: Part C-4
7.	Degree of Control: Part C-5
8.	Individual Realistic: Part C-6
9.	Attitude Toward Law and Justice: Part D

TABLE 8

SEMANTIC DIFFERENTIAL, FALL 1969: GROUP 2  
(n=29)

Variable	Pre-Test Mean	Post-Test Mean	Pre-Test S.D.	Post-Test S.D.	t Value for Difference <sup>a</sup>	t Value for Neutral <sup>b</sup>
1.	69.62	74.31	13.74	14.29	-2.591**	7.692
2.	71.17	73.83	15.99	14.69	-1.319	7.133
3.	74.10	75.83	10.61	8.04	-.948	12.236
4.	69.93	71.45	13.31	15.23	-.711	8.051
5.	75.93	81.52	9.91	8.75	-4.533****	14.096
6.	24.86	27.86	6.27	4.94	-2.908***	4.178
7.	26.55	26.55	5.03	6.58	.000	7.011
8.	28.86	28.69	5.64	4.34	.173	8.458
9.	27.52	29.10	5.53	4.49	-1.591	7.316
10.	25.72	28.38	4.71	4.05	-3.613***	6.541
11.	21.83	23.79	4.47	3.78	-1.934	2.201*
12.	22.17	22.03	4.40	4.04	.142	2.659**
13.	24.93	26.28	5.67	4.81	-1.333	4.684
14.	22.48	21.24	5.86	4.16	1.315	2.282*
15.	23.66	24.07	3.86	3.88	-.488	5.103

\*\*\*\* p < .001  
 \*\*\* p < .01  
 \*\* p < .02  
 \* p < .05

<sup>a</sup>The starred values in Tables 8-34 refer to the same probability levels.

<sup>b</sup>All values not starred are significant at p < .001.

TABLE 9

SEMANTIC DIFFERENTIAL, FALL 1969: GROUP 3  
(n=24)

Variable	Pre-Test Mean	Post-Test Mean	Pre-Test S.D.	Post-Test S.D.	t Value for Difference	t Value for Neutral
1.	66.50	64.75	11.36	10.88	0.765	7.113****
2.	69.50	68.25	11.09	11.23	0.664	8.618****
3.	72.63	72.83	9.94	10.17	-0.132	11.153****
4.	68.29	66.38	10.94	12.92	1.021	8.191****
5.	73.50	76.58	9.33	7.89	-1.606	12.334****
6.	25.83	26.00	4.42	4.62	-0.125	6.466****
7.	24.50	24.46	4.71	4.59	0.045	4.682****
8.	27.38	28.58	5.17	3.37	-1.272	6.995****
9.	27.42	27.54	5.67	4.96	-0.106	6.406****
10.	23.29	24.38	3.84	3.31	-1.346	4.201****
11.	23.38	23.62	3.88	3.94	-0.266	4.265****
12.	21.88	22.42	4.05	4.52	-0.648	2.270*
13.	26.25	25.17	4.38	4.48	1.014	6.996****
14.	21.58	20.33	4.56	5.60	1.170	1.702
15.	23.00	23.88	3.83	4.44	-0.928	3.834****

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TABLE 10

SEMANTIC DIFFERENTIAL, FALL 1969: GROUP 4  
(n=58)

Variable	Pre-Test	Post-Test	Pre-Test	Post-Test	t Value for Difference	t Value for Neutral
1.	60.72	62.93	12.43	12.51	-1.850	6.573****
2.	59.90	60.90	17.75	16.77	-0.593	4.246****
3.	68.03	69.67	13.08	13.05	-0.905	10.503****
4.	58.88	63.76	11.43	11.98	-3.454***	5.915****
5.	77.93	78.24	8.30	9.39	-0.247	25.645****
6.	24.67	26.62	4.44	4.32	-2.953***	8.011****
7.	25.00	25.62	4.36	5.20	-0.458	8.740****
8.	26.52	26.85	4.67	4.87	-0.577	10.639****
9.	26.66	28.05	5.29	4.05	-1.995	9.587****
10.	27.66	28.12	4.22	3.60	-0.887	13.802****
11.	22.16	22.55	4.25	3.80	-0.813	3.858****
12.	21.67	21.16	4.54	4.58	0.823	2.806***
13.	24.52	25.12	4.30	4.62	-0.829	8.006****
14.	20.40	21.36	5.75	5.00	-1.465	0.525
15.	24.81	25.12	4.51	4.10	-0.468	8.132****

TABLE 11

SEMANTIC DIFFERENTIAL, FALL 1969: GROUP 5  
(n=41)

Variable	Pre-Test Mean	Post-Test Mean	Pre-Test S.D.	Post-Test S.D.	t Value for Difference	t Value for Neutral
1.	57.10	56.15	13.62	14.80	0.597	3.338***
2.	61.78	58.20	14.31	16.17	1.914	5.272****
3.	69.46	69.12	10.85	11.01	0.303	11.492****
4.	59.73	60.22	11.47	13.49	-0.292	5.432****
5.	72.90	74.56	8.38	7.95	-1.337	17.504****
6.	24.90	25.44	4.42	3.54	-0.856	7.110****
7.	24.63	24.85	4.40	4.93	-0.363	6.739****
8.	26.46	26.78	4.28	3.87	-0.593	9.673****
9.	26.15	27.39	5.10	4.61	-1.651	7.714****
10.	26.98	26.66	3.08	3.33	0.648	14.511****
11.	22.32	21.88	4.40	3.82	0.686	3.375***
12.	21.83	21.07	4.15	3.50	1.274	2.821***
13.	24.10	24.39	4.42	4.30	-0.379	5.936****
14.	21.00	19.76	4.78	4.89	1.739	1.334
15.	24.29	25.56	3.88	4.12	-1.567	7.082****

TABLE 12

SEMANTIC DIFFERENTIAL, FALL 1969: GROUP 6  
(n=69)

Variable	Pre-Test Mean	Post-Test Mean	Pre-Test S.D.	Post-Test S. D.	t Value for Difference	t Value for Neutral
1.	56.54	59.62	13.32	15.35	-2.258*	4.077****
2.	66.09	65.48	16.56	16.51	0.667	8.070****
3.	72.67	72.70	12.35	10.26	-0.029	15.250****
4.	61.28	62.39	13.90	13.43	-0.869	6.737****
5.	74.00	73.36	11.07	10.20	0.530	18.008****
6.	24.74	26.06	4.72	4.69	-2.181*	8.339****
7.	25.86	25.22	5.23	5.07	1.107	9.298****
8.	27.83	27.30	3.77	3.67	1.107	17.267****
9.	27.20	27.03	5.30	4.71	0.312	11.280****
10.	25.06	24.97	4.55	4.91	0.151	9.234****
11.	21.73	21.41	4.18	3.61	0.502	3.431***
12.	21.88	22.07	4.83	4.06	-0.365	3.240***
13.	24.84	24.88	4.70	4.33	-0.081	8.558****
14.	20.61	20.90	5.08	4.43	-0.486	0.995
15.	22.81	22.54	4.42	4.35	0.473	5.280****

TABLE 13

SEMANTIC DIFFERENTIAL, FALL 1969: CONTROL GROUPS COMBINED  
(n=110)

Variable	Pre-Test Mean	Post-Test Mean	Pre-Test S.D.	Post-Test S.D.	t Value for Difference
1.	56.75	58.33	13.37	15.17	-1.499
2.	64.48	62.76	15.83	16.69	1.891
3.	71.47	71.36	11.86	10.64	.145
4.	60.70	61.58	13.02	13.43	-.869
5.	73.59	73.81	10.12	9.41	-.246
6.	24.80	25.83	4.59	4.29	-2.308*
7.	25.40	25.08	4.95	5.00	.747
8.	27.32	27.11	4.00	3.74	.585
9.	26.81	27.16	5.23	4.66	-.785
10.	25.77	25.60	4.15	4.44	.429
11.	21.95	21.58	4.25	3.68	.786
12.	21.86	21.70	4.57	3.88	.417
13.	24.56	24.70	4.59	4.30	-.310
14.	20.76	20.47	4.95	4.62	.609
15.	23.36	23.66	4.27	4.49	-.629

TABLE 14

SEMANTIC DIFFERENTIAL, FALL 1969: LAW ENFORCEMENT GROUPS COMBINED  
(n=111)

Variable	Pre-Test Mean	Post-Test Mean	Pre-Test S.D.	Post-Test S.D.	t Value for Difference
1.	64.30	66.30	13.05	13.46	-2.126*
2.	64.92	65.87	16.80	16.06	- .858
3.	70.61	71.96	12.06	11.54	-1.221
4.	63.80	66.33	12.85	13.37	-2.447**
5.	76.45	78.74	9.05	9.02	-2.661***
6.	24.97	26.81	4.95	4.56	-3.487****
7.	25.30	25.44	4.94	5.48	- .317
8.	27.32	27.70	5.09	4.51	- .875
9.	27.05	28.22	5.40	4.37	-2.275*
10.	26.21	27.38	4.58	3.96	-3.051***
11.	22.33	23.11	4.24	3.84	-1.838
12.	21.85	21.66	4.37	4.42	.420
13.	25.00	25.43	4.71	4.63	- .833
14.	21.20	21.11	5.57	4.91	.184
15.	24.12	24.58	4.24	4.12	-1.009

TABLE 15

SEMANTIC DIFFERENTIAL, WINTER 1970: GROUP 1  
(n=23)

Variable	Pre-Test Mean	Post-Test Mean	Pre-Test S.D.	Post-Test S.D.	t Value for Difference	t Value for Neutral
1.	60.83	64.48	13.11	10.23	-1.237	3.951****
2.	60.09	62.57	16.87	14.94	-0.768	2.868***
3.	67.61	69.52	13.33	9.56	-0.862	6.336****
4.	64.26	66.26	11.01	9.70	-0.853	6.210****
5.	73.91	74.52	11.69	11.18	-0.227	9.808****
6.	25.09	26.61	4.03	4.21	-1.544	6.049****
7.	25.35	25.48	4.58	5.20	-0.102	5.601****
8.	26.96	26.52	4.93	5.00	0.575	6.766****
9.	27.78	28.65	4.68	5.48	-1.082	7.975****
10.	28.22	26.87	4.60	6.17	1.032	8.564****
11.	21.91	22.17	2.86	4.02	-0.264	3.209***
12.	21.65	22.78	3.90	4.18	-1.434	2.030
13.	23.91	25.04	4.32	4.11	-1.211	4.348****
14.	20.96	22.22	3.59	5.05	-1.057	1.279
15.	23.39	24.44	4.23	4.45	-1.093	3.846****

TABLE 16

SEMANTIC DIFFERENTIAL, SPRING 1970: GROUP 4  
(n=20)

Variable	Pre-Test Mean	Post-Test Mean	Pre-Test S.D.	Post-Test S.D.	t Value for Difference	t Value for Neutral
1.	61.60	62.00	10.48	17.58	-0.118	4.952****
2.	60.35	61.75	15.81	19.49	-0.384	2.927***
3.	72.40	71.40	8.51	10.37	0.520	11.777****
4.	62.80	63.85	12.25	18.87	-0.271	4.675****
5.	72.30	76.70	10.66	8.70	-1.756	9.357****
6.	22.60	26.05	5.48	5.16	-2.795**	2.121*
7.	25.35	26.35	5.19	4.79	-1.737	4.607****
8.	27.20	26.75	4.07	4.19	0.416	7.906****
9.	26.55	25.90	5.69	5.41	0.602	5.149****
10.	24.80	25.10	3.09	4.22	-0.302	6.951****
11.	22.05	24.45	4.67	4.20	-2.542**	1.962
12.	22.75	22.95	4.23	4.58	-0.174	2.908***
13.	26.20	28.20	6.00	3.83	-1.323	4.624****
14.	21.15	20.55	5.61	4.74	0.485	0.916
15.	25.05	26.45	3.63	3.80	-1.157	6.214****

TABLE 17

SEMANTIC DIFFERENTIAL, SPRING 1970: GROUP 5  
(n=12)

Variable	Pre-Test Mean	Post-Test Mean	Pre-Test S.D.	Post-Test S.D.	t Value for Difference	t Value for Neutral
1.	61.58	64.67	9.66	10.87	-1.241	4.153****
2.	63.75	65.42	14.13	14.87	-0.589	3.371***
3.	71.42	68.33	7.94	11.02	1.253	9.348*****
4.	61.25	65.25	9.72	9.53	-1.014	4.011*****
5.	62.75	69.00	11.90	10.99	-1.411	3.711***
6.	24.17	24.58	3.46	4.64	-0.247	4.172***
7.	24.58	24.08	3.58	5.04	0.456	4.436***
8.	25.75	26.08	3.49	3.12	-0.402	5.702*****
9.	25.42	28.00	3.80	4.47	-1.784	4.937*****
10.	23.33	24.67	4.21	3.58	-1.153	2.745**
11.	21.58	23.00	4.21	3.16	-1.362	1.303
12.	23.00	21.67	3.22	3.80	1.456	3.228***
13.	24.67	24.50	3.58	3.15	0.128	4.521*****
14.	20.83	19.67	4.49	4.40	1.317	0.643
15.	19.00	20.33	3.74	4.33	-0.737	-0.926

TABLE 18

SEMANTIC DIFFERENTIAL, SPRING 1970: GROUP 6  
(n=18)

Variable	Pre-Test Mean	Post-Test Mean	Pre-Test S.D.	Post-Test S.D.	t Value for Difference	t Value for Neutral
1.	70.61	69.89	9.33	14.12	0.314	9.377 ****
2.	73.61	73.72	10.98	17.25	-0.039	9.126 ****
3.	70.50	68.83	12.89	16.87	0.653	6.750 ****
4.	64.56	64.78	13.42	12.17	-0.071	4.601 ****
5.	77.94	76.39	13.60	17.39	1.156	8.717 ****
6.	26.72	24.89	4.42	5.16	1.648	6.457 ****
7.	26.67	25.39	4.92	7.06	1.217	5.745 ****
8.	27.22	25.94	4.99	6.85	1.351	6.142 ****
9.	25.06	24.94	6.11	5.82	0.071	3.510 ***
10.	27.44	25.72	4.45	5.11	1.789	7.100 ****
11.	22.89	22.94	4.34	4.66	-0.043	2.826 **
12.	22.67	24.22	3.57	4.40	-1.021	3.174 ***
13.	25.50	23.94	3.85	5.84	1.340	6.055 ****
14.	20.89	21.78	4.24	5.40	-0.663	0.889
15.	24.83	25.78	3.26	3.49	-1.064	6.293 ****

TABLE 19

SEMANTIC DIFFERENTIAL, SPRING 1970: GROUP 7  
(n=12)

Variable	Pre-Test Mean	Post-Test Mean	Pre-Test S.D.	Post-Test S.D.	t Value for Difference	t Value for Neutral
1.	60.08	63.08	14.39	11.36	1.336	2.427*
2.	60.33	65.25	15.21	11.36	-1.451	2.354*
3.	69.67	69.50	14.79	11.33	0.086	4.606****
4.	60.25	62.83	11.59	16.03	-1.134	3.063***
5.	74.17	78.75	9.39	10.95	-1.467	8.917****
6.	24.25	25.58	5.53	4.80	-1.133	2.663*
7.	24.75	26.50	3.91	5.18	-1.214	4.207***
8.	27.17	27.67	3.71	4.48	-0.348	6.686****
9.	24.50	24.75	6.95	7.40	-0.138	2.244*
10.	26.50	28.00	4.82	4.16	-1.915	4.677****
11.	20.83	22.08	4.15	5.52	-0.805	0.695
12.	20.08	21.50	3.26	3.80	-0.805	0.089
13.	23.92	28.00	4.08	3.93	-3.450***	3.327***
14.	19.17	21.58	5.32	5.16	-1.296	-0.542
15.	23.58	25.17	5.16	3.90	-1.012	2.406*

TABLE 20

SEMANTIC DIFFERENTIAL, SPRING 1970: GROUP 8  
(n=25)

Variable	Pre-Test Mean	Post-Test Mean	Pre-Test S.D.	Post-Test S.D.	t Value for Difference	t Value for Neutral
1.	60.16	57.00	14.53	17.01	1.909	3.497***
2.	63.96	59.68	14.35	15.40	1.800	4.863****
3.	69.12	69.40	10.61	10.51	-0.199	9.012****
4.	63.36	62.20	14.44	15.06	0.986	4.626****
5.	76.68	75.76	10.34	11.56	0.488	12.908****
6.	25.00	25.04	3.79	5.11	-0.040	6.603****
7.	25.04	24.48	4.40	4.33	0.750	5.725****
8.	25.20	26.20	4.18	3.86	-1.410	6.215****
9.	26.00	27.56	5.47	3.99	-1.901	5.485****
10.	26.76	27.04	2.62	3.60	-0.353	12.908****
11.	22.32	22.08	4.42	3.40	0.301	2.623**
12.	22.08	21.80	4.45	4.39	0.324	2.336*
13.	24.36	24.56	4.87	4.36	-0.224	4.474****
14.	21.08	21.24	5.13	4.49	-0.158	1.052
15.	26.52	25.84	4.33	4.91	0.831	7.527****

TABLE 21

SEMANTIC DIFFERENTIAL, SPRING 1970: LAW ENFORCEMENT GROUPS COMBINED  
(n=75)

Variable	Pre-Test Mean	Post-Test Mean	Pre-Test S.D.	Post-Test S.D.	t Value for Difference
1.	63.04	62.40	12.89	16.18	.513
2.	64.73	64.49	14.86	17.44	.155
3.	70.41	69.81	11.29	12.20	.624
4.	63.00	63.36	13.01	15.44	-.264
5.	75.41	76.64	11.15	12.29	-1.096
6.	24.65	25.36	4.86	5.00	-1.174
7.	25.47	25.52	4.64	5.30	-.116
8.	26.53	26.52	4.31	4.84	.027
9.	25.68	26.04	5.86	5.47	-.588
10.	26.36	26.36	3.70	4.30	.000
11.	22.15	22.92	4.39	4.33	-1.427
12.	22.08	22.64	4.05	4.40	-.906
13.	25.05	25.93	4.86	4.87	-1.395
14.	20.75	21.42	5.05	4.82	-.770
15.	26.25	25.88	4.11	4.09	-1.171

TABLE 22

SURVEY OF STUDENT OPINIONS, FALL 1969: GROUP 2  
(n=24)

Variable	Pre-Test Mean	Post-Test Mean	Pre-Test S.D.	Post-Test S.D.	t Value for Difference	t Value for Neutral
1.	72.67	82.64	14.75	14.86	-3.678***	5.006****
2.	81.88	83.92	13.96	9.95	-1.028	5.571****
3.	44.18	47.08	9.62	9.83	-1.140	6.149****
4.	34.58	40.56	12.14	9.71	-2.477*	3.682***
5.	43.37	46.56	9.94	8.88	-1.961	7.652****
6.	30.38	35.15	8.73	8.28	-2.140	0.856
7.	32.55	35.41	10.82	9.66	-1.520	3.963****
8.	40.17	44.89	13.20	12.97	-1.638	3.849****
9.	29.13	30.54	4.10	2.98	-2.331*	6.124****

TABLE 23

SURVEY OF STUDENT OPINIONS, FALL 1969: GROUP 3  
(n=21)

Variable	Pre-Test Mean	Post-Test Mean	Pre-Test S.D.	Post-Test S.D.	t Value for Difference	t Value for Neutral
1.	68.10	74.32	17.09	16.38	-1.508	2.814**
2.	74.95	72.95	9.46	8.15	1.112	4.335****
3.	39.28	41.54	12.77	11.71	-0.752	2.576**
4.	29.83	34.29	11.31	13.19	-1.524	1.774
5.	39.25	43.65	11.01	10.86	-1.834	4.745****
6.	31.75	32.93	9.46	10.35	-0.488	1.407
7.	30.44	31.30	10.45	8.91	-0.325	2.914***
8.	40.72	44.01	13.45	14.42	-1.040	3.721***
9.	27.67	27.05	3.29	3.54	0.811	5.105****

**CONTINUED**

**1 OF 3**

TABLE 25

SURVEY OF STUDENT OPINIONS, FALL 1969: GROUP 5  
(n=36)

