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**The 21st century cop: Police recruit perceptions as a function of occupational socialization**

**Maghan, Jesse L., Ph.D.**

**City University of New York, 1988**

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**The 21st Century Cop:  
Police Recruit Perceptions as a Function  
of Occupational Socialization**

by

Jesse L. Maghan

A dissertation submitted to the Graduate Faculty  
in Criminal Justice in partial fulfillment of  
the requirements for the degree of Doctor of  
Philosophy, The City University of New York

1988

1988

JESSE L. MAGHAN

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This manuscript has been read and accepted for the Graduate Faculty in Criminal Justice in satisfaction of the dissertation requirement for the degree of Doctor of Philosophy.

April 11, 1988

Date

*Robert J. Kelly*

Chair of Examining Committee

April 11, 1988

Date

*Carl F. Wiedemann*

Executive Officer

Dr. Robert J. Kelly

Dr. Barbara Raffel Price

Dr. Albert J. Reiss, Jr.

Dr. Jeffrey S. Shaw

Supervisory Committee

The City University of New York

## Abstract

### The 21st Century Cop: Police Recruit Perceptions as a Function of Occupational Socialization

by Jesse L. Maghan

Advisor: Robert J. Kelly

This study was designed to examine the processes of socialization that Police Department of New York City recruits undergo in the course of training on the way to full-fledged police department membership. The entire second recruit class of 1986 (approximately 1,900) participated in the research effort.

The analysis of recruit backgrounds and Academy training experiences is embedded in a systematic statistical description and evaluation of their attitudes, perceptions and impressions of the police officers' role when training began and when it was completed. The analytical framework, methodologies, and data-gathering instruments are presented in detail in the text.

The research hypothesizes that recruits from varied racial and occupational backgrounds, those who are female and those from families whose members are police officers, will experience training differently. Further, their preconceptions and expectations of the role are rooted in

social and sexual backgrounds. These will change as a consequence of the training experience.

A guiding assumption of the study is that individuals do not take on aspects of conduct incrementally and discretely but rather adopt a whole repertoire of behaviors through which they anticipate the demands of the police officer role. For recruits entering into police work through the mechanisms of Academy Training, a new array of expectations and perceived responsibilities concerning the eventual role they intended to inhabit emerged. New tasks achieved through training represent the initial states of occupational socialization whereby the transformation of the individual from a civilian to a police officer is set in motion.

The statistical analyses of the data derived from quantitative survey instruments administered at the start and conclusion of the training process reveal that recruit conceptions of policing are significantly modified: those with strong enforcement, and those with strong service orientations move towards a common perspective and definition of the role that incorporates both dimensions.

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**The City of New York Police Commissioner Benjamin Ward for his encouragement to conduct this research and for the power of example and inspiration derived from his absolute commitment to creating a police department that is representative of the needs and diversity of the community policed.**

**NYPD Chief of Personnel, Richard J. Koehler, and Commanding Officer of Police Academy, Deputy Chief, Alan Hoehl, for their cooperation and assistance in facilitating this research survey.**

**Most importantly, the assistance in conducting this survey by the student officers of Recruit Class 86-B of the New York City Police Academy in opening a window to further research in police service into the 21st Century.**

**My good friend Constance Jason deserves special recognition for her editorial assistance and encouragement.**

**A special note of thanks to the Arthur Niederhoffer Memorial Fellowship for recognizing the work and lending its support.**

**Finally, I dedicate this dissertation to Peter Thomas Walker, high school dropout, brightest man that I know, Polish philosopher and invincible friend.**

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## INTRODUCTION

As instruments to preserve public order and protect property, publicly supported police forces have from their inception played prominent roles in the social transformation of society. Understanding the nature of police work is a formidable and important task.

The purpose of this study is to examine the process of socialization that police recruits undergo during training on their way to full-fledged membership in a police department. Recruits come to police work from heterogeneous backgrounds, and one of the major themes of the present investigation is to uncover recruit pre-conceptions of policing by measuring attitudes before the training academy period begins and measuring the degrees of change that emerges after training. The range of definitions and views of police work prior to training -- the anticipatory phase of the recruit's experience -- were solicited through a survey questionnaire administered on the first day of the recruits' academy training. The impact of the academy phase on conceptions of the police officer's role was examined by repeating the survey questionnaire on the last day of training. Survey results and changes in attitudes concerning two main conceptions of policing, enforcement and service orientations are reported in Chapter Six.

The present research is organized around several hypotheses that raise questions concerning the suppositions and expectations recruits bring to their training. Other hypotheses pose questions about the changes in these conceptions that may be likely to occur as a consequence of the training experience.

A key concept that occurs throughout the research is police culture. A police subculture, like other occupational subcultures, provides a set of values and norms for behavior that serves to promote and protect the interests of its members. The notion of police subculture concerns the social relationship of police officers and characterizes this relationship in terms of solidarity. There is a general tendency for officers to more closely identify themselves with colleagues than with general citizenry (Scott, 1980). The phrase is a deliberate neologism. It is inspired by the works of Goldstein (1977), Reiss (1971), Radalet and Reed (1973), Niederhoffer (1967), Skolnick (1966), Van Maanen (1978), Westley (1970), Muir (1977), Rubinstein (1973) and others, and permeates the literature on police. The term police subculture is used to represent a distinctive set of values and norms for behavior shared by and imposed on police officers (Goldstein, 1977).

A police subculture refers to both the internal and external social, political and cultural influences affecting

the police officer. No unidirectional causality is assumed by the term. In the police subculture, as Radalet and Reed (1973) suggest, there are subgroups within the police organization, each of which has some influence on the subculture as a whole. The most noticeable subgroups: women, ethnic minorities, and college educated officers (Scott, 1980). That is, it is not assumed that culture drives police organizational practices, and the articulation of police officer roles or, conversely, that organizational factors are determinative of culture. The specific causal relations are left open to empirical inquiry, case by case. The concept of police culture simply draws attention to the relationships, internally and externally, that such inquiry must explore.

Thus, larger cultural factors affecting the attitudes and perceptions of recruits will be probed in the initial phase of their deployment into the Police Academy training program. For example, it was necessary to probe the attitudes and perceptions recruits bring to the Police Academy training phase, how these are related to their backgrounds, prior contacts with police, and experiences at home, among peers, in their communities and work places. The analysis of the social, cultural, educational, familial and occupational data of recruits required a detailed description of their demographic characteristics which is presented in Chapter Five.

An account of the historical development of police training institutes is sketched in Chapter Three. An Appendix provides a chronological narrative of the content areas of instruction, the methods of instruction in pedagogical modules, as well as a description of the various field training dimensions. Together, these teaching and learning methodologies serve to provide the meaning of police culture for the recruit.

The methodological approaches of the present study are squarely within the ongoing enterprise of the empirical social sciences. This implies what the study is not. It is not a critique of the philosophical or sociological principles underlying policy. Rather, it is an examination of organizational socialization and its outcomes.

While this study's subject is large and complex, the investigation is straightforward. Chapter One presents the main questions of the study and amplifies the hypotheses that form the interlocking pattern of the analysis. Chapter Two reviews the body of police literature found in social science and criminal justice journals and cites the relatively few studies that examine police socialization and recruit training. As previously noted, Chapter Three deals with the impact of training programs on police. Chapter Four lays out the variables involved in the study and their relationship to the hypotheses. Chapter Five offers a

demographic picture of the recruit class as a preliminary but necessary step in the analysis of the data found in Chapter Six.

The main focus of the study is found in Chapter Six where the initial orientation of recruits, specifically their attitudes and preceptions towards the police officer role are examined. Two views predominate: enforcement and service. The subsequent changes in these orientations, probably attributable to academy training, are also examined in Chapter Six.

The recruit population for the study numbering almost 1,900 has been divided into subgroups based on race, gender, and police family background. (Police family background means a recruit with a parent who was, or is, a police officer.) Subgroups are studied in order to measure the hypothesized differential affects that training has on different groups.

A useful way of looking at the expected changes recruits undergo is through the visage of training as a vehicle for the social and psychological processes of molding, shaping and building a new police identity.

## CHATER ONE

### STATEMENT OF PROBLEM

The present research is a study of the process of occupational socialization of recruits into the New York City Police Department. Occupational socialization is a concept describing the dynamics and procedures through which an organization attempts to influence the values,\* attitudes and behavior of its members. In order to shape and mold these values, attitudes and behaviors, organizations typically train recruits into sets of values and general principles relevant to the organization's mission and objectives. Because the values and role expectations of entry level police applicants can provide vital data for designing more effective training programs, there is a need to research occupationally induced changes.

The present study provides analyses of the initiation phase of police recruits into their organizational and work milieu. This initiation phase is the first step in the socialization process which affects, in varying degrees, the

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\* The term value is used throughout to refer to desired goals and general principles of behavior for which a strong emotional and positive commitment exists. The values of recruits (those things of special interest to them and their goals) are assumed to be influenced by their training experiences including their acquired knowledge about the police role and expectations of a department towards its members.

life and behavior of police officers for as long as they remain members of the force.

The five and half months of Police Academy training that transforms a civilian recruit into a police officer represents a critical stage in occupational identification basic to the emergence of occupational identity. Despite substantial increases in police training budgets over the past decade, very little research has been conducted on the short and long range effectiveness of such programs. There is a strong, empirically supported conviction that training programs can be constructed to smooth recruit adjustment into the police workforce. In addition to filling this void, the present research examines previously held values and role expectations prior to Police Academy entry. It, therefore, can also provide useful data for designing transitional training programs from the perceived to the real role(s) of the police officer.

#### THE CHANGING DEMOGRAPHICS OF POLICE OFFICERS

Racial turmoil of the late 1960s called attention to the small number of minority group members in police work throughout the United States. Consequently, some police agencies deliberately changed and began opening up departments to minorities. Others delayed minority recruitment efforts until forced to do so through affirmative action program pressure or the courts.

McCreedy (1980) reports because of the emotionally intense nature of the police function, many people are likely to be deterred from choosing a police career based on sex, race or ethnicity.

Only recently have women been allowed to be police officers and then only with some reluctance. It is doubtful at this point that large numbers of women see a police career as being compatible with their long-term interests.

In many black communities, the police are viewed as representing the existing power structure and provide recollections of past oppression. Joining the ranks of the police is often not highly valued.

Orientals and other minorities have traditionally been under-represented partly because of restrictive height and physical requirements, but partly also because of cultural norms which did not place a high priority on a police career. This point was made by Niederhoffer in his discussion of Jewish policemen (p. 76).

Policing is very much an organized male-oriented occupation (Pike, 1985; Drummond, 1976, Harris, 1973, Martin, 1980, Niederhoffer, 1967). In the 1970s, women as well as minorities demanded and received equal employment opportunities through the amendments of Title VII of the Civil Rights Act. As a result, local police agencies are under the mandate to reflect or approximate racial, ethnic and gender composition of the communities policed. Some observers such as Skolnick and Bayley (1986) choose to see gender and racial representation in police ranks as a new

professionalism that seems to characterize modern departments. Behind this "new professionalism" is a governing notion: that the police and the public are co-producers of crime prevention (Skolnick and Bayley, 1986: p. 212).

Typically, police departments that are considered representative of the community police are defined around issues of race and sex. Research on the impact of this influx of mixed racial and gender groups into the police workforce is clearly important. Scant research has been undertaken concerning this aspect of the occupational socialization of police officers; only a few studies have focused on the effect of the increased participation in police work of minorities and women in relation to anticipated occupational roles (Teahan, 1975; McCreedy, 1980; Charles, 1981; Price, 1982, 1986; Pike, 1985).

Goldstein (1983: p. 1127) reports that female and minority recruits have often found the traditional police environment uncomfortable and, in some cases, hostile. As a result, their potential contribution to law enforcement work is curtailed. A contributing factor to these apparent maladjustments among women and minority recruits, or the intolerance of police organizations toward them might be attributable to an absence of research into employment demographics and socio-political factors affecting the contemporary police labor market.

As compared to the largely white high school educated males that have historically staffed police departments, more and more recruits are black, female, and college educated. Despite earlier cited fears described by McCreedy and Goldstein, the factors which attract minorities and women to policing are the same -- not different -- as those attracting white males (i.e., job security and salary) (Lundman, 1984: p. 95).

Pike (1985) suggests that parallels exist in the legal battles undertaken by blacks and women in order to enter police departments. Both groups are seen to have been recruited to serve "people like themselves." Pike, therefore, views race, like gender, as a visible characteristic and prejudice as a dimension of organizational life. However, she points out that blacks do not challenge the "quintessential police officer role in the same way women do."

One can be black, yet be strong, street-wise, and masculine. The symmetry or dependency of what women are like in contrast to macho officers means that it is far less likely that women successfully meet the ideal type.... blacks and women are also different with respect to organizational adaptation. Since separate but equal was declared unconstitutional, no organizational (facility, uniform, or program) changes are necessary to incorporate blacks. Sex norms (co-ed showers?) present a very different type of barrier, which at least directs organizations to different strategies of adaptation (p. 264).

Pike further observes (with respect to black roles) that prejudice against blacks has different consequences than prejudice against women. She feels that our further understanding of female recruits will provide guidance on the total impact of both race and sex (p. 265).

College training seems to affect the psychological profiles of police recruits. Specifically, a college educational background produces recruits who are not authoritarian at the outset of their police training (Lundman, 1984: p. 95). A study by Alexander Smith on authoritarianism in police college graduates and non-college police found that the college educated police officer less likely to have an authoritarian attitude. In addition, newly appointed officers who choose to attend college scored lower than their non-college peers on the "F" scale, a measurement of authoritarianism (A.B. Smith, 1970: p. 313-315).

Issues pertinent to the impact of higher education on police performance are far from resolved. The fundamental question of what education can do for policing is inextricably linked to the question of what the public wants policing to do for the community. Dennis Smith (1978) reports that the common finding of studies on higher education's effects on police are inconsistent, and each of the studies has been shown to have serious defects. In the

present study, the quantitative analysis of the increasingly racially mixed minority group women and more educated police officers should help to clarify some important issues. The present, as well as future, research should provide knowledge about improved policing as a result of higher education. As one student of policing notes:

What the recruitment of college graduates will accomplish....is to impel the occupation in the direction of becoming a social mechanism functioning at the level of complexity, sophistication, and responsibility commensurate with the gravity of the problems it is meant to meet (Bittner, 1970, pp: 86-87).

The impact of the increasingly diverse police recruit population (e.g., in race, ethnic background and gender) has aroused interest in the process by which new officers are socialized into police work. This is especially true in the areas of recruit training and the new police officer's subsequent association with veteran officers.

#### THE NEW YORK POLICE ACADEMY

Despite direct organizational ties with the police department, the academy should be viewed as a separate organizational function. It is, in short, a unit designed to induct persons into the organization through a socialization process referred to as training (Hasenfeld, 1972: pp. 256-263).

The 1986 class of the New York City Police Academy had an historic high number of minority and female entry level recruits. The entry level recruits of this class, the subjects of this study, will have had thirteen years of policing in the year 2000. Consequently, they may represent an important reference profile of the 21st Century Cop.

The present study focuses on the 1986 recruit class of the New York City Police Academy and examines the recruits' occupational socialization as well as the differential socialization of the significant sub-groups making up this recruit class. Three of the sub-group breakdowns essential to this study are:

- 1) minority recruit officers versus non-minority recruits,
- 2) male versus female recruit officers, and
- 3) recruits with a police family background (sons and/or daughters of police officers) compared with non-police background recruits.

The recruits from police family background may be assumed to have experienced some occupational socialization by living with and, hence, observing the values and behaviors of their parents. A critical question of the present research focuses on the advantages or disadvantages that those recruits, the sons or daughters of police officers, may have vis-a-vis other candidate recruits in the preparatory stages of the forming of their police officer role.

Several questions in the present study relate to the integration of gender and racial minority groups into the contemporary police workforce. These questions are important to the training and assimilation of these groups. Specifically, the present study asks: To what extent do the experiences, values, and attitudes (i.e., anticipatory socialization) of female recruits differ from those of male recruits? To what extent do experiences, values, and attitudes of minority (black and Hispanic) recruits differ from non-minority (i.e., white) recruits? To what extent do values, and attitudes of recruits from police families differ from recruits from non-police families?

Finally, the most important question the present study seeks to answer is whether or not the training period alters the attitude and perceptions of recruits concerning their roles as police officers. If the training period is to be successful, it must convince those recruits, who may have initially felt otherwise, that the role of an urban police officer is service-oriented as well as law enforcement-oriented.

### TOPICS OF RESEARCH

The present research builds upon research conducted approximately twenty-five years ago by McNamara (1967) on entry level recruits to the New York City Police Academy. In that study particular attention was given to preparing recruits for the "uncertainties in police work." McNamara (1967) did not deal with the differences between minority and white recruits or with the differences between recruits from police families and recruits from non-police families, nor with the differences between men and women recruits, since he was primarily interested in measuring overall recruit perceptions of the uncertainties in policing. The McNamara study involved an essentially homogeneous workforce, consisting predominantly of white males. Since 1967 (and post-Title VII of the Civil Rights Act as Amended in 1972), the social and sexual composition of the force and its recruitment policies have changed dramatically. For that reason this study will differentiate between various recruit groups.

### EMPIRICAL SCOPE OF THE PRESENT RESEARCH

The present study uses the following data collection strategies:

- 1) measurement of anticipatory occupational values to entry level recruits in the July 1986 class prior to the commencement of training;

- 2) measurement of value differences before training as a function of race, gender or family background;
- 3) measurement of value changes at the conclusion of training; and
- 4) measurement of the extent to which any changes identified might be explained by race, gender or family background.

Because of the unprecedented composition of the recruit class in terms of race and gender and the large size of the sample (approximately 1900 recruits), many of the findings of the present study may be considered exploratory and investigatory. With this limitation in mind the following hypotheses guided the investigation:

H<sup>1</sup>. The overall effect of the entire training process will result in a higher service orientation and a lower enforcement orientation for the entire class of recruits.

H<sup>2</sup>. The pre-police experiences of female recruits, as compared with male recruits, will indicate greater service orientation and less enforcement orientation toward policing at the beginning of training but will have diminished at the end of training and will no longer be significant.

H<sup>3</sup>. The pre-police experiences of minority (black and Hispanic) recruits, as compared with non-minority (white) recruits, dispose minority recruits towards a more enforcement orientation to policing but at the end of training, this difference will have diminished but will still be significant.

H<sup>4</sup>. Recruits with police family backgrounds will experience less change in the pre- and post-questionnaire responses towards either service or enforcement orientations.

#### RATIONALE FOR HYPOTHESES

Many of the cultural, racial and gender barriers that have distinguished and separated males from females, blacks from whites are being brought into question. The breakdown of separatism and exclusionary practices that had been evident in the police department of New York City may be understood in part as a consequence of the Civil Rights Movement begun in the late 1950s. One outcome has been the opening up of labor markets and employment opportunities for those previously stigmatized by race or gender. The New York City Police Department is no exception. Until relatively recently, as the employment data indicate, being a police officer meant being a "policeman." The image and the reality of a department of white males fused imperceptibly. Today, the stereotype of the police as a white and male institution is being challenged by the former victims of racism and sexual discrimination and by a society that is less tolerant to past traditions and practices that proscribed such inequities.

The hypotheses of the present study derive from the historical conditions of police work and its relationships to formerly excluded groups. Racial and ethnic minorities in the United States and in New York City experienced the police in many instances as an alien occupying force; relationships between police and minority members were often abrasive, mortifying and humiliating. For females, the police epitomized male chauvinism -- all of its symbols typified male dominance. To the extent that women were employed by the police department, they were relegated to the Women's Bureau or to auxilliary or clerical low-level administrative duties. These factors mitigated against substantial minority and female participation in the department. Over the past three decades, a combination of legal remedies and militant protests have opened up the police department to those formerly ignored by it or those prevented by their race or gender from advancement within it.

The legacies of past discrimination against minorities and females still lingers. The hypotheses of this study are sensitive to the racial and gender insulation of the department in these ways: First, as with any group of individuals with no prior history of involvement in a major social institution, it is very likely that perceptions of it are based on their narrow experiences with it. In the case

of racial minorities, the police may be experienced mainly as an enforcement organization in which the use of force is commonplace. Given the high crime rates in the ghettos, police presence typically entails some sort of enforcement activity. In non-minority middle-class communities, on the other hand, citizens' perceptions of the police differ significantly from those trapped in crime infested slums. In middle class neighborhoods, police engage in more service work as "watchmen," as public servants responding to emergencies occasioned by storms, fires, accidents, and the like. Thus, the hypothesis ( $H^3$ ) that minorities are more disposed toward an enforcement orientation upon entry into the training emerges out of the numerous police/citizen crime-oriented interactions in these communities.

Secondly, in the case of female recruits, a similar line of analysis produced the hypothesis ( $H^2$ ) that female recruits would initially conceive of police work, or, more precisely, their role as female police officers, as service oriented. Whether the training, itself, which is uniform and theoretically blind to racial and gender differences among recruits, affects these female recruit perceptions is the subject of part of the empirical investigation of the present study. The rationale behind the second hypothesis is that the pervasive invidious distinctions based on gender which have prescribed specific kinds of employment roles for

women may legitimately affect female perceptions of their roles in the police department. Women may come to the police role anticipating that the expectations of the department may be circumscribed by gender and defined accordingly as non-enforcement oriented. Consequently, their perceptions of their roles within the police department are likely to reflect some of the sexual discrimination they have internalized and expect as police officers. Again, whether in fact, the training reinforces these expectations or modifies and tempers them, will be examined when the present study's data are examined.

With respect to recruits with parents or stepparents who were or are police officers, the conceptions of their role and the department may reasonably be expected to vary from those with a more limited acquaintance with policing. Exposure to the folklore of police work, the "do's" and "don't's" shop talk about the palpable features of actual police work are assumed to have a formative influence on these recruits' attitudes and expectations. Because of their closer contact with police, it is expected that their understanding of what to expect in the training experience more closely approximates the actual realities of the training, more so, at least, than that of other recruits.

Lastly, the first hypothesis of the research which concerns the entire recruit class, undifferentiated by race,

gender, or police background, proposes that the recruit class enters the training more predisposed towards enforcement than service, and that as a result of the training, the recruits as a whole move towards the service aspects as the key defining dimension of the police officer's role. For many of the same reasons cited above for minorities and females, it is assumed that most recruits approach police work with vague ideas and expectations. It would be unrealistic to expect that their ideas correspond with, or are akin to, the actual demands, duties, and expectations of the police officer's role. In the July 1986 class, few recruits have military experience as compared with recruits in classes ten, twenty or thirty years ago. Thus, the quasi-military structure of the department is not familiar to most. Finally, the image of the police portrayed in the mass media rarely presents the service dimensions of the job in anything analogous to the actual everyday realities of police work. It is for these reasons then that the first hypothesis of the study was formulated.