Variable	Pre-Test Mean	Post-Test Mean	Pre-Test S.D.	Post-Test S.D.	t Value for Difference	t Value for Neutral
1.	65.70	63.85	17.55	19.57	0.656	2.771***
2.	71.97	71.17	9.68	10.46	0.801	3.703****
3.	36.36	38.74	10.67	11.17	-1.628	2.397*
4.	23.40	26.50	11.39	11.32	-1.809	-1.081
5.	36.04	38.10	11.09	13.11	-0.999	4.431****
6.	30.00	33.28	9.96	8.19	-1.881	0.693
7.	29.09	28.79	9.17	8.90	0.200	3.462***
8.	38.10	37.94	12.00	13.00	0.080	4.150****
9.	23.89	24.00	4.52	4.81	-0.281	-0.147

TABLE 26

SURVEY OF STUDENT OPINIONS, FALL 1969: GROUP 6  
(n=56)

Variable	Pre-Test Mean	Post-Test Mean	Pre-Test S.D.	Post-Test S.D.	t Value for Difference	t Value for Neutral
1.	64.81	68.26	17.73	21.79	-1.576	3.044***
2.	73.59	74.98	11.18	11.27	-1.837	5.081****
3.	37.57	40.85	13.10	13.49	-1.661	3.115***
4.	28.53	30.51	11.39	13.29	-1.329	2.024*
5.	39.60	40.79	12.32	13.02	-0.757	7.135****
6.	31.34	32.06	8.31	10.96	-0.544	2.245*
7.	30.60	29.17	11.10	11.23	0.991	4.581****
8.	40.25	41.66	12.71	14.46	-0.697	6.150****
9.	25.14	26.21	3.78	4.06	-2.804***	2.264*

TABLE 27

SURVEY OF STUDENT OPINIONS, FALL 1969: CONTROL GROUPS COMBINED  
(n=92)

Variable	Pre-Test Mean	Post-Test Mean	Pre-Test S.D.	Post-Test S.D.	t Value for Difference
1.	65.16	66.53	17.57	20.95	- .788
2.	72.96	73.49	10.59	11.06	- .868
3.	37.10	40.03	12.16	12.61	-2.208*
4.	26.52	28.94	11.60	12.64	-2.152*
5.	38.21	29.74	11.92	13.05	-1.228
6.	30.82	32.53	8.96	9.94	-1.629
7.	30.01	29.02	10.36	10.33	.939
8.	39.41	40.21	12.41	13.95	- .553
9.	24.65	25.35	4.11	4.48	-2.464**

TABLE 28

SURVEY OF STUDENT OPINIONS, FALL 1969: LAW ENFORCEMENT GROUPS COMBINED  
(n=101)

Variable	Pre-Test Mean	Post-Test Mean	Pre-Test S.D.	Post-Test S.D.	t Value for Difference
1.	67.88	74.34	17.74	17.74	-4.117****
2.	75.30	75.57	11.59	10.07	- .366
3.	39.99	43.10	11.57	10.47	-2.604**
4.	30.44	34.77	12.59	12.46	-3.135***
5.	39.85	42.82	11.39	10.93	-2.474**
6.	29.23	32.68	10.09	9.91	-2.778***
7.	28.24	30.86	11.24	9.41	-2.320**
8.	38.51	43.17	13.00	13.10	-3.304***
9.	27.20	27.56	3.72	3.99	-1.197

TABLE 29

SURVEY OF STUDENT OPINIONS, WINTER 1970: GROUP 1  
(n=20)

Variable	Pre-Test Mean	Post-Test Mean	Pre-Test S.D.	Post-Test S.D.	t Value for Difference	t Value for Neutral
1.	70.66	70.95	18.37	18.02	-0.069	3.180***
2.	75.25	76.25	10.29	9.79	-0.824	4.020****
3.	41.82	42.47	11.74	11.99	-0.234	3.702***
4.	30.80	34.20	11.87	11.83	-1.142	2.016
5.	41.36	41.50	9.70	11.08	-0.052	6.227****
6.	29.68	32.10	9.45	12.13	-1.081	0.391
7.	30.64	31.52	8.82	11.70	-0.423	3.467***
8.	37.00	44.28	10.02	12.66	-2.477*	3.208***
9.	24.60	26.00	3.84	2.99	-1.796	0.698

TABLE 30

SURVEY OF STUDENT OPINIONS, SPRING 1970: GROUP 4  
(n=21)

Variable	Pre-Test Mean	Post-Test Mean	Pre-Test S.D.	Post-Test S.D.	t Value for Difference	t Value for Neutral
1.	64.69	67.45	15.06	16.63	-0.893	2.158*
2.	74.29	74.62	9.89	11.73	-0.218	3.841***
3.	38.06	38.42	9.70	11.07	-0.107	2.815**
4.	31.83	29.84	11.55	13.95	0.463	2.531**
5.	41.29	39.21	10.72	14.26	-.498	5.744*****
6.	30.25	31.06	8.97	9.49	-0.288	0.716
7.	30.55	28.36	7.87	8.33	0.912	3.930*****
8.	37.87	29.70	8.97	12.88	-0.621	4.122*****
9.	25.91	25.29	3.91	3.84	0.891	2.232*

TABLE 31

SURVEY OF STUDENT OPINIONS, SPRING 1970: GROUP 5  
(n=10)

Variable	Pre-Test Mean	Post-Test Mean	Pre-Test S.D.	Post-Test S.D.	t Value for Difference	t Value for Neutral
1.	62.81	71.33	9.60	14.80	-1.590	1.716
2.	73.80	79.80	7.71	7.58	-3.414***	3.197**
3.	38.61	41.67	7.68	8.13	-1.092	2.679*
4.	25.37	31.03	11.25	5.64	-1.486	-0.023
5.	40.18	39.43	7.76	5.59	0.261	5.027****
6.	34.27	33.34	7.22	8.63	0.244	2.374*
7.	26.40	30.62	9.72	9.70	-1.572	0.846
8.	41.89	44.27	12.72	15.48	-0.547	3.005**
9.	24.90	25.80	3.38	2.62	-1.014	0.842

TABLE 32

SURVEY OF STUDENT OPINIONS, SPRING 1970: GROUP 6  
(n=16)

Variable	Pre-Test Mean	Post-Test Mean	Pre-Test S.D.	Post-Test S.D.	t Value for Difference	t Value for Neutral
1.	68.04	67.79	17.76	24.99	0.036	2.350*
2.	67.44	77.50	11.28	7.70	-0.600	3.700***
3.	42.51	45.37	13.19	8.75	-0.839	3.158***
4.	35.42	39.45	11.24	8.83	-1.217	3.547***
5.	44.39	46.96	10.41	6.73	-0.957	6.354****
6.	34.57	32.11	9.62	7.84	0.996	2.378*
7.	31.87	32.83	9.09	12.42	-0.423	3.549***
8.	35.09	42.54	11.05	13.75	-2.018	1.917
9.	28.25	29.06	2.67	3.79	-1.209	6.365****

TABLE 33

SURVEY OF STUDENT OPINIONS, SPRING 1970: GROUP 7  
(n=15)

Variable	Pre-Test Mean	Post-Test Mean	Pre-Test S.D.	Post-Test S.D.	t Value for Difference	t Value for Neutral
1.	71.27	73.82	24.09	22.53	-0.427	2.197*
2.	69.13	68.60	12.62	12.56	0.269	0.962
3.	36.67	40.51	10.37	12.23	-1.510	1.709
4.	31.72	27.67	11.46	12.70	1.537	2.119
5.	41.37	40.70	10.06	13.72	0.202	5.205****
6.	29.59	33.35	10.07	9.69	-1.044	0.286
7.	29.96	30.37	7.41	8.48	-0.196	3.220***
8.	42.73	42.96	11.81	13.45	-0.065	4.241****
9.	23.13	25.07	4.60	4.98	-2.548*	-0.730

TABLE 34

SURVEY OF STUDENT OPINIONS, SPRING 1970: GROUP 8  
(n=33)

Variable	Pre-Test Mean	Post-Test Mean	Pre-Test S.D.	Post-Test S.D.	t Value for Difference	t Value for Neutral
1.	54.00	62.65	22.30	21.28	-2.163*	-0.928
2.	70.55	68.73	12.25	11.56	1.748	2.132*
3.	25.59	29.11	13.85	15.30	-1.429	1.448
4.	25.22	27.64	13.71	14.01	-1.188	-0.095
5.	37.14	38.78	13.54	14.59	-0.762	3.939****
6.	29.94	33.16	8.21	11.43	-1.854	0.763
7.	28.66	29.63	11.07	12.74	-0.460	2.525**
8.	40.98	43.70	8.61	15.47	-0.864	7.457****
9.	23.58	24.73	5.52	4.98	-1.683	-0.442

TABLE 35

SURVEY OF STUDENT OPINIONS, SPRING 1970: LAW ENFORCEMENT GROUPS COMBINED  
(n=85)

Variable	Pre-Test Mean	Post-Test Mean	Pre-Test S.D.	Post-Test S.D.	t Value for Difference
1.	62.33	66.77	21.11	21.22	-1.854
2.	72.33	71.81	11.70	11.59	.708
3.	37.69	40.36	12.28	12.78	-1.813
4.	29.92	30.41	12.80	13.49	-.317
5.	40.27	40.76	11.88	13.35	-.322
6.	30.83	32.48	9.03	9.93	-1.324
7.	29.96	30.05	9.31	10.96	-.077
8.	39.41	42.36	9.98	14.04	-1.744
9.	24.95	25.74	4.87	4.72	-2.115*

TABLE 36

SIGNIFICANT SEMANTIC DIFFERENTIAL CORRELATIONS  
WITH DEMOGRAPHIC VARIABLES<sup>a</sup>

	Correlation
Fall Quarter 1969 (n=221)	$r_{4,1}=.22$ ; $r_{4,4}=.26$ $r_{11,1}=-.19$ ; $r_{11,2}=-.23$ , $r_{11,4}=-.19$ $r_{12,1}=-.24$ ; $r_{12,2}=-.28$ , $r_{12,7}=-.18$ $r_{14,2}=.28$ $r_{16,1}=.46$ ; $r_{16,2}=.58$ ; $r_{16,4}=.43$ ; $r_{16,7}=.33$ $r_{17,1}=-.34$ ; $r_{17,2}=-.23$ ; $r_{16,4}=-.19$ ; $r_{17,7}=-.24$
Winter Quarter 1970 (n=23)	$r_{5,2}=-.70$ $r_{16,1}=.61$ ; $r_{16,2}=.71$
Spring Quarter 1970 (n=87)	$r_{1,1}=-.31$ $r_{14,1}=.31$ ; $r_{14,2}=.28$ $r_{16,1}=.54$ ; $r_{16,2}=.60$ ; $r_{16,4}=.45$ ; $r_{16,8}=.37$ $r_{17,1}=-.37$ ; $r_{17,2}=-.33$

<sup>a</sup>The first subscript on an  $r$  refers to the demographic variable; the second refers to the Semantic Differential.

TABLE 37

SIGNIFICANT SURVEY OF STUDENT OPINION CORRELATIONS  
WITH DEMOGRAPHIC VARIABLES<sup>a</sup>

	Correlation
Fall Quarter 1969 (n=193)	$r_{3,1}=-.26$ ; $r_{3,2}=-.31$ ; $r_{3,3}=-.28$ ; $r_{3,6}=-.23$ ; $r_{3,7}=-.24$ $r_{4,2}=.20$ ; $r_{4,3}=.29$ ; $r_{4,4}=.23$ ; $r_{4,6}=.20$ $r_{5,2}=-.24$ ; $r_{5,3}=-.24$ $r_{7,1}=-.22$ ; $r_{7,2}=-.23$ ; $r_{7,5}=-.21$ ; $r_{7,6}=-.25$ ; $r_{7,7}=-.20$ $r_{11,3}=-.38$ ; $r_{11,4}=-.27$ $r_{12,1}=-.19$ $r_{14,3}=.21$ ; $r_{14,4}=.19$ $r_{16,2}=.18$ ; $r_{16,3}=.45$ ; $r_{16,4}=.36$ ; $r_{16,6}=.19$ $r_{17,3}=-.38$ ; $r_{17,4}=-.27$ ; $r_{17,6}=-.30$ ; $r_{17,7}=-.22$ $r_{17,9}=.19$
Winter Quarter 1970 (n=20)	$r_{3,4}=-.56$
Spring Quarter 1970 (n=95)	$r_{14,5}=.29$ $r_{16,1}=.30$ ; $r_{16,2}=.39$ ; $r_{16,5}=.40$ ; $r_{16,9}=.62$

<sup>a</sup>The first subscript on an  $r$  refers to the demographic variable; the second refers to the Semantic Differential.

TABLE 38

DEMOGRAPHIC VARIABLE 11: POLICE OFFICER OR NOT;  
ANALYSES FOR SEMANTIC DIFFERENTIAL: FALL QUARTER 1969<sup>a</sup>

## Analysis of Variance

Semantic Differential Variable	Source	SS	df	MS	F
1.	Group	3619.39	1	3619.39	13.4769***
	Error	29004.74	108	268.56	
	Time	222.00	1	222.00	4.5645*
	Group x Time	147.71	1	147.71	3.0371
	Error	5252.78	108	48.64	
2.	Group	5099.84	1	5099.84	11.8988**
	Error	46289.11	108	428.60	
	Time	37.64	1	37.64	.5598
	Group x Time	69.42	1	69.42	1.0323
	Error	7262.44	108	67.24	
4.	Group	2737.47	1	2737.47	10.3842**
	Error	28470.72	108	263.62	
	Time	369.20	1	369.20	6.1292*
	Group x Time	6.66	1	6.66	.1106
	Error	6505.64	108	60.24	
6.	Group	.14	1	.14	.0047
	Error	3239.97	108	30.00	
	Time	196.65	1	196.65	13.6244***
	Group x Time	119.47	1	119.47	8.2771**
	Error	1558.87	108	14.43	
7.	Group	301.06	1	301.06	8.0678**
	Error	4030.13	108	37.32	
	Time	.77	1	.77	.0670
	Group x Time	20.82	1	20.82	1.8152
	Error	1238.91	108	11.47	
9.	Group	.01	1	.01	.0003
	Error	3680.54	108	34.08	
	Time	87.82	1	87.82	6.1070*
	Group x Time	12.57	1	12.57	.8470
	Error	1553.11	108	14.38	

\*\*\*p &lt; .001

\*\*p &lt; .01

\*p &lt; .05

<sup>a</sup>The Group variable in the summary table refers to the 15 subjects who had been policemen versus the 95 who had not. Time refers to the pre- versus post-testing of the Semantic Differential. The starred p-values are used in all following tables.

TABLE 39

DEMOGRAPHIC VARIABLE 16: PAST EXPERIENCES WITH POLICE;  
ANALYSES FOR SEMANTIC DIFFERENTIAL: FALL QUARTER 1969<sup>a</sup>

## Analysis of Variance

Semantic Differential Variable	Source	SS	df	MS	F
1.	Group	2976.48	1	2976.48	10.7121**
	Error	30286.90	109	277.86	
	Time	222.00	1	222.00	4.4862*
	Group x Time	7.16	1	7.16	.1446
	Error	5393.84	109	49.48	
2.	Group	9075.08	1	9075.08	23.0448***
	Error	42924.33	109	393.80	
	Time	49.66	1	49.66	.7365
	Group x Time	67.94	1	67.94	1.0075
	Error	7349.90	109	63.43	
4.	Group	2106.00	1	2106.00	7.8678**
	Error	29176.49	109	267.67	
	Time	355.68	1	355.68	6.2248*
	Group x Time	305.67	1	305.67	5.3495*
	Error	6228.15	109	57.14	
6.	Group	18.55	1	18.55	.6184
	Error	3269.85	109	30.00	
	Time	187.46	1	187.46	12.0741**
	Group x Time	3.23	1	3.23	.2080
	Error	1692.31	109	15.53	
9.	Group	119.38	1	119.38	3.6447
	Error	3570.33	109	32.76	
	Time	76.13	1	76.13	5.1304*
	Group x Time	.51	1	.51	.0344
	Error	1617.36	109	14.84	

<sup>a</sup>The Group variable in the summary table refers to the 16 subjects who had had bad or very bad experiences with police versus the 95 who had had average or better experiences. Time refers to the two testing sessions of the Semantic Differential.

TABLE 40

DEMOGRAPHIC VARIABLE 11: POLICE OFFICER OR NOT;  
ANALYSES FOR SURVEY OF STUDENT OPINIONS: FALL QUARTER 1969<sup>a</sup>

Survey of Student Opinions Variable		Analysis of Variance			
	Source	SS	df	MS	F
1.	Group	3461.12	1	3461.12	7.9307**
	Error	42769.27	98	436.42	
	Time	2095.64	1	2095.64	16.5632***
	Group x Time	5.21	1	5.21	.0412
	Error	12399.33	98	126.52	
2.	Group	5388.81	1	5388.81	35.9848***
	Error	14675.77	98	149.75	
	Time	3.38	1	3.38	.1197
	Group x Time	123.73	1	123.73	4.3809*
	Error	2768.89	98	28.24	
3.	Group	396.48	1	396.48	2.3988
	Error	16197.89	98	165.28	
	Time	447.60	1	447.60	5.9078*
	Group x Time	2.60	1	2.60	.0343
	Error	7424.94	98	75.76	
4.	Group	1298.39	1	1298.39	6.3918*
	Error	19907.28	98	203.14	
	Time	848.72	1	848.72	8.8591**
	Group x Time	15.24	1	15.24	.1591
	Error	9388.56	98	95.80	
5.	Group	448.37	1	448.37	2.6030
	Error	16880.85	98	172.25	
	Time	403.00	1	403.00	5.5366*
	Group x Time	68.98	1	68.98	.9476
	Error	7133.22	98	7133.22	
6.	Group	243.41	1	243.41	2.1699
	Error	10993.23	98	111.18	
	Time	559.12	1	559.12	7.1860**
	Group x Time	120.41	1	120.41	1.5475
	Error	7625.05	98	77.81	
7.	Group	561.39	1	561.39	3.8554*
	Error	14270.14	98	145.61	
	Time	329.47	1	329.47	5.0912*
	Group x Time	93.78	1	93.78	1.4491
	Error	6341.99	98	64.71	

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TABLE 40 - continued

8.	Group	820.76	1	820.76	3.1784
	Error	25306.48	98	258.23	
	Time	982.13	1	982.13	9.8623**
	Group x Time	14.86	1	14.86	.1492
9.	Error	9759.28	98	99.58	
	Group	411.99	1	411.99	19.4604**
	Error	2074.71	98	21.17	
	Time	7.61	1	7.61	1.5882
	Group x Time	.64	1	.64	.1339
	Error	469.25	98	4.78	

<sup>a</sup>Group variable refers to the 12 subjects who had been police officers versus the 88 who had not. Time refers to the two testing sessions of the Survey of Student Opinions.

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TABLE 41

DEMOGRAPHIC VARIABLE 16: PAST EXPERIENCES WITH POLICE;  
ANALYSES FOR SURVEY OF STUDENT OPINIONS: FALL QUARTER 1969<sup>a</sup>

Survey of Student Opinions Variable		Analysis of Variance			
	Source	SS	df	MS	F
1.	Group	68.99	1	68.99	.1354
	Error	50437.19	99	509.47	
	Time	2103.18	1	2103.18	16.7964***
	Group x Time	10.21	1	10.21	.7728
	Error	12396.45	99	125.22	
3.	Group	143.26	1	143.26	.8572
	Error	16545.61	99	167.13	
	Time	519.36	1	519.36	6.8341**
	Group x Time	137.25	1	137.25	1.8060
	Error	7523.58	99	76.00	
4.	Group	.14	1	.14	.0006
	Error	21765.82	99	219.86	
	Time	944.96	1	944.96	9.7303**
	Group x Time	3.17	1	3.17	.0326
	Error	9614.40	99	97.12	
6.	Group	3.67	1	3.67	.0298
	Error	12197.94	99	123.21	
	Time	602.28	1	602.28	7.7618**
	Group x Time	123.98	1	123.98	1.5977
	Error	7681.99	99	77.60	
7.	Group	62.84	1	62.84	.4158
	Error	14963.79	99	151.14	
	Time	347.12	1	347.12	5.330*
	Group x Time	3.45	1	3.45	.0529
	Error	6447.48	99	65.13	
8.	Group	258.74	1	258.74	.9681
	Error	26458.41	99	267.26	
	Time	1094.96	1	1094.96	10.8151**
	Group x Time	5.40	1	5.40	.0533
	Error	10023.11	99	101.24	

TABLE 41 - continued

9.	Group	.115.51	1	115.51	4.7997*
	Error	2382.64	99	24.07	
	Time	6.78	1	6.78	1.4260
	Group x Time	2.23	1	2.23	.4689
	Error	470.49	99	4.75	

<sup>a</sup>Group refers to the 10 subjects who had had bad or very bad experiences with law enforcement officers versus the 91 who had not. Time again refers to the two testing sessions.

TABLE 42

DEMOGRAPHIC VARIABLE 11: POLICE OFFICER OR NOT;  
ANALYSES FOR SEMANTIC DIFFERENTIAL: SPRING QUARTER 1970<sup>a</sup>

Analysis of Variance					
Semantic Differential Variable	Source	SS	df	MS	F
2.	Group	1843.02	1	1843.02	4.4321*
	Error	20355.56	73	415.82	
	Time	2.16	1	2.16	.0238
	Group x Time	15.90	1	15.90	.1750
	Error	6632.94	73	90.86	
9.	Group	268.34	1	268.34	5.6825*
	Error	3447.22	73	47.22	
	Time	4.86	1	4.86	.3423
	Group x Time	5.10	1	5.10	.3590
	Error	1036.54	73	14.20	
13.	Group	257.95	1	257.95	8.8011**
	Error	2139.54	73	29.31	
	Time	29.04	1	29.04	1.9378
	Group x Time	10.99	1	10.99	.7331
	Error	1093.97	73	14.99	

<sup>a</sup>Group refers to the 10 subjects who had been policemen versus the 65 who had not.

TABLE 43

DEMOGRAPHIC VARIABLE 16: PAST EXPERIENCES WITH POLICE;  
ANALYSES FOR SEMANTIC DIFFERENTIAL: SPRING QUARTER 1970<sup>a</sup>

Analysis of Variance					
Semantic Differential Variable	Source	SS	df	MS	F
1.	Group	2171.90	1	2171.90	6.2128*
	Error	25170.28	72	349.59	
	Time	18.27	1	18.27	.3057
	Group x Time	1.30	1	1.30	.0217
	Error	4303.43	72	59.77	
2.	Group	3288.69	1	3288.69	8.2157**
	Error	28821.23	72	400.29	
	Time	.68	1	.68	.0074
	Group x Time	7.04	1	7.04	.0767
	Error	6611.28	72	91.82	
8.	Group	133.01	1	133.01	4.2997*
	Error	2227.26	72	30.93	
	Time	.68	1	.68	.0794
	Group x Time	3.47	1	3.47	.4081
	Error	612.85	72	8.51	

<sup>a</sup>Group refers to the 6 subjects who had had had past experiences with police versus the 68 who had not.

TABLE 44

DEMOGRAPHIC VARIABLE 18: LOCATION;  
ANALYSES FOR SEMANTIC DIFFERENTIAL: SPRING QUARTER 1970<sup>a</sup>

		Analysis of Variance			
Semantic Differential Variable	Source	SS	df	MS	F
6.	Group	1.80	1	1.80	.0498
	Error	2535.86	70	36.23	
	Time	25.84	1	25.84	2.0682
	Group x Time	88.09	1	88.09	7.0507**
	Error	874.57	70	12.49	
13.	Group	4.39	1	4.39	.1394
	Error	2204.50	70	31.49	
	Time	30.25	1	30.25	2.1135
	Group x Time	58.83	1	58.83	4.1105*
	Error	1001.92	70	14.31	

<sup>a</sup>Location refers to the 23 subjects who were relatively close to the shootings of four students on May 4, 1970 versus the 49 who were not. Time refers to the two testing sessions.

TABLE 45

DEMOGRAPHIC VARIABLE 11: POLICE OFFICER OR NOT;  
ANALYSES FOR SURVEY OF STUDENT OPINIONS: SPRING QUARTER 1970<sup>a</sup>

		Analysis of Variance			
Survey of Student Opinions Variable	Source	SS	df	MS	F
1.	Group	2734.09	1	2734.09	4.3619*
	Error	52025.79	83	626.82	
	Time	838.72	1	838.72	3.3978
	Group x Time	4.26	1	4.26	.0173
	Error	20487.71	83	246.84	
3.	Group	1200.18	1	1200.18	5.7123*
	Error	17438.48	83	210.10	
	Time	302.84	1	302.84	3.2453
	Group x Time	.40	1	.40	.0042
	Error	7742.99	83	93.29	
4.	Group	2196.41	1	2196.41	0.0361**
	Error	18347.48	83	221.05	
	Time	10.18	1	10.18	.0995
	Group x Time	2.87	1	2.87	.0281
	Error	8488.42	83	102.27	
5.	Group	1225.87	1	1225.87	5.8695*
	Error	17334.97	83	208.86	
	Time	10.18	1	10.18	.1024
	Group x Time	9.86	1	9.86	.0991
	Error	8255.00	83	99.46	
9.	Group	276.87	1	276.87	7.4486**
	Error	3085.16	83	37.17	
	Time	26.41	1	26.41	4.4527*
	Group x Time	3.88	1	3.88	.6549
	Error	492.21	83	5.93	

<sup>a</sup>Group refers to the 9 subjects who had been policemen versus the 76 who had not.

TABLE 46

DEMOGRAPHIC VARIABLE 16: PAST EXPERIENCES WITH POLICE;  
ANALYSES FOR SURVEY OF STUDENT OPINIONS: SPRING QUARTER 1970<sup>a</sup>

		Analysis of Variance			
Survey of Student Opinions Variable	Source	SS	df	MS	F
1.	Group	2576.64	1	2576.64	4.1055*
	Error	51463.99	82	623.61	
	Time	1309.29	1	1309.29	6.9681**
	Group x Time	436.87	1	436.87	2.3251
	Error	15407.55	82	189.90	
2.	Group	1454.88	1	1454.88	6.1481*
	Error	19404.33	82	236.64	
	Time	13.15	1	13.15	.5680
	Group x Time	2.19	1	2.19	.0947
	Error	1898.16	82	23.15	
5.	Group	945.79	1	945.79	4.4244*
	Error	17528.72	82	213.76	
	Time	20.65	1	20.65	.2192
	Group x Time	380.61	1	380.61	4.0406*
	Error	7724.13	82	94.20	
9.	Group	483.34	1	483.34	13.9992***
	Error	2831.14	82	34.53	
	Time	29.17	1	29.17	5.0953*
	Group x Time	19.44	1	19.14	3.3969
	Error	469.39	82	5.72	

<sup>a</sup>Group refers to the 12 subjects who had had bad or very bad experiences with police officers versus the 72 subjects who had not.

TABLE 47

DEMOGRAPHIC VARIABLE 18: LOCATION;  
ANALYSES FOR SURVEY OF STUDENT OPINIONS: SPRING QUARTER 1970<sup>a</sup>

		Analysis of Variance			
Survey of Student Opinions Variable	Source	SS	df	MS	F
9.	Group	91.00	1	91.00	2.2838
	Error	3267.35	82	39.85	
	Time	25.15	1	25.15	4.1948*
	Group x Time	3.74	1	3.74	.6244
	Error	491.61	82	6.00	

<sup>a</sup>Location refers to the 34 subjects who were relatively close to the shootings of four students on May 4, 1970 versus the 50 who were not. Time refers to the two testing sessions.

TABLE 48

DEMOGRAPHIC VARIABLE 11: POLICE OFFICER OR NOT;  
MEANS FOR SURVEY OF STUDENT OPINIONS, FALL QUARTER 1969  
FOR SIGNIFICANT MAIN EFFECTS IN THE  
ANALYSES OF VARIANCE IN TABLE 40

Variable	Group Variable		Time Variable	
	Police	Not Police	Pre-Test	Post-Test
1.	82.8	70.0	68.3	74.8
2.	89.7	73.7		
3.			40.2	43.2
4.	39.7	31.8	30.7	34.8
5.			40.0	42.9
6.			29.5	32.8
7.	34.2	29.0	28.4	30.9
8.			38.8	43.2
9.	31.3	26.9		

TABLE 49

DEMOGRAPHIC VARIABLE 16: PAST EXPERIENCE WITH POLICE;  
MEANS FOR SURVEY OF STUDENT OPINIONS, FALL QUARTER 1969  
FOR SIGNIFICANT MAIN EFFECTS IN THE  
ANALYSES OF VARIANCE IN TABLE 41

Variable	Group Variable		Time Variable	
	Bad Experience	Good Experience	Pre-Test	Post-Test
1.				
2.			67.9	74.3
3.				
4.			40.0	43.2
5.			30.4	34.8
6.			39.8	42.8
7.			29.2	32.7
8.			28.2	30.9
9.	25.1	27.6	38.5	43.2

TABLE 50

DEMOGRAPHIC VARIABLE 11: POLICE OFFICER OR NOT;  
 MEANS FOR SURVEY OF STUDENT OPINIONS, SPRING QUARTER 1970  
 FOR SIGNIFICANT MAIN EFFECTS IN THE  
 ANALYSES OF VARIANCE IN TABLE 45

Variable	Group Variable		Time Variable	
	Police	Not Police	Pre-Test	Post-Test
1.	76.2	63.2		
2.				
3.	46.8	38.1		
4.	40.6	28.9		
5.	48.3	39.6		
6.				
7.				
8.				
9.	29.1	24.9	25.0	25.7

TABLE 51

DEMOGRAPHIC VARIABLE 16: PAST EXPERIENCE WITH POLICE;  
 MEANS FOR SURVEY OF STUDENT OPINIONS, SPRING QUARTER 1970  
 FOR SIGNIFICANT MAIN EFFECTS

Variable	Group Variable		Time Variable	
	Bad Experience	Good Experience	Pre-Test	Post-Test
1.	55.2	66.4	62.0	67.6
2.	64.8	73.2		
3.				
4.				
5.	34.6	41.4		
6.				
7.				
8.				
9.	21.3	26.1	25.0	25.8

TABLE 52

INTERCORRELATIONS AMONG PRE-TEST SEMANTIC DIFFERENTIAL VARIABLES,  
FALL QUARTER 1969<sup>a</sup>

	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	66	18	55	25	19	35	13	15	14	30	33	06	17	-05
2		18	44	16	06	46	12	07	12	17	42	13	09	-07
3			31	27	13	17	55	24	10	10	14	29	09	10
4				24	20	27	22	45	10	18	25	-01	27	-03
5					11	09	15	19	43	08	07	06	-05	37
6						32	13	50	11	26	05	02	07	-16
7							27	26	23	14	32	18	03	-10
8								32	22	-02	08	26	14	-06
9									19	14	06	07	15	-08
10										07	13	04	-09	20
11											40	20	35	07
12												29	23	16
13													10	22
14														-01

<sup>a</sup>Decimal points are omitted;  $r=.14$ ,  $p < .05$ ;  $r=.18$ ,  $p < .01$ . The  $n$  for these correlations is 221 and is across all groups.

TABLE 53

INTERCORRELATIONS AMONG PRE-TEST SEMANTIC DIFFERENTIAL VARIABLES,  
SPRING QUARTER 1970<sup>a</sup>

	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	75	19	63	43	35	43	43	36	31	40	26	-10	14	06
2		21	53	40	19	46	35	27	40	35	41	-16	05	-01
3			29	32	21	26	46	24	27	04	05	22	09	07
4				42	35	38	45	65	21	31	11	07	27	06
5					24	46	37	41	71	01	-02	-16	15	47
6						44	16	42	19	19	08	04	14	02
7							28	41	28	33	32	-07	24	11
8								41	41	13	07	16	07	14
9									49	46	52	44	33	25
10										26	14	06	02	09
11											-06	08	-08	04
12												52	10	34
13													16	20
14														28

<sup>a</sup>Decimal points are omitted;  $r=.22$ ,  $p < .05$ ;  $r=.28$ ,  $p < .01$ . The  $n$  for these correlations is 87 and is across all groups.

TABLE 54  
 INTERCORRELATIONS AMONG SURVEY OF STUDENT OPINIONS VARIABLES,  
 FALL QUARTER 1970<sup>a</sup>

	2	3	4	5	6	7	8	9
1	62	33	25	32	45	52	28	34
2		39	41	35	42	51	27	33
3			80	30	41	40	13	28
4				30	35	41	18	27
5					54	61	42	51
6						76	40	53
7							49	45
8								42

<sup>a</sup>Decimal points are omitted;  $r=.14$ ,  $p<.05$ ;  $r=.18$ ,  
 $p<.01$ . The  $n$  for these correlations is 193.

TABLE 55  
 INTERCORRELATIONS AMONG SURVEY OF STUDENT OPINIONS VARIABLES,  
 SPRING QUARTER 1970<sup>a</sup>

	2	3	4	5	6	7	8	9
1	46	40	42	40	26	30	13	41
2		33	44	53	26	37	02	64
3			60	63	40	51	22	15
4				77	32	55	24	29
5					41	50	15	38
6						37	36	21
7							35	26
8								-03

<sup>a</sup>Decimal points are omitted;  $r=.21$ ,  $p<.05$ ;  $r=.27$ ,  
 $p<.01$ . The  $n$  for all these correlations is 95.

APPENDIX A

REVIEW OF GENERAL CONCEPTS FROM INTRODUCTION TO  
LAW ENFORCEMENT AND CRIMINAL JUSTICE

Begin with question 16 on your answer sheet.

16. "Justice" is best defined as
- the process of reward and punishment.
  - the process by which each receives his due.
  - the retribution of the state for crimes against it.
  - the process of doing what is "right."
17. The most generally accepted theory on causes of crime is
- the psychological theory.
  - the sociological theory.
  - the biological theory.
  - the classical theory.
  - the multiple-causation theory.
18. When laws are effective it is because
- strong police agencies exist to enforce them.
  - they are written into constitutions and laws.
  - the public views them as valid and just.
  - the courts have the authority to issue heavy penalties for violations.
  - they are all just laws.
19. The basic distinction between a tort and a crime is
- a crime is willful or intentional.
  - a tort is an infringement of man's property rights.
  - a tort includes only crimes of passion.
  - a tort is a wrong, private in its nature and not recognized as creating harm to society generally.
20. The phrase "due process of law" as it appears in the U.S. Constitution has essentially the same meaning as
- due regard for law enforcement
  - the process by which Congress passes laws.
  - the action to be taken against gangsters.
  - legal proceeding in accordance with the law of the land.
  - limit to which states may go in passing laws.

21. Although the arrest of offenders is important to the stability of society, the employment of unjust or illegal means in effecting their arrests is undesirable, chiefly because it
- allows society as a whole to benefit from an act of injustice.
  - gives the police an unfair advantage over the criminal elements of society.
  - encourages slovenly work by allowing the police to make an arrest in the easiest and most efficient manner.
  - tends to breed contempt for the law among police and civilians alike.
22. If during interrogation a defendant asks for a lawyer and his lawyer is available at the time,
- the interrogation must be completed and defendant allowed to see his lawyer within one hour.
  - the interrogator is required to suspend the interrogation.
  - the interrogation may continue but unless the lawyer is permitted to see the defendant immediately, any confession which results will be held involuntary.
  - once the interrogation has started defendant has no right to a lawyer.
23. A search warrant
- may always be executed at night.
  - may not be issued except when incident to a lawful arrest.
  - must be based on reasonable belief supported by recitation of specific facts.
  - is used only to search for materials used in the commission of a felony.
24. The maintenance of good public relations in a police agency is important because
- the public is hostile to any abrogation of its right.
  - public attitudes determine the amount of money appropriated for any agency.
  - the public may otherwise be influenced by political opponents of the party in power.
  - public attitudes affect the usefulness of a police program.
25. A state grant-in-aid program to municipalities for police training most likely
- implies the development and maintenance of training standards.
  - infringes on federal authority.
  - is expensive for cities.
  - is not feasible.
  - will lead to state control of municipal police.

26. The most neglected area of training for the police probably is \_\_\_\_\_ training.
- firearms
  - in-service
  - recruit
  - specialist
  - supervisory
27. Uniform crime reporting in most large cities of the United States was primarily developed and adopted to facilitate the
- use of modus operandi files.
  - identification of offenders.
  - study of crime conditions for comparative purposes.
  - exchange of criminal information between the various police departments.
  - apprehending and breaking up of organized crime gangs.
28. A patrolman's probation period is most nearly an integral part of the process of
- recruitment.
  - selection.
  - training.
  - promotion.
29. The American police system had its beginning in
- France
  - Italy
  - England
  - China
  - Russia
30. Which of the following crimes are the police most capable of preventing?
- Murder
  - Auto theft
  - Rape
  - Aggravated assault
  - Manslaughter
31. One of the newer responsibilities of the police is which of the following?
- The apprehension of violators of the law.
  - The investigation of criminal acts.
  - Prevention of crime.
  - The safekeeping of prisoners awaiting a hearing or trial.

32. The test employed by state and federal courts for the admissibility of a confession is the following: A confession must be
- voluntary and trustworthy.
  - involuntary and trustworthy.
  - coercive and legal.
  - trustworthy and legal.
33. In an Ohio speeding case where the officer has clocked the violator as exceeding the posted limits,
- corroboration of his testimony by another officer is necessary for conviction.
  - the sole issue is whether defendant exceeded the posted limits and if he admits this, the court is required to convict him.
  - the defendant, while admitting his speed in excess of the limit, is entitled to show that it was reasonable under existing conditions and if he does so, is to be acquitted.
  - if the defendant leaves the jurisdiction before he is stopped and given a ticket, he cannot be charged.
34. Theoretically, the primary objective of police service is to
- arrest violators of the law.
  - prevent violations of the law.
  - punish violators of the law.
  - investigate crime.
35. In the employment of force in making an arrest, all but one are correct. Mark the incorrect one.
- Deadly force is always employed in felony cases, especially capital crimes.
  - Firearms should not be employed in making misdemeanor arrests.
  - In misdemeanor arrests it is preferable to allow the suspect to escape rather than to inflict serious injury in effecting his apprehension.
  - Immoderate or excessive force should not be used.

36. Once a defendant charged with a felony has demanded a preliminary hearing before the magistrate,
- the grand jury cannot act on the matter until the magistrate has found probable cause.
  - the grand jury may indict at any time before or after the hearing.
  - the grand jury may hear the matter but return no indictment until the preliminary hearing has been held.
  - the summoning of the grand jury automatically cancels the scheduled hearing.
37. Many authorities on public affairs who regard the powerful executive as indispensable in modern government indicate, however, that power is compatible with democracy only if such power is accompanied by
- inescapable responsibility.
  - highly integrated organization.
  - a dynamic, unicameral legislative body.
  - election of representatives by universal suffrage.
  - competence in performance of duties.
38. The Posse Comitatus Act concerns which of the following?
- The responsibility of all able-bodied male citizens to serve on a posse
  - The use of the military to enforce civil laws
  - The use of a posse to prevent the commission of wrongful acts
  - The use of unsworn persons as members of a posse
39. The Fifth Amendment of the U.S. Constitution provides for
- the grand jury.
  - freedom from self-incrimination.
  - freedom from double jeopardy.
  - all of the above.
  - b and c only.
40. Which of the following words most nearly describes the form of government of our country?
- Democratic
  - Limited power
  - Parliamentarian
  - Republican
  - Socialist

41. One definition of venue refers to
- the place of trial.
  - the nature of the defense.
  - the probable duration of trial.
  - whether proceeding commenced on an affidavit or by grand jury indictment.
42. As a term used in criminal law, an information is
- the complaint made by a private citizen to police or prosecutor.
  - an unsworn statement filed with the court by the prosecutor formally charging the commission of a crime.
  - the same thing as an affidavit charging the commission of a crime.
  - the formal report of the grand jury.
43. The corpus delicti means
- discovery of a dead body under circumstances leading to suspicion of foul play.
  - the group of elements making up the substance of a crime.
  - the statutory investigation of death by the coroner.
  - a confession in a homicide case.
44. A paper issued by a court having proper jurisdiction and served on a witness requiring him to appear to testify in a case is called
- a mittimus.
  - a subpoena.
  - a capias.
  - a demurrer.
45. A prima facie case is that amount of evidence produced
- which places the burden of going forward with the evidence on the defendant.
  - which permits but does not compel a finding of guilt.
  - which places the burden of proof on the defendant.
  - which requires the court to direct a verdict of acquittal.
46. The burden of proving guilt in a criminal prosecution
- rests on the state throughout the trial.
  - shifts to the defendant once the state has established a prima facie case.
  - requires the establishment of guilt by clear and convincing evidence.
  - rests in the wise discretion of the trial judge.