Collectively, the four hypotheses constitute the major lines of inquiry into the attitudes, perceptions and perspectives on police work among the racially and sexually heterogeneous 1986 recruit class. The intervening variable which either promotes changes in attitude, or does not, is the training experience. In some cases ( $H^4$  for example) it

is supposed that those raised in a milieu permeated with police work will, prior to training, be more sensitive to the demands and role expectations of an urban police officer. In others ( $H^2$  and  $H^3$ ), where the experiences of women and minorities who have until quite recently been excluded from police work, the presumption is that these minority groups and women may have expectations of the police officer role that may be at variance with departmental objectives and expectations.

## CHAPTER TWO

### REVIEW OF THE LITERATURE

The modern world of work and occupational role not only helps determine an individual's socio-economic status, but may also provide primary sources of personal identity. In general, theorists have designated the social and psychological adjustment of men and women to their work settings as Occupational Socialization (Moore, 1969).

Studies have long recognized that a change in an adult's status, particularly an occupational role, represents a crucial personal adjustment in terms of identity and personality (Becker and Strauss, 1956). For most people, work is more than just forty hours a week. It is also a pattern of routine actions that determine an individual's lifestyle. Porter and Lawler (1968), for example, suggest that work determines where a person will live, with whom he or she will associate, and even what career and lifestyle choices one's children will make. This theme, called situational determinism, is a common one in the literature on work and its social-psychological ramifications. The process of socialization to a new role is generally one of gradual transition. Becker (1964) refers to it as the "process of situational adjustment." From this body of research, the key theoretical concepts and ideas that inform the present study are drawn.

### ANTICIPATORY SOCIALIZATION

Anticipatory socialization, an idea explained in detail by Merton (1957 and 1966), is an important concept of the present study. Briefly, it is the process of acquiring attitudes, expectations, and perceptions associated with a given role prior to assuming that role. Anticipatory socialization further refers to the previous knowledge an individual possesses about a role which he or she expects or desires to occupy. In the present study, anticipatory socialization represents the recruit's construction of expectations, values, attitudes, and behaviors appropriate for a police officer.

Pavalco (1971) defines the idea of anticipatory socialization as having several implications for the understanding of socialization to occupational roles.

Foremost, it suggests that individuals coming into formal occupational training socialization situations may bring with them conceptions (and misconceptions) about the occupational role and group to which they aspire. Thus, the extent to which anticipatory socialization aids or hinders socialization in the formal training settings is problematic. It depends upon how closely the norms and role expectations to which individuals have socialized themselves match the socialization goals of the formal agents of socialization and the actual role expectations and norms involved. (p. 86)

In sociology, anticipatory socialization refers to acquiring the expectations and content of a role prior to

assuming it. The conceptual equivalents in anthropology and psychology respectively are Enculturation (the process of acquiring the cultural values and beliefs of a group), and Internalization (the individual's acceptance into his or her personality structure, self-images and attitudes, including beliefs and values associated with group identity or status).

In socialization, the self experiences, modification, reformation and the ability to incorporate new social scripts and dimensions of behavior. As a general socio-psychological experience socialization is a process which begins shortly after birth and continues throughout one's lifetime. Early experiences tend to be beyond the control of the individual, whereas adult socialization experiences are comparatively more voluntary; the adult often initiates the processes which result in the socialization experience. Occupational choice is an example of adult socialization.

The present investigation of Police Academy recruit trainees concentrates on anticipatory socialization as the initiation phase of police occupational entry. One of the purposes of the research is to determine the extent to which the anticipatory socialization phase affects overall police occupational socialization. McCreedy (1980) identifies this as a process of intensification:

Since the minimum employment age in the majority of police departments is twenty-one years, young adults who have an interest in police work are usually unable to try out the role of any significant degree. Even when the person is finally able to apply, the process of being selected may take a year or more and when each successive hurdle is passed, the impression of becoming a member of an elite organization is intensified. (p. 87)

Adequate fore-knowledge helps an individual achieve the desired status within a role with greater ease. Conversely, ignorance of a status or role impedes the assuming of the role. In both cases, however, it may be supposed that learning or training can modify the attitudes and beliefs of both those with or without anticipatory socialization experiences.

Anticipatory socialization helps ease a recruit's transition into the department, while faulty or negative perceptions of the police role may serve to prevent otherwise qualified persons from applying to be a police recruit and limit the labor pool of available candidates. McCreedy (1980: p. 74), states that the anticipatory socialization stage of police selection has never been fully explored and that it is likely to have significant impact on police selection and training.

A number of specific experiences during the entry period help recruits to define for themselves the role of a police officer. They learn the rudiments of the job, behavior expected by peers, incumbent police officers, by

various types of criminals, victims of crimes, and by different segments of the public, as well as role and performance expectations of other segments of the criminal justice system. Police Academy recruit training programs inform recruits of the mission and organization of the department, the lines of authority and responsibility and in general how the department operates.

One's anticipatory socialization to a role may be affected by observations of others performing that role, through exposure to mass media portrayals and other perceptions of the role. Because anticipatory socialization takes place before actual experience in that role, the nature of learning may be either accurate, partially correct, or totally incorrect (Clausen, 1969: p. 8-9). A role refers to behavior rather than to a position. As such, it is a normative concept and refers to expected or appropriate behavior (Gordon, 1972: p.406). For most police applicants, initial perceptions of the police role may seem fairly clear, although later they may find that these perceptions and understandings were faulty and inadequate.

If individuals readily, realistically and accurately acquire the role-related attitudes, expectations and perceptions, their transitions to the new role will eased. On the other hand, if individuals' perceptions and anticipatory expectations are inaccurate or differ

significantly from the accepted, authoritatively outlined role of a police officer, they are likely to encounter great difficulty in adjusting to their new position. Thus, a firm understanding of the dynamics of the process whereby entry level anticipatory occupational conceptions have been internalized by the recruit should be of great value to Police Academy training programs.

Skiff (1978: p. 17) notes that when police recruit training is viewed as a socialization process preparing recruits to assume a new role by learning specific norms, expectations, skills, and behaviors associated with that role, the problem of the recruit's adjustment to his or her new role should be of particular concern to police training personnel.

In looking at an occupational training program as a socialization instrument, a complex process, filled with subtleties, uncertainties, and unknowns for both the individual and the organization exists. Radalet (1973) reports "how police officers see themselves depends on various influences, one of which is early-in-life-socialization, and another being the occupational socialization experiences after one has entered the police service" (p. 130). Radalet finds disagreements among researchers as to which of these two factors is more important and reports that probably no generalized

conclusions are possible at this point. Securing good officers is one thing, but "good officers" may be socialized by the police sub-culture to a point where the status quo is left undisturbed (p. 131). Consequently, a form of natural tension exists between the preconceived and the actual working personality acquired or required in order to function and establish career survival in the formal occupational organization as a whole.

Blau (1955: p. 534) has observed that career choice consists of two components. First, the individual selects the occupation, and also the occupation selects the individual. The important feature is the degree to which such occupational anticipations converge for both the organization and the individual. Therefore, a linkage exists between pre-occupational decision-making and the occupation's need to recruit and retain members. Van Maanen (1973) sees this as a conscious process.

....most policemen have not chosen their career casually. They enter the department with a high degree of normative identification with what they perceive to be the goals and values of the organization. (p. 296)

Cohen and Chaiken (1972) similarly report that many researchers believe the primary influences on an individual's performance as a police officer occur before appointment. Smit (1979), in a study of South African police recruit training, identifies policing as an

occupational subculture, dependent on the flow of newcomers who have to be socialized in and for the subculture. Police occupational socialization assumes the form of training, interaction, assimilative, and control processes. Smit found the influence of the socialization process to be far-reaching, and that it engendered a greater realism among newcomers about the nature of their work. Smit says that socialization dysfunctions such as cynicism, alienation and marginality are already present among newcomers prior to socialization and are consolidated by the process.

McCreedy (1981) found that new police officers are subject to two rather intense socialization experiences before they become fully accepted. The first involves self-socialization, through which officers resolve a number of personal dilemmas and bring their occupational perspectives into concert with those of their experienced peers. The second begins with the selection process and continues through the postacademy stage. Once officers are hired, they inhabit three distinct, sequential roles: the participant observer role (prior to academy entrance), the recruit role (during the academy), and the trainee role (after the academy). In each stage, further socialization occurs. The linkage between pre-selection and career choice is seen as a fundamental component to police applicant anticipatory socialization.

One of the factors which influences the quality and quantity of applicants is the preconceived notions of the police commonly held by the members of that group... Coupled with the general notion of the police are the specific reputations of individual departments. Most people are willing and able to give their impressions of "their" police department. Since the career selected by the individual is inextricably tied to self-concept and since most police officers are locally recruited, the department's reputation can serve to encourage or discourage qualified applicants (McCreedy, 1981: p. 73).

Several researchers use the word career (Schein, 1971) when referring to the complex process of socialization, a process that begins prior to a person's joining an organization and continues throughout membership in the organization. Schein identifies two components of the individual, the basic personality characteristics and the constructed selves, the latter being largely a product of socialization and capable of changing through re-socialization (Schein, 1971, 1968) also observes that what is a career to the organization, is a perspective held by inside individuals as a set of job expectations.

Brim's (1960) development model of the stages of socialization may be readily applied to research on police recruitment and training. If occupational socialization into police work is to succeed, according to Brim's perspective, how and what the recruits perceive the job to be will affect their assimilation of the occupation's relevant norms of conduct and values. Brim (1966) developed

a five-stage model of adult developmental socialization that underscores the process whereby an individual becomes ready for and anticipates occupational choices.

According to Brim, in most cases the learning of a new role is not a simple or easy matter. It frequently involves changes in attitudes and values as well as the acquisition of new skills for a role. Most certainly, the role of a police officer is complex and therefore not easily learned. The range of the job runs the spectrum from counselor to paramedic to custodian as well as law enforcer.

In addition to the emphasis placed by Schein (1971) and Brim (1960) on the transition (or boundary passage) as a critical point for individual receptivity to socialization, there is strong evidentiary support for the contention that the early stage of involvement with an organization is crucial. Van Maanen (1973) examines the development of a community of purpose and action among police recruits in a four-phased socialization process. The phases are labeled choice, introduction, encounter, and metamorphosis. Van Maanen deploys these phases as a method for charting the neophyte recruit's journey into the common culture shared by police officers.

Some three decades ago, Ginzberg (1951) identified three distinct periods of occupational decision-making which are still reliable. He notes that the process is sequential as follows:

- 1) A fantasy stage usually occurs around the ages of ten to twelve. This stage involves imagining what it would be like to be an adult but involves no realistic assessment of the child's capacities and limitation. The child believes he/she can be whatever he/she wants to be.
- 2) The tentative period follows and covers the years of puberty through early adolescence. Here the child begins to come to grips with the idea that he/she will ultimately be faced with the problem of selecting an occupation. He/she begins to make some realistic assessment of his/her own abilities but is primarily guided by subjective factors.
- 3) The realistic period runs through late adolescence and early adulthood. Here the individual is increasingly concerned with the new opportunities and limitations available in the work environment and makes compromises which result in the final occupation choice (pp. 60-62).

These various stages guide the pre-occupational choice process and may be very significant in the occupational adjustment of recruits and the development of the working personality acquired by an individual trainee. The process may very well affect the individual's future work attitudes and behavior (Berlew and Hall, 1966; Denhart, 1968, Schein, 1968; Vroom and Deci, 1971).

Sterling (1972) was one of the first to focus on the changes in role concepts of police officers during recruit training. His work suggests that experienced police officers expect that actual policing experiences will bring about some further changes in the recruits as persons. in Sterling's terms:

Socialization for the police recruit includes both the adoption of normative modes of police behavior and the extinction of certain other behaviors which were appropriate for his previous civilian roles. In learning the new role, the police recruit undertakes a complex process of learning which includes more than just knowledge and skills. He will also learn a system of attitudes, beliefs, perceptions and values. The most important learning related to perception concerns the identification of role relevant reference groups and a sensitivity to their expectations and evaluations (p. 112).

The anticipatory socialization experiences of the applicant (as an eventual recruit) are significant processes in constructing images of the role. Anticipatory socialization involves the ability to imagine or anticipate what it would be like to be a member of a particular group or to occupy a particular role (Pavalco, 1971: p. 85.)

The longer persons have been considering an occupation, the greater the opportunity they have to explore the nuances of the role and to imagine what work in that occupation will be like.

Since virtually all recruitment occurs via generational or friendship networks involving police officers and prospective recruits, the individual receives personalized encouragement and support which helps sustain his interests during the arduous screening procedure. Such links begin to attach the would-be policeman to the organization long before he actually joins (Van Maanen, 1973: p. 162).

When inaccurate anticipatory socialization occurs, it compounds the normal anxiety a person experiences upon entering a new learning experience. Niederhoffer (1962), in

commenting somewhat pessimistically on the reasons recruits seek the police occupation, strongly maintains that most people become police officers for the security afforded them by the salary and, in particular, the pension. But what they find is that the profession usually has very little to do with their expectations, especially in terms of an exciting, rewarding, fulfilling job. He goes on to describe this process as the job progressing from a routine into a ritual (in the anthropological sense), ultimately taking on different meanings for the officers. However, Niederhoffer's viewpoint reaffirms that a person need not be a member of a particular occupational group before becoming socialized to it.

Wilson (1968: p. 283), reports that learning the craft of policing occurs by apprenticeship, on-the-job, and not in the academy. Niederhoffer (1967) presents a similar view.

When the recruit finally meets older members of the force... the more experienced men tell him that in order to become a real policeman, he will have to forget everything he learned at the academy. (p. 162)

Maxfield (1979) similarly reports that the police subculture is internalized through on-the-job socialization, but he noted that the socialization differs in different districts. He points out that because so much police experience is learned through on-the-job training in an officer's early assignments, behavior of police in one

district may be replicated through similar socialization experiences in other districts. Rubinstein (1973) comments on this process as follows:

The patrolman's conception of his city is different from that of the people he is paid to police... on his first day at the Police Academy he is given a city map covered with lines and numbers that do not appear on any street map. His former conception of the city is not erased, but gradually embroidered over by these jurisdictional lines of the police districts. As he is gradually introduced to the police craft, these boundaries begin to link up. When he leaves the academy and is initiated into an understanding of what the districts mean in the life of a uniformed police officer, he ceases to see the city as a collection of neighborhoods and begins to see it as a mosaic of linked districts (p. 26).

M.K. Brown (1981: p. 243) reports that patrolmen clearly have well-defined views about how they should act on the street; these views are shaped through a process of occupational socialization. He found that the occupational socialization of the new officer is shaped and interpreted by a significant elder officer (instructor or agent of socialization), and that rookie officers model their style after that of an older officer, watch commander, or sergeant.

In other works, Taylor (1983: pp. 5-12) characterizes the police subculture as consisting of strong peer pressure and a high regard for what fellow cops think. Nowhere else is acceptance as important as in the police world. Taylor maintains that survival and employment security are

predicated on achieving and maintaining approval of the peer group. The peer group is so strong in the police subculture that it acts as a surrogate family. Taylor concludes that police officers often become victims of their own subculture and are increasingly becoming prospective clients of the therapeutic services that departments now offer.

Another researcher, Coleman (1982: pp. 218-38), identifies policing as a fraternity marked by intense solidarity in the subculture. He finds a police culture that defines insiders and outsiders and sets up general guidelines prescribing the behavior of officers toward the public and one another. The culture has its own habits and customs, guidelines, standards, and covert peer discipline.

The research on police subcultures which appear to possess socializing experiences at odds with academy training experience suggest several observations. First, the transition to actual police work may set in motion new tensions in recruits as they must negotiate unanticipated additional interpretations of what they are to do and how they are to present themselves to the public. The patrol officer image may at first appear adversarial and must adjust to a much wider service role presented at the academy. Secondly, some of the research suggests that police work has many occupational parallels with other types

of professional public service work -- medicine, for example. The idealistic young physician enters a clinical internship filled with abstract notions of service and perceives his or her occupation as a helping profession. So too with Police Academy graduates. However, the experiences of medical work on the wards is chastening; Police Academy graduates taking their first steps in the streets under the tutelage of more experienced hands appear to find their experiences equally bracing.

Fledgling teachers reveal that their initial experiences in schools seem irrelevant to their theoretical training in college. Thus, in many public service oriented occupations and professions an apparent rupture between training and actual work occurs. This may not reflect a structural contradiction between the actual role requirements of police officers, medical interns and apprentice teachers and their training. Rather, it may be an emotional reaction to new demands and experiences. In each case, teachers, police officers and doctors need time to assimilate role demands and coordinate training with their experience.

While focusing upon the anticipatory socialization factors of the entry aspect of an individual's career, Merton (1957: p. 68) noted the interrelation of various career perspectives. These perspectives represent a dynamic

process: what to the individual is a choice of occupation is to the profession a recruitment process, as to society the allocation of personnel in various occupational statuses; what the individual sees as a promising opportunity afforded by the labor market, the profession defines as an acute labor shortage, and society as an imbalance of occupational distribution.

#### THE POLICE OFFICER'S WORKING PERSONALITY

Popular stereotypes about police have been slow to die. Until very recently, there existed a near consensus among social scientists that all police officers display a distinctive set of values and behaviors. Initial research was directed toward the personality characteristics of new police officers. The police officer's working personality has been said to include: authoritarianism, suspicion, racism, hostility, insecurity, conservatism, and cynicism (Kirkham, 1977). However, it soon became apparent that policing does not attract a distinctive type of personality (Niedehoffer, 1967; McNamara, 1968; A.B. Smith, 1970; Dalley, 1975).

Since the initial research had hypothesized that policing attracted persons who were predisposed towards authoritarianism and the other kindred attributes of personality composition for police officers, these values

and behaviors were placed together under the general heading of an occupational or working personality. A conception like working personality of police should be understood to suggest an analytical breadth similar to that of style of life. That is, just as the professional behavior of military officers with similar styles of life may differ drastically depending upon whether they command an infantry battalion or participate in the work of an intelligence unit, so too does the professional behavior of police officers with similar working personalities vary with their assignments.

Skolnick (1966) is among the earlier researchers interested in the sociology of occupations as applied to law enforcement. He has conducted extensive research on what he calls the "working personality of the policeman" -- a analysis of the effects of the occupation on the personality of the officer. His analysis of the working personality of the police officer has shifted from an earlier primary emphasis on the enforcement or constabulary role to a current day primary focus on the service role as prerequisite and contingency for effective law enforcement and community policing.

The policeman's working personality is most highly developed in the constabulary role of the man on the beat. For analytical purposes that role is sometimes regarded as an enforcement specialty....the uniformed cop is seen as the foundation for the policeman's working personality. There is a sound organizational basis for making this

assumption. The police unlike the military, draw no caste distinction in socialization, even though their order of ranked titles approximates the military's. Thus, one cannot join a local police department as, for instance, a lieutenant, as a West Point graduate joins the army. Every officer of rank must serve an apprenticeship as a patrolman. This feature of police organization means that the constabulary role is the primary one for all police officers, and that whatever the special requirements of roles in enforcement specialities, they are carried out with a common background of constabulary experience. (Skolnick, 1971: p. 148: Vol. 11)

It is therefore important to explain how the hypothesis emphasizing the generalization of the policeman's working personality is compatible with the idea that police division of labor is an important analytic dimension for understanding "operational law enforcement." Janowitz (1964) states, for example, that the military profession is more than an occupation; it is a style of life, because the occupational claims over one's daily existence extend well beyond official duties. Janowitz points out that any profession performing a crucial life and death task, such as medicine, the ministry, or the police, develops such claims (p. 165).

The literature on the police officer is replete with accounts of the totality of effect on lives by the choice of the work and identity of this occupation (Niedehoffer, 1969; Rubinstein, 1973; Muir, 1977). Familial and cultural backgrounds (first or second generation immigrant parents),

occupation of parents or prior work experience of an individual are important factors in anticipatory and occupational socialization. Parental background tends to influence strongly a person's perceptions of appropriate occupations and the level of attainment one will achieve. The impact of parental background is often stronger than the influence of peers, teachers, and other significant people in the social environment (Hall, 1976).

The complexity of the socialization process for the individual is further evidenced by problems concerning extra-occupational roles such as spouse, parent, and member of social or civic organizations. These factors have very specific significance to the occupation of police officer. The officer's family is directly affected by the stress and demands peculiar to the job. The occupation of police officer is also related to the adjustment responses of the officer's family and friends (Sterling, 1972).

Occupational identity requires that a person adopt several role identities concerning work, both inside the household (wife, father, etc.) and outside of it (lawyer, plumber, etc.). These and related self-conceptions (such as honest person or hard worker) are among the most important in the individual's pattern of idealized role identities (Gordon, 1972: p. 407). Other suggested environmental influences on career choice include disabilities, chance,

supply and demand, technological changes, acts of God, public policy, unionization, and socio-economic status (Super, 1957: p. 277-279).

These factors are significant in the compilation of data about the police as a workforce, and in its operations and performance. The difficulty for the Police Academy is that it has no control over the nature or scope of these extra-organizational learning experiences which may either complement or negate its socialization efforts. Thus, the organization's formal socialization process is complicated by the fact that it must not only be concerned with teaching specific role norms and skills, but must also attend to the possible effects of extra-organizational socialization on its trainees. Therefore, the organization's efforts for the proper adjustment of individuals to their new roles must go beyond merely designing a training program to satisfy organizational needs.

Van Maanen (1975) speaks to the issues by directing attention to the dominant organizational setting in which the process occurs. For Van Maanen a large part of the available literature is devoted to what he refers to as the "training and development dustbowl" (p. 116). He claims that there is a need for a stronger bridge between theory, applied research, and field application of the study of organizational and occupational socialization.

It is important to view organizations as miniature social systems where the mechanisms and consequences of socialization are established. Organizations have a hierarchy of status and roles, a culture of myths and values and an established set of expected behaviors. Organizations use their authority systems, rationalized procedures and limited objectives to impose socialization (McCreedy, 1980).

C. Wright Mills (1956: p. 126) defines an organization as a system of roles, graded by authority and hierarchy. Price (1979) reports hierarchical professionalism must operate at managerial and line levels in order to be fully integrated and viable as a work standard. In large scale organizations, personal interactions take place in a highly structured context in which authority, rank, power and status are clearly defined. This accounts largely for the consistency of behavior in the typical para-military police organization (Lockhart, 1974: p. 8).