47. If a person is indicted he is
- charged with the violation of a law.
  - found guilty of a crime.
  - subjected to trial on the basis of circumstantial evidence only.
  - sworn into office.
  - called before the grand jury.
48. The preliminary hearing is a legal hearing to
- determine if there is enough evidence to hold the accused for trial.
  - determine guilt or innocence.
  - test the legality of the detention by denying a writ of habeas corpus.
  - to dispose of the case by summary hearing.
49. The chief distinction between a felony and a misdemeanor lies in
- the age of the offender.
  - whether a state or federal law was violated.
  - whether the person intended to commit a crime.
  - the punishment fixed by law.
50. The appearance before a judge to have the accusation explained and to enter a plea is called
- the *capias*.
  - the adjournment.
  - the arraignment.
  - the *mittimus*.
51. When a defendant asks for preliminary hearing and claims that he is entitled to appointment of counsel because he is indigent,
- he is entitled to be released if counsel is not appointed.
  - he has no right to counsel until after indictment by the grand jury.
  - any testimony taken at his preliminary hearing may not be used against him at later trial without producing the witness giving it.
  - the magistrate must continue the hearing until he has found a lawyer who will represent defendant without fee.

52. At trial of one defendant, a co-defendant whose case was pending an appeal was called as a witness for the state and asked a series of questions which he refused to answer on grounds of self-incrimination. Which of the following responses would govern the subsequent course of action?
- He can be required to answer the questions since he has already been convicted.
  - His answers can be received for what value they may have in convincing the jury that the real answer, if given, would be favorable to the prosecution's position.
  - The asking of the questions is in error and denies the defendant the right of confrontation.
  - The trial judge may charge the jury that the claim of self-incrimination is evidence against the accused.
53. What was the issue of relevance in the case of *Miranda v. Arizona*?
- Improper arrest
  - Improper treatment of arrested person
  - Improper in-custody interrogation
  - Unwarranted search of arrested person
  - None of the above
54. The major responsibility for current inadequacies in police departments
- is police leadership that has found it convenient to ignore the major issues.
  - lies in the inability of the patrolman to conform to the needs of the community.
  - lies with the courts and their decisions.
  - lies with the community as a whole.
55. In an Ohio drunk driver case where the defendant asks for the right to call his attorney,
- he may be requested to submit to a breath test as a part of booking procedure before calling his lawyer.
  - he may not be tested at all.
  - he is permitted to call his lawyer but must submit to a breath or blood test before seeing the lawyer.
  - he has no right to a lawyer before he has been arraigned in municipal court.
56. The Hue and Cry System of law enforcement is the forerunner of today's
- felony arrest.
  - citizen's arrest.
  - police power.
  - misdemeanor and felony arrest.

57. The Anglo-Saxon concept of law enforcement is best described as
- small police departments.
  - local police to handle local crime.
  - local police to insure local control.
  - duplication of departments to insure effectiveness.
58. The original SHIRE is the fore-runner of today's
- sheriff.
  - town.
  - country.
  - county.
  - judge.
59. A felony crime is
- serious but not too common.
  - one that provides for a prison sentence for more than one year.
  - one that provides for a prison sentence up to one year and a stiff fine.
  - very serious with a sentence in prison of not less than one year.
  - all of the above.
60. Law may be defined as
- an ordinance of reason, directed to the common good.
  - a rule which must be obeyed.
  - a rule which forbids all vices and sins.
  - a rule which forbids offenses and disturbs society.
  - all of the above.
61. The test of law enforcement efficiency in a community is
- visible evidence of law enforcement action against crime and disorder.
  - the public attitude toward the police.
  - the high conviction rates in the courts.
  - the absence of crime and disorder.
  - the extent that a department holds down the crime rate on a limited budget.

62. Which of the following is a police "line" function?
- Training
  - Criminal laboratory activities
  - Recovery of stolen property
  - Detention activities
  - Internal affairs activities
63. Which of the following is a primary "staff" function?
- Property and maintenance activities
  - Transportation activities
  - Arrest of offenders
  - Planning and research activities
  - All of the above
64. A "constitution" is
- the law which the government creates in order to regulate the conduct of the people.
  - the organization structure of some government.
  - the law which creates and regulates government.
  - the national legislation regulating societal conduct.
  - the statutory provisions that allow court regulation of the police.
65. Which most nearly related to anarchy as a form of government?
- Complete control over the individual with no freedom of choice.
  - No control placed on society--complete freedom to go as one pleases.
  - Certain controls placed on society which provide for order and individual freedom.
  - None of the above.

APPENDIX B

STUDENT CHARACTERISTIC SURVEY

Instructions: Fill in the data section of your answer sheet with your student number, your name, class level and sex. Beginning with item 1 below mark the appropriate area on the answer sheet. Information collected in this survey will be used only for group data, no individual will be identified.

- |  |  |
|--|--|
| <p>1. I am</p> <ol style="list-style-type: none"> <li>1. Married</li> <li>2. Divorced or separated</li> <li>3. Single</li> </ol>   | <p>2. My age is</p> <ol style="list-style-type: none"> <li>1. 17 or less</li> <li>2. 18-19</li> <li>3. 20-21</li> <li>4. 22-25</li> <li>5. 26-30</li> <li>6. 31-35</li> <li>7. over 36</li> </ol>  |
| <p>3. I would describe my political affiliation (or tendency) as primarily</p> <ol style="list-style-type: none"> <li>1. Republican</li> <li>2. Democrat</li> <li>3. Independent</li> </ol>  | <p>4. My year in school is</p> <ol style="list-style-type: none"> <li>1. Freshman</li> <li>2. Sophomore</li> <li>3. Junior</li> <li>4. Senior</li> <li>5. Graduate</li> <li>6. Special</li> </ol>  |
| <p>5. My approximate grade point average is</p> <ol style="list-style-type: none"> <li>1. less than .5</li> <li>2. .5 to 1.5</li> <li>3. 1.6 to 2.5</li> <li>4. 2.6 to 3.5</li> <li>5. higher than 3.5</li> </ol>  | <p>6. Family income (per year approx.)</p> <ol style="list-style-type: none"> <li>1. Under 4,999</li> <li>2. 5,000-6,499</li> <li>3. 6,500-7,999</li> <li>4. 8,000-9,499</li> <li>5. 9,500-10,999</li> <li>6. 11,000-12,499</li> <li>7. 12,500-13,999</li> <li>8. 14,000-16,999</li> <li>9. over 17,000</li> </ol> |
| <p>7. The area (town or city) where I spent most of my youth, growing up, would be described</p> <ol style="list-style-type: none"> <li>1. a farm</li> <li>2. a city of less than 1000</li> <li>3. a city of 1000-4999</li> <li>4. a city of 5000-9999</li> <li>5. a city of 10,000-49,999</li> <li>6. a city of 50,000-100,000</li> <li>7. a city of more than 100,000</li> </ol> | <p>8. The reason I am taking this course is</p> <ol style="list-style-type: none"> <li>1. personal interest</li> <li>2. requirement</li> <li>3. nothing else available (schedule inconvenience)</li> </ol>   |

- |   |  |
|---|--|
| <p>9. Are you now or have you ever been a police officer?</p> <ol style="list-style-type: none"> <li>1. yes</li> <li>2. no</li> </ol>   | <p>10. Do you have any close friends or relatives who are police officers?</p> <ol style="list-style-type: none"> <li>1. yes</li> <li>2. no</li> </ol>   |
| <p>11. Do you have any close friends or relatives who are judges or lawyers?</p> <ol style="list-style-type: none"> <li>1. yes</li> <li>2. no</li> </ol>                                      | <p>12. Have you ever been in trouble with the law for anything other than a traffic violation?</p> <ol style="list-style-type: none"> <li>1. yes</li> <li>2. no</li> </ol>   |
| <p>13. If answer to question 12 is yes, how recently?</p> <ol style="list-style-type: none"> <li>1. within last year</li> <li>2. two years ago</li> <li>3. three or more years ago</li> </ol> | <p>14. In general, how would you describe the contacts you have had with law enforcement officers?</p> <ol style="list-style-type: none"> <li>1. very bad</li> <li>2. bad</li> <li>3. neither good nor bad</li> <li>4. good</li> <li>5. very good</li> </ol> |
| <p>15. Major course of study</p> <ol style="list-style-type: none"> <li>1. law enforcement major</li> <li>2. non-major</li> </ol>   |  |

APPENDIX C

SEMANTIC DIFFERENTIAL SCALES

Directions: The purpose of this questionnaire is to measure the meanings of certain things to various people by having them judge them against a series of descriptive scales. A concept will be given to you, followed by the scales. You are to rate the concept on each of these scales in order on the answer sheets provided to you. The scales have nine numbers on them with an adjective on each side. You are to decide which adjective most fits the concept you are rating and then how strongly you would apply this adjective to the concept. Indicate your rating by filling in the space for the appropriate number on your answer sheet. The closer a number is to either end of the scale, the more strongly you feel that the adjective at that end is the one that most describes the meaning of that concept for you.

Examples:

If you feel that the concept is very closely related to one end of the scale, you should fill in a number as follows:

fair 1 2 3 4 5 6 7 8 9 unfair  
    |    |    |    |    |    |    |    |

OR

fair 1 2 3 4 5 6 7 8 9 unfair  
       |    |    |    |    |    |    |    |

If you feel that the concept is quite closely related to one or the other end of the scale (but not extremely), you should fill in one space of the following numbers: 2, 3, 7, 8.

strong 1 2 3 4 5 6 7 8 9 weak  
       |    |        |    |    |    |    |

OR

strong 1 2 3 4 5 6 7 8 9 weak  
       |    |    |    |    |    |    |     |

If the concept seems only slightly related to one side as opposed to the other side (but is not really neutral), then you should fill in one space of the following numbers: 4, 6. For example:

active 1 2 3 4 5 6 7 8 9 passive  
       |    |    |        |    |    |    |    |

OR

active 1 2 3 4 5 6 7 8 9 passive  
       |    |    |    |    |        |    |    |

The direction toward which you fill in the space, of course, depends upon which of the two ends of the scale seems most characteristic of the concept you are judging. If you consider the concept to be neutral on the scales, both sides of the scale equally associated with the concept, or if the scale is completely irrelevant, unrelated to the concept, then you should fill in the number 5, as follows:

safe 1 2 3 4 5 6 7 8 9 dangerous  
       |    |    |    |        |    |    |    |

- REMEMBER:
- (1) You can fill in any number 1 through 9.
  - (2) Be sure to clearly fill in a number for each scale for every concept - do not omit any.
  - (3) Only fill in one number on a single scale.
  - (4) Please make your judgments on the basis of what these concepts mean to you.

Make each item a separate and independent judgment. Work at a fairly high speed. Do not worry or puzzle over individual items. It is your first impressions, the immediate "feelings" about the items that we want. On the other hand, please do not be careless because we want your true impressions.

LAW ENFORCEMENT IN UNITED STATES SOCIETY

The concept we are asking you to rate is law enforcement in general (this is restricted to only police, sheriffs, probation, and parole activities). We are interested in how you view these law enforcement activities. What are the descriptions you would use to characterize your impression of law enforcement activities. Please keep in mind you are making your rating concerning the general concept of law enforcement in U.S. society.

- |                 |                   |             |
|-----------------|-------------------|-------------|
| 1. weak         | 1 2 3 4 5 6 7 8 9 | strong      |
| 2. bad          |                   | good        |
| 3. changeable   |                   | stable      |
| 4. fair         |                   | unfair      |
| 5. interesting  | 1 2 3 4 5 6 7 8 9 | boring      |
| 6. honest       |                   | dishonest   |
| 7. powerless    |                   | powerful    |
| 8. cruel        |                   | kind        |
| 9. small        | 1 2 3 4 5 6 7 8 9 | large       |
| 10. intelligent |                   | stupid      |
| 11. slow        |                   | fast        |
| 12. valuable    |                   | worthless   |
| 13. active      | 1 2 3 4 5 6 7 8 9 | passive     |
| 14. dominant    |                   | submissive  |
| 15. unjust      |                   | just        |
| 16. competent   |                   | incompetent |
| 17. friendly    |                   | unfriendly  |
| 18. dynamic     | 1 2 3 4 5 6 7 8 9 | stable      |

THE LAW ENFORCEMENT OFFICER

The concept we are now asking you to rate is the law enforcement officer you may have met or known. By law enforcement officers we mean those you have met through official or unofficial contacts. We are interested in knowing how you view these officers. Please keep in mind that you are rating the concept of the law enforcement officer.

- |                 |                   |             |
|-----------------|-------------------|-------------|
| 19. weak        | 1 2 3 4 5 6 7 8 9 | strong      |
| 20. bad         |                   | good        |
| 21. changeable  |                   | stable      |
| 22. fair        |                   | unfair      |
| 23. interesting | 1 2 3 4 5 6 7 8 9 | boring      |
| 24. honest      |                   | dishonest   |
| 25. powerless   |                   | powerful    |
| 26. cruel       |                   | kind        |
| 27. small       | 1 2 3 4 5 6 7 8 9 | large       |
| 28. intelligent |                   | stupid      |
| 29. slow        |                   | fast        |
| 30. valuable    |                   | worthless   |
| 31. active      | 1 2 3 4 5 6 7 8 9 | passive     |
| 32. dominant    |                   | submissive  |
| 33. unjust      |                   | just        |
| 34. competent   |                   | incompetent |
| 35. friendly    |                   | unfriendly  |
| 36. dynamic     | 1 2 3 4 5 6 7 8 9 | stable      |

LAWYER

The concept we are asking you to rate is the lawyer. We are interested in knowing how you view the personality of the person who serves as a counselor. Please make sure that you keep this concept in mind while making your ratings.

- |                 |                   |             |
|-----------------|-------------------|-------------|
| 37. weak        | 1 2 3 4 5 6 7 8 9 | strong      |
| 38. bad         |                   | good        |
| 39. changeable  |                   | stable      |
| 40. fair        |                   | unfair      |
| 41. interesting | 1 2 3 4 5 6 7 8 9 | boring      |
| 42. honest      |                   | dishonest   |
| 43. powerless   |                   | powerful    |
| 44. cruel       |                   | kind        |
| 45. small       | 1 2 3 4 5 6 7 8 9 | large       |
| 46. intelligent |                   | stupid      |
| 47. slow        |                   | fast        |
| 48. valuable    |                   | worthless   |
| 49. active      | 1 2 3 4 5 6 7 8 9 | passive     |
| 50. dominant    |                   | submissive  |
| 51. unjust      |                   | just        |
| 52. competent   |                   | incompetent |
| 53. friendly    |                   | unfriendly  |
| 54. dynamic     | 1 2 3 4 5 6 7 8 9 | stable      |

COURT SYSTEM

The concept we are now asking you to rate is the court system. By court system we refer to the judges, the staff. We are interested in how you view the courts. Please make sure that you keep this concept of courts in mind while making your ratings.

- |                 |                   |             |
|-----------------|-------------------|-------------|
| 55. weak        | 1 2 3 4 5 6 7 8 9 | strong      |
| 56. bad         |                   | good        |
| 57. changeable  |                   | stable      |
| 58. fair        |                   | unfair      |
| 59. interesting | 1 2 3 4 5 6 7 8 9 | boring      |
| 60. honest      |                   | dishonest   |
| 61. powerless   |                   | powerful    |
| 62. cruel       |                   | kind        |
| 63. small       | 1 2 3 4 5 6 7 8 9 | large       |
| 64. intelligent |                   | stupid      |
| 65. slow        |                   | fast        |
| 66. valuable    |                   | worthless   |
| 67. active      | 1 2 3 4 5 6 7 8 9 | passive     |
| 68. dominant    |                   | submissive  |
| 69. unjust      |                   | just        |
| 70. competent   |                   | incompetent |
| 71. friendly    |                   | unfriendly  |
| 72. dynamic     | 1 2 3 4 5 6 7 8 9 | stable      |

THE PROFESSOR

The concept we are asking you to measure is the professor in this course. You are evaluating general teaching ability and personality traits. Keep in mind the concept of the professor as you mark your answers.

73. weak	1 2 3 4 5 6 7 8 9	strong
74. bad		good
75. changeable		stable
76. fair		unfair
77. interesting	1 2 3 4 5 6 7 8 9	boring
78. honest		dishonest
79. powerless		powerful
80. cruel		kind
81. small	1 2 3 4 5 6 7 8 9	large
82. intelligent		stupid
83. slow		fast
84. valuable		worthless
85. active	1 2 3 4 5 6 7 8 9	passive
86. dominant		submissive
87. unjust		just
88. competent		incompetent
89. friendly		unfriendly
90. dynamic	1 2 3 4 5 6 7 8 9	stable

APPENDIX D  
SURVEY OF STUDENT OPINIONS

Part A

Indicate on the answer sheet whether you agree or disagree with the following statements. If you agree with a statement, mark the box with a "one" (1) in it. If you disagree with a statement, mark the box with a "two" (2) in it. There are no right or wrong answers to these statements. Your first impression is the one we are most interested in.

1. We have too many laws.
2. Law is the greatest of our institutions.
3. The law is just another name for tyranny.
4. Individual laws are frequently harmful but the law as a whole is sound.
5. In the long run law and justice are synonymous.
6. I believe in the use of force to overthrow the law.
7. We should have complete freedom of speech even for those who criticize the law.
8. Between a society completely bound by law and a state of anarchy there is a happy medium.
9. The law represents the wisdom of the ages.
10. The law is more than the enactments of Congress, it is a sacred institution.
11. Men are not all equal before the law.
12. We should obey the law even though we criticize it.
13. After all, the law is merely what people do.
14. The sanctity of the law should be taught in all schools.
15. The law is made in response to the pressure of lobbies in Washington.
16. Some laws command our respect while others are mere regulations.
17. The law is often the refuge of the scoundrel.

18. It is not judges who punish criminals, it is the law.
19. Law is the enemy of freedom.
20. The law prevents wholesale crime and murder.

Part B

Read each of the following items carefully and blacken the appropriate space on the answer sheet that best expresses your feeling. Wherever possible, let your own personal experience determine your answer. Do not spend much time on any item. If in doubt, choose the alternative which seems most nearly to express your present feeling about the statement.

21. The law protects property rights at the expense of human rights.  
1) strongly agree 2) agree 3) undecided 4) disagree 5) strongly disagree
22. A person should obey only those laws that seem reasonable.  
1) strongly agree 2) agree 3) undecided 4) disagree 5) strongly disagree
23. It is all right to evade the law if you do not actually violate it.  
1) strongly agree 2) agree 3) undecided 4) disagree 5) strongly disagree
24. The sentences of judges in court are determined by their prejudices.  
1) strongly agree 2) agree 3) undecided 4) disagree 5) strongly disagree
25. On the whole, judges are honest.  
1) strongly agree 2) agree 3) undecided 4) disagree 5) strongly disagree
26. Juries seldom understand a case well enough to make a really just decision.  
1) strongly agree 2) agree 3) undecided 4) disagree 5) strongly disagree
27. On the whole, policemen are honest.  
1) strongly agree 2) agree 3) undecided 4) disagree 5) strongly disagree
28. A man should obey the laws no matter how much they interfere with his personal ambitions.  
1) strongly agree 2) agree 3) undecided 4) disagree 5) strongly disagree
29. Court decisions are almost always just.  
1) strongly agree 2) agree 3) undecided 4) disagree 5) strongly disagree
30. In the courts a poor man will receive as fair treatment as a millionaire.  
1) strongly agree 2) agree 3) undecided 4) disagree 5) strongly disagree

31. Personal circumstances should never be considered as an excuse for law-breaking.  
1) strongly agree 2) agree 3) undecided 4) disagree 5) strongly disagree
32. A man should tell the truth in court, regardless of consequences.  
1) strongly agree 2) agree 3) undecided 4) disagree 5) strongly disagree
33. A person who reports minor law violations is only a trouble-maker.  
1) strongly agree 2) agree 3) undecided 4) disagree 5) strongly disagree
34. A person is justified in giving false testimony to protect a friend on trial.  
1) strongly agree 2) agree 3) undecided 4) disagree 5) strongly disagree
35. A hungry man has a right to steal.  
1) strongly agree 2) agree 3) undecided 4) disagree 5) strongly disagree
36. All laws should be strictly obeyed because they are laws.  
1) strongly agree 2) agree 3) undecided 4) disagree 5) strongly disagree
37. Laws are so often made for the benefit of small selfish groups that a man cannot respect the law.  
1) strongly agree 2) agree 3) undecided 4) disagree 5) strongly disagree
38. Almost anything can be fixed up in the courts if you have enough money.  
1) strongly agree 2) agree 3) undecided 4) disagree 5) strongly disagree
39. It is difficult to break the law and keep one's self-respect.  
1) strongly agree 2) agree 3) undecided 4) disagree 5) strongly disagree
40. On the whole, lawyers are honest.  
1) strongly agree 2) agree 3) undecided 4) disagree 5) strongly disagree
41. Violators of the law are nearly always detected and punished.  
1) strongly agree 2) agree 3) undecided 4) disagree 5) strongly disagree
42. It is all right for a person to break the law if he doesn't get caught.  
1) strongly agree 3) agree 3) undecided 4) disagree 5) strongly disagree

### Part C

Following is a list of thirty-nine statements about the law. Please blacken the space with a "one" (1) in it on your answer sheet if you completely agree with the statement. If you disagree with the statement in any way, please blacken in the space with a "two" (2) in it.

43. Law is nothing and does nothing of itself; it is a written statement which is enforced by police and court officials.
44. The functioning of law results only in the satisfaction of the purposes of those who make and enforce the law.
45. Law is passed by a group of officials who represent a group of citizens.
46. Law contains the accepted code of civil conduct.
47. The purpose of law is to protect each citizen from the possible misdeed of others.
48. Law is essential to the enjoyment by each citizen of his inalienable rights.
49. The functioning of law results in the prevention of behavior harmful to others.
50. Law is the rules which govern the people.
51. Law sets itself up as the standard of civil conduct.
52. Law controls the conduct of the citizens.
53. Law is something over and above human beings.
54. Law is nothing more than certain acts, beliefs, and attitudes of the majority of individuals in their daily relations with each other.
55. The purposes ascribed to law are only the purposes of the officials and citizens.
56. Law is a formula of civil conduct which it is the duty of everyone to obey.
57. Law is designed so that the greatest number will derive the most good when it is universally obeyed.
58. Law is the curbing of one's action by authorized power outside and superior to oneself.
59. Law is the embodiment of justice and equality.

60. Law keeps the action of individuals from interfering with the rights of others.
61. The purpose of law is to guarantee the liberty of the individual.
62. Law rightly claims the allegiance of every citizen at all times.
63. Law punishes the bad and protects the good.
64. Law is formulated and passed by persons with status as officials to protect and promote the interests of the majority.
65. Law is the principles according to which we consent to be governed.
66. Law serves as a means by which society compels or restrains its members.
67. Law is to secure justice and order among the people.
68. The purpose of law is to guarantee the well-being of the individual.
69. Law keeps the action of individuals from interfering with the rights of others.
70. Law originates in the common needs and desires of the people.
71. Law is the statement of regulations which in general promote the welfare of those who obey them.
72. Law represents the rule of procedure of the people in situations where the satisfaction of one person's needs is likely to come in conflict with the satisfaction of the needs of others.
73. Law's purpose is only a generalization of the common purposes or desires of the majority of citizens.
74. Law is a statement of the circumstances under which public force will be brought to bear on men through the courts.
75. Law is the guardian of social welfare.
76. Law attempts to regulate human behavior.
77. Law has to be obeyed regardless of the personal interests at stake.
78. Law is passed by officials who represent a group of citizens.
79. Law states regulations of behavior with which individuals comply in preference to sanctions applied by force by officials.

80. The purposes ascribed to law are only the purposes of the officials and citizens.
81. Law is the statements written by officials which contain the official rules of conduct.

Part D

Read each of the following items carefully and blacken the appropriate space on the answer sheet that best expresses your feeling. Wherever possible, let your own personal experience determine your answer. Do not spend much time on any item. If in doubt, choose the alternative which seems most nearly to express your present feeling about the statement.

82. Cops often carry a grudge against men who get in trouble with the law and treat them cruelly.  
1) strongly agree 2) agree 3) undecided 4) disagree 5) strongly disagree
83. For the most part, justice gets done by the police and the courts.  
1) strongly agree 2) agree 3) undecided 4) disagree 5) strongly disagree
84. Many of the people in prisons are actually innocent of the crimes they were convicted for.  
1) strongly agree 2) agree 3) undecided 4) disagree 5) strongly disagree
85. Most policemen are honest.  
1) strongly agree 2) agree 3) undecided 4) disagree 5) strongly disagree
86. Any jury can be fixed and most of them are fixed.  
1) strongly agree 2) agree 3) undecided 4) disagree 5) strongly disagree
87. We would have less crime if our laws were more strict.  
1) strongly agree 2) agree 3) undecided 4) disagree 5) strongly disagree
88. The big-time crooks never get arrested in this country. It's just the little guy that gets caught.  
1) strongly agree 2) agree 3) undecided 4) disagree 5) strongly disagree
89. Most judges are honest and kind-hearted.  
1) strongly agree 2) agree 3) undecided 4) disagree 5) strongly disagree

APPENDIX E

CORRESPONDENCE

KENT STATE  
UNIVERSITY  
KENT, OHIO 44242

COLLEGE OF ARTS AND  
SCIENCES  
(216) 672-2062

July 2, 1970

Dear Student,

Several weeks ago we sent out a set of two opinion questionnaires to be completed and returned to us for analysis. Later we sent out a follow-up letter hoping to increase the size of our sample. To date the number of returns has not been what we expected.

If our assumption is correct and students are truly concerned about their university, then the response should be much greater than it has been. We are, therefore, including a new set of questionnaires in the event that you did not receive them or, because of a preoccupation with completing your course work during difficult times, you did not get around to this important task.

We ask your cooperation in completing and returning the enclosed questionnaires by July 15. In addition, we would appreciate your placing the appropriate mark on the answer sheet to indicate your exact location at the time of the shooting on May 4. Of course, no individual's responses will be identified in the final report and all responses will be kept in strictest confidence. The reason for including this one new question is to determine the relationship of geographical proximity to an incident and the resulting attitudes. Make this question number 91 on the answer sheet that has 90 questions (for the questionnaire entitled "Directions") and use the following key:

Please don't forget to make all marks in pencil!

Question number 91

1. Eye witness-saw the guardsman shoot
2. Did not see shooting but observed the casualties after it happened
3. Heard the shooting but did not see the scene either before or after

4. On or near commons but did not hear or see shooting
5. In class; did not hear or see shooting
6. In on-campus housing; did not hear or see shooting
7. On campus either inside or outside building not already mentioned and did not see or hear the shooting
8. In the city of Kent
9. Neither on campus or in the city of Kent

Sincerely yours,

Earle Roberts, Coordinator  
Law Enforcement Program

EBR/bh

KENT STATE  
UNIVERSITY

KENT, OHIO 44242

COLLEGE OF ARTS AND  
SCIENCES  
(216) 672-2062

July 2, 1970

Dear Students,

You will recall that early in the Spring Quarter you answered a questionnaire for Professor Roberts, Coordinator of the Law Enforcement Program and that more recently you received a follow-up questionnaire, one that many of you unfortunately appear to have failed to answer. I hope that you will take advantage of this mailing to make up for your omission in this regard.

Current controversy across the country as to methods used by police agencies suggests more scholarship in the area of law enforcement is much needed. This is your opportunity to contribute to a project which will hopefully lead to an improvement in criminal justice. It is a chance to help in improving a part of our political system through peaceable efforts made within the system. And as the tragic events that occurred here last May dramatically point out, more effective participation "within the system" is sorely needed if assaults from outside of the system with their frequently tragic results are to be avoided and rendered unnecessary.

I urge you, therefore, to devote the small portion of your time required to assist in this project as is requested by the accompanying letter from the Law Enforcement faculty. Such a contribution of time and effort, though it may seem insignificant, could actually prove to be very significant.

Thank you for your assistance, and have a pleasant summer.

Cordially yours,

Robert G. Peterson  
Lecturer in Political Science  
and Assistant Dean, College  
of Arts and Sciences

RGP/ehc

APPENDIX F

COURSE OUTLINE  
INTRODUCTION TO LAW ENFORCEMENT AND CRIMINAL JUSTICE

UNIT I. THE ROLE OF SOCIAL CONTROL

- A. Definition of social control: Any social process (formal or informal, manifest or latent, coercive or persuasive) which conditions or limits the actions of individuals or groups-- a definition which includes among other conditioning-limiting factors, the socialization process whereby individuals internalize prevailing norms and values and direct their behavior accordingly.
1. Basic to any society; necessary for
    - a. Compliance with authority
    - b. Disciplined behavior
    - c. Community tranquility
  - B. Essential to any stable public order is a reliable and effective law enforcement agency.
    1. Compliance may be achieved by
      - a. Totalitarian: Military or police might--physical force, instill fear, ruthless efficiency of the individual
      - b. Democratic: Least force possible, supported by the public, and mindful of the dignity of the individualThere are no other alternatives,
    1. Effectively with public cooperation and a minimum of force,
    2. Or effectively without public cooperation through brutal force
  - C. The terms man and the state, as far as law enforcement is concerned, are interrelated with one another.
    1. Good and bad are defined by the nature of man.
      - a. Man is a living creature capable of action.
      - b. Rational activity distinguishes man from animal, thus
        - 1) Based on human intellect
        - 2) Based on human will
        - 3) Based on spiritual soul
      - c. Human intellect enables man to know, to reflect and to plan.
      - d. Human will enables man to control his actions contrary to his instinct.
      - e. The spiritual soul of the human enables man to act independently of his physical base; thus, the course

- of action which the human takes is determined by his spirituality.
- 1) How man regards himself
  - 2) How man regards his fellow man
2. The State is made up of a society--a grouping of men joining together for common purposes to their benefit.
    - a. All societies must have some form of authority.
    - b. All societies must have some form of power.
    - c. The State is sovereign.
- D. Law enforcement agencies throughout the world, regardless of political structure, are responsible for assuring tranquility.
1. Totalitarian state
    - a. Rigid laws; separate from and above people; reside absolutely in the state
    - b. Disregards dignity of the individual
    - c. Arbitrary and cruel
    - d. Acts with ruthless efficiency
  2. Democracy, if worthy of title
    - a. Laws based on rationality and compliance is sought through reasonable means
    - b. Protection and service to the individual
    - c. Representative of the people; deputies of the people; in service of the people
- E. In general, people receive the quality of law enforcement they deserve.
1. Apathetic, vegetative, insensitive and ignorant
  2. Services will be instruments of
    - a. Power rather than protection
    - b. Selfishness rather than service
- F. Law enforcement agency as a barometer of moral tone of the community: the concept of entropy and social disorganization.
- G. Law enforcement service progresses according to the quality of public administration.
1. Training
  2. Careful selection
  3. Conscientious public servants
- H. The concept of justice is difficult to define and has many aspects to consider.
1. What is justice?
    - a. Related to personal needs
    - b. Consensus of community opinion
    - c. Universal law "each receives his due"
  2. Distinction between civil rights and civil liberties: John F. Kennedy
    - a. Civil rights are claims which the citizen has to the absolute support of the government.

- b. Civil liberties refer to an individual's immunity from governmental oppression.
- 3. It is necessary to distinguish various types of law.
  - a. Natural law does not change; examines the nature of man.
  - b. Human law constantly changes and forbids those offenses which disturb society.
    - 1) Written law is formalized and codified.
    - 2) Unwritten law is custom.
    - 3) Positive law is posited by a law-giver.
    - 4) Statutory law - statutes, codes, ordinances resulting from legislative enactment
    - 5) Constitutional law - creates and regulates government; popular consent
    - 6) Contract law - civil law which deals with transactions between private parties
    - 7) Criminal law - regulates health, safety, welfare, and protection of citizenry
    - 8) Administrative law - regulates processes within institutions and organizations
    - 9) Canon law - doctrine or discipline within a religious organization
  - c. Decisions or interpretations of law are based on universal standards.
    - 1) Reason
    - 2) Right
    - 3) Justice

## UNIT II. THE ROLE OF LAW ENFORCEMENT IN SOCIAL CONTROL

- A. Philosophical background of law enforcement
  - 1. Law enforcement usually connotes the terms authority, power, and goals. These three terms are used interchangeably but are not identical in meaning.
    - a. Police authority - right of the State to act
    - b. Police power - force used by State to act
    - c. Police goals - two objectives:
      - 1) Community security - prevention of crime and preservation of peace
      - 2) Individual security - protection of life, liberty, and personal property
  - 2. Because the police have the responsibility for dealing with crime hour by hour, there is a tendency on the part of the public and police themselves to think of crime control almost exclusively in terms of police work.
  - 3. Identify the "gray area" between discretionary authority and legal authority.
    - a. Reasons for the use of discretion
      - 1) Procedural
      - 2) Interpretational

- 3) Technical
  - 4) Organizational
  - 5) Ideological
  - 6) Societal
- b. Reasons why discretion is denied
  - 1) Favoritism
  - 2) Unequal treatment
  - 3) Open to corruption
  - 4) Public criticism
- 4. What are significant changes in duties and responsibilities of the modern law enforcement organization?
  - a. Regulatory duties
  - b. "Victimless crime" enforcement
  - c. Provision of service
- 5. Identify the police role in the following functions:
  - a. Preservation of peace
  - b. Protection of life and property
  - c. Prevention of crime
  - d. Enforcement of law
  - e. Arrest of offenders and recovery of property
- B. Man and his role in modern social organizations
  - 1. Identify and discuss ideologies of criminal theorists.
    - a. August Vollmer: "I have spent my life enforcing the laws. It is a stupid procedure and has not, nor will it ever solve the problem unless it is supplemented by preventive measures."
    - b. Some subjective theories of crime
      - 1) A review of current readings
        - a) Gold and Scarpitti
        - b) Quinney
        - c) Gibbons
      - 2) Identify statements from the Crime Commission Reports.
  - 2. Law enforcement and sociology
    - a. Criminal types in general
      - 1) Classical
      - 2) Psychological
      - 3) Sociological
      - 4) Biological
      - 5) Multiple causation
- C. Law as a regulator of human behavior
  - 1. Most important function of law enforcement is the task of being the protector of the people.
    - a. The Bill of Rights guides law enforcement agencies.
      - 1) Many people have little knowledge of the Bill of Rights.
      - 2) Gallup poll indicates that 63% of the public would be willing to suspend Bill of Rights protection in order to eliminate high volume of crime.

- 3) Police must be better informed of the Bill of Rights than the average citizen.
- b. The Constitution states the fundamental law of the land.
  - 1) It sets up the national government with limited powers but with paramount authority.
  - 2) Guarantees personal rights.
    - a) Police must regulate conduct to insure these rights.
    - b) Police seek revision only of penal laws and criminal procedures.
- c. Law enforcement is an element of the executive branch of government.
  - 1) It is a primary element in any level of government, i.e., local, county, state, or federal.
    - a) Tyranny is possible only when law enforcement is the servant of the State.
    - b) The courts play a dominant role in law enforcement in a democracy.
    - c) Centralization of authority is indicative of a national police state.
      - 1) Several foreign countries utilize a national police without assuming police state control.
      - 2) Tocqueville advised that a breakdown in local self-government would lead to a downfall of democracy in this country.
  - 2) Law enforcement can be effective only when those enforcing the laws can disregard personal feelings and prejudices.
  - 3) Those enforcing laws have conflicting duties.
    - a) Protection of society
    - b) Protection of individual personal liberties
  - 4) The underlying dialectic of law enforcement in this country is between freedom-order and freedom-control.
- d. Even under the most favorable circumstances, the ability of the police to act against crime is limited.
  - 1) The police did not create and cannot resolve the social conditions that stimulate crime.
  - 2) The criminal process is limited to case by case operations, one criminal or one crime at a time.
- e. When the number of square blocks--or in some cases square miles--of city each policeman must patrol is considered in conjunction with the many ways, times, and places that crimes occur, the severe limitations upon the effectiveness of patrol and investigation are placed in dramatic focus.
  - 1) Patrol is reactive rather than proactive.
  - 2) Less than one percent of reported crime is detected by the police; most action is instituted by citizen phone call to police (citizen discretion).

- 3) Crime rates often appear to fluctuate with relatively little correlation to what the police do.
- f. Seen from the perspective of history, the anomalies of regarding the police as solely responsible for crime control become evident.
  - 1) In the preindustrial age, village societies were closely integrated.
    - a) The laws and rules of society were generally familiar and were identical with the moral and ethical precepts.
    - b) Laws reflected the norms or social mores of the people.
    - c) Peace was kept more or less informally by law magistrates.
2. The Constitution and Bill of Rights evolved slowly.
  - a. 1765 - American Revolution began with the theory of the "Declaration of Rights and Grievances."
  - b. 1774 - First Continental Congress met to initiate measures which would secure freedom as British subjects.
  - c. 1776 - Continental Congress adopted Declaration of Independence and provided for confederation of states.
  - d. 1777 - Articles of Confederation were adopted and ratified in 1781 by all of the states.
    - 1) Created federation of states
    - 2) Lacked a strong central government
  - e. Constitution was drafted to rectify problems of tyranny from British rule and anarchy from loose federation.
  - f. 1789 - Constitution became law of the land.
    - 1) First to consist of national government as well as state governments.
    - 2) Bill of Rights - first ten amendments were adopted in 1791.
3. The federal and each state government is supreme in its respective field.
  - a. Fourteenth Amendment (1868)
    - 1) Concept of dual citizenship was defined.
      - a) U.S. citizenship obtained by birth or naturalization in United States
      - b) State citizenship obtained by meeting residency requirements. These requirements are presently being modified by the U.S. Supreme Court.
    - 2) Provide due process which restrained states from taking unreasonable actions against citizens.
      - a) Enacted primarily to insure justice in state courts for released slaves.
4. The tasks of law enforcement officers are complicated when the Supreme Court fails to clearly define the laws.
  - a. First Amendment - Freedom of Speech
    - 1) Clear and present danger doctrine

- 2) Extreme caution is necessary when law enforcement officers must take action which deprives a person of his freedom of speech.
- 3) Enforcement standards for the arrest of a speaker have been set forth by the Supreme Court.
  - a) Incitement to commit a specific crime is basis for arrest.
  - b) Use of obscene language is basis for arrest.
  - c) Fighting words, man-to-man, is basis for arrest.
  - d) Breach of peace is basis for arrest.
- 4) Law enforcement officer's primary duty is to keep order and insure the speaker of his constitutional rights.
  - a) Adequate manpower should be available to cope with incidents.
  - b) Hecklers should be removed from the crowd.
- b. Fourth Amendment - Search and Seizure
  - 1) Law prevents unreasonable search and seizure.
  - 2) Search and seizure is valid only with a valid warrant.
    - a) Protects person from unreasonable arrest
    - b) Protects person from unreasonable search
    - c) Protects person from unreasonable seizure of physical property
  - 3) Conflicts arise in definition of terms "reasonable," "probable," and "cause."
  - 4) Arrests without a warrant can be made by law enforcement officers or private citizens under certain conditions.
    - a) A person committing a felony may be arrested.
    - b) A person who has committed a felony may be arrested.
    - c) A person may be arrested for attempting breach of peace.
    - d) A person may be arrested for committing a breach of peace in the presence of the arresting person.
  - 5) Arresting officer must not deprive person of his liberties.
    - a) Officer must have good knowledge of laws of arrest.
    - b) Officer must have good knowledge of probable cause requirements of Constitution.
    - c) Officer must have good judgment.
  - 6) Exclusionary rule imposed by decision of Supreme Court in 1961
    - a) 18th Amendment
    - b) Weeks case
    - c) Mapp decision
  - 7) Judicial decisions are placing more restrictions on law enforcement.
    - a) Guarantees persons of personal liberties

- b) Discourages police state
- c. Law enforcement officers must abide by constitutional guarantees when taking a statement from another person.
  - 1) Voluntary confession is obtained without force.
  - 2) A trustworthy confession is obtained in circumstances which are not conducive to false confessions.
  - 3) Involuntary or untrustworthy confessions are rejected as evidence.
  - 4) The voluntary-trustworthy doctrine was expanded upon in 1943 by the Supreme Court. "Civilized standards" rule was applied in McNabb case.
  - 5) Recent Supreme Court decisions have expanded the interpretations of personal liberties.
    - a) Mallory vs. U.S.
    - b) Gideon vs. Wainwright
    - c) Brady vs. Maryland
    - d) Escobedo vs. Illinois
    - e) Miranda vs. Arizona

### UNIT III. UNDERSTANDING AND PREVENTING CRIME

- I. Public Attitude Toward Crime and Enforcement
  - A. Conflict relationship
    1. Culture - the middle class values
    2. Structure of society
    3. Trends in values
      - a. Culture complex
      - b. Materialistic
      - c. Social relations impersonal
    4. Social problems
      - a. Industrialization
      - b. Urbanization
      - c. Social mobility
      - d. Change in family structure
      - e. Intergenerational conflict
      - f. Moral relativism
- II. Juvenile Crime Picture
  - A. Crime trends in juvenile type crime
  - B. Subjective concepts
    1. Family heritage and influence
    2. Ethnic origins
    3. Economic factors
- III. Juvenile Justice System
  - A. Rights offered juvenile
  - B. Development of juvenile court system in the state
  - C. Police role changing from coercive-control agent to supportive-noncoercive agent.