Wilson (1968: p. 53) observes that police organizations develop their own special ethos: defensiveness, a sense of not being supported by the community, and a distrust of outsiders. He finds the tendency of police to form cliques, factions, and fraternal organizations is not so much to celebrate the virtues of ethnic solidarity as to defend officers against what is, to them, arbitrary authority and outside influence. All of this ethnographic research suggests that police work develops its own supportive subculture.

For an organization the size of the New York City Police Department, it is useful to apply the theory of organizational ethnography as fundamental to the inter-related processes of anticipatory, occupational and organizational socialization.

#### THE LONGITUDINAL PROFILE OF POLICE SOCIALIZATION

The longitudinal measurement of anticipated occupational roles held by entry level recruits can reveal important data for police organizational socialization. A study by Earle (1972) indicates the process of occupational socialization of new police officers can have an impact on both work behavior and work related attitudes. Earle conducted a longitudinal field experiment utilizing four matched groups of officers to explore the effects of authoritarian and non-authoritarian training processes. He concluded that non-authoritarian trained officers displayed a higher level of performance proficiency, job satisfaction, and a higher level of performance acceptability by the citizens served (p. 205).

Research by Bennet and Greenstein (1975) tested the hypothesis that the value orientations of police officers differ from those of regular members of the community, but not from those of people predisposed to enter police work.

Teahan (1975) examined the attitudes of twenty-four black and ninety-seven white police officers from the time of their entrance into the Police Academy until eighteen months later. All officers seemed to become more hedonistic, impersonal, and detached, and to develop feelings of hostility toward authority figures. The two groups were also more polarized along racial lines after the completion of their initial training and probationary period. Lefkowitz (1975) in his study of psychological attributes of police officers, found it hard to imagine that prejudice in officers would suddenly appear once in uniform and communicating with a minority member on the street. He feels it is more likely that the officer came on the job with ethnic or racial prejudices, but that routine contacts might enrich them.

A 1976 survey of black and female police patrol officers at the Ohio Peace Officer Training Academy supports this observation. These officers were asked to rank in order of importance the factors they felt were most effective in attracting black citizens and women to policing. Over half of the black males (55 percent) and exactly half of the white females listed pay as the most important factor; 25 percent of the black males and 15 percent of the white females listed job security as the second most important factor (Lundman, 1984).

Research findings by Charles (1981) on the performance of female recruits at the Michigan State Police Training Academy indicated that the academy experience has little effect on the attitudes of male and female recruit role perceptions. Evidence accumulated in the project supports the contention that there were no significant differences between male and female recruits on the academic or technical performance measures incorporated in the study.

A study by Hopper (1977) examined the shifts in perspective as young male recruits move from the status of private citizen to that of probationary police officer. This study detailed the nature of their past experiences with law enforcement. Hopper finds that there were actually three perspectives subscribed to by cadets at the beginning of the course. These were characterized as idealistic, practical, and realistic. Bennett (1984) found that recruit values become similar to those of experienced officers during academy training but decreased in similarity while serving as probationary officers. Bennett suggested that the initial increase in similarity during academy training was a result of certain reference-group functions. Van Maanen (1973) shows the initial socialization period significantly alters the values and attitudes of recruits, resulting in their absorption into the existing police subculture. Research into this process can assist in

comprehending the legacy of attitudes and values relative to the occupation of police officer. New research efforts here will try to contribute to the analysis of the conceptual basis for training via apprenticeship.

Recognition of the recruit as the focus of the socialization process underscores the need for police trainers to develop training programs which reflect the recruit's learning needs in order to more adequately facilitate adjustment to the role of a police officer.

Despite substantial increases in police training budgets over the past decade, and the substantial research outlined above on the police subculture as a subservice aspect of a recruit's definition of his or her job, a strong belief still exists that programs can be constructed to successfully integrate new and increasingly diverse groups into the police workforce based solely on speculative assumptions devoid of empirical validation.

Little research has been conducted as to the short and long range effectiveness of such programs. Other research in this field has significant policy implications for future police training methods (Niederhoffer, 1967; McNamara, 1967; Harris, 1973; Van Maanen, 1973, Burgin, 1975; Yunker, 1977). Each of these studies has examined aspects of occupational socialization and/or the organizational dynamics of the police hierarchy.

### CHAPTER THREE

#### HISTORICAL OVERVIEW OF POLICE OFFICER OCCUPATIONAL IDENTITY

The evolution of American policing is directly linked to the industrial revolution and the English model of municipal policing attributed to Sir Robert Peel and Patrick Colquhoun (in Treatise on the Police of the Metropolis, 1795, 7th ed. 1806). The special character and ethos of American policing also has deep roots in the social foment linked to the waves of immigrant groups and the incipient labor movement of the post-Civil War years.\*

The history of police training reflects the changing conceptions and definitions of police work. The service role of policing is refined in sharper terms today under the theme of police-community reciprocity in which the police and the public are conceived of as co-producers of crime prevention and public safety (Skolnick, 1986).

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\* The socio-political history of American policing may be found in the writings of prominent social writers and muckrakers such as, Jacob A. Riis, The Making of an American (1902) and Lincoln Steffens, The Shame of the Cities (1906). A variety of specific police histories are also available that discuss the foundation and internal structure of modern day police agencies, for example: Our Police Protectors, A History of New York Police (1885); Leonard Felix Fuld, Police Administration; Raymond B. Fosdick, American Police Systems (1920); Roger Lane, Policing the City, 182-1885 (1967); James F. Richardson, Urban Police in the United States (1974); John Phillip Stead, Pioneers in Policing (1977); Johnathan Rubinstein, City Police (1973) and Thomas Repetto, The Long Blue Line (1978).

The view of police work as low level, unskilled work is an anachronism dating from the early development of metropolitan police departments. It is a stereotypical view inherited from the mid-1880's when political appointees were paid to serve as watchmen. Political cronyism and the traditional American suspicion of government authority worked to inhibit the establishment of permanent, paid, and fully empowered police departments. In the late nineteenth century American brawn and fortitude characterized the role of police officers.

It is certainly not necessary and some have even maintained that it is not desirable that patrolmen be men of large intellectual ability.... [It is] extremely unlikely that, for the present at least, any considerable number of men who have enjoyed even a secondary education will turn to the police business.... The most important asset of the ideal policeman is unquestionably his physical constitution and condition. (Fuld, 1910: p. 90-91)

Fortunately, this view was soon challenged. In 1916, August Vollmer, Chief of Police in Berkeley, California, initiated the first higher education program for professional police service at his new school of criminology. His program included courses in organization principles, criminal investigation and police administration. Vollmer's campaign for professionally screened and trained police officers set a precedent for present day hiring, retention, and training standards. According to one student:

Vollmer.... developed the idea of patrolmen as something more than efficient menials. He saw them as social workers dealing with a range of societal problems which manifested themselves in crime and disorder. In his view, policemen should become college-educated professionals akin to doctors or lawyers.... in Vollmer's case the meaning was more in accord with the definition of a profession: a dedicated body of educated persons comprising a distinctive corporate entity with a prescribed code of behavior (Repetto, 1978: p. 243-244).

The requirements for skilled police officers educated in human relations had finally become the subject of serious discussion. Other scholars expressed similar concerns. Reformers such as Arthur Woods, Raymond Fosdick and Bruce Smith, proponents of bureaucratic efficiency, nonetheless recognized the need for professionally educated police.

The heart of police work is the contact of the individual policeman with the citizen.... The action that is first taken by the policeman of lower rank, operating independently, must, in each case, remain the foundation of the department's action.... The quality of a department's work depends on the observation, knowledge, discretion, courage and judgment of the men, acting as individuals.... Only as the training of the policeman is deliberate and thorough, with emphasis on the social implications and human aspects of his task, can real success in police work be achieved (Fosdick, 1920: p. 306).

Another aspect of police training involved the development of a distinctive occupational subculture and identity that has been overtly characterized as paramilitary. Although the origin of the military model of policing is historically dubious, it is generally attributed

to Sir Robert Peel. However, research indicates that the para-military application was the furthest thing from his or Colquhoun's, original intent (Lorinskas and Kulis, 1986).

Authoritarianism is another convenient, if inaccurate, label often employed to describe police behavior (Balch, 1972). Police officers are frequently portrayed as macho, authoritarian-oriented personalities. However, considerable research has shown this characterization to be unfounded (Skolnick, 1966; Kirkham, 1977, A.B. Smith, 1970). Yet, the legacy of the authority prone personality and the para-military model of police operations remains steadfast, though unreliable, obscuring many descriptions and discussions of policing and the police role.

One contemporary police executive describes the para-military model as a fixture of the occupational milieu.

It is our heritage, but it must be the focus of change. The para-military model inhibits management practices that produce mature, healthy police organizations. Centralized bureaucratic control provides for little autonomy by police officers over their environment. The authoritative command structure encourages dependence and subordination. The rule orientation encourages passivity (Cizanckas and Hanna, 1978:8-9).

Therefore, the occupant of the police role must adapt to the para-military and bureaucratic mode.

The New York City Police Department is a hallmark of this historical evolutionary pattern in American policing. It is also a mirror of the significant forces affecting the

modification of the para-military model of American policing.

#### PROFILE OF POLICE OCCUPATIONAL SOCIALIZATION

Almost every society quickly recognizes the police function as essential to its survival.

Historically, police have contributed to the myth that they, in fact, control crime by claiming that they represent a 'thin blue line' between community chaos and community order.... Today, however, police administrators are recognizing (belatedly) something that was common knowledge in this country 200 years ago -- that crime is a community problem, not just a problem of the police. (L.P. Brown, 1985: p. 70-71)

In the United States, the police experience has points of development in common with the significant changes in American constitutional democracy especially apparent in the civil rights revolution of the post-World War II era. The impact on police training and occupational role identity is evident in numerous Supreme Court decisions that produced more integrated perspectives of the enforcement, order maintenance and service roles.

A brief glance at this case law reveals considerable new rules for municipal police, especially in the area of criminal investigations, and clearly establishes parameters for enforcement and attending criminal investigation roles: Mapp v. Ohio, 367 U.S. 643 (1961) extended the exclusionary rule to the states; Miranda v. Arizona, 384 U.S. 436 (1966)

stipulated that the accused must be informed of his/her rights at the time of arrest; Escobedo v. Illinois, 378 U.S. 478 (1964) established that a confession is inadmissible as evidence if made when deprived of counsel; Terry v. Ohio, 392 U.S. 1 (1968) and Adams v. Williams, 407 U.S. 143 (1972) upheld police authority to stop and frisk; Bivens v. Six Unknown Agents of the Federal Bureau of Narcotics, 403 U.S. 388 (1971) stipulated that illegal search and seizure by police can result in suits for damages.

These Supreme Court decisions have engendered among police an awareness of the requirement for expanded service orientations in their interactions with citizens. In the area of order maintenance: Robinson v. California, 370 U.S. 660 (1962) prohibited police from arresting persons who are merely addicted to narcotics and Papachristou v. Jacksonville, 405 U.S. 156 (1972) which set aside vagrancy convictions holding that vagrancy laws were unconstitutionally vague. Collectively, this case law emphasizes that contemporary urban policing is based on the quality of civil rights maintenance.

Clearly, there are considerable variations in the expectations of the diverse publics as to what police do and how they do it. As might be expected, there is inconsistency and ambivalence in these expectations, even among minority groups. Age, educational level, military

background, region of the country, type of police agency, race, sex, religion, ethnic and cultural values, and socio-economic status are among the significant variables affecting expectations concerning recruiting, hiring and training. Add to these departmental policies -- supervisory practices, content and scale of training, specific police assignments, department morale, legislative actions, and executive and judicial decisions -- and it is easy to see how the many influences and expectations of the heterogeneous public domain and its de facto power groups (e.g., press, media, watchdog groups) affect the police role.

Police are part of a political and governmental social system operating in interrelated roles with the legislative, executive, and judicial branches of government. Within the system, as earlier noted, police are influenced in what they do and how they do it by federal, state, and local lawmaking bodies, city managers and mayors, corporation counsels and city planners and courts. Beneath these exigencies lies a broad and dynamic social system comprised of familial, educational, political, religious, and economic institutions including the mass media. What police do and how they do it is influenced by this vast network of social institutions (Radelet, 1973).

Through the response and reaction to these forces, a distinct police culture has emerged. It has come to embody the values and actions of administrators, supervisors and line patrol police officers. This culture is frequently referred to as the "Blue Wall," the "Blue Line," "Police Family," "The Job" or known through the motto "The color blue binds." The metaphors reflect a police subcultural mystique and form a sort of rite of passage for successful survival in the occupation of policing.

The self-images of police officers are closely related to questions of their professional roles (a police officer views himself or herself first of all as a professional) and this becomes a central focus of the formation and retention of occupational identity. This self image is formed through a variety of influences -- i.e., pre-police socialization and occupational socialization after entry into police service. Researchers disagree as to which of these two types of socialization is more important. Probably no precise conclusion is valid at this point. An understanding of anticipatory occupational perceptions of novice recruits, combined with their actual experiences of initial occupational socialization, is clearly pertinent to a better understanding of the evolution of police roles in American democracy.

NEW YORK CITY'S HISTORICAL EXPERIENCE  
WITH POLICE OFFICER TRAINING\*

In the mid-1800s New York City first established an organized police agency using Peel and Colquhoun's London model. That period in the city was one of cultural and demographic transition; New York had lost its homogeneity as a community with a common culture of Dutch and English settlers having an essentially shared system of values and moral standards. The new police agency was influenced by the strong economic and social ties to the sister city of London and, more directly, by the marked upsurge in crime, vice, and disorder among the rapidly growing, multi-lingual, ethnic and culturally varied population of new immigrants. This demographic transformation produced a need for a tighter and more vigilantly policed municipality.

The mission of the new police agency became solidified when, from 1845-1855, New York City's population increased by a quarter of a million, mostly European immigrants. Maintaining order among 629,000 highly mobile, recently settled inhabitants became the primary concern of municipal officials. In 1845, with 800 officers to police this

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\* Information contained in this section is based on the New York City Police Department's 1977 pamphlet A History of Police Training in New York City, researched and written by Sergeant James J. Green and Detective Alfred J. Young, and revised in November 1987.

rapidly growing and changing population, Mayor William F. Havemeyer named George W. Matsell as Chief of Police. The new Chief, subordinate to the Mayor, had an office in the Mayor's Office at City Hall. His appointment was for a one-year period. His primary responsibility was to carry out the governing rules for the police force as established by the Mayor. Noteworthy in these early rules is the requirement of military drills and on the job field training.

The Mayor also authorized Justice Robert Taylor to prepare the first manual for the new force. This manual promulgated police regulations and procedures and constituted the first patrol guide and training manual of the new police department. Published July 16, 1845, the Regulations for the Day and Night Police of the City of New York with Instructions as to the Legal Power and Duties of Policemen detailed statutory and administrative aspects of the force. Police officers were admonished as follows:

The prevention of crime being the most important object in view, your exertions must be constantly used to accomplish that end, absence of crime will be considered the best proof of the efficiency of the police (Green and Young, 1977: p. 19).

These regulations, complete with issuance of official uniforms and tighter discipline, officially defined the law enforcement and order maintenance roles of the Police Department. The rules and regulations multiplied and

officers were under instructions to serve as a reserve force to attend fires and riots in addition to performing regular patrol duty. Parts of Judge Taylor's ninety page manual of regulations understandably amazed a number of policemen.

One wrote in the fly-leaf of his copy:

A policeman would not live one year if he acted up to these regulations (p. 19).

His comment provides a poignant insight on the current debate concerning the role of police agencies in balancing the law enforcement and order maintenance roles.

Despite the new regulations manual there was no formal training for policemen in New York City until 1853. In May 1849, a riot at the Astor Theatre proved too much for the police to handle and necessitated calling in the militia who, while firing into the crowd, killed thirty-one people. This tragic incident pointed up the need for police training in riot and crowd control. Since the military provided the only practical model for controlling crowds, Chief Matsell appointed a drill instructor for new policemen and ordered his captains to instruct their men in the "school of the soldier." His action initiated the paramilitary model as a permanent basis for both the Department's organizational lines of authority and responsibility and its subsequent management and training style.

In 1857, the New York State Legislature established the Metropolitan Police District encompassing the counties of New York, Kings, Westchester, and Richmond. In 1860, parts of present-day Queens County were added to the district. Police recruiting became more selective. Candidates were required to be able to read and write English, not exceed 35 years of age, have no criminal convictions, and be of good moral character.

In 1859, the Manual of Rules and Regulations was revised. The foreward clearly illustrates well-established and distinct police para-military procedures, but, more important, it also illustrates the emergence of a new sense of public service role expectations.

The uniform you wear should be a perpetual 'coat of mail,' to guard you against every temptation to which you may be exposed, by reminding you that no act of misconduct or breach of discipline can escape public observation and censure. By exemplary conduct and manly deportment you will command the respect and cordial support of all good citizens.... Every policeman must be circumspect in his deportment, erect and manly in his carriage, and scrupulously discreet in his language and acts...." (p. 14)

This early formal reference to maintaining a respect and cordial support of all good citizens illustrates the emerging importance of the combination of the enforcement and service roles in policing. It also signals a consciousness of the service role as a management criterion. However, this is only a precursor of the service

role notion and actually connotes officer department and control rather than a deliberate interactive officer-citizen mode of police service as understood today.

The Civil War period was one of numerous extraordinary problems and stresses for the Metropolitan Police District. Paramount among these were the infamous draft riots which disrupted the city in mid-July 1863. These riots, the most severe in New York's history, had their genesis in several problems: the economic and social condition of the City's Irish immigrants, the arrival of blacks fleeing the South, and the differential impact the war economy and conscription have upon the social classes. The City was extremely tense and the need for police department readiness for order maintenance was absolute.

Since, at that time, law enforcement and order maintenance were fundamental functions of policing, training emphasized tactical drill and the use of the baton. The dominant patrol operational method held that no weapons in the hands of the police were as effective as an organized and disciplined company of men armed with batons. Nightstick (or baton) training has been standard practice ever since.

By 1875, the military and law enforcement model were so intertwined as to become almost synonymous. Novice police officers were trained for a month in the School of

Instruction under a drill captain. Detective training was instituted about the same time. Yet, progress in police training was slow and continued essentially as a program to enhance enforcement and order maintenance skills.

In 1885, as the complexities of policing became even more apparent, improvements were made in the Department's School of Instruction. Increased attention was given to the issue of police selection and training. After qualifying in a battery of academic and physical civil service examinations, the new police officer bought his uniform, baton, and belt. While in this semi-uniformed state, he began a one-month course of study under the guidance of Roundsman Michael Smith, police instructor. (The term roundsman was applied to two stages of rank structure. In 1907, by act of the state legislature roundsmen became sergeants).

As a contemporary account stated,

In the School of Instruction he [Roundsman Smith] begins to cast aside any citizen's prejudices he may have formed in regard to the little knowledge required to enable a man to twirl a locust, patrol a post, and draw pay at the end of each month.... [Roundsman Smith's all-inclusive duties were to] ....instruct the members of the school in all the duties, discipline, and exercises of Patrolman, including the Police Law, the laws of the State of New York, the laws and ordinances of the City of New York, and the rules and regulations and orders of the Board of Police, and their powers and privileges under the same. (p. 18)

The law enforcement role became more prominent as part of the central mission and duties of the department and its officers. The Board of Police by now had 750 rules and regulations and approximately 250 general orders, many of them amending, altering, and changing the rules. Procedures for recruit officer techniques, commands, steps, alignments, wheelings, marchings, turnings and baton exercises were promulgated assiduously.

By 1887, the School of Instruction had two departments: one for drill (order maintenance) and the other for instruction in 200 rules of patrol duty (law enforcement). With the passage of the Consolidation Act of January 1, 1898, the Greater City of New York came into existence. Eighteen villages and towns combined to form New York City as we know it today. At the same time, the town and village police agencies merged, forming a single unit called the Police Department of Greater New York. This consolidated force numbered 6,382. Training became more centralized and was strengthened with a coordinated on-the-job field service training program. A Police Pistol Practice School was instituted. Since a permanent training facility was not available, student officers used local gymnasiums and armories.

In 1914, Commissioner Arthur Woods reorganized the old School of Instruction, extended the training period from

four to twelve weeks, and renamed it the Police Training School. Added to the curriculum were two new features of required training: first, a pre-promotion course for sergeants and secondly, twenty-five day series of refresher classes for veteran patrolmen. Also instituted were specialized training in bicycle, motorcycle and traffic duty. Precinct gymnasiums were staffed by visiting physical training instructors from central Police Training School.

By 1917, new developments included pre-promotion courses for lieutenants and captains, mandatory training in leadership for all sergeants and lieutenants, pre-promotional training in leadership for all sergeants and lieutenants, pre-promotional training during off-duty hours, and the establishment of a library.

The Recruit Training School -- as it was now called -- instituted a policy for character investigation of recruit candidates. In the past, fitness discrepancies were frequently discovered after the candidate had been appointed to the Department and undergone recruit officer training. This impractical personnel practice was abandoned. With the new policy, based on retention and training, candidates were reviewed before appointment.

The 1920s marked a period of even more change in training techniques. Now officially designated The Police College, the Recruit Training School expanded its curriculum

to train its force in higher levels of command. It adopted the motto, which is used today:

Enter to Learn, Go Forth to Serve.

The curriculum now included separate training for detectives, mounted officers, ranking personnel, patrolmen and policewomen, and varied specialists. It was no longer a conventional police training school.

During World War II, the Police Academy assisted in the nation's defense efforts by training members of the Army's Military Police and the Navy's Shore Patrol in law enforcement techniques through a ten-week course for draft deferred officers acting as temporary patrolmen.

The post World War II years brought a huge increase in the number of Police Academy applicants. Of the 2,998 probationary officers in the 1946 class, 2,966 were war veterans, many former commissioned officers.

In the 1950s, the service role of policing finally emerged as an important part of the officer's work that required police officer skill. For the first time, emphasis was placed on community relations. Visual aids were introduced as training devices. Required in-service training for incumbent police officers was extended. Official policy now dictated that a professional police officer be both educated and trained in a balanced curricula consisting of all aspects of the law enforcement, order

maintenance and service roles that policing in a modern urban environment demanded.

In 1955, the Department's minimum educational entry levels were established and the probationary period was extended from six to nine months. Later, to foster professional training for supervisory skills, the Department affiliated with Baruch College's School of Public Administration, an important departure from the traditional methods of training. As a result, an accredited program leading to an Associate in Applied Science degree was initiated. Under this new program, credits were accumulated at the Academy Recruit School. All new appointees were encouraged to continue on the Associate of Arts degree or more advanced degrees.