1. Treatment oriented philosophy of rehabilitation

#### IV. Punishment as a Deterrent to Crime

- A. History and efficacy of punishment
  1. Punishment as a form of retribution
  2. Pre-literate societies
    - a. Bali - boiling oil, lead, etc.
    - b. Retaliation and retribution
  3. Trend toward scientific penology
- B. Philosophies of punishment
  1. Transcendental theories
    - a. Religious duty to punish criminals (banishment, exile)
    - b. Nature of mystical order to punish
    - c. Kant's theory of moral law
    - d. Hegel - punishment necessary to annul the injury produced by crime
    - e. Aesthetic theory of punishment

#### V. Conditions Influencing the Effectiveness of Punishment

- A. Rate of apprehension of offenders in property crimes extremely low, approximately 16.1% of those reported.
- B. Rate of apprehension in violent crimes greater success, approximately 47.6% of those reported.

#### VI. What Is Crime?

- A. Socially it is the maladjustment of the individual to a given social situation which may reflect either an imperfection in the individual which makes it impossible for him to adjust, or an imperfection in the community which likewise makes it difficult for the individual to adjust.
  1. Sociologist is concerned more with this relationship between the individual and the community than with a legal definition.
  2. The criminal is a rebel.
  3. No individual is perfectly adjusted to the society.
- B. Legally it is any act or failure to act which is prohibited by law and for which a penalty can be inflicted.
  1. Formal law is the result of evolution.
  2. Early communities had definite codes of behavior that were accepted by all members either because of the logic of them or the power supporting them.
  3. Enforcement through family, church, community, etc.
    - a. Social ostracism
    - b. Society action
    - c. Individuals are responsible for following and enforcing
  4. Common law was a formulation of certain types of misconduct by judicial decisions which served as precedents.

5. The latest stage is statutory requirement which requires specific defining of acts detrimental to the community welfare by legislature.

#### VII. Laws Make Crime

- A. Laws are passed as the result of some problem to prescribe standards of behavior.
  1. The problem may be personal or a community problem.
  2. Laws are man-made and depend upon the respect of the public for their effectiveness, not solely on the police.
    - a. Laws do not enforce themselves; people must enforce them. When law does not reflect the norms and social mores of the people, the police can do very little to achieve compliance with the law.
      - 1) Vice control
      - 2) Enforcement of victimless criminal statutes
- B. Theoretically, in a free society laws are made by the people.
  1. Few issues, however, are settled by popular vote.
  2. Law making power is delegated to representatives through:
    - a. Constitutional conventions
    - b. Congress and federal administrative boards (ICC, CAB, etc.)
    - c. State legislatures
    - d. County commissioners
    - e. City councils
  3. Courts make law by interpretation.
    - a. Case law or decision
    - B. Usually recognized by other courts
  4. Police set tolerances or decide extent of enforcement and, therefore, establish "real law."
    - a. Discretionary authority
    - b. Adaptation of law to community need
  5. People are jurors, witnesses, and pressure groups in aiding or impeding.
  6. Press, government reports, etc. help in establishing law.
- C. Formal laws are arbitrary compromises.
  1. Compromises are enacted by representatives of the majority of the people because:
    - a. Varying viewpoints exist
    - b. Lobbyists and pressure groups influence legislative solutions to problems (may represent minority views with selfish motives).
    - c. Law passed may not be at all like the original bill because of the compromises.
  2. Laws are arbitrary because they could be otherwise. It is often impossible to frame a law which will suit all variations of the problem (example: speed limits

within cities) so an arbitrary decision is made which is not a perfect solution, standard, or guide for all people under all conditions.

VIII. Purpose of Laws

- A. Reduce confusion in society so that an orderly movement and interaction of people is possible.
- B. Enable people to live together harmoniously and safely.
- C. Maximize order and freedom for members of the society.
- D. Establish standards and behavior guides so each may know what to expect of others as well as what the limits are on him.
- E. Protect life, property, and rights of citizens
- F. Insure justice and fair dealings even for those who commit crimes

IX. How Laws Are Made Effective

- A. Social and governmental controls
  1. Family and home
  2. School
  3. Church
  4. Clubs and civic groups
  5. Agencies for administering justice (e.g., police, courts, probation, parole, government inspectors)
  6. Social, welfare, and counseling agencies

X. Cost of Crime (only estimates because of intangibles)

- A. 1929 Wickersham Committee estimates per year
  1. Administration of law enforcement and the courts - \$267,000,000
  2. Penal institutions - \$51,000,000
  3. Insured losses - \$147,000,000
  4. Individual economic loss (potential labor loss) - \$100,000,000
- B. 1967 President's Commission estimates per year
  1. Law enforcement and the courts - \$3,053,000,000
  2. Penal institutions - \$1,034,000,000
  3. Insured losses - \$3,053,000,000
  4. Individual economic loss - \$1,910,000,000
- C. Costs of rehabilitative efforts
  1. Adult probationer (nationwide average 38¢ a day, \$136.30 a year)
  2. Juvenile in institution (Ohio \$3,600 a year)
  3. Adult in prison (national average \$5.24 a day, \$1892.60 a year)
  4. Note: About 20% of the families in the U.S. have incomes below \$3,000 a year.
- D. Social costs of crime cannot be estimated.
  1. Warped personalities
  2. Personal conflicts
  3. Degeneration of communities
  4. Social disorder

XI. Extent of Crime

- A. Difficult to determine because of varying definitions, inadequate reporting and incomplete records
  1. A Crime Commission consultant report by the National Opinion Research Center (NORC) indicated that the police:
    - a. Were notified in 49% of the cases of crimes committed; were not notified in 51% of the cases
    - b. Came in 77% of the cases reported
    - c. Classified the case as a crime in 75% of the cases they responded to
  2. FBI Uniform Crime reports are self-reporting devices. Cities have been dropped because of gross discrepancies in their reports (New York).
    - a. Crimes known to police
    - b. Offenses closed by arrest
    - c. Persons held for prosecution
    - d. Persons found guilty
    - e. Does not show crimes in armed forces
- B. White-collar crime is not generally recorded (Sutherland, sociologist)
  1. Employee theft problem twenty times bigger than drug problem
  2. Profits cut in half in many businesses
  3. More money lost in embezzlements (banks) than in robberies
  4. Most businesses figure cost of shrinkage against value of employee, usually in the employee's favor up to \$2000 per year.
  5. Only 10% of the consumer frauds are reported to police.
  6. White-collar worker who steals from company by having secretary type his personal correspondence is never charged and may cost the company far more than laborer who steals bolts.
- C. Studies reveal that 90% of all youth between 16-18 admit to at least one act (other than a traffic offense) for which they can be sent to juvenile court.
  1. A study of police recruits in a training program in St. Louis indicated that they owed society an average of from 5-15 years if convicted of all the crimes they admitted.
  2. Studies reveal that college students have participated in more criminal activity than apprehended criminals.
- D. Offenses in 1969

Murder	8,898	Total crimes against
Rape	21,038	persons - 418,393,000
Robbery	201,897	
Aggravated assault	186,560	Total crimes against
Burglary	1,247,541	property - 2,891,997,000
Larceny +\$50	1,045,234	
Auto theft	599,222	

E. Arrests indicate the types of crimes punished by society.

1. Drunkenness	31.0%
2. Disorderly conduct	11.5
3. Larceny over \$50	7.7
4. Driving while intoxicated	4.9
5. Simple assault	4.2
6. Burglary	4.0
7. Liquor laws	3.6
8. Vagrancy	2.4
9. Gambling	2.3
10. Motor vehicle theft	2.1

G. Compare these with approximate unnatural death rates.

1. Motor vehicle deaths	55,000
2. Other accidents	24,000
3. Suicide	24,000
4. Falls	20,000
5. Drowning	8,000
6. Fires	8,000

H. The President's Commission indicates that the victims of crime are generally slum dwellers and there is a chance of 1 in 3000 that any one individual will be injured by an attack. The chances are 2 to 1 if he is, it will be by one of his close friends, not by a stranger.

I. Police switchboard studies reveal that approximately thirty percent of requests are bonafide criminal offenses.

1. Arrests made in less than three percent of the bonafide cases
2. Chance of arrest increases if perpetrator is unknown; If an associate, friend, neighbor, etc., less chance of arrest.

## XII. What Causes Crime?

A. Schools of thought (theories)

1. Classical
  - a. Man is a free moral agent.
  - b. He chooses right and wrong.
  - c. He weighs rewards and punishments.
2. Biological - caused by inherent defects in physical structure of human being (Lombroso)
3. Sociological
  - a. Environmental conditions
  - b. Economic conditions (poverty)
4. Psychological
  - a. Mental factors (intelligence)
  - b. Emotional disturbances
5. Multiple causations - combination of all these factors as influencing deviate behavior.
  - a. Neither the individual nor the situation alone is responsible for crime. It results from an interaction of the individual and the situation.
  - b. Adjustment of the individual takes place through adjustment to group association. If the associations are bad or the institutional life missing or weak, criminals will be developed.

B. Crime is a result of the social and mental conditions which frustrate individuals and groups in their attempts at achieving their goals legitimately.

1. Poverty, discrimination, injustice, and congestion all play a role; can be seen by the direct relationship between these conditions and crime.
2. Riots and revolutions result from severe manifestations of the conditions that cause crime.
3. Physical conditions alone are not enough. Victims must believe that conditions are at their worst and will not improve.
4. Mental sets are more important than physical reality. (American Revolution was not based on the worst physical conditions, but a belief, a deprivation; Watts riot was based on a belief of deprivation. Criminals often feel relatively deprived in one way or another, even though they may not be.)

## XIII. Conclusions

- A. Crime is what the society says it is.
- B. Crime is not limited to a small segment of society; nearly everyone commits acts which are designated as criminal.
- C. Crime records are extremely inaccurate and as they become more accurate, crime will appear to be increasing.
- D. Crime is only one form of social disorder.
- E. Crime and other social disorders stem from the same causes.
- F. Prevention of crime and social disorder depends upon removing causes.
- G. Punishment alone is not effective in prevention or suppressing social disorder.
  1. Christian in Rome
  2. American revolutionaries
  3. Capital punishment
  4. English Revolution
  5. Castro's punishment
- I. Eliminating crime depends upon a coordinated and total effort on the part of the entire society.
  1. Attitude changes are necessary and will require efforts on the part of the individuals in their own behalf.
  2. The agencies involved in the administration of justice are only a small part of all the agencies that must assist in the fighting of crime.
    - a. Public health and welfare
    - b. Public housing
    - c. Garbage removal

- I. Ancient Social Order
  - A. Patriarchal nature
    - 1. Small family groups
    - 2. Tribes' or clans' customs
      - a. Chief of tribe exercised power
      - b. Members of tribe enforced edicts
    - 3. Kin police - family, tribe or clan assumed responsibility for obtaining justice.
    - 4. Blood feud bound victim's family to vengeance.
  - B. Laws of Hammurabi (2100 B.C.) - first recorded codification of law
    - 1. Responsibilities of individual to group (public wrong)
    - 2. Private dealings between individuals (private wrong)
    - 3. Retributive type penalties
  - C. Nineveh, center of Assyrian Empire (tribunals)
  - D. Egypt (1500 B.C.)
    - 1. System of judges
    - 2. Courts
    - 3. Laws for bribery and corruption
  - E. Amenhotep, King of Egypt (1400 B.C.)
    - 1. Developed marine patrol on coast
    - 2. Set up custom houses
  - F. Persia (Cyrus) (6th Century B.C.)
    - 1. Road and postal system
    - 2. Institutional police
  - G. Darius Empire divided into provinces for purpose of levying and collecting taxes
  - H. Greek city-states
    - 1. Peisistratus, Athens ruler, established guard system for tower, highways, and himself.
    - 2. Sparta
      - a. Ruler appointed police
      - b. First "secret police" system
    - 3. Solon (638-559 B.C.) of Athens - essential ingredient of ideal community, "When those who have not been injured become as indignant as those who have." (Germann)
    - 4. Plato (427-347 B.C.)
      - a. Discussions on law, justice, and punishment
      - b. Retribution as well as rehabilitation
  - J. Romans
    - 1. Quaestares (inquirers) judged in certain criminal cases.
    - 2. Praetorian Guard (27 B.C.)
      - a. Created by Augustus, first emperor of Rome
      - b. Legions to protect life and property of emperor
      - c. Augustus created urban cohort (300-600 men; 1/10 of legion) to keep peace of city.
      - d. Augustus formed Vigiles
        - 1) Non-military unit of several thousand
        - 2) Keep peace and fight fires in the city
        - 3) Armed with short sword

- 4) Assigned geographical precincts
- 5) Referred to as first non-military municipal law enforcement unit
- J. Jews
  - 1. King, highpriests and elders of tribe maintained law.
  - 2. Maintained under Roman rule
    - a. Christ arrested by those who came from "chief priests and elders of the people" (Matthew 26:47).
    - b. Paul bore letters from high priests and elders granting right to arrest, bind, and commit to prison both men and women (Acts 22:4).
- II. History Unknown First Five Centuries A.D.
- III. Sixth and Seventh Centuries
  - A. England (7th Century A.D.)
    - 1. Tuns
      - a. Geographical groupings of people
      - b. Individual and group policing
      - c. Hue and cry
        - 1) Every able-bodied man had to join in common chase for offenders (posse comitatus)
        - 2) Citizen's arrest
  - B. China, T'Ang Dynasty used fingerprints as a means of identification.
  - C. France
    - 1. Capitularies of Chalemagne (785 A.D.)
      - a. Laws dealing with weights and measures, tolls, sales, burial of dead, emergency procedures for famine, pestilence, and crime.
      - b. Enforcement through feudal lords
    - 2. Inquisition
      - a. Method of deriving a just opinion
      - b. First jury system
    - 3. Chasseurs
- IV. Anglo-Saxon England (700 and 900 A.D.)
  - A. Tuns leaned toward local self-government
    - 1. Methods of determining guilt
      - a. Trial by ordeal
      - b. Trial by combat
      - c. Compurgation
    - 2. Methods of punishment to fit crime
      - a. Branding for more serious crimes
      - b. Fines for less serious crimes
  - B. Tithing
    - 1. Frank pledge system (17th Century France)
      - a. English tithing system
        - 1) Insured local justice; responsible for neighbor
        - 2) Protect community from raiding tribes
      - b. "Hundred"

- 1) Ten tithings
  - 2) Headman called reeve, headborough, or borsholder
  - c. Shire
    - 1) Several hundreds
    - 2) Headman was shire-reeve
  - d. Ealdorm several shires; headman ealdorman
    - 1) Courts developed, suspended sentence, release on recognizance
- V. England (1066-1700's)
- A. William, Duke of Normandy conquered England (1066)
    - 1. Repressive police system
      - a. Collective security
      - b. Little individual freedom
    - 2. Division of England into 55 military areas (states)
      - a. Martial law
      - b. Vicecomes (traveling judges)
  - B. Henry I (1116) issued Leges Henrici
    - 1. Laws divided England into 30 judicial districts
    - 2. Concept of punishment by state
    - 3. Distinction of offense
      - a. Felonious (serious crimes)
      - b. Misdemeanors (lesser violations)
  - C. Henry II (1166) formulated juries
    - 1. Transformation of English jury system
      - a. Witnesses heard
      - b. Decisions based upon evidence
      - c. Rules of evidence
      - d. Rights to challenge jurymen
    - 2. Assize of Northampton
      - a. Country divided into six circuits
      - b. Three itinerant justices to each circuit
    - 3. Assize of Arms - every freeman provide himself with arms to defend realm
    - 4. Advent of recording judicial decisions
      - a. Common law or customary law
      - b. Criminal law and tort law
    - 5. Choice of trial
      - a. By ordeal
      - b. By combat
      - c. By jury
    - 6. Benefit of clergy exempted clergy from trial or punishment except through church.
    - 7. Sanctuary (immunity from arrest if in church)
    - 8. Liberties (various privileges and immunities granted by the king to both persons and communities)
    - 9. Newgate Prison
      - a. Capital punishment
        - 1) Beheading
        - 2) Hanging

- b. Lesser punishments
  - 1) Pillory
  - 2) Scourging or whipping
- D. King Richard I (1194)
  - 1. Coroners (later given duty of investigating sudden and unnatural deaths)
  - 2. Knights
    - a. Loyalty oath
    - b. Later became peace wardens or conservators of the peace
- E. Game preservation (12th century)
  - 1. Verderers - judicial officers
  - 2. Agisters supervised deer grazing land
  - 3. Regarders - registration and declawing of dogs
  - 4. Foresters and rangers preserve game and forests by enforcement of law
- F. King John (1199) - brutal ruler
  - 1. Magna Carta (1215) guaranteed basic civil and political liberties to both people and nobles (due process)
- G. Henry III (1252)
  - 1. Issued writ requiring enrollment into national militia
  - 2. Watch instituted (petty constables)
- H. Statute of Winchester (1285) effort to establish systematic police system (King Edward I)
  - 1. Watch and ward
  - 2. Development of curfew idea
  - 3. Bailiffs
  - 4. Police des mouers regulated prostitution
  - 5. Marching watch
- I. Edward III (1352)
  - 1. Statutes of treason
  - 2. Security violations
  - 3. Counterfeiting
  - 4. Justice of the peace
- J. Enclosure system (1500's)
  - 1. Forced people to leave their homes
  - 2. Cities rose and crime rose
  - 3. Merchant police - merchants hired protection
  - 4. Parochial police - cities divided into parishes and people were hired for protection
  - 5. Court of Star Chamber - form of legalized third degree abolished by Charles I in 1600's
- K. Charles II (1600's)
  - 1. Bellmen - night watch for London (shiver and shake watch)
  - 2. Glorious revolution
    - a. Deposed James II
    - b. Habeas corpus
    - c. Bill of Rights to prevent royal absolutism

- 1) Freedom of speech
  - 2) Protection against self-incrimination
  3. Monetary reward system initiated
  - L. 1700's
    1. George II enlarged Elizabethan Act of 1585
    2. City levied taxes to pay for night watch
    3. Henry Fielding conceived idea of preventing crime by police action
      - a. Bow Street Station
        - 1) Foot patrol
        - 2) Horse patrol
        - 3) Bow Street runners first detective unit
    4. George III provided arms, wages, equipment, and duties to police.
    5. Marine police by West India merchants to protect docks and shipping
- VI. Industrial Revolution Changed Social and Economic Organization
  - A. Crime increased and slum area developed.
    1. Fence came into being
    2. Counterfeiting was prevalent
    3. Juvenile delinquency became problem
    4. Vigilante groups were formed
    5. Courts utilized following methods
      - a. Long term prison sentences
      - b. Transportation (banishment or deportation to another area)
      - c. Punishment by death
- VII. Sir Robert Peel - Metropolitan Police Act  
(A complete and total revolution in law enforcement, 1829)
  - A. Police must be stable, efficient, and organized along military lines.
  - B. Police must be under government control.
  - C. Absence of crime will best prove the efficiency of police.
  - D. Distribution of crime news is essential.
  - E. Deployment of police strength both by time and area is essential.
  - F. No quality is more indispensable to a policeman than a perfect command of temper; a quiet, determined manner has more effect than violent action.
  - G. Good appearance commands respect.
  - H. The securing and training of proper persons is at the root of efficiency.
  - I. Public security demands that every police officer be given a number.
  - J. Police headquarters should be centrally located and easily accessible to the people.
  - K. Policemen should be hired on a probationary basis.
  - L. Police records are necessary to the correct distribution of police strength.

1. Home office located in courtyard formerly site of residence of kings of Scotland and became known as "Scotland Yard."
  2. City of London, one mile square, has separate police force.
- VIII. England (1835-1934)
- A. Municipal Corporations Act of 1835 standardized municipal policing in England.
  - B. County Police Act of 1839 led to establishment of county constables.
  - C. County and Borough Police Act required each county to establish paid police forces.
  - D. Local Government Act of 1888 invested authority over county police to standing joint committee.
  - E. Police Pensions Act (1890)
  - F. Sir Edward Henry introduced fingerprint technology as a method of identification.
  - G. Women police (1914)
  - H. Police federation (1919)
  - I. Scientific police laboratory established for metropolitan police (1934)

PART V. EVOLUTION OF POLICE SYSTEMS  
IN THE UNITED STATES

## I. Sheriff and Constable

- A. When the people came to the United States from England they settled in New England and the southern parts of the country along the Atlantic coast.
1. These two localities were quite different geographically.
  2. In the New England part the land was barren and the people had to depend on commerce and industry for their livelihood.
    - a. They settled in small towns and villages.
    - b. They established a municipal form of government.
  3. In the southern part, the land was good and the people thrived on agriculture and had large areas of land; thus, their form of government was the county form.
  4. British systems of policing were adapted to the needs of America.
    - a. 93% of all people in the United States, according to the Federal Census of 1800, were from England.
    - b. 30-40% of these people were deportees.
    - c. In the New England area the municipal type of police officer, the constable, was used.
    - d. In the southern area, the county form of police officer, the sheriff, was used.
- B. When the people from these two parts of the land started migrating, the Midwest became the meeting ground for these people from two different types of localities with two different ideas about the form of government and form of police power.
1. At most constitutional conventions, arguments developed as to what kind of policing they should have, the sheriff or the constable. These two are the chief law enforcement officers usually mentioned in state constitutions.
    - a. Before decision of constitutional conventions was reached, gun duels between sheriff and constable aspirants decided who would enforce the law in many mid-western and western communities.
  2. To compromise their differences, both the constable and the sheriff were used in Ohio.
    - a. Sheriff elected every four years
    - b. Constable the township policeman or officer of the court
- C. Organization and duties of the office of sheriff
1. Since the people who now had control of the government had come to this country because they were revolters or resenters of abuses in the old country, they were determined to prevent those evils from developing here.
    - a. By making the office of sheriff a political job, an elective office of from 2-4 years tenure,

they believed he couldn't get much control over the people.

- b. His jurisdiction was limited to the county in which he was elected.
  - c. At this time political parties as we know them today were not known. The system of elected sheriffs did not tend to produce efficient policing.
2. By the constitution the sheriff, or in some cases the coroner, is the chief police officer of the county.
- a. From the Ohio law governing the police: "He shall be the conservator of the peace in his county and shall keep the same, suppress riots, fray the breaches of the peace and prevent crime." (All powerful authority)
  - b. As a matter of fact, they were given so much to do that they became "Jacks of All Trades."
  - c. It really is a fee-earning office.
    - 1) \$2.00 - warrant to arrest
    - 2) 1.50 - contempt attachment
    - 3) .50 - subpoena
    - 4) .10 - mile summons
    - 5)  $\frac{1}{2}$  of 1% - of proceeds from sheriff's auction
    - 6) .50 - per meal for prisoners and fuel, soap, bedding, etc.
  - d. Most process in Ohio is served through the mail, thus saving the mileage and manpower expenditure.
- D. The organization and duties of the constable
1. Appointed by court and therefore an officer of the court
  2. In Michigan they are all elected.
  3. Local police officer whose number depends on the population as a protective device so that there will not be too many townships, boroughs, villages, etc.
- ## II. Rise of Municipal Police
- A. Before 1800 and during the first 200 years
1. No population problem worth mentioning; 4,000,000 people in the country and concentrated mostly in the East.
  2. Nine out of ten persons lived in rural areas.
  3. National Census of 1790 showed only six cities with a population of over 8000.
  4. Little need for municipal police
- B. Night Watch (Boston, 1636); Day Watch (Boston, 1838, six men)
1. Organized to combat larceny in city and were more watchmen than police but might be called first city policemen or beginning of municipal police departments.
  2. Did not perform an investigative function; this was the responsibility of the victim and gave rise to the private investigation business (Burns and Pinkerton).

3. Intervened in many street fights and were commonly thought of as "hired fighters."
  4. Philadelphia in 1700 appointed a night watch.
  5. New York City in 1638 had a rattle watch which carried noisemakers to scare away malefactors and to communicate with one another (preventive patrol).
  6. These were not true police departments.
    - a. Volunteer or conscription groups
    - b. Up to 1800 night patrols of vigilantes were the only municipal police.
- C. Daytime, paid policing (New York, about 1800)
1. Few persons would volunteer for rattle watches.
  2. Those who did work were poor lot and were often criminals sentenced to the watch; referred to as "leather-necks."
  3. Juvenile delinquency in form of larceny was a daytime problem and so police were organized to combat crime during the day as well as at night.
- D. Panic of 1830 and depression of 1832 caused great distress and gave policing a boost.
1. 1858 mob burned the public hospitals at quarantine station--no police.
  2. Flour riots in NYC brought problem of inadequate policing to the fore.
  3. Negro riots in Philadelphia and rioting of fire brigades in Boston caused change in policing in those cities.
  4. 1848 consolidated New York Police Department day and night.
- E. The 1840's represent great years of advancement in policing. (New York City used as an example.)
1. Elected members of night watch (1840)
  2. 1844 New York legislature took first systematic step to establish first modern municipal police department.
    - a. Old night watch abolished
    - b. Provided for force of 800 men
    - c. Provided for a chief as head and made it a non-civilian service
    - d. Day and night shifts organized; recognized policing as a twenty-four hour job
  3. System was like the London system due to studies made of that department by delegates sent to England in 1833.
  4. Cleveland elected city marshall - 1852.
- F. Spoils system in federal government
1. Began with the philosophy of Andrew Jackson and spread to state and local government (1829); "to the victor belong the spoils," i.e., political offices.
  2. Police began to dabble in politics.
  3. Departments flooded by politics and immunity from arrest was prize of party in power.

# CONTINUED

## 2 OF 3

4. Drunkenness became a problem in police departments.
  5. Lack of discipline - "They inspire no respect; they create no fear." "Hardly a day passes but that a thief or felon turns around and attacks the policeman."
- G. Various efforts made by city government to combat this evil.
1. Some cities tried electing every policeman to office but this did not stop political control and ruined all order (Cincinnati, 1840).
  2. New York City (1853) tried board of police commissioners (mayor, judge, recorder) as substitute for political control but it didn't work any better.
  3. In 1857 city appealed to the state to take over policing in city and provision was passed in legislature. Similar experience in many other cities.
  4. State board tried for about ten years to control policing but failed and returned department to local control.
    - a. Baltimore, St. Louis, and Kansas City still are controlled by their respective state governments.
  5. Bipartisan board formed to get police out of political control which resulted in compromise between parties and control of police by politicians of both parties.
  6. Idea of single head of department, a chief, as a buffer between board and department tried but it still did not work.
- H. After President Garfield was assassinated by a disappointed office seeker, Congress enacted the Pendleton Act or the Civil Service Act for all federal jobs (1883).
1. This was the battle-axe to chase away politics from policing and the states and cities soon followed the federal system.
  2. Civil Service became and has since been the primary method of overcoming dirty politics of the spoils system (Tammany Hall).
  3. It is not the perfect answer, however, as in some places it has fallen into the hands of unscrupulous politicians and is just an empty formality.
  4. Danger in delegating responsibility to mayor or administrative officer without necessary authority to see that job is accomplished effectively and efficiently.

### III. Example of History of Municipal Policing: Detroit

- A. City charter in Detroit (1824)
- B. First period (1825-1861) nothing very new devised in policing; headquarters provided and jails built.
- C. 1862-1880
  1. Substations introduced; territorial policing
  2. Detective bureau founded; beginning of specialization in police work

3. Police took problem of stray dogs; dog pounds provided
  4. Crude signal system tried (lamp or flame on roof of police station as a signal light)
  5. Harbor section division formed; worked on border problem with Canadian authorities
  6. Sanitary police established; police now interested in social problems
- D. 1881-1900
1. Criminal identification bureau formed - records
  2. Mounted police formed; grew out of a traffic problem of horse-drawn vehicles and pedestrians
- E. 1900-1921
1. Medical service founded; ambulance unit and first aid training
  2. Police pension plan devised; may not have been first plan but was a product of this period
  3. Motor police patrol (1903) divided problems of traffic and crime but was used to combat both
  4. Training school brought into being
  5. Property identification bureau founded
  6. Police records bureau formed
  7. Vice control organized (vice squads)
  8. Automobile detail to cover auto theft problem
  9. Safety bureau formed; first thoughts of preventive enforcement as against punitive enforcement
  10. Women police
- F. 1921-Present
1. Communications introduced
  2. Continued development and improvement of all the above items 6-10
  3. Coming of the park police as a new entity in policing
- IV. The Rise of State-Wide Policing
- A. Causes of the coming of state police
1. Breakdown of the sheriff and constable offices in the face of modern problems due to the inherent weakness of office, labor trouble.
  2. Waste, mismanagement, political influences, graft, and corruption in some municipal departments
  3. Lack of uniformity in enforcement and varying methods and practices in fields of traffic; the need for similarity of enforcement was a most important factor in many states.
  4. Existence of a real rural crime problem of a serious nature (Note: In 1932, 609 banks were robbed with a loss of \$3,400,000. In 1962 with 5,300 more banks, there were 461 robberies with a loss of \$1,800,000.)
    - a. Example - Bank robberies in 23 counties in three states around Chicago during 1923-1933
    - b. During 1923-1933 175 robberies, \$1,061,000 lost

- c. Where robberies occurred:
- |                                 |    |
|---------------------------------|----|
| 1) Communities under 1,000      | 55 |
| 2) Communities 1,000 to 5,000   | 48 |
| 3) Communities 5,000 to 10,000  | 9  |
| 4) Communities 10,000 to 20,000 | 9  |
| 5) Chicago itself               | 48 |
| 6) Cities 20,000 to 50,000      | 3  |
| 7) Cities 30,000 to 1,000,000   | 3  |
- d. 60% of the jobs in communities of 5,000 population or less.

5. Banking associations in many states had a hand in the formation of state police departments to meet the threat of such problems (i.e., Indiana).
6. Rural crimes of theft of cattle and farm goods also a factor in formation of state police.
7. Speed and mobility of transportation by motor vehicle made state-wide cooperation and exchange information essential.
- a. State-wide agency offered best solution for countering criminals' speed and mobility.
- b. State-wide communications system with police in rural areas was the answer.

B. Growth of the state police movement

1. In 1835 the Texas Rangers were organized. Generically, this was the first state police agency.
2. Connecticut formed a special squad of state men to combat vice in 1902.
3. Pennsylvania in 1905 formed a state police department to cope with state-wide coal strikes. This department was known as the Coal and Iron Police.
- a. Broke back of establishment of state police
- b. Strike breakers - caused highway patrols (Generally limited to traffic enforcement and investigation of crime on state properties.)
4. Between 1835-1915 little growth in state policing - Texas, Pennsylvania, Connecticut, Massachusetts, British Columbia (1857).
5. State and provincial police departments are very modern and are products of the last 25 years, even of the last 15. (Canada) (Alaska)

V. Federal Policing

- A. Powers of federal government in policing are all delegated to it by the Constitution.
1. 10th Amendment - "The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively or to the people."
2. Fundamentally the Constitution determines federal police powers but interpretations by Supreme Court are the basis for many powers.

- B. States have reserved powers (those not delegated to the federal government); responsibility for policing is principally state and local.
- C. Many powers of federal policing are based upon interpretations of Article I, Section 8 of the Constitution.
1. This section considers common defense and promotion of general welfare of people of nation.
2. National security is usually threatened from outside nation but not always.
3. Gives power to regulate interstate commerce.
4. Supreme Court interprets these powers in specific cases (i.e., Jones and Laughlin Steel Company vs. National Labor Relations Board - J&L contended that a strike is a local affair and not concern of national government. Supreme Court ruled that coal and iron used in steel came from other states, therefore an interstate problem.)
5. Power to coin money - power to coin brought power to protect
6. Power over standards of weights and measures (Federal Drug Acts, Pure Food Laws)
7. Power to combat counterfeiting (Treasury Department)
8. Power to establish post offices and post road (and to maintain and protect)
- D. Rise of federal policing in terms of offenses
1. List of offenses, dates, and measures of police agency to combat them:
- a. Post Office Inspection system to combat mail fraud (1829)
- b. Transportation of obscene literature (1842)
- c. Counterfeiting (1864)
- d. Civil War problems of reconstruction brought Department of Justice into being (1870)
- e. Customs and border patrols (1882) from immigration problems
- f. Gambling in form of lotteries prohibited in mails (1895)
- g. Pure food and drug regulations because of abuses in this field (1906)
- h. Narcotics control and quarantine on interstate transportation of diseased fruit, vegetables, and plants (1909)
- i. White Slave Act and Motor Vehicle Theft Act (1910)
- j. Federal control of liquor manufacturers (1913)
- k. National prohibition (1918)
- l. FBI organized in Department of Justice (1924)
- m. National Kidnapping Act, Banking Act, Racketeering Act (May 18, 1934)
- n. Interstate Shipment Act (May 22, 1934)

## VI. Contemporary Situation

- A. Ohio
  - 1. 88 counties
  - 2. 932 municipalities
  - 3. 1,328 townships, many with police
- B. Number decreasing since 1952 (25,571)
- C. Police per population
  - 1. Use current figures
  - 2. Washington, D.C. high with 6.1 per 1000
- D. Work week 38-70 hours
  - 1. 74% of cities over 500,000 have 40-hour week.
  - 2. 24% of all cities have 48-hour week.
  - 3. 83% of cities in 25,000-50,000 have 40-hour week.
- E. Salaries (patrolmen)
  - 1. Lowest minimum \$2,904/year in Laredo, Texas
  - 2. Highest maximum \$13,020/year in San Mateo, California and \$10,248 in Anchorage, Alaska
  - 3. Mean salary is approximately \$7,000 for policemen in this country. Has been rising faster than price of living index. Is proportionate to size of municipality served although tends to be higher in the western part of the country. (California)
- F. Salaries (chiefs)
  - 1. Lowest \$3,600
  - 2. Highest in New York and Chicago (use current figures).
- G. Training
  - 1. 22 states have established recruit programs
    - a. Some not funded (Ohio, Connecticut, Massachusetts)
    - b. Some cities must volunteer to join.
  - 2. Only Connecticut, Massachusetts, New Jersey, New York, and Ohio make recruit training mandatory.
  - 3. Many other states have incentive programs whereby the department is reimbursed for training expenditures (California).

### PART VI. AGENCIES OF THE CRIMINAL JUSTICE SYSTEM:

#### THE POLICE AND PROSECUTOR

- I. Law Enforcement Objectives
  - A. To uphold the rights of individuals established by law and the Constitution
  - B. To preserve our democratic ideals of individual freedom and the pursuit of happiness
  - C. To discourage violation of laws and constantly remind potential offenders of their responsibilities towards others
  - D. To uphold the standards of social conduct and enable all

- E. people to live together as harmoniously as possible
- F. To safeguard the health, safety, and welfare of each individual
- G. To insure justice and fair dealing
- H. To protect property and recover stolen and lost property
- I. To preserve order and the public peace
- J. To prevent unlawful acts
- K. To apprehend and penalize offenders
- L. To help those in distress
- M. To prevent confusion by regulating public action
- N. To help make our government more effective and society an easier place in which to live

## II. Policing as a Part of Law Enforcement

- A. The terms "policing" and "police" are used in a broad sense in the discussion of this subject. It includes those agencies (and their activities) which are responsible for the initial phases of enforcement--the active repression and prevention of crime. The terms include state and city police, sheriffs, state patrols, and other similar federal, local, and state agencies.
- B. Law enforcement involves more than police activities. It includes:
  - 1. Recognition of social problems requiring governmental regulation, control, prevention, or elimination.
  - 2. Enactment of laws and regulations designed to solve social problems for the benefit of the majority of the people.
  - 3. Informing the public about the laws and regulations, their requirements, their purposes and values.
  - 4. Enlisting the cooperation of the public in complying with the laws and regulations and in assisting in the enforcement of laws and regulations by serving as jurors and witnesses and reporting law violations.
  - 5. Supervision of public conduct to determine violations, observe and apprehend violators.
  - 6. Investigating incidents and accidents and gathering evidence for prosecution of offenders involved.
  - 7. Taking enforcement action by either warning or instituting court action through summons or arrest and prosecution.
  - 8. Arraignment and trial of violators
  - 9. Penalizing convicted violators
  - 10. Converting or rehabilitating violators through prison treatment, parole or probation activities, license suspensions, etc.
  - 11. Maintaining records of violators to check effectiveness of past enforcement action as a basis for planning future enforcement activity and to identify repeater offenders.

12. Studying the causes of social problems requiring enforcement, attention to finding the correct solution, and referring the findings to other agencies when the solution is not an enforcement activity (i.e., juvenile crime problem).
- C. Police are but one of several agencies responsible for law enforcement.
1. Citizens individually and collectively have considerable influence through:
    - a. Election of legislators and governmental officials
    - b. Jury service and the decisions made
    - c. Influencing of legislation, local enforcement policies, etc.
  2. Lawmakers including the Congress, state legislatures, county commissioners and city councils enact laws, ordinances, and regulations which are the basis of law enforcement.
  3. Prosecutors and city attorneys have an important function in the investigation and prosecution of offenders.
  4. Courts in their adjudication of cases and in the decisions made on questions of law have a great responsibility in law enforcement.
  5. Public education institutions such as public schools, universities, and colleges, and the press and radio have a definite responsibility and can do much to help law enforcement.
  6. Many other agencies such as penal institutions, coroners, parole and probation departments, fish and game officials, liquor law enforcement officials, license inspection and regulation agencies, etc. have a responsibility and an important part in the total law enforcement field.
- D. Police (including sheriffs, constables, municipal departments, state patrols, etc.) are but one branch of the enforcement machinery.
1. Their functions, though very important, are only one phase of the total functional activity of law enforcement.
  2. The police agencies alone cannot succeed without the cooperation and the proper performance of the many other agencies having a responsibility for law enforcement.
  3. Police should not be held responsible for the shortcomings of allied enforcement agencies.
  4. Police should not attempt to compensate by overstepping their role and attempting to prosecute, judge, or punish.
  5. The more police can obtain the help and cooperation of other governmental, social and civic agencies, and the more those agencies fulfill their proper respon-

sibilities, the more effective will become crime prevention and repression and the easier will be the task for the police.