In 1965, the College of Police Science was established as a part of the City University of New York. In 1966, in honor of the first Chief Justice of the United States, it was renamed the John Jay College of Criminal Justice. Located in the new Police Academy building in mid-Manhattan, its 1200 recruit students were offered a Bachelor of Science and/or Associate in Science degrees. The academy contained 23 classrooms, a gymnasium, Olympic pool, library and auditorium. It continues to serve as the Department's central training facility.

By 1966, the service role became a central theme of training. A new social science curriculum was established to improve human relation skills. This curriculum was carefully designed to respond to significant civil rights and race relations issues of the time. It is geared toward humanizing law enforcement, and instilling proper attitudes of demeanor, understanding and compassion in recruits.

The Police Academy was completely reorganized between 1969 and 1971. During that time, it established a six-month recruit curriculum which included college courses and a series of distinguished lectures. The following years marked the inception of dramatic new trends in training despite the near bankruptcy of New York City in 1975 resulting in a City-wide freeze on hiring of new officers. Paramount among them were new concepts in ethical awareness and integrity training, family crisis intervention, victimology and an increased emphasis on management training of supervisors.

Once again, in 1974, significant changes in higher education and police training were initiated and solidified. These culminated in the accreditation of the Police Academy's student officer curriculum by the New York State University System Board of Regents. The accreditation provided a basis for higher education credits for Police Academy training on a national basis.

For the first time in the Department's history, novice police officers no longer commenced active duty without structured field training and guidance. The program -- currently called the Neighborhood Stabilization Units (NSU) -- placed a new Police Academy graduate in a field assignment under a veteran field training sergeant. Through this procedure, the graduate student officer learned the practical application of police theory and techniques in a realistic setting.

The establishment of college accreditation permanently placed the recruit training curricula into the academic disciplines of social science, police science, law, and the physical school. Academic units were augmented with required components of counseling, tutoring, driving education, firearms and tactics and the post-Academy training programs for incumbent personnel. New instructional methodology emphasizing student participation through open dialogue and interaction was also developed marking a departure from the traditional para-military lecture methods.

The Police Academy continues to be accredited by the New York State Board of Regents, as well as to satisfy (and exceed) the New York State Bureau of Municipal Police minimum training standards. A Director of Training was appointed in 1984 to maintain professional standards in the

new complex and comprehensive training program that links the Police Academy and field personnel through newly created satellite training locations (in each of the City's five boroughs).

New York City's history of police training demonstrates continuous commitment to professionalism. The Department has always been the nation's largest and premier laboratory for police science. For all these reasons, the current recruit officer training curricula and Police Academy training program provide a rich research base for profiling the 21st Century police officer.

## CHAPTER FOUR

### DATA COLLECTION, PROCEDURES, RESPONDENTS, AND VARIABLES

As noted in Chapter One, the study has several objectives which are formulated as hypotheses. Briefly, the hypotheses ask questions concerning the effects and impact of academy training on the perspectives, attitudes and expectations of recruits into the New York City Police Department.

#### DATA COLLECTION

The entire population of Academy recruits in Class 86-B (second full class of recruits for year 1986) was sampled. It is this feature of the survey research, the extraordinary size of the data base, that establishes confidence in the stability of its findings and permits generalizations that provide enough room for the analyst to engage in descriptions of sub-groups within the total inquiry.

Ordinarily, distinctions are made between populations and samples (Blalock, 1972). Characteristics of a population are referred to as parameters as contrasted with characteristics of a sample which are called statistics. Careful distinction between the characteristics referring to a population and a sample are usually made. However, while most survey research focuses on samples of a population, it is the population itself rather than any particular sample

which is the real object of interest. Samples are chosen as a matter of convenience and practical necessity but the goal is almost always to make inferences about various population parameters on the basis of known sample statistics. In the present study though an entire population, the police recruit Class 86-B, was studied. This population may also serve as a sample of Police Academy recruits in general.

The initial phase of the study required the administration of the first survey questionnaire. From this instrument data was obtained containing biographical information such as date of birth, gender, race, education, past occupations and parents' work experience.

In addition to demographic information on the respondents, many questions were posed concerning the recruits' conceptions and expectations of police work. The format for these questions was a Likert-type scaling, common for self-administered questionnaires, with three to five choices per question, depending on the question.

The second questionnaire, containing primarily the same questions as the first, was administered after the recruits had completed their Academy training. The primary purpose of the two-phase survey was to measure the changes, if any, in recruits' attitudes, values, perceptions, and expectations of the police role as one primarily of the enforcement or service dimensions, or of some combination of the two.

The surveys were designed as descriptive instruments providing for a systematic and comprehensive study of police candidates as Academy trainees. The major concern in both instruments was to test the contribution of a number of factors influencing police role definitions held by trainees. In this sense the research may be characterized as diagnostic involving a search for possible influences on perceptions.

The methodological links between the two questionnaires seek to establish reliably the nature of the relationship between one or more outcomes of the training experience, or dependent variables. However, in any survey where the population is large and heterogeneous, not only must the whole be described, but descriptions for sub-groups within the total population are necessary to help refine and explain the findings.

After the questionnaires were administered to the trainees, the data corresponding to each of the dimensions of the hypotheses were tabulated for the aggregate group in order to provide a general quantitative description. The data were similarly tabulated for each of the sub-groups (males vs. females, minority vs. non-minority, recruits who are sons or daughters of police officers vs. those who are not) to provide comparative quantitative descriptions.

### GENERALIZABILITY OF THE DATA AND THE SAMPLE

The data in this study come primarily from the questionnaire responses of the police recruits. The sample is made up of individuals who share certain factors in common, and thus, constitute a specialized group somewhat different from the New York City public population in general. Specifically, New York City Department of Personnel and Police Department regulations set limits on those who may apply for employment. Candidates must be no younger than 18 years old and no older than 29 years when they take the application test. Each candidate must have completed high school or earned at least an equivalent General Education Diploma (G.E.D.). All candidates must pass a physical examination, a psychological screening, and a thorough background investigation before admitted to the Academy for training. After the successful completion of the training, recruits are placed on probation for a period of twenty-four months, after which time they are re-evaluated. If the probation period is satisfactory, full membership in the department is conferred.

Since standards for selection and admission into the New York City Police Department have not changed much in the past decade, the findings of the present research are likely to be generalizable to the general population of police officer candidates in the future. The Police Department of

New York City is no longer exclusively male and white; admission and entry recruitment have changed, and the entry ranks of the department are more reflective of the racial and gender heterogeneity of the New York City population at large.

#### SAMPLING

Sampling was carried out on the bi-annual 1986 class of New York City police recruits. A total of 2,253 individual recruits were appointed and formed into "Class 86-B" on July 18, 1986 and were graduated from the Police Academy on December 18, 1986. This mode of organization is suited for the Student Officer Training Program (see Appendix "A"). The Police Academy scheduling system places the recruit officer population into structured companies of approximately thirty-five students each. The student companies are then assigned in equal numbers to Academy squads performing opposite rotating tours (8 AM to 4 PM, 4 PM to 12 PM), Monday through Friday, over the course of a twenty-three week (five and half months) training period. Gender, ethnicity, and zip code of home address are used when forming classes in order to create diverse training (populations) reflective of the City's overall population distribution.

### BACKGROUND VARIABLES

The data collected on the 1,847 recruits yielded a large number of variables. The following are a list of the demographic variables in the study:

- 1) Age
- 2) Race
- 3) Sex
- 4) Education
- 5) Ethnicity
- 6) Prior military service
- 7) Place of residence
- 8) Family background - whether a recruit comes from a family where the father or mother is or has been a police officer.
- 9) Marital status
- 10) Employment background of recruit - seeks information on the types of work recruits were engaged in prior to appointment and whether it was full or part-time and in the public or private sector.
- 11) Income - divided into two parts, one concerning personal income earned by the recruit in the year prior to appointment, and the other, total family earnings that year, including that earned by the respondent and his or her spouse or parents.
- 12) Religion - in which the respondent was raised and what his or her current affiliation is, if any.
- 13) Family occupational and educational data - includes data on both present type of work and highest level of education attained.

- 14) Peer and family influences - consists of the strengths of influences by close relatives and friends on one's decision to become a police officer.
- 15) Reasons for becoming a police officer - priority rankings by recruits from a selection of sixteen factors.

#### DEPENDENT VARIABLES

The impact of the training on candidates, as recruits, is considered an intervening variable in this study. How this training affects their role orientations and perceptions is measured by the two questionnaires which were administered prior to and then after the completion of Recruit Training School. The key dependent variables are the orientations of the candidates toward the role of police officer.

The parameters and referents of role orientation focus on two general activities: enforcement and service. Enforcement will refer to the police function that consists of two related dimensions: public order maintenance and the deterrence of crime. The Academy training in enforcement emphasizes the prevention of crime, investigation of all reported and suspected offenses, and the legal processing of offenders and victims up to the point where the courts and correctional agencies can take over these tasks. The police bear the major burden for dealing with crime. To carry out this task of combatting crime, the New York City Police

Department contains two basic organizational elements, each of which involves a process or technique of crime control. These are the patrol and investigative divisions. Recruits are instructed in the criminal law and the tactics for handling a variety of offenses including homicides, assaults, robberies, burglaries, gun offences, prostitution, and intoxicated drivers.

As part of the Academy training, the service role of policing recognizes that the police officer does more than enforce the criminal law and maintain public order. Academy training highlights specific techniques for assisting citizens needing help: the aged, disabled, blind, deaf and mentally retarded. Other service tasks include handling those who are dependent on alcohol and drugs and intervening various kinds of disputes.

There is a natural tension between these two role orientations. While the service facets of the police role are undoubtedly important and comprise the bulk of time of a department's activity, the police department cannot be justified solely or principally on the basis of its community service function. The chief justification for the maintenance of the police force lies in its ability to prevent and control crime and maintain order. For this purpose society confers the authority for making arrests. It is this authority that distinguishes the police from other agencies.

Despite the fact that the enforcement/service dichotomy may not be as precise as is desirable, the general contours are familiar to the Academy recruits through explicit references in their training sessions and manuals. For examples, the Student Officer Training Manual notes that the "...Police Department is primarily a service agency in which 85% of a police officer's time is devoted to non-criminal matters" (NYPD Police Academy 1984: p. 7).

The dependent variables concerning enforcement or service orientation have been operationalized by specific statements or questions within the questionnaires (see Appendix for complete questionnaire copy). The specific items relating to enforcement orientations are listed in Table 4.1

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**Table 4.1: Questionnaire Enforcement Orientation Statements**

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- o Police officers should have the freedom to use as much force as they think necessary in making arrests.
- o All laws should be enforced at all times; otherwise people lose respect for the law.
- o There are times when an officer is justified in using physical force in response to verbal abuse.
- o Physical force is the only language some people really understand.
- o It is sometimes justified to use more force than is really necessary in handling someone who physically assaults an officer.
- o Unarmed suspects who assault police officers deserve to be treated roughly.
- o If a law is on the books, it ought to be enforced, no matter what the consequences may be.
- o Some police officers consistently use more physical force than is necessary in making arrests.
- o Preservation of the peace requires that police have the authority to order people to "move along" or "break it up" even though no law is being violated.
- o In certain areas of New York City, physical combat skills and an aggressive bearing will be more useful to a police officer on the street than book learning and a courteous manner.
- o Some of the ideals of politeness and decency taught in police academies are unworkable under actual conditions of the street.
- o The present system of federal, state and local laws has undermined the police officer's authority to a dangerous extent.
- o Authoritativeness is essential in a good police officer.
- o How much effort should a police department spend on investigating crime?

- o How much effort should a police department spend on patrolling in cars?
  - o Frequent misdemeanor arrests indicate a good police officer.
  - o Frequent checking of autos to see if they are stolen is an indicator of a good police officer.
  - o Frequent interrogation of suspicious people is an indicator of a good police officer.
-

The statements listed below reflect the service orientation of the police officer role. They are drawn from the questionnaires and were also administered at the same two strategic times the beginning week and closing week of the recruits' training period. Table 4.2 lists the service orientation statements.

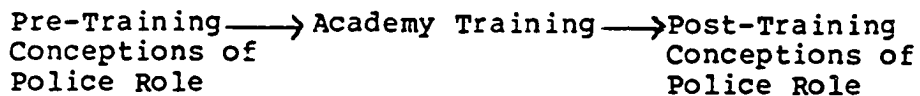
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Table 4.2: Questionnaire Service Orientation Statements

- o Police officers should not become personally familiar with the residents of the area they patrol.
  - o Police officers should be sincerely concerned about the well-being of the citizens in the neighborhood they patrol.
  - o Family-problem solving is a part of real police work.
  - o Because they get so much experience in real life, police officers understand human behavior as well as psychologists and sociologists.
  - o Compassion is an essential quality in a good police officer.
  - o How much effort should be expended by police departments in patrolling on foot.
  - o How much effort should be expended by police departments in assisting persons in emergencies.
  - o How much effort should be expended by police departments in understanding problems of people in the community.
  - o How much effort should be expended by police departments in explaining crime prevention techniques to citizens.
  - o How much effort should be expended by police departments in informing people about available services.
  - o How much effort should be expended by police departments in assisting victims of crime.
  - o High responsiveness to needs of his/her patrol area is an indicator of a good police officer.
-

The second administration of the questionnaire, or Wave II, administered at the completion of the Academy training contained the same questions regarding attitudes, perceptions and comprehension of the enforcement and service role dimensions of police work as Wave I.

The changes in responses between pre- and post-training administrations of the questionnaires can measure the effects the training had on recruits' conceptions of the police roles of enforcement and service. Schematically, this can be represented as follows:



Among the key hypotheses of the present research is the position that training produces effects on recruits' attitudes, beliefs, and values about the enforcement and service roles of police officer. It is further assumed that the training experience may affect attitudes for different subgroups of recruits in different ways. The strength or weakness of the training on various subgroups within the recruit sample constitutes substantial sections of the analysis.

#### QUESTIONNAIRE ADMINISTRATION

The data in the study are drawn from self-administered questionnaires completed by the candidates as entry police

recruit trainees. The candidates were informed by written statement that the questionnaire was a voluntary survey and they were not required to complete it. The trainees had approximately one hour to complete questionnaires. Wave I, the first questionnaire, was administered during the first week at the Police Academy, in classroom or group settings, before their training had commenced. Post-training questionnaires were completed in approximately one hour and were administered on the Recruit Training School's last day. There were no provisions for surveying recruits who could not attend those sessions established for administering the questionnaires.

An inspection of the spread of the mean responses of the pre and post-training questionnaires specifically related to the study's hypotheses confirmed that recruits were not marking questionnaires randomly. Given the time between pre-training and post-training, approximately five and a half months, the closeness of means (see Table 6.1) implies a uniformity of response negating with capricious marking of questionnaire items.

The administration of the questionnaires was carefully scheduled to control an immediate administration of pre-training questionnaire during the first week (July 21, 1986) of recruit orientation for Class 86-B. This produced 1,847 recruit responses at the start of training for pre-training

questionnaires. Post-training questionnaires were administered during the last week of Academy training for Class 86-B, immediately after final exams and one day prior to graduation (December 17, 1987). This produced 1,725 recruit responses for post-training questionnaires. The 6% drop in completion of post-training questionnaires may be explained as follows through normal daily absenteeism among recruits, which averaged 4% per day during Academy training, coupled with the deployment of some classes for firearms training and related activities at various NYPD recruit training locations, and dropouts from Class 86-B.

The pre-training questionnaire used in the study provided both background information on the trainees as well as role orientation information. Post-training, the second questionnaire, sought information on role orientations upon completion of the training. It also included some questions relevant only to recruits who have completed the training. Unlike previous studies (McNamara, 1967), the trainees of the study are not noticeably lacking or deficient in verbal skills. Those tested were familiar with academic exercises and with the intricacies of questionnaires. No respondents in the study had difficulty in finishing the questionnaire within the allotted time.

### METHODS OF ANALYSIS

The examination of the hypotheses was carried out by computing frequencies of responses for the pre and post-training questionnaires and also examining differences between pre and post-training responses. The responses focused upon are those value and perception questions dealing with the service and enforcement roles of police officers. To specifically test the hypotheses, respondents are broken down into the following groups: (1) male versus female, (2) minority (black or Hispanic) versus non-minority, (3) those with police family background (sons and daughters of police officers) compared with those who were not. Differences within groups (e.g., minorities compared with non-minorities, etc.) and differences in responses between pre and post-training were examined by use of cross-tabulations (Chi-square tests) and examined by use of t-tests to determine significant results. Chisquare tests were used to compare subgroups; paired or repeated measures to t-tests were used to compare pre and post-training responses.

Significant differences between pre and post-test responses reflect the effects of training on those preconceptions and attitudes. A comparison of differences between pre and post-test responses for different subgroups of recruits would indicate whether training has differential

effects for different subgroups (e.g., male versus females). In addition, significant differences between subgroups on post-test scores would indicate that the subgroups leave the training with different conceptions or attitudes about police work.

## CHAPTER FIVE

## DEMOGRAPHIC PROFILE OF POLICE ACADEMY TRAINEES

The men and women recruits of this study come from a wide array of social, religious, racial, urban and suburban groups, as illustrated in Table 5.1.

Table 5.1 Residence by County of Recruit Class 86-B

| <u>Counties of Residence</u> | <u>% of Recruit Population</u> |
|------------------------------|--------------------------------|
| Manhattan 73                 | 4.3                            |
| Brooklyn 323                 | 19.0                           |
| Queens 329                   | 19.4                           |
| Bronx 188                    | 10.9                           |
| Staten Island 159            | 9.4                            |
| <u>Total NYC 1072</u>        | <u>63.0</u>                    |
| Nassau 255                   | 15.0                           |
| Suffolk 221                  | 13.0                           |
| Westchester 48               | 2.8                            |
| Orange 25                    | 1.5                            |
| Rockland 66                  | 3.9                            |
| Putnam 9                     | .5                             |
| Other 2                      | .1                             |
| <u>Total Non-NYC 626</u>     | <u>36.8</u>                    |

\*Total adds to 99.8% because of rounding

The majority of recruits (53.4%) reside in three counties: two in the City itself, Brooklyn and Queens, and Nassau County, a suburban area to the east of New York City. The total number of recruits residing in counties outside of New York City is 36.8% -- that is, slightly less than 37% of the recruit class are outsiders and 63% of the recruit class come from four City counties (Brooklyn,

Queens, Bronx and Staten Island), which contain large minority populations.

There has been a sustained debate concerning a major revision of selection criteria of police based on residence. It is not the purpose of the present study to take up the policy issues of police residency. Suffice it to say that there are some paradoxes and dilemmas associated with question of place of residency and recruitment goals. For one, permitting applicants from counties outside of New York City doubtlessly broadens the pool of candidates from which to select recruits; however, it also serves to inhibit the selection of a police force that is representative of the City at large. The Mayor's Advisory Committee on Police Management and Personnel Policy (February 1987) observed:

There is a significant contradiction between the goal of having a police force that is representative of the population served and the policy of recruiting city officers from suburban communities. The Committee further reported that, in 1973, the National Advisory Committee on Criminal Justice Standards and Goals noted the value of encouraging police officers to reside in or near the community where they work. In 1984, the Conyers Committee recommended that New York City police officers be required to be city residents, linking this requirement to accelerated minority recruitment. Others have argued that requiring police officers to live where they serve gives them a greater commitment to an understanding of the community, and makes them more readily available in times of emergency. However, opponents of a residency requirement claim that it is an unfair basis for discrimination and that such a requirement would severely limit the size of the applicant pool from which to select officers. The Committee recommends an alternative to a residency requirement which they perceive to be

more feasible -- namely, the use of preferential points, similar to U.S. and City Civil Service policy for veterans, as a way to encourage potential candidates to live in the city and to reward those who already do (Zuccotti, Vol. I: pp. 29-31).

Explicitly cited by the Mayor's 1987 Advisory Committee was the recommendation that the Department must identify minority representation and, therefore, recruitment, as a primary management goal in the present and future initiatives of the department.

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Table 5.2 Ethnic Composition of NYPD: 1978-1986 \*

| <u>YEAR</u> |   | <u>TOTAL</u> | <u>WHITE</u> | <u>BLACK</u> | <u>HISPANIC</u> | <u>OTHER**</u> |
|-------------|---|--------------|--------------|--------------|-----------------|----------------|
| 1978        | # | 24,580       | 21,847       | 1,914        | 801             | 18             |
|             | % | 100          | 88.9         | 7.8          | 3.3             | 0.1            |
| 1980        | # | 22,431       | 19,751       | 1,817        | 844             | 19             |
|             | % | 100          | 88.1         | 8.1          | 3.8             | --             |
| 1984        | # | 24,153       | 19,685       | 2,481        | 1,892           | 95             |
|             | % | 100          | 81.5         | 10.3         | 8.8             | 0.5            |
| 1986        | # | 27,425       | 21,572       | 2,949        | 2,733           | 171            |
|             | % | 100          | 78.7         | 10.7         | 10.0            | 0.6            |

\* From Zuccotti, 1987: Vol. II: p. 8.

\*\* Includes Asians, Pacific Islanders and American Indians

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### ETHNICITY AND GENDER

In terms of race and gender, the New York City Police Department has changed over the past two decades. In 1987, nearly 90% of the Department, numbering some 27,312 members, was male, and of that number better than three out of four police officers were white. Table 5.2 (p. 89) summarizes the ethnicity data, and also presents ethnicity figures for 1978, 1980, 1984 and 1986.

An examination of trends in police hired from 1968 through 1986 shows that the percentage of whites hired has dropped below 75% (specifically 72.6%) in 1986. Table 5.3 (p. 91) summarizes these data.

Also, since 1968, combining all non-white categories with females, 28.4% of the NYPD consists of minorities and women. In addition, from 1979 on, the number of Hispanic male recruits into the Department have been consistently greater than that of black males, but below the total of women in all racial and ethnic categories. Thus, of the significant changes which have occurred, the increase in the proportion of women and Hispanic males has been somewhat higher and more steady than for black males. Table 5.4 (p. 92) summarizes these data.

Table 5.3 Appointees to NYPD by Sex, Race & Ethnicity, 1968-1986\*

| YEAR |   | WHITE       | BLACK      | HISPANIC   | ASIAN<br>AMER. | AMER.<br>INDIAN | TOTAL  |
|------|---|-------------|------------|------------|----------------|-----------------|--------|
| '68  | M | 2033(81.3%) | 311(12.4%) | 154(6.1%)  | 0              | 0               | 2498   |
|      | F | 0           | 0          | 0          | 0              | 0               | 0      |
|      |   |             |            |            |                |                 | (2498) |
| '71  | M | 374(94.5%)  | 11(2.7%)   | 10(2.5%)   | 0              | 0               | 394    |
|      | F | 0           | 0          | 1          | 0              | 0               | 1      |
|      |   |             |            |            |                |                 | (395)  |
| '75  | M | 3           | 0          | 0          | 0              | 0               | 3      |
|      | F | 0           | 0          | 0          | 0              | 0               | 0      |
|      |   |             |            |            |                |                 | (3)    |
| '79  | M | 318(76.6%)  | 11(2.0%)   | 29(6.9%)   | 3              | 0               | 361    |
|      | F | 49(1.2%)    | 3(0.0%)    | 2(0.0%)    | 0              | 0               | 54     |
|      |   |             |            |            |                |                 | (415)  |
| '80  | M | 249(41.5%)  | 71(1.2%)   | 133(22.1%) | 3              | 0               | 456    |
|      | F | 53(8.0%)    | 49(8.0%)   | 40(5.1%)   | 2              | 0               | 144    |
|      |   |             |            |            |                |                 | (600)  |
| '81  | M | 588(57.0%)  | 96(9.0%)   | 141(4.11%) | 5              | 0               | 830    |
|      | F | 103(10.0%)  | 61(6.0%)   | 36(3.0%)   | 1              | 0               | 201    |
|      |   |             |            |            |                |                 | (1031) |
| '82  | M | 1871(67.3%) | 207(7.0%)  | 258(9.0%)  | 18             | 0               | 2354   |
|      | F | 239(8.0%)   | 125(4.0%)  | 57(2.0%)   | 5              | 0               | 426    |
|      |   |             |            |            |                |                 | (2780) |
| '83  | M | 718(68.8%)  | 74(0.7%)   | 108(1.0%)  | 8              | 0               | 908    |
|      | F | 76(0.7%)    | 35(0.3%)   | 24(0.2%)   | 0              | 0               | 135    |
|      |   |             |            |            |                |                 | (1043) |
| '84  | M | 1288(71.2%) | 102(5.6%)  | 185(10.2%) | 13(0.7%)       | 0               | 1590   |
|      | F | 146(8.0%)   | 42(2.3%)   | 28(1.5%)   | 2              | 0               | 218    |
|      |   |             |            |            |                |                 | (1808) |
| '85  | M | 704(67.3%)  | 66(6.3%)   | 96(9.1%)   | 5              | 2               | 873    |
|      | F | 104(9.9%)   | 43(4.1%)   | 26(2.4%)   | 0              | 0               | 173    |
|      |   |             |            |            |                |                 | (1046) |
| '86  | M | 1104(62.3%) | 120(6.7%)  | 189(10.65) | 18(0.1%)       | 2               | 1433   |
|      | F | 183(10.3%)  | 80(4.5%)   | 74(4.1%)   | 0              | 1               | 338    |
|      |   |             |            |            |                |                 | (1771) |

\* Through Class 86-B, July, 1987.

\*\* M = Male; F = Female

Source — NYPD Personnel Bureau Figures, 1987.

Table 5.4 Race and Gender of Recruit Classes (1979-1986 Combined) \*

|         |   | <u>TOTAL</u> | <u>WHITE</u> | <u>BLACK</u> | <u>HISPANIC</u> | <u>OTHER</u> |
|---------|---|--------------|--------------|--------------|-----------------|--------------|
| Males   | # | 15,856       | 12,295       | 1,354        | 2,041           | 186          |
|         | % | 84.1         | 65.2         | 7.2          | 108             | 0.9          |
| Females | # | 3,003        | 1,681        | 771          | 524             | 27           |
|         | % | 15.9         | 8.9          | 4.1          | 2.8             | 0.1          |
| Total   | # | 18,859       | 13,976       | 2,125        | 2,565           | 193          |
|         | % | 100          | 74.1         | 11.3         | 13.6            | 1.0          |

\* Zuccotti, 1987: Vol. II: p. 10.

Within the Recruit Class 86-B, trainees are still overwhelmingly male, totaling 2,123 or roughly four out of five. Women make up 21% of Class 86-B. However, as Table 5.5 shows, 86-B is still predominantly white and male.

Table 5.5 Gender/Race Frequencies Reported for Recruit Class 86-B \*

|        |   | <u>WHITE</u> | <u>BLACK</u> | <u>HISPANIC</u> | <u>OTHER</u> | <u>TOTAL</u> |
|--------|---|--------------|--------------|-----------------|--------------|--------------|
| Male   | # | 1,417        | 158          | 233             | 22           | 1,830        |
|        | % | 77.4         | 8.6          | 12.7            | 0.2          | 81.2         |
| Female | # | 236          | 97           | 89              | 1            | 423          |
|        | % | 55.8         | 22.9         | 21.0            | 0.2          | 18.8         |
| Total  | # | 1,653        | 255          | 322             | 22           | 2,253        |
|        | % | 73.4         | 11.3         | 14.3            | 0.9          | 100.0        |

\* Total Hire includes NYPD, NYC Transit & Housing Police Departments.

Source -- NYPD Personnel Bureau Figures, 1986

AGE, OCCUPATION AND INCOME

At the time of their induction into the Academy training program, the average age of male recruits was 23.6 years; for female recruits it was 24.6 years. The majority of candidates, 70.7% of Recruit Class 86-B, were employed full-time prior to entering the Police Academy. Table 5.6 summarizes this employment profile.

Table 5.6 Immediate Previous Employment Reported for Recruit Class 86-B

|                                                              | <u>f</u> | <u>%</u> |
|--------------------------------------------------------------|----------|----------|
| Professional, Technical, Managers,<br>Officials, Proprietors | 461      | 25.6     |
| Clerical, Sales                                              | 400      | 22.2     |
| Crafts, Trades                                               | 265      | 14.7     |
| Semi-Skilled, Unskilled                                      | 252      | 14.0     |
| Service, Household                                           | 94       | 5.2      |
| Laborer                                                      | 221      | 12.7     |
| None                                                         | 102      | 5.7      |
| Unknown                                                      | -        | -        |
| TOTAL:                                                       | 1,803    | 100.1    |

The concentration of occupational categories for these candidates was as follows: 25.6% professional, technical, managerial, proprietor, clerical, sales, programmer and

computer operator; 22.2 white collar; 14.7% in trades and crafts; and 37.6% engaged in semi-skilled, unskilled, or no work.

In the class as a whole, 60.3% of the recruits were in the public sector before police work. This finding may indicate a familiarity with employment in government service in general, and perhaps a propensity for police service in particular. Within the public employment sector, becoming a police officer may be a prestigious career-advancement step. Despite the inherent dangers in the job, salary, mobility potential within the department, pension benefits, and the utility of a career as a police officer for post-police employment are perceived quite positively by candidates.

Well over half of the candidates, 65.4%, said that they lived with their parents, 17.0% lived with a spouse, and 7.5% reported living alone. This finding may in part reflect a trend of young people living with their parents for longer periods of time because of economic constraints and/or the lack of affordable single unit housing especially in large urban areas, such as New York City.

The income data for entry level recruits of Class 86-B for the year 1985, the year before their entering the police academy, indicates that few (21.9%) earned more than \$25,000. Hence, financial rewards may have acted as an

incentive for choosing policing as a career. The entry salary for police officers in New York City in 1986 is \$24,800 with full salary after completion of probation of \$32,400, excluding the potential for night time differential pay and overtime earnings.

The median for candidates' total family income in 1985 was approximately \$30,000. This total family income level is in accordance with the historical trend of police recruiting tending to attract persons from the working and lower middle income strata of society.

The racial profile of Class 86-B also follows an historical pattern of recruitment and staffing of police ranks for New York City during recent years. Of the recruits, 73.5% are white, 13.6% Hispanic, and 11.6% black. In terms of gender, 81.7% are male and 18.3% female.

#### RELIGIOUS AND MILITARY BACKGROUND

Eighty-one percent of the recruit class cited Catholic as their religious orientation. Only 11.3% of Recruit Class 86-B had previously served in the military. This finding may reflect an important shift in the background profile of young adults entering the national labor market, particularly the occupation of policing, over the past decade.

Perhaps, fewer military veterans are appearing in a variety of occupational fields that had drawn on military service as characteristic of their labor pool in the past.

EDUCATIONAL BACKGROUND

Educationally all recruits fulfill the requirement of a high school education established for entry into the NYPD in 1950. Table 5.7 summarizes the educational levels of Class 86-B.

Table 5.7 Highest Educational Attainment of  
Recruit Class 86-B

| <u>Education Attainment *</u> | <u>#</u> | <u>%</u> |
|-------------------------------|----------|----------|
| High School or G.E.D.         | 584      | 32.2     |
| Some College                  | 869      | 47.9     |
| 2-Year College Degree         | 192      | 10.6     |
| 4-Year College Degree         | 148      | 8.2      |
| Some Graduate Work            | 16       | .9       |
| Master's Degree               | 5        | .3       |
| Some Post-Master's Work       | 1        | .1       |
| Doctoral Degree               | <u>0</u> | <u>0</u> |
| TOTAL:                        | 1,815    | 100.2**  |

\* Does not include higher education credits for Police Academy Training Program.

\*\* Total due to rounding.

The data reflect the emergent trend of increased post-high school education achievement of police officer candidates. Over two-thirds, 67.8% of Class 86-B have at least some college prior to entering the Police Academy; 10.6 hold two-year college degrees and 9.5% have four year college degrees. Concerning their college majors, the leading majors are 21% for criminal justice, followed by 20% in business/public administration and 13% in liberal arts.

#### FAMILY BACKGROUNDS OF RECRUITS

The parents of candidates come primarily from skilled blue collar, white collar and professional backgrounds. Their educational achievements are higher than their generational peers. Approximately 50% of mothers and 38% of the recruits' fathers possess a high school diploma.

Approximately one-half, 50.4% of the class, has some family member (father, mother, brother, sister, uncle, aunt or cousin) currently (or previously) in police service. Of family members who are or were police, 16% reported fathers, 20% uncles, 18% cousins, and 12% brothers as members of the police department. Less than .02% had a police officer spouse.

As in the military, medicine, law, teaching and a number of other professional occupations and trades, a greater number of individuals than might be ascribed to

chance alone, follow in the footsteps of relatives. In the case of the police officer there are several reasons for this phenomenon. The occupations are well compensated in terms of income, the psychological rewards and gratifications are numerous, the esteem in which much of the public holds the occupation is high. Also, the influence of and anticipatory socialization by relatives may afford the aspirant or recruit advantages in the early phases of training and entry into the career. The generational transfer of the occupational choice carries in itself family and personal prestige.

#### IMPACT OF OTHERS ON THE CHOICE OF POLICE WORK

Table 5.8 lists the recruits' ratings of family and friends who have the most influence on their decisions to become a police officer.

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Table 5.8 Decision to Become a Police Officer  
for Class 86-B

Before you actually applied for the police officer exam, how did the following people feel about you becoming a police officer? (1 = Very Unfavorable, 4 = Very Favorable)

|                   | <u>MEAN</u> |
|-------------------|-------------|
| Father/Stepfather | 3.50 (1) *  |
| Brothers/Sisters  | 3.40 (2)    |
| Friends           | 3.37 (3)    |
| Spouse/Partner    | 3.13 (4)    |
| Mother/Stepmother | 3.04 (5)    |

\* Numbers in parentheses are rankings

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The attitudes of significant others most influential in determining the candidates' choice of occupation are in order of importance: fathers, siblings, and friends. Mothers or stepmothers and spouses were cited by the recruits as the least favorably disposed toward the occupational choice of police officer. These latter two may be expressions of concern for safety and fear of the danger associated with the police officer role.

Table 5.9 shows findings on the reasons for becoming a police officer in order of importance.

**Table 5.9 Factors Affecting Decision to  
Become a Police Officer**

For each of the following factors, indicate whether it was (1) very important, (2) somewhat important or (3) not important at all in your decision to become a police officer.

|                                                                   | <u>MEAN</u> |       |
|-------------------------------------------------------------------|-------------|-------|
| Ability to help people                                            | 2.90        | (1) * |
| Ability to work directly with people                              | 2.78        | (2)   |
| Challenge of police work                                          | 2.76        | (3)   |
| Chance to experience working<br>in the community                  | 2.64        | (4)   |
| Excitement of police work                                         | 2.52        | (5)   |
| Pay as a police officer                                           | 2.47        | (6)   |
| Have always wanted to become<br>a police officer                  | 2.42        | (7)   |
| It just seemed like a good<br>job opportunity                     | 2.34        | (8)   |
| Chance to work outdoors                                           | 2.32        | (9)   |
| Freedom of the job                                                | 1.90        | (10)  |
| Recruitment information from<br>the Police Dept.                  | 1.80        | (11)  |
| Influence of friends who are<br>police officers                   | 1.73        | (12)  |
| Wearing a uniform                                                 | 1.67        | (13)  |
| Influence of friends and relatives<br>who are not police officers | 1.55        | (14)  |
| Carry a gun                                                       | 1.43        | (15)  |
| We've always had a police officer<br>in the family                | 1.28        | (16)  |

\* Numbers in parentheses are rankings.

It is of interest that recruits cited reasons that belie a strong enforcement orientation and opt for community service. The constellation of reasons and motives for entering police work are noteworthy in several ways. The police are seen by the public as a semi-military force the chief goal of which is to repress crime and disorder. To facilitate this purpose, it seeks to deter, detect and apprehend offenders (Allen, Friday, Roebuck and Sagarin, 1981). At the same time, the police can be seen as a type of social service organization that deal with maintaining social order and with behavioral problems stemming from crime and disorder. This "helping progression" perspective de-emphasizes the punitive, represssive aspects of policing and focuses on prevention, control, order and functions that counsel and treat potential law breakers and petty offenders in some fashion.

More specific profiles of the sub-groups broken down by gender, minority status and police versus non-police family background are given in the next section of this chapter.

#### COMPARISON OF FEMALE AND MALE RECRUITS' DEMOGRAPHIC CHARACTERISTICS

Compared with NYPD trends in female recruitment since 1979 (see Table 5.4), the 1986 Class-B reflects a statistically significant increase in the number of women hired. Of Class 86-B recruits, 334 or 18.4% are women as opposed to 81.6% male.

The comparison of profiles for female and male recruits on a number of variables is given in Table 5.10.

Table 5.10 Demographics of Female As Compared with Male Recruits

|                           | <u>FEMALE</u>     | <u>MALE</u>       | <u>P-LEVEL</u> |
|---------------------------|-------------------|-------------------|----------------|
| Previous Worked Full-time | 72.5%             | 78.9%             | .001           |
| Worked in Public Sector   | 60.5%             | 59.9%             | n.s.           |
| Lived with Parents        | 50.8%             | 68.9%             | .001           |
| Average Age               | 24.6              | 23.6              | .001           |
| Ethnicity: White          | 55.7%             | 77.6%             | .001           |
| Non-White                 | 44.3%             | 22.4%             |                |
| Never Married             | 84.0%             | 95.7%             | .001           |
| Most Prominent Religion   | 78.1%<br>Catholic | 83.8%<br>Catholic | .001           |
| No Military Service       | 97.9%             | 86.6%             | n.s.           |

Thus, female recruits were (1) less likely to work full-time previously, (2) less likely to live with parents, (3) older, (4) more likely to be non-white, and (5) largely non-Catholic. Essentially, the females appear to more adequately reflect the racial and ethnic background of the City.

As with their male counterparts, many of the women were employed full time in white collar work (50.2%). Of this group, 23.5% were employed in professional technical and managerial positions.

In terms of living arrangements 50.8% of the female candidates, compared to 68.0% of the male candidates, lived with parents, 15.9% of the females and 5.5% of the males lived alone, and 14.4% of the females and 17.6% of the males lived with spouses. Also significant is the percent of females who live with other relatives, 9.6%, compared to males, 3.7% and females, 9.3%, compared to males, 4.2%, who live with friends. Of the female candidates most are white (56%), but far less than males, 77.6%. Forty-four percent are minority (black and Hispanic) compared to 22.4% for male candidates and 84% of the females are single, never married compared to 95.7% of the male candidates.

The occupational background of the parents of female candidates are not significantly different from those of male recruits. For the fathers of female candidates, approximately one-third work in professional, technical, managerial fields, and 22% in clerical, sales, or computer operator categories. The corresponding figures for fathers of male recruits are 30.8% and 26.5% respectively. For mothers of female candidates 24% are from the professional, technical, managerial categories with 36% not working at all. The corresponding figures for mothers of male recruits are 15.6% from the professional, technical, managerial categories with 34.2% not working at all. Educationally 17.6% of the females' fathers had some high school, 42% are

high school graduates and 12.3% had some college and 9.9% are college graduates; for the mothers of female recruits 14.9% had some high school, 48% are high school graduates, 12.2% had some college and 8.3% are college graduates. Educationally, 16.4% of male recruits' fathers had some high school, 43.8% are high school graduates, 13.5% some college and 9.9% are college graduates. Male recruits' mothers had some high school (12.8%), were high school graduates (57.3%) and some college (10.9%), and were college graduates (6.8%).

The highest levels of education for female recruits as compared with male recruits are given in Table 5.11.

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Table 5.11 Educational Level of Female as Compared with Male Recruits

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|                  | <u>FEMALE</u> | <u>MALE</u> |
|------------------|---------------|-------------|
| High School Only | 28.1%         | 33.0%       |
| Some College     | 46.7%         | 48.3%       |
| 2 Years College  | 10.5%         | 10.6%       |
| 4 Years College  | 12.9%         | 7.11%       |
| Graduate Work    | 1.8%          | 1.0%        |

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Female recruits are more highly educated than male recruits; 14.7% have at least a four-year college degree to 8.1% male recruits, (p. < 0.02). Black female recruits, (n=198), show higher educational achievements than their

minority and non-minority male counterparts. Table 5.12 summarizes this data.

**Table 5.12   Black Female Education Compared  
With Overall Class**

|                       | <u>N</u> | <u>FEMALES</u> | <u>N</u> | <u>RECRUIT<br/>CLASS</u> |
|-----------------------|----------|----------------|----------|--------------------------|
| High School or G.E.D. | 59       | 29.79%         | 525      | 32.6%                    |
| Some College          | 74       | 37.37%         | 745      | 49.3%                    |
| 2 Years College (AA)  | 31       | 15.66%         | 161      | 10.0%                    |
| 4 Years College (AB)  | 30       | 15.15%         | 118      | 7.3%                     |
| Some Graduate         | 3        | 1.52%          | 13       | .8%                      |
| Graduate (MA)         | 1        | .5%            | 0        | .0%                      |

Comparing education achievement beyond high school or its equivalent, black female recruits have higher percentages in the categories 2 Years College (15.7% to 10.0%), 4 Years College (15.2% to 7.3%), and Some Graduate (2.0% to .8%). The educational achievement of black women in general has been consistently higher than black males. Some insight into the reasons for this may be gleaned from a study of black females in The City University of New York. The study revealed that black females perceive (to a greater degree than black males) their economic and occupational mobility mainly in terms of educational accomplishment such as acquiring a college degree (Kelly and Francis, 1988).

The police family background of females does not vary from the class as a whole: 56% of the females had no police family background as compared with 49% for males (n.s.). Women with police family background indicated that 16% had cousins, 15% uncles, 12% brothers, and 14% had fathers with police background. Only .6% (2) of the females had a police officer spouse.

#### FACTORS INFLUENCING THE DECISION TO BECOME A POLICE OFFICER

Table 5.13 presents data on the influence of kinship relations and friends on the female as compared with male recruits' decision to become a police officer.

Table 5.13 Influence of Significant Others on  
Decision to Become a Police Officer --  
Female Compared to Male

|                   | <u>FEMALE</u> | <u>MALE</u> | <u>P-LEVEL</u> |
|-------------------|---------------|-------------|----------------|
| Father/Stepfather | 3.38 (1)*     | 3.52 (1)    | .02            |
| Brothers/Sisters  | 3.35 (2)      | 3.41 (2)    | n.s.           |
| Friends           | 3.31 (3)      | 3.38 (3)    | n.s.           |
| Spouse/Partners   | 3.22 (4)      | 3.10 (4)    | n.s.           |
| Mother/Stepmother | 3.12 (5)      | 3.02 (5)    | n.s.           |

\* Numbers in parentheses are rankings

The rankings of two of the three most influential sources -- father/stepfather, brothers/sisters, and friends -- are essentially the same for both groups. However, female

recruits are significantly less influenced by fathers/stepfathers (3.38) than male recruits (3.52) (p. 02).

Recruits were asked to rate the several factors in their decision to become a police officer: (1) not important at all, (2) somewhat important, and (3) very important. Table 5.14 on the following page lists the highest rated factors to become a police officer for female and male recruits.

Female recruits cited the following as the five most important reasons (from a list of sixteen) for choosing to become a police officer: (1) ability to help people, (2) ability to work directly with people, (3) challenge of police work, (4) chance to experience working in the community and (5) excitement of police work. Female recruits rated "ability to work directly with people" higher (2.86%) than male recruits (2.76%) and females also rated "the chance to experience working in the community" higher (2.74%) than male recruits at (2.62%) (both p .001); the "excitement of police work" was rated less (2.43%) by female recruits to (2.54%) by male recruits (p .01)

These findings are examined in more detail in Chapter Six where the enforcement/service orientations of recruits are analyzed.

**Table 5.14 Most Important Factors in Decision to Become a Police Officer by Female and Male Recruits**

|                                                               | <u>FEMALE</u> | <u>MALE</u> | <u>P-LEVEL</u> |
|---------------------------------------------------------------|---------------|-------------|----------------|
| Ability to help people                                        | 2.92 (1)*     | 2.90 (1)    | n.s.           |
| Ability to work directly with people                          | 2.86 (2)      | 2.76 (2)    | .001           |
| Challenge of police work                                      | 2.75 (3)      | 2.76 (3)    | n.s.           |
| Chance to experience working in the community                 | 2.74 (4)      | 2.62 (4)    | .001           |
| Pay as a police officer                                       | 2.47 (5)      | 2.47 (6)    | n.s.           |
| Excitement of police work                                     | 2.43 (6)      | 2.54 (5)    | .01            |
| It just seemed like a good job opportunity                    | 2.42 (7)      | 2.32 (9)    | .02            |
| Have always wanted to be a police officer                     | 2.28 (8)      | 2.45 (7)    | .001           |
| Chance to work outdoors                                       | 2.21 (9)      | 2.35 (8)    | .01            |
| Freedom of the job                                            | 1.91 (10)     | 1.89 (10)   | n.s.           |
| Recruitment info from police department                       | 1.85 (11)     | 1.78 (11)   | n.s.           |
| Influence of friends or relatives who are police officers     | 1.72 (12)     | 1.73 (12)   | n.s.           |
| Influence of friends or relatives who are not police officers | 1.57 (13)     | 1.55 (14)   | n.s.           |
| Wearing a uniform                                             | 1.55 (14)     | 1.70 (13)   | .001           |
| Carrying a gun                                                | 1.47 (15)     | 1.42 (15)   | n.s.           |
| We've always had a police officer in the family               | 1.26 (16)     | 1.29 (16)   | n.s.           |

\* Numbers in parentheses are rankings.