6. Since the police are often considered by the public as the main enforcement agency and since weak enforcement or partiality is often charged to the police, it is desirable for the police to take the lead in stimulating other enforcement agencies when possible and in doing their utmost to develop the cooperation and coordination so essential in law enforcement.
7. The police, however, should conscientiously perform their functions even though at times their efforts seem to be nullified by lack of support or inaction on the part of allied enforcement agencies.
8. To adopt a defeatist attitude or to fail to perform properly because other agencies seem to be disinterested, partial or incomplete, not only results in a breakdown of law enforcement standards, but would make the police subject to justifiable criticism.

### III. Use of Military Force

- A. Military force is for emergencies.
- B. Would put knowledge of internal operations and people in the hands of the military who have the ability to take over the government.
- C. Military is designed for controlling mass disorder such as war or revolution and relies on coercion and physical suppression of disorder. State not liable for actions in civil disturbance (state police or national guard).
- D. Police are designed to emphasize something entirely different: prevention

### IV. Prevention of Crime and Disorder

- A. The American law enforcement service has the responsibility to prevent crime and disorder as an alternative to repression by regular police forces, military forces, or tyrannical police forces. How do the police go about preventing crime and disorder?
  1. Really about have to conclude that the police pay verbage to this but do little.
  2. Conspicuous patrol, juvenile programs (opposed), community relations program
  3. Should they do statistical analysis and studies to attempt to find out the causes of crime in particular area?
  4. Should they be involved in the social work activities?
- B. Municipal Police Administration says crime prevention is one of the newer responsibilities of the police.
  1. This may be true if we consider all police since the beginning of time, but if we consider police only

- from the period of 1829 when modern police started, we find the concept of prevention has been expressed.
2. 1829 - Rowan and Mayne - first police commissioners in London said: "The primary objective of an efficient police is the prevention of crime."
  3. Why is the service function considered to be new?
    - a. One reason is that police of U.S. adopted British organization but not British principles. America was a rough country concerned with enforcement.
    - b. 1920's saw introduction of crime prevention units, juvenile bureaus.
      - 1) Stemmed from same recognition that motivated juvenile courts.
      - 2) Have not been successful because sharply contested by juvenile authorities and social welfare people. If we say that environmental conditions cause crime, then we must be concerned with the environment--social conditions of entire areas, discrimination, deprivation (education, etc.)
  - C. Police also talk of prevention in the sense of suppression (e.g., preventive patrol - conspicuous patrol constantly to discourage potential crimes).
    1. Most common type of prevention
    2. Wilson's book is filled with this philosophy.
  - D. Possibly in the future we will see more of prevention in the sense of sociologists and socio-psychologists. These specialists will work for the police to determine basic causes of crime in a community and recommend courses of correction. Police may be advocates of social legislation.
    1. American law enforcement has the responsibility of recognizing that the authority and power to fulfill its function is dependent upon public approval of its existence, goals, and actions and on the ability to secure and maintain public support and cooperation.
      - a. Police have tended to neglect this in their drive toward professionalization.
      - b. Police feel they are indispensable.
      - c. Sometimes in striving to get public support they use a public relations approach. (Is this ethical?--store window dressing)
  - E. American law enforcement has the responsibility of recognizing its dependence upon public approval and support for its goals, existence, and actions.
    1. What do you think of this?
    2. Are the police really concerned with public approval?
    3. How do you determine when the public does not approve of the police goals or action? (Conduct polls?)
    4. What about hiring minority people? Police say quality-- What happens when over half the voters in an area are in minority group and only 10% of police department is?

5. What about giving points to minority people? Do you think this is wrong if it is done to increase the support of minority people for the police?
- F. The need for physical force and compulsion diminishes with a rise in public cooperation.
  1. Use of coercion breeds coercion on the part of the public and will isolate the police from those they are to serve. This phenomenon is commonly referred to as the "police barracks mentality."
  2. Tend to be very mysterious; sometimes don't call on the public when it could be used. Broadcasting license of stolen autos; asking for information.
- G. Concerns impartiality of police
  1. Can police really enforce the law equally?
  2. If police enforced all laws and were 100% efficient, there wouldn't be anyone who is not in jail.
  3. Negroes in white part of busses. Police said, "I have to enforce the law," yet when people were smoking on the same bus and this is illegal, police weren't enforcing it.
  4. Can enforce impartially; doubt if we can ever enforce completely or equally (wrong when discrimination is based on factors beyond the control of the individual).
- H. Police should use physical force only as a last resort and in a minimum degree.
  1. How much force is necessary?
  2. Group of people laying in the street--What is the minimum?
    - a. Some places old enough to walk attitude--kicks them
    - b. Bayonets--squad formation
    - c. Some places (Yellow Springs) drags them out
    - d. Some places carry them out on stretchers as New York Police Department
  3. Police have a responsibility to determine the minimum under the particular circumstances that are present.
- I. A repeat of some of the earlier concepts--Police are a part of the community and should maintain a good relationship.
- J. Police should refrain from avenging individuals and in judging guilt and punishing the individuals.
  1. St. Louis and Chicago stop people and search them for weapons which the court says is illegal and the weapon can't be used as evidence to convict him. The city keeps the weapon. Is this judging and punishing?
  2. Do police concern themselves with guilt? Must they make an arrest?
- K. Is the absence of crime in a community the best indicator of law enforcement effectiveness?
- L. Should support education, training, planning, and research

- M. Constantly aware of the balance between individual freedom and collective security.

PART VII. AGENCIES OF THE CRIMINAL JUSTICE SYSTEM:

THE COURTS

- I. Federal Judiciary: Article III
- A. Section 1: Judicial power. . . shall be vested in one Supreme Court and . . . such inferior courts as the Congress may from time to time establish.
1. Judges shall hold office during good behavior.
  2. Their salaries shall not be diminished during term in office.
- B. Section 2: Judicial power to hear cases involving
1. The Constitution
  2. Questions of federal law
  3. Treaties
  4. Ambassadors, public ministers, and consuls
  5. Admiralty and maritime jurisdiction
  6. Controversies with the U.S. as a party
  7. Controversies between states or states and citizens of another state
- C. Section : Original jurisdiction of Supreme Court
1. Cases involving ambassadors, other public ministers, and consuls
  2. Cases in which two or more states shall be the litigants
  3. In all other cases appellate unless Congress makes an exception.
- II. Federal Organization
- A. Supreme Court (9 justices, 6 necessary for quorum, 4 for decision) only court mentioned in the Constitution.
- B. District Courts (92 not including territories)
1. Constitutional courts lowest category of a federal court
  2. Original jurisdiction, with and without a jury, in criminal and civil cases; only one to district normally
- C. Courts of Appeals (11 with 3-9 judges depending upon the work of the area)
1. Judges sit together with two judges constituting a quorum.
  2. Judge with the longest service is the chief judge.
  3. Only appellate jurisdiction
- D. Special courts designed to relieve the other federal courts of routine matters
1. Courts of claims
  2. Customs courts
  3. Patent appeals

- E. Administrative Office of U.S. Courts
1. Director named by the Supreme Court for two functions
    - a. Business administration
    - b. Procedural studies

III. Federal Court Jurisdiction

- A. Cases brought because of the parties involved
- B. Cases brought because of the subject matter involved
- C. The Supreme Court has three methods of getting a case:
1. Appeal (mandatory) - Some cases must be accepted by the court in a state case when a state court has declared a federal law invalid.
  2. Certification - Judges of the courts of appeals request a Supreme Court decision on some areas of the case before them (optional).
  3. Writ of Certiorari - Any party of a case can request Supreme Court to hear a case to decide a constitutional question.
    - a. Originates from a court of appeals or the supreme court of a state
    - b. A command to send the question forward
    - c. Generally before a person can appeal to the Supreme Court, he must have exhausted all available state remedies.

IV. Ohio Judiciary - The Ohio Constitution provides that "the judicial power of the state is vested in a supreme court, courts of appeals, courts of common pleas, courts of probate and such other inferior to the courts of appeals as may from time to time as established by law."

- A. Supreme Court (highest)
1. Chief justice and six judges elected for 6 years
    - a. Nominated on party ballots in the primary election
    - b. Elected by the voters on non-partisan ballots
    - c. Staggered terms
  2. When a justice is unable to hear a case (illness, disability, or disqualification) the chief justice may appoint a judge to act in his place from the court of appeals.
  3. A majority is necessary to constitute a quorum or to render a decision.
  4. Whenever the court is equally divided on a question the decision of the lower court stands affirmed.
  5. No law shall be held unconstitutional without the concurrence of at least all but one of the judges unless it is to affirm an appeals court decision.
  6. Matters come to the Supreme Court from lower courts when one of the parties is dissatisfied with a decision.
    - a. Has power to review all cases involving a question arising under the constitutions of the U.S. or the State of Ohio, cases involving felonies, cases which originate in courts of appeals.

- b. Has some original jurisdiction and jurisdiction over proceedings of administrative officers in some instances.
- B. Courts of appeal - 3 judges each, elected for 6 years, must have been an attorney at law for 6 years immediately prior to thereto.
  - 1. Reviews decisions of courts of record, boards, and commissions inferior to it
  - 2. Holds at least one term annually in each county and other terms that the judges feel necessary.
- C. Courts of common pleas in each of the 88 counties
  - 1. Judge elected, resident of the county, must have practiced law for at least 6 years prior to his election; 6 year term
  - 2. Number of judges in a county depends upon the size of the county
  - 3. Original jurisdiction over all civil and criminal cases (except minor offenses). Some larger counties have a division of domestic relations included in the court of common pleas.
  - 4. Appellate jurisdiction over decisions of the county and city commissioners, civil service commissions, other commissions, and other inferior courts in the county
- D. Probate court established in each county; judges elected for 6 years.
  - 1. Has jurisdiction over appointing and removing guardians and trustees, granting marriage licenses, construing of wills, issuing writs of habeas corpus, rendering declaratory judgments, authorizing the sale of lands, etc. No jurisdiction over criminal cases (repealed 1932).
  - 2. In counties having no separate juvenile court or court of domestic relations, juvenile courts are established as a part of the probate court.
- E. Municipal courts have original jurisdiction in minor civil and criminal cases within the limits of their respective municipal corporations. Some have township or county-wide jurisdiction.
  - 1. Judge must have practiced law for 5 years, be a resident of the territory of the court's jurisdiction, elected for 6 year term, compensation determined according to the population of his jurisdictional area.
  - 2. Each municipal court has one judge for any portion of the first 100,000 inhabitants and one additional for each additional 70,000.
- F. County courts established by the 102nd General Assembly to replace the justice-of-the-peace systems.
  - 1. General jurisdiction in the entire county; not subject to the territorial jurisdiction of any municipal court
- G. Mayor's courts not courts of record. Demands for jury trial must be sent to court of record. Only judge misdemeanor cases - pre. hearings.

PART VIII. OTHER AGENCIES INVOLVED IN THE  
ADMINISTRATION OF LAW

- I. Prosecutor - generally at the county level - called district attorney, county attorney, county solicitor, state's attorney
  - A. Municipal prosecutors - city solicitor, corp. counsel, city prosecutor, etc. generally appointed and serves at the pleasure of the city officials (either mayor, manager, or council)
  - B. Ohio county prosecutor elected every four years
    - 1. Must be a licensed attorney
    - 2. Forbidden from holding a second state office at the same time
    - 3. Can be removed for cause by the court of common pleas (complaint filed by one citizen who claims misconduct and supports it by proof in a hearing before common pleas court)
    - 4. May inquire into the commission of crimes within the county and prosecute all complaints, suits, and controversies for the state
    - 5. Legal adviser of the county commissioners, board of elections, and all county officers and boards
    - 6. A citizen can initiate legal action against a public official in a case where the prosecutor fails to act upon a written request by the citizen.
      - a. If the case is won by the citizen, the government is obligated to repay a reasonable amount for his expenses and attorney.
      - b. "Taxpayer's suit"
- II. Defense Official - not paid office, ordinarily elected or appointed, in Ohio appointed by the judge.
  - A. In some places none exist; attorney is appointed by the judge from those who volunteer or from the rolls of the local bar.
  - B. Some places a non-profit group of public defenders exist; sometimes paid through the United Appeal funds.
  - C. California has paid full-time public defense officials paid from public funds.
- III. Grand Jury
  - A. An accusing group different from a petit jury
  - B. Number between 1-24 persons (Michigan, one man)
  - C. Ohio grand jury has 15 members who are residents of the county selected by the staff of common pleas court; judge may appoint anyone he chooses as foreman.
  - D. Investigates and inquires into all offenses committed in the county.
  - E. Determines if there is sufficient evidence to merit arraigning an accused person for trial.

- F. Can meet in secret
  - G. Can be selective in hearing evidence
  - H. Does not have to permit the accused to testify in his own behalf
  - I. Types of action that it can take:
    1. Presentation or presentment - the accusation a grand jury makes when it is acting on its own initiative.
    2. Indictment is made when it acts on the accusation of another person and agrees there is reason to believe that a person being accused committed a crime. (True bill - 12 jurors concur for true bill)
    3. No bill when a grand jury refuses to accept the evidence as strong enough to merit an indictment; must report this to the court.
    4. Pass
  - J. Grand jury required to visit and inspect the jail.
  - K. Can exempt a state's witness from prosecution if he incriminates himself (in several areas) - misdemeanors related to gambling and liquor basically.
- IV. Petit Jury (Trial jury, twelve persons)
- A. Who can serve?
    1. Excluded are persons who have been convicted of felonies, persons of bad character, some disabled persons, non-property owners, non-voters, etc.
    2. Exempted are persons related to the party being tried, to policemen, doctors, lawyers, newspapermen, teachers, etc.
  - B. Function to hear evidence and determine guilt, beyond a reasonable doubt. Verdict - the (unanimous) decision made by a jury and reported to the court.
  - C. Beyond a reasonable doubt - "It is not merely possible, because everything relating to human affairs or dependent upon moral evidence is open to some possible or imaginary doubt. It is that state of the case which, after the entire comparison and consideration of all the evidence, leaves the minds of the jurors in that condition that they cannot say they feel an abiding conviction to a moral certainty of the truth of the charge."
  - D. Decides on questions of fact; judge decides on questions of law.
  - E. In Ohio jury trial can be waived. One judge (three by request) can hear and decide questions of fact as well as law. When it is (capital offenses waiver of jury is possible in Ohio but three judges must hear the case).
  - F. Judge must instruct the jury that it is not concerned with the possible penalty--and charge then not to consider it except in murder of the first degree or burglary of an inhabited dwelling.
  - G. All persons are entitled to a trial by jury except in cases in which the penalty involved does not exceed \$50.

- V. Coroner (originally a tax collector and census-taker)
  - A. Did confiscate property of felons
  - B. Originally presided over hearings into deaths
  - C. Ohio - responsible for investigating violent deaths, suicides, and dead bodies
  - D. Qualifications are absent in some states (Michigan incident)
    1. Ohio requires M.D. unless none will run.
    2. Elected for four years
  - E. Recently being replaced by office of the medical examiner.
    1. Massachusetts, 1877
    2. New York, 1915
    3. Maryland one of the best in the country - Fisher
- VI. Probation (function of the court)
  - A. Requirements established by the local courts in the State of Ohio; mainly retired or former police officers.
  - B. Personnel have too many cases to handle properly
  - C. Perform pre-sentence investigations
  - D. Advise the judge and supervise probationers.
- VII. Parole - conditional release of a prisoner prior to the expiration of his sentence
  - A. Under the direction of a parole board - state level
  - B. The institution makes the decision concerning whether the prisoner should be released and they must calculate the risk involved in releasing a prisoner.
- VIII. Basically these are the formal agencies that are involved in the processes of administering justice; however, there are numerous agencies that concern themselves with the procedure in an informal way.
  - A. The actions taken by these agencies at times bring criticism on the police.
  - B. Police must function as member of a team and have to recognize the roles, responsibilities, and objectives of these agencies.
  - C. Police may have a leadership role to play in establishing organization where the people of these agencies can meet and discuss their problems. This would help to make the entire process more effective.

#### PART IX. ARREST TO RELEASE

- I. Crime - a public wrong; an offense against the state
  - A. An act or omission in violation of the law which carries some form of punishment.

- B. Types
  1. Mala in se - wrong in itself; requires intent to be proved
  2. Mala prohibita - wrong only because it is in violation of the law; no proof of intent for red lights, etc.
- C. An act must have been a violation of a law prior to the time that the act was committed before it can be a crime (ex post facto).

II. Arrest

- A. Followed by a formal process of booking (Required by law in the State of Ohio)
- B. Detention or release (bond, own recognizance, held for court)
  1. Must be taken without unnecessary delay before the nearest judge or magistrate.
  2. Has the right to apply for a writ of habeas corpus. This is an order from a court directing that the police bring the person named before the court and prove that the detention is proper; means "you have the body."

III. Accusations - Affidavit and Warrant

IV. Preliminary Hearing

- A. Make prima facie case
- B. Release or hold for grand jury
- C. Waive grand jury and go directly to trial court
- D. Bail - habeas corpus
  1. Explanation of rights
  2. Plea - used as evidence
  3. Request preliminary hearing
  4. Bail

V. Grand Jury (indict or no bill)

VI. Arraignment

- A. Accused presented with a copy of the charges that he is actually going to have to defend
  1. Written accusation contains information indicating
    - a. Venue
    - b. The offense
    - c. The day committed (year and time)
    - d. The name of the accused
- B. Accused is required to enter a plea
  1. Stand mute - plea will be entered for him (not guilty)
  2. Not guilty
  3. Guilty - not possible in capital cases; date of sentencing is established and court assigns the case for pre-sentence investigation.
  4. Nolo contendere - not an admission of guilt, only an indication that the person is willing to accept the penalty. Insurance involved; civil suit danger.

- C. Motions are made at this time.
  1. Double jeopardy
  2. Insanity plea - inquiry can be made by motion by the defense, the grand jury, or an order of the court.
  3. Continue
  4. Quash
  5. Dismiss
- D. Court reviews bond set during preliminary hearing to determine if it is reasonable.
- E. Defendant is permitted to make a request regarding the type of trial he wants to receive (3 judges, jury)

VII. Trial - the examination before a competent tribunal according to the laws of the land, of the facts put in issue, for the purpose of determining such issue.

- A. Cannot waive the right to a public trial in Ohio
- B. Can elect to have a trial by judges by waiving a jury
- C. Following arraignment the staff of the common pleas court places the case on the court calendar.
  1. Criminal before civil
  2. In custody persons charged with felonies
  3. In custody persons charged with misdemeanors
  4. Accused felons who are out on bail
  5. Accused misdemeanants who are out on bail
- D. Jurors are selected from registered voters.
- E. Challenges of juries
  1. Cause (Ohio)
    - a. Conviction of a crime
    - b. Interest in the cause
    - c. Formerly a juror in the same cause
    - d. Has action pending between himself and either party
    - e. Employed or related to anyone involved in the case
    - f. A witness for either party
    - g. Prejudice or may be suspected of being impartial for either party.
    - h. Want of competent knowledge of English language
  2. Peremptory - each party has the right to challenge four persons.

VIII. Order of Proceedings

- A. State opens with statement outlining briefly the evidence and what it intends to prove.
- B. Defendant or his counsel must then state his defense and the evidence he expects to offer in support of it.
- C. The state produces its evidence and testimony.
  1. Direct examination by state
  2. Cross examination by the defense
  3. Redirect examination
  4. Recross examination
- D. The defense then asks for the judge to direct a verdict - grounds that the state has failed to make a case beyond a reasonable doubt.

1. Judge can grant the motion and defendant will be released from custody.
  2. If denied the defense must proceed by producing witnesses and evidence or rest its case.
- E. Prosecutor presents a rebuttal case
- F. Defense surrebuttal
- G. Summations by the prosecutor and then the defense
- H. At the conclusions of the arguments the court forthwith charges the jury. The charge is reduced to writing by the court if either party requests it prior to the arguments.
1. When the charge is written and given it shall not be orally qualified, modified or explained to the jury by the court.
  2. It can be taken in to the jury in their retirement and returned with their verdict to be filed with the court papers.
- I. Judgment is entered in the record; presentence investigation
- J. Appeals - affirm, modify, reduce the degree of the offense or the punishment, authorizes a new trial.

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