COMPARISON OF MINORITY AND NON-MINORITY RECRUITS  
DEMOGRAPHIC CHARACTERISTICS

Within Class 86-B 481 (26.6%) are minority recruits of which almost all (95%) are black or Hispanic. Specifically, 210 (43.7%) are black, 247 (51.4%) are Hispanic. The remaining 24 (5.0%) are Asian, Pacific Islanders, American Indian or other. The demographic profile of minority (black and Hispanic) recruits as compared to non-minority (white) recruits is given in Table 5.15.

Table 5.15 Demographics of Minority (Black and Hispanic)  
Recruits Compared to Non-Minority  
(White) Recruits

|                                           | <u>MINORITY</u>     | <u>NON-MINORITY</u> | <u>P-LEVEL</u> |
|-------------------------------------------|---------------------|---------------------|----------------|
| Not working prior to police academy entry | 10.4%               | 5.6%                | .001           |
| Previously worked full-time               | 77.1%               | 78.2%               | .001           |
| Lived with parents                        | 51.4%               | 70.4%               | .001           |
| Average Age                               | 24.7                | 23.5                | .001           |
| Gender: Male                              | 69.2%               | 86.0%               | .001           |
| Female                                    | 30.8%               | 14.0%               |                |
| Never married                             | 88.6%               | 94.9%               | .001           |
| Most prominent religion                   | 63.0%<br>(Catholic) | 88.8%<br>(Catholic) | .001           |
| No military service                       | 82.7%               | 90.8%               | .001           |

The average age of minority recruit candidates is 24.7 years. Non-minority candidates are on the average younger, 23.5 years old ( $p < .001$ ). Prior to entering the police academy, 10.4% of the minority recruits never worked as opposed to 5.6% for non-minority recruits ( $p < .001$ ). For those who did work previous to entry into the police academy, 78.2% of the non-minority recruits and 77.1% of the minority recruits previously worked full-time. The most cited prior employment occupational category of minority candidates was clerical, sales, or computer operator 31%, which was a significantly higher percentage for non-minority candidates, 19% ( $p < .001$ ). Slightly more than one-fourth (28%) of minority candidates were previously employed in professional, technical, managerial, proprietor or programmer occupations categories.

In terms of living situation, 51.4% of minority recruits lived with parents, significantly less than the 70.4% figure for non-minority recruits ( $p < .001$ ). Also for minority recruits 22.8% lived with spouses and 12.3% lived alone; non-minority recruits report 14.9% lived with a spouse and 5.8% lived alone. Within the minority group 69.5% were males and 30.8% females. Approximately 89% of the minority candidates are single, never married. The religious orientation of minority candidates is 63.2% Catholic, 18.1% Protestant and approximately 19% indicated no religion. In

terms of military background, 17.3% have served in the military, approximately one-half more than the non-minority military veterans of Class 26-B.

"High school only" education level for minority recruits is 23.5% compared with 33.4% for non-minority recruits. Minority recruits are more likely to have at least some college education, 54.5% as compared to 45.5% for white recruits ( $p < .002$ ). The education levels for the minority recruits and non-minority recruits is given in Table 5.16.

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Table 5.16 Educational Level of Minority (Black and Hispanic) Recruits Compared to Non-Minority (White) Recruits

|                  | <u>MINORITY</u> | <u>NON-MINORITY</u> |
|------------------|-----------------|---------------------|
| High School Only | 23.5%           | 33.4%               |
| Some College     | 54.5%           | 45.5%               |
| 2 Years College  | 8.4%            | 11.3%               |
| 4 Years College  | 6.5%            | 8.7%                |
| Graduate Work    | 1.7%            | 1.1%                |

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Thus, in summary, compared to non-minority recruits, minority recruits were: (1) more likely to have never worked

previously; (2) less likely to be living with their parents; (3) older in age; (4) less likely to be Catholic; (5) more likely to have served in the military; and, (6) more likely to have worked in sales, clerical, or computer-related positions before entering the police academy. Like female recruits, minorities may represent more closely the new demographic background pattern of the racial and ethnic diversity of candidates entering the police occupational labor pool subsequent to the Title VII of Civil Rights Act as Amended, 1979.

However, in many respects, the minority candidates do not vary greatly from the socio-economic, familial and marital status of non-minority recruits. One might say that the minority candidates overall represent those segments of their groups that are more socially and economically mobile, and equipped with requisite credentials (e.g., education) for significant occupational achievements.

Here, as with non-minority and female candidates the family backgrounds of minority recruits are quite similar. Fathers of minority candidates comprised 23.3% professional, managerial, official, and proprietary positions; for the same occupational categories non-minority recruits' fathers' positions consisted of 33.9% of all occupations. Another 21.7% of minority fathers worked as skilled workers, craftsmen and foremen with non-minority fathers comprising

25.9% of these occupations. One-third of minority fathers were laborers and non-skilled workers compared to 20% for non-minority recruit fathers. The mothers of minority candidates closely resemble those of non-minority recruit mothers: 35% of minority mothers are homemakers compared to 34.2% of non-minority mothers; and, of those who work, 31.2% of minority mothers were service workers and white-collar employees compared to 28.8% of non-minority mothers; 16.3% of minority mothers were professional, managerial and technical workers compared to 17.4% for non-minority recruits' mothers.

What sociologists have noted about the importance of family background as the primary agency of socialization and resources is apparent in these data. The family background provides a crucial frame of reference where values, attitudes, beliefs, and motivations are molded and given substance. The educational attainments of minority parents as compared to non-minority candidates' parents report 35.8% for minority fathers as high school graduates and 45.5% for non-minority fathers; 37.9% high school graduates for minority mothers and 61.4% for non-minority mothers; for minority candidates' fathers 10.8% have some college and 14.1% of some college for non-minority fathers, minority mothers some college at 9.7% and non-minority mothers at 11.7% and college graduate for minority fathers is 7.5% and

non-minority fathers 10.8%, college graduate for minority recruits' mothers is 8.2% and for non-minority recruits' mothers at 6.2%. These parental educational backgrounds apparently exert strong influences on the educational achievement of their children, and in the case of black females may have gone beyond the educational achievement norms of the recruit class as a whole.

Parents of minority recruits had higher educational levels than expected. For police in general, educational levels are higher than in the population at large. Thus the image of the police officer as uneducated is an empty stereotype -- at least for New York City. The data on educational background of recruit candidates of this study show a continuity of the value placed on educational achievement.

Table 5.17 presents the influence of closed relatives and friends on the minority recruit's versus non-minority recruit's decision to become a police officer. Responses were reported on a Likert scale from one to four, with (4) standing for "Very Favorable" and (1) for "Very Unfavorable."

The rankings of the three most influential sources -- father/stepfather, brothers/sisters, and friends -- is the same for both groups.

**Table 5.17    Influence of Significant Others on Decision to Become a Police Officer (Minority Compared to Non-Minority Recruits)**

|                   | <u>MINORITY</u> | <u>NON-MINORITY</u> | <u>P-LEVEL</u> |
|-------------------|-----------------|---------------------|----------------|
| Father/Stepfather | 3.40 (1)*       | 3.52 (1)            | .01            |
| Brothers/Sisters  | 3.36 (2)        | 3.42 (2)            | n.s.           |
| Friends           | 3.31 (3)        | 3.39 (3)            | n.s.           |
| Mother/Stepmother | 2.89 (5)        | 3.09 (5)            | .001           |
| Spouse/Partners   | 3.09 (4)        | 3.14 (4)            | n.s.           |

\* Numbers in parentheses are rankings.

Like non-minority recruits, minority candidates indicated that their fathers/stepfathers exerted the strongest influence on their choice of a police career; mothers of minority candidates were the least favorably disposed within the family group towards police work as a career. Siblings and friends were also cited as persons who positively helped to influence the recruit's decision.

In terms of relatives who are or were police officers, 6.9% of the minority recruits had fathers and .4% had mothers who are or were police officers compared to 19.2% who had fathers and .3% who had mothers as police officers for non-minority recruits. Of the minority recruits, 11.6% had cousins who are police officers compared to 20.5% for non-minority recruits; 9.3% of minority recruits had uncles

who are police officers compared to 23.3% for non-minority recruits. There were 6.7% of the minority recruits who had brothers who are or were police officers compared to 14.1% non-minority recruits. Of minority recruits 6.8% reported no police officer relatives compared to 43.1% for non-minority recruits. These differences were all significant at the .001 level except for the percentage of mother which were not significantly different. These differences reflect the historical employment barriers confronting minorities in police officer appointments. They also reflect a common pattern of familial role models of police recruits in general.

Minority recruit responses to the importance of certain factors in the decision to become a police officer are listed in Table 5.18. These factors were rated on a scale from one to three with (1) denoting "Not Important at All" and (3) denoting "Very Important."

Table 5.18 Most Important Factors in Decision to Become a Police Officer by Minority (Black and Hispanic) Recruits and Non-Minority (White) Recruits

|                                                                                 | <u>MINORITY</u> | <u>NON-MINORITY</u> | <u>P-LEVEL</u> |
|---------------------------------------------------------------------------------|-----------------|---------------------|----------------|
| Ability to help people.....                                                     | 2.93 (1)*       | 2.89 (1)            | .01            |
| Ability to work directly<br>with people.....                                    | 2.81 (2)        | 2.77 (2)            | .05            |
| Challenge of police work....                                                    | 2.75 (3)        | 2.76 (3)            | n.s.           |
| Chance to experience work-<br>ing in the community.....                         | 2.71 (4)        | 2.61 (4)            | .001           |
| Pay as a police officer.....                                                    | 2.49 (5)        | 2.47 (6)            | n.s.           |
| It just seemed like a<br>good job opportunity.....                              | 2.49 (5)        | 2.29 (9)            | .001           |
| Have always wanted to<br>become a police officer.....                           | 2.40 (6)        | 2.43 (7)            | n.s.           |
| Excitement of police work...                                                    | 2.39 (7)        | 2.56 (5)            | .001           |
| Chance to work outdoors.....                                                    | 2.27 (8)        | 2.34 (8)            | n.s.           |
| Freedom of the job.....                                                         | 1.97 (9)        | 1.87 (10)           | .01            |
| Recruitment info from<br>police department.....                                 | 1.94 (10)       | 1.75 (11)           | .001           |
| Wearing a uniform.....                                                          | 1.75 (11)       | 1.65 (13)           | .01            |
| Influence of friends or<br>relatives who are police<br>officers.....            | 1.70 (12)       | 1.74 (12)           | n.s.           |
| Influence of friends or<br>relatives who are <u>not</u><br>police officers..... | 1.59 (13)       | 1.54 (14)           | n.s.           |
| Carrying a gun.....                                                             | 1.50 (14)       | 1.40 (15)           | .001           |
| We've always had a police<br>officer in the family.....                         | 1.18 (15)       | 1.32 (16)           | .001           |

\* Numbers in parentheses are rankings.

The five most important reasons cited by minority recruits (from a list of sixteen) for choosing to become a police officer are (1) ability to help people rated 2.93 by minority recruits and 2.89 by non-minority recruits, (2) ability to work directly with people rated 2.81 by minority recruits and 2.77 by non-minority recruits. The significant differences between the minority and non-minority recruits on these items show a higher importance given by black and Hispanic recruits to the service category statements, (3) the challenge of police work reports a similar attraction to the challenge of police work by minority and non-minority candidates, (4) chance to experience working in the community reports a similar rating by minority recruits for involvement with the community and (5) excitement of police work reports a much lower rating by minority recruits 2.39 compared to non-minority recruits 2.56 for excitement of police work as a deciding factor in career choice. Other reasons having important ratings for minority and non-minority recruits are (6) it just seemed like a good job opportunity; minority recruits rated 2.49 and non-minority 2.29 and (7) pay as a police officer minority recruits rated 2.49 compared to 2.47 by non-minority recruits. This is an important rating in relation to the fact that almost twice as many minority recruits did not work prior to entering the Police Academy. For (8) wearing a uniform minority recruits

rated this factor higher 1.75 than non-minority recruits 1.65 and for (9) carrying a gun, minority recruits rated 1.50 compared to non-minority recruits at 1.40, indicating a higher enforcement orientation (as hypothesized for minority candidates) prior to training or (10) minority recruits rated freedom of the job higher at 1.97 and non-minority recruits at 1.87. For (11) we've always had a police officer in the family, minority rated less at 1.18 compared to non-minority recruits at 1.32, verifying the historical record of less minority police as familial role models.

COMPARISON OF POLICE AND NON-POLICE FAMILY  
BACKGROUND RECRUITS DEMOGRAPHIC CHARACTERISTICS

Of Class 86-B 297 (15.8%) recruits overall had their mother or father serve as a police officer. These results are referred to in the study as the subgroup of recruits with police family backgrounds. The demographic profile of this subgroup, as compared with those from non-police backgrounds, is given in Table 5.19.

Table 5.19 Demographics of Recruits by Family Background Police as Compared to Non-Police

|                             | <u>POLICE<br/>BACKGROUND</u> | <u>NON-POLICE<br/>BACKGROUND</u> | <u>P-LEVEL</u> |
|-----------------------------|------------------------------|----------------------------------|----------------|
| Previously worked Full-Time | 65.3%                        | 71.7%                            | .04            |
| Worked in Public Sector     | 58.1%                        | 60.7%                            | n.s.           |
| Lived with Parents          | 74.0%                        | 63.7%                            | .001           |
| Average Age                 | 22.9                         | 24.0                             | .001           |
| Ethnicity: White            | 88.4%                        | 71.2%                            | .001           |
| Non-White                   | 11.6%                        | 28.8%                            |                |
| Gender: Male                | 84.4%                        | 81.0%                            | n.s.           |
| Female                      | 15.6%                        | 19.0%                            |                |
| Never Married               | 96.4%                        | 92.7%                            | n.s.           |
| Most Prominent Religion     | 89.2%<br>(Catholic)          | 81.5%<br>(Catholic)              | .01            |
| No Military Service         | 90.4%                        | 88.4%                            | n.s.           |

For the sub-group of recruits from police family backgrounds, 65.3% worked full-time, approximately forty hours per week, as compared to 71.71% for non-police background recruits. The majority, 74%, of children of police officers lived at home and 12.7% lived with a spouse as compared to non-police family recruits, 63.7% lived at home and 17.8% lived with spouse. The average age of this

sub-group was 22.9 years as compared with 24.0 years -- the average age of non-police background recruits. Of recruits from police family backgrounds 88.4% were white. The minority component of this sub-group includes 11.6% Hispanic, black and other category racial backgrounds compared with non-police background recruits. Recruits from police family backgrounds are 84.4% male and 15.6% female; non-police family recruits are 81.0% male and 19.0% female. Recruits with police family backgrounds are 89.2% Catholic and non-police background recruits are 81.4% Catholic.

All recruits are required to be high school graduates. The highest levels of education for the sub-groups of recruits from police family backgrounds are given in Table 5.20. A greater percentage of recruits from police family backgrounds, (72.9%) compared to 66.8% for recruits from non-family backgrounds had at least some college education. ( $p < .05$ ).

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Table 5.20 Educational Level of Police and Non-Police Background Recruits

|                  | <u>POLICE<br/>BACKGROUND</u> | <u>NON-POLICE<br/>BACKGROUND</u> |
|------------------|------------------------------|----------------------------------|
| High School Only | 27.1%                        | 33.2%                            |
| Some College     | 72.9%                        | 66.8%                            |

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The parental occupation for fathers of recruits from police family backgrounds is almost exclusively police officer, (in 99.3% of cases). For mothers of these recruits, 30.8% are not working. Of those who do work the two largest categories are 28.6% clerical, sales, or computer operator personnel; and, 22.8% professional, technical or managerial employees. These employment patterns differ significantly ( $p < .01$ ) from recruits with non-police family backgrounds where mothers consist of 16.0% professional, technical, managerial and 23.0% clerical, sales or computer operators.

The educational attainment of the parents of those recruits with police backgrounds was higher than that of the family members of recruits with non-police backgrounds. Tables 5.21 and 5.22 present these educational backgrounds for fathers and mothers of recruits in Class 86-B.

Table 5.21 Educational Level of Fathers of Police and Non-Police Background Recruits

|                                | <u>POLICE<br/>BACKGROUND</u> | <u>NON-POLICE<br/>BACKGROUND</u> |
|--------------------------------|------------------------------|----------------------------------|
| Less than High School Graduate | 8.3%                         | 30.0%                            |
| High School Graduate Only      | 38.5%                        | 44.1%                            |
| Some College                   | 30.3%                        | 14.5%                            |
| College Graduate               | 23.0%                        | 11.4%                            |

**Table 5.22 Educational Level of Mothers of Police and Non-Police Background Recruits**

|                                | <u>POLICE<br/>BACKGROUND</u> | <u>NON-POLICE<br/>BACKGROUND</u> |
|--------------------------------|------------------------------|----------------------------------|
| Less than High School Graduate | 6.6%                         | 24.6%                            |
| High School Graduate Only      | 60.0%                        | 54.7%                            |
| Some College                   | 23.0%                        | 12.0%                            |
| College Graduate               | 10.4%                        | 8.9%                             |

There are significant differences between the educational backgrounds of police and non-police, for both fathers and mothers ( $p < .001$ ). For the non-police and police family background recruits' fathers, 30% did not complete high school; for police family recruits' fathers 8.1% did not complete high school; 38.5% police family fathers only graduated from high school compared to 44.1% of non-police fathers as only high school graduates; 28.1% of police fathers had some college compared to 10.2% for non-police fathers; and 19.4% of police fathers graduated from college compared to 8.1% of non-police family fathers.

For the mothers of non-police background recruits, 24.6% did not complete high school, 54.7% were only high school graduates compared to 60.0% of police family mothers; 9.5% of the non-police mothers completed some college

compared to 18.9% for police family mothers and 6.9% of non-police family mothers graduated from college compared to 8.5% police family mothers' college graduates.

In summary, recruits with police family backgrounds were (1) less likely to work full-time previously, (2) more likely to live with parents, (3) younger in age, (4) more likely to be white, (5) more likely to be male, (6) more likely to be Catholic, and (7) more likely to have, both as recruits and parents of police background families, a higher educational level than non-family recruits.

Table 5.23 presents the influence of close relatives and friends on police family background and non-police family background recruits' decisions to become a police officer. Recruits rated their response on a Likert scale from One to Four, with Four representing Very Favorable and One representing Very Unfavorable.

**Table 5.23 Comparison of Influence of Significant Others on Decision to Become a Police Officer for Police and Non-Police Family Background Recruits**

|                   | <u>POLICE<br/>FAMILY</u> | <u>NON-POLICE<br/>FAMILY</u> | <u>P-LEVEL</u> |
|-------------------|--------------------------|------------------------------|----------------|
| Father/Stepfather | 3.71 (1)*                | 3.45 (1)                     | .001           |
| Brothers/Sisters  | 3.47 (2)                 | 3.39 (2)                     | .08            |
| Friends           | 3.34 (3)                 | 3.37 (3)                     | n.s.           |
| Mother/Stepmother | 3.21 (4)                 | 3.01 (5)                     | .001           |
| Spouse/Partners   | 3.06 (5)                 | 3.14 (4)                     | n.s.           |

\* Numbers in parentheses are rankings.

The rankings of the three most influential sources -- father/stepfather, brother/sister, and friends -- are the same for both groups. However, for police family background recruits, the direct family members had a greater influence for each of these sources as indicated by the higher ratings, e.g., 3.71 to 3.45 for father/stepfather and 3.21 to 3.01 for mother/stepmother.

As with the recruit class as a whole, the most influential persons who had an impact on the career choice to become a police officer for the subgroup were parents. Police family mothers are the only subgroup of mothers who are highly favorable; siblings and friends followed as most favorable. The positive impact of the police family is

reported through the higher rankings of influence by mothers and siblings as compared to non-police family rankings.

The recruits from police family backgrounds cited the following as the most important reasons for choosing the occupation of policing; ability to help people, ability to work directly with people and challenge of police work.

Recruits with police family backgrounds were asked to indicate on a scale from one to three whether certain factors were important to their decision to become a police officer: (1) representing not important at all, (2) somewhat important, and (3) very important. Table 5.24 lists the five highest rated factors for police and non-police family background recruits.

Table 5.24 Comparison of Most Important Factors in Decision to Become a Police Officer for Police and Non-Police Family Background Recruits

|                                                                                 | <u>POLICE<br/>BACKGROUND</u> | <u>NON-POLICE<br/>BACKGROUND</u> | <u>P-LEVEL</u> |
|---------------------------------------------------------------------------------|------------------------------|----------------------------------|----------------|
| Ability to help people.....                                                     | 2.90 (1)*                    | 2.90 (1)                         | n.s.           |
| Ability to work directly<br>with people.....                                    | 2.81 (2)                     | 2.78 (2)                         | n.s.           |
| Challenge of police work.....                                                   | 2.75 (3)                     | 2.76 (3)                         | n.s.           |
| Chance to experience work-<br>ing in the community.....                         | 2.61 (4)                     | 2.64 (4)                         | n.s.           |
| Excitement of police work.....                                                  | 2.58 (5)                     | 2.51 (5)                         | .04            |
| Pay as a police officer.....                                                    | 2.48 (6)                     | 2.47 (6)                         | n.s.           |
| Have always wanted to<br>be a police officer.....                               | 2.43 (7)                     | 2.42 (7)                         | n.s.           |
| Chance to work outdoors.....                                                    | 2.36 (8)                     | 2.31 (8)                         | n.s.           |
| It just seemed like a<br>good job opportunity.....                              | 2.36 (8)                     | 2.33 (9)                         | n.s.           |
| Freedom of the job.....                                                         | 1.96 (9)                     | 1.88 (10)                        | .06            |
| Influence of friends or<br>relatives who are police<br>officers.....            | 1.96 (10)                    | 1.68 (12)                        | .001           |
| We've always had a police<br>officer in the family.....                         | 1.83 (11)                    | 1.18 (16)                        | .001           |
| Recruitment info from<br>police department.....                                 | 1.72 (12)                    | 1.81 (11)                        | .05            |
| Wearing a uniform.....                                                          | 1.67 (13)                    | 1.68 (13)                        | n.s.           |
| Influence of friends or<br>relatives who are <u>not</u><br>police officers..... | 1.55 (14)                    | 1.55 (14)                        | n.s.           |
| Carrying a gun.....                                                             | 1.46 (15)                    | 1.42 (15)                        | n.s.           |

\* Numbers in parentheses are rankings.

Recruits from both police and non-police backgrounds cited the following as the five most important reasons (from a list of sixteen) for choosing to become a police officer: (1) ability to help people, (2) ability to work directly with people, (3) challenge of police work, (4) chance to experience working in the community and (5) excitement of police work.

The only significant difference between the two groups of recruits was that excitement of police work was rated slightly higher, 2.58 to 2.51 for police family background recruits ( $p < .04$ ) and slightly higher rating 1.96 by police family background recruits compared to 1.88 for non-police family background recruits ( $p < 0.06$ ) for freedom of the job. Police family background recruits rated "the influence of friends or relatives who are police officer" at 1.96 compared with 1.68 for non-police family background recruits. The level of significance (.001) for this comparison supports the hypotheses of stronger influence by the police family for police officer career decision made by sons and daughters of police officers.

The recruits class as a whole and its subgroups show there is no "police officer" or "police candidate" stereotype. Despite the variety of backgrounds, there are many similarities that cut across racial, gender, and family background experiences. Recruits in the Class 86-B have more education than those in previous classes. They are more heterogeneous culturally, racially and sexually. They showed a marked pattern of familial influences on occupational choice. The reasons they gave for becoming a police officer are common across the subgroups of

the study. They have the same altruistic and community oriented values as the most important factors affecting their choices to become police officers.

The least important influence, rated by all recruits on their selection of police work as a career and the last thing that appealed to recruits, was the authority and enforcement factors associated with carrying a gun and/or wearing a uniform. The order of preference chosen by the recruits suggests a balanced perspective of the enforcement and service dimensions of the police officer's job.

## CHAPTER SIX

### ENFORCEMENT AND SERVICE ORIENTATION OF POLICE RECRUITS

This study analyzes the nature of the changes in the recruits' perceptions of the police role -- enforcement or service orientation -- prior to training and the degree to which these perceptions change as a result of training. How they change, the elements of the training that specifically influence perception, is a topic for future research.

Four hypotheses testing the influence of gender, race and background on the applicant's conceptions and anticipations of policing before and after the training period are examined through a longitudinal study of entry recruits. Following the successful completion of the training course, the recruits, again, responded to the same questions which had been presented to them six months earlier upon entering the Academy.

The hypotheses centered on two particular features of policing: enforcement and service. These dimensions constitute the hub of police work. Of the numerous statements posed in both the pre-training and post-training questionnaires, concerning enforcement and service orientations, those selected in this longitudinal study typify the essence of these two orientations.

### FACTOR ANALYSIS OF INDIVIDUAL QUESTIONS

In order to provide some overall results in addition to the results for individual service and enforcement questions a factor analysis with a varimax rotation was carried out for all of the service and enforcement pre-training responses.

The first attempt at this yielded eight factors most of which were not clearly interpretable: for example, none of the items which loaded highly on factor one were from questions 36 through 152 of the questionnaire, which involved a four point Likert scale ranging from "Strongly Disagree" to "Strongly Agree."

In order to try to deal with this problem, some of the service and enforcement items which loaded highly on factor one were eliminated (Questions #161, #162, #164, #170, #180, #183, #186 and #188) and the factor analysis was then rerun.

After rotation, three factors with eigenvalues of 3.16, 2.18 and 1.53 appeared to be most predominant. (The fourth factor had an eigenvalue of 1.15, somewhat lower than the 1.53 of factor three).

After a varimax rotation the three factor solution is given in Table 6.1.

**Table 6.1 Factor Analysis of Service and Enforcement Questions**

|           | <u>FACTOR 1</u> | <u>FACTOR 2</u> | <u>FACTOR 3</u> |
|-----------|-----------------|-----------------|-----------------|
| Q36.....  | -.06531.....    | .07640.....     | -.07625         |
| Q37.....  | -.08443.....    | .38375.....     | -.00586         |
| Q38.....  | .16358.....     | -.20640.....    | .16818          |
| Q39.....  | .03044.....     | -.05513.....    | .72949          |
| Q42.....  | -.01613.....    | .73442.....     | -.07364         |
| Q45.....  | -.01021.....    | .61443.....     | -.06884         |
| Q63.....  | -.06131.....    | .58656.....     | .24653          |
| Q66.....  | -.04206.....    | .51876.....     | .40348          |
| Q68.....  | -.01043.....    | .08816.....     | .82949          |
| Q75.....  | -.02595.....    | .14786.....     | -.04538         |
| Q100..... | .00167.....     | -.13372.....    | .11265          |
| Q105..... | -.01373.....    | .17778.....     | -.07204         |
| Q109..... | -.03142.....    | .16604.....     | -.09176         |
| Q120..... | .01653.....     | .03756.....     | .08104          |
| Q154..... | .68346.....     | .05775.....     | -.08849         |
| Q158..... | .58742.....     | .13293.....     | .07707          |
| Q165..... | .73022.....     | -.05848.....    | .01665          |
| Q169..... | .76471.....     | -.13155.....    | -.01311         |
| Q171..... | .72610.....     | -.09192.....    | .01555          |
| Q172..... | .75866.....     | -.03854.....    | .00515          |

The items which did load highly on factor one were all connected with qualities and indicators of a good police officer (Examples: #154 Compassion is a good police officer quality; #165 Importance of emergency assistance; #169 Importance of department awareness of citizen's problems; #171 Importance of informing people of service; and #172 Importance of assisting crime victims) and "the amount of importance attributed to certain activities performed by most police departments." Since only these items loaded highly on factor one, this factor appeared to be more related to response style than to content. Since all of these questions are service questions this factor may appropriately be called service.

Factor two has for its highest loaded items Question #42, "Verbal abuse justifies physical response," Question #45, "Assault on a police officer deserves rough treatment," Question #63, "Physical force as language," and Question #66, "Excessive force is justifiable." Since all of these questions involve the use of force by police this factor could appropriately be called force.

The third factor had two items which loaded highly on it; this phenomenon is known as a doublet. The two items are Question #39, "All laws should be enforced at all times," and Question #68, "Universal enforcement of laws no matter what the consequences." Hence, this factor was called rigid enforcement.

To determine overall differences between (1) males and females, (2) non-minority and minority recruits, and (3) recruits who are children of police officers and recruits who were not children of police officers, composite variables for each of these factors were computed. Each composite variable was the sum of those items loading highly on that factor.

DIFFERENCES BETWEEN SUBGROUPS ON COMPOSITE VARIABLES  
(Pre-Test)

The comparison between male and female recruits, non-minority and minority recruits, and recruits who are children of police officers compared to those who are not are given in Table 6.2. For service, no differences were significant. The differences between non-minority recruits, 23.7 average score, and minority recruits, 23.4 average score approached significance ( $p < .10$ ). Thus, non-minority recruits were slightly more service oriented than minority recruits prior to training.

With respect to force, no significant differences were found between male and female recruits, non-minority and minority recruits and recruits who are children of police officers compared to those who are not.

For rigid enforcement strong significant differences were found. Prior to training, females scored higher than

males on this composite variable, 5.56 average score compared to 5.23 ( $p < .001$ ). Also, minority recruits scored higher than non-minority recruits, 5.58 to 5.20 ( $p < .001$ ). Finally, those recruits who are not children of police officers scored significantly higher on rigid enforcement than those who are the sons or daughters of police officers, 5.34 to 5.08 ( $p < .002$ ).

Table 6.2 follows the logic of the previous arguments concerning the findings in Table 6.1. The logic: give someone authority who has been the victim of authority, or defined as incapable of exercising it, and they embrace it with a passion. Women and minorities, until recently, had been excluded from policing because, in the case of the former, they had been defined as physically unable to fulfill the role and exert force when necessary. Minorities were excluded because of institutional racism. In both cases, women and minorities were victimized by descriptive discrimination. They overcompensate and are determined to prove that they can fulfill the police officer role to the hilt.

**Table 6.2 Comparisons of Service, Force and Rigid Enforcement Across Three Sub-Group Breakdowns (Pre-Training)**

|                   | <u>SERVICE</u> | <u>FORCE</u> | <u>RIGID ENFORCEMENT</u> |
|-------------------|----------------|--------------|--------------------------|
| Males             | 23.4           | 8.68         | 5.23                     |
| Females           | 23.7           | 8.66         | 5.56                     |
| P-Level           | n.s.           | n.s.         | .001                     |
| Non-Minorities    | 23.7           | 8.65         | 5.20                     |
| Minorities        | 23.4           | 8.72         | 5.58                     |
| P-Level           | .10            | n.s.         | .001                     |
| Non-Child of P.O. | 23.6           | 8.67         | 5.34                     |
| Child of P.O.     | 23.5           | 8.70         | 5.08                     |
| P-Level           | n.s.           | n.s.         | .002                     |

To determine whether there were any significant interaction effects between gender, minority status and whether recruits were or were not children of police officers, three-way analysis of variance were carried out using service, force and rigid enforcement as dependent variables and gender, minority status and whether the recruit was a child or not a child of a police officer as independent variables. No significant interaction effects were obtained.

Since rigid enforcement was the only composite variable which exhibited significant differences across gender, minority status and child or non-child of a police officer, a multiple regression using rigid enforcement as the dependent variable and gender, minority status and child or non-child of a police officer as the independent variables was carried out. Although for the final model, gender, minority status, and being the child of a police officer were all significant predictors of rigid enforcement ( $p < .001$ ,  $p < .006$  and  $p < .04$  respectively), the overall multiple R was only .14 with an adjusted R<sup>2</sup> of 1.8 percent.

#### DIFFERENCES BETWEEN SUB-GROUPS ON COMPOSITE VARIABLES (Post-Training)

T-tests were computed to examine the differences after training on the three composite variables of service, force and rigid enforcement between males and females, non-minority and minority recruits and recruits who are children of police officers compared to those who are not. The results are listed in Table 6.3.

After training, with respect to service, females are now more service oriented than males with an average score of 23.6 to 23.2 on the composite variable ( $p < .001$ ).

With respect to force, as was the case for pre-training scores, no significant differences were obtained.

**Table 6.3 Comparisons of Service, Force and Rigid Enforcement Across Three Subgroup Breakdowns (Post-Training)**

|                   | <u>SERVICE</u> | <u>RIGID FORCE</u> | <u>ENFORCEMENT</u> |
|-------------------|----------------|--------------------|--------------------|
| Males             | 23.2           | 7.87               | 4.18               |
| Females           | 23.6           | 7.92               | 4.33               |
| P-Level           | .001           | n.s.               | .08                |
| Non-Minorities    | 23.3           | 7.89               | 4.15               |
| Minorities        | 23.2           | 7.89               | 4.42               |
| P-Level           | n.s.           | n.s.               | .001               |
| Non-Child of P.O. | 23.2           | 7.88               | 4.25               |
| Child of P.O.     | 23.2           | 7.89               | 4.04               |
| P-Level           | n.s.           | n.s.               | .002               |

For rigid enforcement the differences between females and males after training only approached significance with females higher for 4.33 to 4.18 ( $p < .08$ ). Minorities' rigid enforcement scores were significantly higher than those of non-minorities 4.42 to 4.15 ( $p < .001$ ), as was the case for pre-training scores. Also, recruits who were non-children of police officers had lower rigid enforcement scores than children of police officers, 4.04 to 4.25 ( $p < .002$ ), again replicating pre-training results.

Once again, analyses of variance were carried out to determine any significant interaction effects. Although no significant interaction effects were found, one interaction effect for rigid enforcement approached significance ( $p < .08$ ). For those recruits who were not children of police officers, minorities had higher rigid enforcement scores, 4.46 to 4.17, while for those recruits who were children of police officers, minorities had lower rigid enforcement scores, 3.94 to 4.05. The validity of this interaction effect is open to some question not only because the result only approached significance, but also because only 18 minority recruits were children of police officers.

Since the predominance of significant differences was found for rigid enforcement, a multiple regression for pre-training scores was carried out with rigid enforcement as the dependent variable and gender, minority status and whether recruits were or were not children of police officers as the independent variables. The final model with all three independent variables indicated a minority status ( $p < .001$ ) and being the child of a police officer ( $p < .03$ ) to be significant predictors of rigid enforcement. However, as was the case for pre-test scores the multiple R was relatively small, .14, and the adjusted  $r^2$  was 1.7 percent.

ANALYSES OF DIFFERENCE SCORES FOR SERVICE, FORCE AND RIGID ENFORCEMENT ACROSS SUBGROUPS

T-tests were computed comparing male and female recruits, nonminority and minority recruits and recruits who were children of police officers compared to those who were not on their changes in service, force and rigid enforcement from pre-training to post-training. The results are found in Table 6.4 on the following page. In this table, negative values indicate a decrease from pre-training to post-training scores.

With respect to service, females exhibited an increase in service from pre-training to post-training, the average increase being .15. This increase was significantly different from the decrease for males of .24 ( $p < .04$ ).

For the composite variable force, all groups showed a decrease in force in the range of .51 to .59 with no significant differences. Thus, after training all subgroups of recruits showed a lesser force orientation than before training.

**Table 6.4   Difference Scores for Service, Force and Rigid Enforcement by SubGroup Breakdowns**

|                   | <u>SERVICE</u> | <u>RIGID FORCE</u> | <u>ENFORCEMENT</u> |
|-------------------|----------------|--------------------|--------------------|
| Male              | -.24           | -.54               | -1.02              |
| Female            | .15            | -.59               | -1.17              |
| P-Level           | .04            | n.s.               | n.s.               |
| Non-Minority      | -.17           | -.54               | -.99               |
| Minority          | -.16           | -.51               | -1.17              |
| P-Level           | n.s.           | n.s.               | .03                |
| Non-Child of P.O. | -.18           | -.54               | -1.05              |
| Child of P.O.     | -.11           | -.51               | -.96               |
| P-Level           | n.s.           | n.s.               | n.s.               |

With respect to rigid enforcement, once again all subgroups exhibited a decrease from pre-test to post-test. In addition, minorities show a significantly greater decrease than non-minorities, 1.17 to .99 ( $p < .03$ ).

The findings concerning rigid enforcement for minorities compared to non-minorities are in direct support of Hypotheses ( $H^3$ ) that the pre-police experiences of minority (black and Hispanic) recruits, as compared to non-minority (white) recruits dispose minority recruits towards a more rigid enforcement orientation to policing, but at the end of training, this difference will have diminished but will be still significant.

Again ANOVAS were computed to determine whether any significant interaction effects could be found. One significant interaction was obtained for rigid enforcement as a function of gender and minority status. For non-minority recruits, females exhibited a greater decrease in rigid enforcement than males 1.23 to .96, while for minority recruits, males yielded a greater decrease in rigid enforcement, 1.21 to .99.

Finally, the correlations between service, force and rigid enforcement scores before and after training were than computed. The correlations were .32, .45 and .41 respectively. Since two of these three correlations were somewhat above .3, the analyses of variance for the difference scores were recomputed by an alternative method. In this method, post-training scores served as the dependent variable with pre-training scores as covariates. By this method of analysis, significant main effects were obtained for gender status for the composite variable service ( $p < .002$ ), and for minority status for the composite variable rigid enforcement ( $p < .03$ ). The gender-minority status interaction effect was no longer significant ( $p < .17$ ).

The first hypothesis of the study concerns academy training and its effect on the service and enforcement orientations of recruits. Specifically, it suggests that recruits' sensitivities to service will be heightened and, at the same time, their enforcement attitudes will be diminished as a result of the training experience.

COMPARISON OF RESPONSES TO ENFORCEMENT QUESTIONS  
PRE AND POST-POLICE ACADEMY TRAINING

There were eighteen concise enforcement statements specifically related to Hypothesis 1 ( $H^1$ ). The responses to the enforcement questions indicate whether the overall effect of the entire training process was to make recruits more or less enforcement oriented. Table 6.5 (pp. 144-145) lists the comparison of responses to enforcement questions pre and post-Police Academy training.

Eleven enforcement questions (#39, #45, #63, #66, #68, #100, #161, #164, #180, #183, #188) indicate a decrease in enforcement orientation after training. Seven questions (#37, #42, #75, #105, #120, #158, #183) indicate no change in enforcement orientation and one question (#109) indicates an increase in enforcement orientation. These results strongly support hypothesis ( $H^1$ ) that the recruits' enforcement orientation decreases as a result of training.

The one question (#109) which yielded results contrary to the hypotheses was for the statement, "Some of the ideals of politeness and decency taught in Police Academies are unworkable on the street," where greater agreement occurred after training. Although this could be the result of a greater enforcement orientation, this finding also could reflect simply a greater understanding by the recruit of the limits of idealism and an evolving sense of pragmatism toward street work.

Table 6.5 Comparison of Responses to Enforcement Questions  
Pre- and Post-Police Academy Training<sup>1</sup>

| <u>ENFORCEMENT</u><br><u>QUESTION #</u>                     | <u>PRE</u> | <u>POST</u> | <u>N</u> | <u>CHANGE</u> | <u>t</u> | <u>P-LEVEL</u> |
|-------------------------------------------------------------|------------|-------------|----------|---------------|----------|----------------|
| #37<br>P.O. discretionary<br>force is positive              | 2.30       | 2.26        | 1286     | -.04          | -1.36    | n.s.           |
| #39<br>All laws should be<br>enforced at all times          | 2.84       | 2.17        | 1288     | -.67          | -27.9    | .001           |
| #42<br>Verbal abuse justifies<br>physical response          | 1.78       | 1.81        | 1291     | +.03          | +1.22    | n.s.           |
| #45<br>Assault on P.O. deserves<br>rough treatment          | 2.35       | 2.17        | 1285     | -.18          | -9.07    | .000           |
| #63<br>Physical force<br>as language                        | 2.12       | 1.95        | 1280     | -.17          | -8.18    | .001           |
| #66<br>Excessive force<br>justifiable                       | 2.18       | 1.97        | 1283     | -.21          | -8.92    | .001           |
| #68<br>Universal enforcement<br>of laws                     | 2.41       | 2.05        | 1281     | -.36          | -17.24   | .001           |
| #75<br>Some P.O. do use<br>unnecessary force                | 2.43       | 2.47        | 1279     | +.04          | +1.77    | n.s.           |
| #100<br>P.O. authority above<br>law                         | 2.82       | 2.74        | 1269     | -.08          | 3.92     | .001           |
| #105<br>Aggressive style<br>more effective than<br>courtesy | 2.52       | 2.56        | 1270     | +.03          | +1.32    | n.s.           |

Table 6.5 (Continued)

| ENFORCEMENT<br>QUESTION #                                          | <u>PRE</u> | <u>POST</u> | <u>N</u> | <u>CHANGE</u> | <u>t</u> | <u>P-LEVEL</u> |
|--------------------------------------------------------------------|------------|-------------|----------|---------------|----------|----------------|
| #109<br>Academy training is<br>unworkable in street<br>conditions  | 2.22       | 2.33        | 1266     | +.12          | +5.34    | .001           |
| #120<br>Present laws under-<br>mine P.O. authority                 | 2.25       | 2.28        | 1235     | +.03          | +1.84    | n.s.           |
| #158<br>Authoritativeness<br>good P.O. quality                     | 2.65       | 2.67        | 1253     | +.02          | +.98     | n.s.           |
| #161<br>Amount of effort by<br>dept. on patrolling<br>in squad     | 4.34       | 4.26        | 1253     | -.08          | -4.07    | .001           |
| #164<br>Amount of effort by dept.<br>on investigations             | 4.65       | 4.48        | 1246     | -.18          | -9.65    | .001           |
| #180<br>Frequent misdemeanor<br>arrests as quality<br>of good P.O. | 2.98       | 2.93        | 1228     | -.05          | -2.52    | .012           |
| #183<br>Stolen car checks as<br>quality of good P.O.               | 2.93       | 2.89        | 1228     | -.03          | -1.59    | n.s.           |
| #188<br>Frequent interrogation<br>of suspicious people             | 2.93       | 2.82        | 1218     | -.11          | -5.68    | .001           |

<sup>1</sup>In Table 6.5 the enforcement questions were scaled in a Likert-type format from one to four, denoting (1) "Strongly Disagree," to (4) "Strongly Agree." The exception is question #158, denoting (1) "Not Important At All" and (3) "Very Important," and enforcement questions #164 and #180 denoting (1) "No Effort," (2) "Very Little Effort," (3) "Little Effort," (4) "Much Effort," and (5) "Very Much Effort."

COMPARISON OF RESPONSE TO SERVICE QUESTIONS  
PRE AND POST-POLICE ACADEMY TRAINING

Table 6.6 on the following page lists the comparison of recruit responses to the service questions in the pre and post-academy training periods.

Three questions, #36, "Police officer personal familiarity with residents of patrol areas;" #154, "Compassion is a good police officer quality;" and, #171, "Importance of informing citizens of services," show an increase in service orientation after training. Six service questions (#38, #162, #165, #169, #172, and #186 indicate a decrease in service orientation, and one question (#170) indicates no significant change in service orientation. The one question which indicated no significant change (#170) was "Importance of crime prevention to a police department."

Overall, these results do not support hypothesis ( $H^1$ ) that service would increase as a result of training. The probable explanation is that for those questions which exhibited significant decreases on service the initial pre-test responses were extremely high. For example, question #165, "The amount of effort a department should use in assisting persons in emergencies" had a pre-training average rating of 4.78 on a scale of 1 to 5 (where 5 stood for "Very Much Effort"). Even though this item exhibited a significant decrease after training the post-test average was still 4.63. Hence, it is appropriate to conclude that recruits were still service oriented after training with respect to this item.

**Table 6.6** Comparison of Responses to Service Questions  
Pre and Post-Police Academy Training

| <u>ENFORCEMENT</u><br><u>QUESTION #</u>                      | <u>PRE</u> | <u>POST</u> | <u>N</u> | <u>CHANGE</u> | <u>T</u> | <u>P-LEVEL</u> |
|--------------------------------------------------------------|------------|-------------|----------|---------------|----------|----------------|
| #36<br>No P.O. personal<br>familiarity                       | 1.91       | 1.81        | 1294     | -.09          | -3.33    | .001           |
| #38<br>P.O. concern for well<br>being of citizens            | 3.70       | 3.45        | 1294     | -.25          | -13.10   | .001           |
| #154<br>Compassion is a good<br>P.O. quality                 | 2.65       | 2.72        | 1260     | +.07          | +4.43    | .001           |
| #162<br>Importance of foot<br>patrol to a dept.              | 4.47       | 4.23        | 1250     | -.24          | -11.3    | .001           |
| #165<br>Importance of emergency<br>assistance to a dept.     | 4.78       | 4.63        | 1250     | -.15          | -8.11    | .001           |
| #169<br>Importance dept.<br>awareness of citizen<br>problems | 4.49       | 4.37        | 1249     | -.11          | -5.44    | .001           |
| #170<br>Importance of crime<br>prevention to a dept.         | 4.30       | 4.26        | 1249     | -.04          | -1.56    | n.s.           |
| #171<br>Importance of informing<br>people of service         | 4.19       | 4.25        | 1247     | .07           | 2.91     | .004           |
| #172<br>Importance of assisting<br>victims of crime          | 4.65       | 4.58        | 1250     | -.06          | -3.15    | .002           |
| #186<br>High responsiveness of<br>P.O. to patrol area        | 3.62       | 3.38        | 1222     | -.23          | -12.75   | .001           |

The high pre-training responses may be attributed to the recruits' answering in terms of what they assume the department expectations to be. Therefore, they answered in socially acceptable terms (Edwards, 1957).

FEMALE RECRUITS:  
RESULTS OF ENFORCEMENT AND SERVICE QUESTIONS

It was hypothesized that female as compared with male recruits would exhibit a stronger service orientation toward police work prior to training. But, as a result of their training, the females' service perceptions and expectations would diminish and no longer differ from male recruits. Table 6.7 presents the differences between male and female recruits prior to training.

For the questionnaire statements of Table 6.7, which exhibited significant differences, #39, #63, #66, #68, #75, #164 and #188, female recruits reported greater agreement on all of them, and hence, exhibited a greater enforcement orientation before training than male recruits. Female recruits are more enforcement oriented at ( $p < .05$ ) level of significance on all of the above statements, except for Question #188 for which the difference was significant at the .01 level of significance. Thus, the hypothesis that female recruits would exhibit a stronger service orientation than males prior to training was not supported; the females exhibited a greater enforcement orientation.

**Table 6.7 Significant Differences Between Female and Male  
Recruits on Enforcement Questions (Pre-Training)<sup>2</sup>**

| <u>ENFORCEMENT<br/>QUESTION #</u>                      | <u>FEMALE</u> | <u>MALE</u> | <u>P-LEVEL</u> |
|--------------------------------------------------------|---------------|-------------|----------------|
| #39<br>All law enforced<br>at all times                | 2.93          | 2.81        | .05            |
| #63<br>Physical force as language                      | 2.15          | 2.04        | .05            |
| #66<br>Excessive force justifiable                     | 2.28          | 2.17        | .05            |
| #68<br>Universal enforcement<br>of laws                | 2.52          | 2.37        | .05            |
| #75<br>Some P.O. use<br>unnecessary force              | 2.51          | 2.43        | .05            |
| #164<br>Amount of effort by dept.<br>on investigations | 4.73          | 4.64        | .05            |
| #188<br>Frequent interrogation<br>of suspicious people | 3.01          | 2.92        | .01            |

<sup>2</sup>In Table 6.7 Questions #36, #172 and #186 were scaled in a Likert-type format from one to four, denoting (1) Strongly Disagree, (2) Disagree, (3) Agree, and (4) Strongly Agree. Questions #154, which rates the term compassion as an essential characteristic of a good police officer, was rated on a scale from one to three, denoting (1) Not Important At All, (2) Somewhat Important, and (3) Very Important.

This finding may reflect a number of things. First, female recruits may consider it more socially desirable to present an enforcement posture. Secondly, their conceptions of the role may have been formed in a context which emphasizes enforcement. Thirdly, these findings pose the question as to whether female recruits constitute a special group of women entering the general labor market. They may be comparable to women who enter the military and embrace the commensurate image. Subsequent research may shed some light on these issues.

#### CHANGES IN ENFORCEMENT ATTITUDES AS A RESULT OF TRAINING

As a result of training significant changes in enforcement orientation occurred among some female recruits as indicated by their responses pre- and post-training to the enforcement questionnaire statements. Table 6.8 presents the significant changes (pre and post-training) for female recruits.

On the questions in Table 6.8 on the following page, female recruits exhibited significantly less of an enforcement orientation after training than prior to training for all eight questions for which significant changes occurred; there was a strong decrease ( $p < .001$ ) for six of these eight enforcement orientation questions. As a result of these changes after training, there were no

significant differences on the enforcement orientation questions between females and males.

**Table 6.8 Significant Changes in Enforcement as a Result of Training for Female Recruits**

| <u>ENFORCEMENT<br/>QUESTION #</u>                                   | <u>PRE-<br/>TRAINING</u> | <u>POST-<br/>TRAINING</u> | <u>P-LEVEL</u> |
|---------------------------------------------------------------------|--------------------------|---------------------------|----------------|
| #39<br>All laws enforced<br>at all times                            | 2.91                     | 2.23                      | .001           |
| #45<br>Assault on P.O. deserves<br>rough treatment                  | 2.32                     | 2.16                      | .01            |
| #63<br>Physical force as<br>language                                | 2.07                     | 1.89                      | .001           |
| #66<br>Excessive force<br>justifiable                               | 2.33                     | 2.00                      | .001           |
| #68<br>Universal enforcement<br>of laws                             | 2.58                     | 2.10                      | .001           |
| #161<br>Amount of effort by<br>dept. on patrolling in<br>squad cars | 4.36                     | 4.24                      | .05            |
| #164<br>Amount of effort by<br>P.D. on investigations               | 4.73                     | 4.54                      | .001           |
| #188<br>Frequent interrogation<br>of suspicious people              | 3.04                     | 2.82                      | .001           |

Thus, although it had been hypothesized that the pre-police experiences of female recruits, as compared with male recruits, would dispose female recruits towards an attenuated enforcement orientation to policing prior to training, the findings indicate otherwise. However, the sub-hypothesis that the difference between females and males would diminish by the end of training because of the training content and consequently that service-enforcement orientation differences would no longer be significant, has been confirmed by these findings.

FEMALE RECRUIT RESPONSES ON SERVICE ORIENTATION QUESTIONS

On the twelve service questions asked of female and male recruits prior to training, four significant differences in responses are apparent. The list of service orientation questions which showed significant differences for female recruits, as compared to male recruits, prior to training is given in Table 6.9.

Table 6.9 Significant Differences in Service Orientation<sup>3</sup>  
of Female and Male Recruits Prior to Training

| <u>SERVICE<br/>QUESTION #</u>                         | <u>FEMALE</u> | <u>MALE</u> | <u>P-LEVEL</u> |
|-------------------------------------------------------|---------------|-------------|----------------|
| #36<br>No P.O. public familiarity                     | 2.00          | 1.86        | .01            |
| #154<br>Compassion is a good<br>P.O. quality          | 2.71          | 2.65        | .05            |
| #172<br>Importance of assisting<br>victims of crime   | 4.72          | 4.62        | .01            |
| #186<br>High responsiveness of<br>P.O. to patrol area | 3.68          | 3.59        | .01            |

<sup>3</sup>In Table 6.9, Questions #36 and #38 were scaled in a Likert-type format from one to four, denoting (1) Strongly Disagree and (4) Strongly Agree. Question #154 was rated on a scale from one to three, denoting (1) Not Important at All, and (3) Very Important. Questions #162, #165, #169, #171, and #186 were rated on a scale of one to five, denoting (1) No Effort, and (5) Very Much Effort.

All of the significant differences indicate a higher service orientation for females. This supports the hypothesis that females would exhibit strong service orientations prior to training than expected.

#### CHANGES IN SERVICE ORIENTATION AS A RESULT OF TRAINING

Significant changes which occurred for female recruits as a result of training are listed in Table 6.10.

Table 6.10 Significant Changes in Service Orientation as a Result of Training for Female Recruits

| <u>SERVICE QUESTION #</u>                                | <u>PRE-<br/>TRAINING</u> | <u>POST-<br/>TRAINING</u> | <u>P-LEVEL</u> |
|----------------------------------------------------------|--------------------------|---------------------------|----------------|
| #36<br>No P.O. personal familiarity                      | 2.02                     | 1.85                      | .01            |
| #38<br>P.O. concern for well being of citizens           | 3.74                     | 3.44                      | .001           |
| #154<br>Compassion is a good P.O. quality                | 2.72                     | 2.79                      | .05            |
| #162<br>Importance of foot patrol to a dept.             | 4.52                     | 4.36                      | .001           |
| #165<br>Importance of emergency assistance to a dept.    | 4.80                     | 4.65                      | .001           |
| #171<br>Importance of informing people of services dept. | 4.13                     | 4.38                      | .001           |
| #186<br>High responsiveness of P.O. to patrol area       | 3.69                     | 3.44                      | .001           |

As with other sub-groups of the recruit class the reduced service orientation from the pre to post-training period for female recruits may indicate a greater awareness of the complexity of the policing function. For example, before training, female recruits might strongly agree that "very much effort should be expended in assisting persons in emergencies" while after training female recruits may be more aware that other public safety agencies could (and would) respond to such emergencies. The realization that the job of police officer is more complex than believed at pre-training is evident. After training, female recruits, as well as male recruits, come to realize that everything cannot be important. An emergent pragmatic and more eclectic view of policing is exhibited in the post-training responses to the enforcement and service questionnaire statements.

#### MINORITY RECRUITS: RESULTS OF ENFORCEMENT AND SERVICE QUESTIONS

The third hypothesis of the study asserts that minority recruits (blacks and Hispanics), when compared with non-minority recruits (whites), will perceive the police officer's job as more enforcement oriented. Furthermore, at the conclusion of training, it is expected that differences in enforcement orientation will remain significant between minority and non-minority recruits; however, the enforcement

orientation will have decreased for minority recruits. Reasons for this change are similar to those explaining changes in population orientation as a whole and among the subgroups in the training class. That is, in the training period, exposure to the specific requirements and details of police officer work shape perceptions and attitudes towards it and apparently transform it through training.

The third hypothesis is somewhat counter-intuitive. It is contrary to expectations in general. The ordinary expectation: assume that minorities would take a service-oriented posture; that their opposition to police violence and racial brutality would incline them towards an over-enforcement orientation.

The responses to the pre-training enforcement oriented questions for minority (black and Hispanic) recruits and non-minority(white) recruits are given in Table 6.11.

**Table 6.11   Significant Differences Between Minority  
Recruits and Non-Minority Recruits on  
Enforcement Questions (Pre-Training)**

| <u>ENFORCEMENT<br/>QUESTION #</u>                                             | <u>MINORITY</u> | <u>MINORITY</u> | <u>NON-<br/>P-LEVEL</u> |
|-------------------------------------------------------------------------------|-----------------|-----------------|-------------------------|
| #39<br>All laws enforced at<br>all times                                      | 2.96            | 2.80            | .001                    |
| #68<br>Universal enforcement<br>of laws                                       | 2.52            | 2.36            | .001                    |
| #100<br>P.O. authority<br>above law                                           | 2.78            | 2.85            | .05                     |
| #109<br>Academy training in<br>courtesy in unworkable<br>in street conditions | 2.17            | 2.25            | .05                     |
| #161<br>Amount of effort by<br>P.D. squad car patrol                          | 4.25            | 4.35            | .001                    |
| #164<br>Amount of effort by<br>P.D. on investigations                         | 4.71            | 4.64            | .01                     |
| #183<br>Stolen car checks as<br>quality of good P.O.                          | 3.00            | 2.91            | .01                     |

<sup>4</sup> In Table 6.11, the enforcement questions were scaled in a Liker-type format from one to four, denoting (1) Strongly Disagree, and (4) Strongly Agree, except for questions #164, which was rated on a scale of one to five, denoting (1) No Effort, and (5) Very Much Effort.

The preceding statements indicate minority recruits are more enforcement oriented before training. The ratings conform with the hypothesis that the pre-police experiences of minority recruits, as compared to non-minority recruits, inclines them toward policing that is enforcement oriented. The comparison with non-minority recruits' responses to these same questionnaire items are significant at the .001 level of significance for questions #39 and #68 and the .01 level for questions #164 and #183. Questions #100, #109 and #161 reflect less of an enforcement orientation for minority recruits as compared to non-minorities. The minority recruit responses on these questionnaire statements, while less enforcement oriented, may reflect more frequent community observations of the police. For question #100, for which minority recruits rated less enforcement than non-minority recruits ( $p < .05$ ), the response by minority recruits on this question may reflect a stronger understanding of civil rights law. For question #109 ( $p < .05$ ), the lower rating by minority recruits may reflect a more frequent pre-police experience in observing citizen-police interactions, reflecting an understanding that courtesy can be workable in reducing tense street situations. For question #161, at the .001 level of significance, minority recruits rate the necessity for the amount of effort devoted to squad car patrol as not

very great. This again may reflect a pre-police experience of the shortcomings of squad car patrols in relation to the community desire for more foot patrol. The responses to these latter three questionnaire statements, while appearing contrary to the specified hypothesis, may, in actuality, reveal a more socially useful understanding of the enforcement role that minority recruits possess prior to training.

CHANGES IN ENFORCEMENT ORIENTATIONS AS A RESULT OF  
TRAINING -- MINORITY (BLACK AND HISPANIC) RECRUITS

Significant changes as a result of training occurred on the responses to enforcement questions by minority recruits, as exhibited in Table 6.12.

On all of the questions in Table 6.12, (except for question #109) minority recruits exhibited significantly less agreement after training than prior to it. Since agreement indicated a greater enforcement orientation these minority recruits overall showed a significant, and strong (all p-levels but one .001) decrease in enforcement orientation after training.

Of the eighteen enforcement questions, minority recruits exhibited significant decreases in their enforcement focus on seven questions and a significant increase in only one of these questions. Thus the hypothesis that the enforcement orientation of minorities

**Table 6.12 Significant Changes in Enforcement Orientation  
as a Result of Training for Minority Recruits**

| <u>ENFORCEMENT<br/>QUESTION #</u>                                             | <u>PRE-<br/>TRAINING</u> | <u>POST-<br/>TRAINING</u> | <u>P-LEVEL</u> |
|-------------------------------------------------------------------------------|--------------------------|---------------------------|----------------|
| #39<br>All law enforced<br>at all times                                       | 3.02                     | 2.31                      | .001           |
| #45<br>Assault on P.O. deserves<br>rough treatment                            | 2.30                     | 2.16                      | .01            |
| #63<br>Physical force<br>as language                                          | 2.10                     | 1.91                      | .001           |
| #68<br>Universal enforcement<br>of laws                                       | 2.57                     | 2.12                      | .001           |
| #109<br>Academy training in<br>courtesy is unworkable<br>in street conditions | 2.15                     | 2.33                      | .001           |
| #164<br>Amount of effort by<br>dept. on patrolling<br>in squad cars           | 4.68                     | 4.51                      | .001           |
| #188<br>Frequent interrogation<br>of suspicious people                        | 2.98                     | 2.82                      | .001           |

will diminish as a result of training was supported by these findings. The response to question #109, as compared to the pre-training response to this same question by minority recruits, again reflects minorities' pre-police training environment. The pre-training experience of minority

recruits of police-citizen interactions (at times abrasive) may insinuate that common courtesies are not workable and may be construed as weaknesses in tense street situations. After training, this perception shifts to a better understanding of the use of courtesy to alleviate tension.

Table 6.13 on the following page presents the significant differences for minority and non-minority recruits as a result of training.

Minority recruits report an increase in post-training enforcement rating on question #39 as compared to non-minority recruits at .001 level of significance; for questions #68 and #180 minority recruits also show an increase in enforcement as compared to non-minority recruits at .05 level of significance. However, these ratings still reflect a weaker enforcement orientation rating on these same questions by minority recruits prior to training. Hypothesis (H3) that minority recruits, as compared to non-minority recruits, would remain more disposed to enforcement orientation before and after training has been confirmed. The sub-hypothesis that minority recruits' enforcement orientation, though higher than non-minority recruits after training, would have diminished has also been confirmed. The reduced rating concerning the effort a department should devote to patrolling squad cars, #161, illustrates, it may be supposed, a shift from an enforcement orientation towards

a service orientation. The personal experience of minority recruits may be such that they favor foot patrol as an effective community policing concept.

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**Table 6.13 Significant Differences in Minority and Non-Minority Recruits on Enforcement Questions (Post-Training)<sup>5</sup>**

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| <u>ENFORCEMENT<br/>QUESTION #</u>                                            | <u>MINORITY</u> | <u>MINORITY</u> | <u>NON-<br/>P-LEVEL</u> |
|------------------------------------------------------------------------------|-----------------|-----------------|-------------------------|
| #39<br>All laws enforced<br>at all times                                     | 2.31            | 2.12            | .001                    |
| #68<br>Universal enforcement<br>of laws                                      | 2.12            | 2.03            | .01                     |
| #105<br>Aggressive style more<br>effective than courtesy                     | 2.48            | 2.58            | .05                     |
| #161<br>Amount of effort by<br>dept. on patrolling<br>in squad cars          | 4.20            | 4.28            | .05                     |
| #180<br>Frequent misdemeanor<br>arrests as quality of<br>good police officer | 3.00            | 2.91            | .05                     |
| #183<br>Stolen car checks as<br>quality of good<br>police officer            | 2.95            | 2.87            | .05                     |

<sup>5</sup>In Table 6.13 the enforcement questions #39, #68 and #105 were scaled in a Likert-type format from one to four, denoting (1) Strongly Disagree, and (4) Strongly Agree, except for questions #166, which was rated on a scale of one-to-five, denoting (1) No Effort, and (5) Very Much Effort, and questions #180 and #183 on a scale of one to four, denoting (1) Very Unimportant, and (4) Very Important.

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MINORITY AND NON-MINORITY RECRUIT RESPONSES  
ON SERVICE ORIENTATION QUESTIONS

On the twelve service questions where minorities and non-minorities prior to training are compared, four questions yielded significant differences. These differences are reported in Table 6.14.

Table 6.14 Significant Differences in Service Orientation of  
Minority and Non-Minority Recruits (Pre-Training)

| <u>SERVICE</u><br><u>QUESTION #</u>                           | <u>MINORITY</u> | <u>NON-</u><br><u>MINORITY</u> | <u>P-LEVEL</u> |
|---------------------------------------------------------------|-----------------|--------------------------------|----------------|
| #154<br>Compassion is a good<br>P.O. quality                  | 2.60            | 2.68                           | .01            |
| #165<br>Importance of emergency<br>assistance by P.D.         | 4.72            | 4.79                           | .01            |
| #170<br>Importance of crime<br>prevention to a P.D.           | 4.35            | 4.27                           | .05            |
| #186<br>importance of high response<br>by P.O. to patrol area | 3.54            | 3.64                           | .001           |

The significant differences indicate a higher service orientation for non-minorities in three of four cases (all but question #170). This supports hypothesis H<sup>3</sup> that minorities will have a stronger enforcement orientation (i.e. lower service) than non-minorities at the start of training. However, the high ratings prior to training for

all respondents (minority and non-minority) may in part be motivated again by the recruits' need to exhibit agreement with what they perceive to be the desired department policy in these matters.

#### CHANGES IN SERVICE ORIENTATION OF MINORITY RECRUITS

Significant changes that followed training occurred for six of the twelve service questions for minority recruits. Table 6.15 presents these findings.

Table 6.15 Significant Changes in Service Orientation as a Result of Training for Minority Recruits

| <u>SERVICE<br/>QUESTION #</u>                                 | <u>PRE-TEST</u> | <u>POST-TEST</u> | <u>P-LEVEL</u> |
|---------------------------------------------------------------|-----------------|------------------|----------------|
| #38<br>P.O. concern for well-being of citizens                | 3.86            | 3.44             | .001           |
| #154<br>Compassion is a good P.O. quality                     | 2.60            | 2.68             | .05            |
| #162<br>Importance of foot patrol to a dept.                  | 4.52            | 4.31             | .001           |
| #165<br>Importance of emergency assistance to a dept.         | 4.73            | 4.60             | .001           |
| #169<br>Importance of awareness of citizens problems by dept. | 4.53            | 4.39             | .01            |
| #186<br>High responsiveness of P.O. to patrol area            | 3.55            | 3.40             | .001           |

Post-training responses to question #154 (service) by minority recruits in rating compassion as an essential quality of a good police officer apparently demonstrates a growing awareness of the complexities of the role. The exercise of compassion in the context of specific instances makes good sense. It is not, however, and cannot be, a general guideline for conduct. The strengthening of the service orientation regarding the term compassion confirms the sub-hypothesis that minority recruits would be less enforcement oriented after training.

Perhaps for minority recruits (as is evident among women and the police family background recruits as well), these responses reflect a more realistic grasp of the job and its many duties and obligations. In the post-training period recruits know more about how the municipal service agencies and organizations interface. This means for instance, with question #165, that they now know how to get emergency medical assistance on a scene; how and when to seek help; how to accurately assess a situation, and what specialists and expertise should be sought to handle a problem.

Thus, once again, training appears to have an almost similar effect on minority (black and Hispanic) recruits, female recruits, and, as will be seen, recruits from police family backgrounds.

RECRUITS FROM POLICE FAMILY BACKGROUNDS:  
RESULTS OF ENFORCEMENT AND SERVICE QUESTIONS

The last hypothesis in the study concerns the views and beliefs about police work among recruits from police family backgrounds. The hypothesis (H<sup>4</sup>) states that this group of recruits will experience the least amount of change over the course of their Academy training experience. Whatever orientations characterize this group -- if, indeed, discernible -- will change little.

There are several reasons why this hypothesis was formulated. First, this group, more than the other recruits, may be assumed to be more knowledgeable about the specifics of the training and the police officer role. With family members in the department, these recruits have available information on hand about the job that other recruits do not. Second, apart from fresh knowledge about police work, recruits from police families have an advantage it would seem, in that they may know more (through their police family background) about what the training hopes to achieve and the expectations the Academy holds out to recruits. Third, those from police families may be seen as constituting an informal network of support for the recruit much like that provided by the relatives of students in law and medical schools. The support system can reinforce training regimens, amplify training course content, and offer emotional support and advice at each stage of the

training experience. Thus the family, assuming it takes an active interest in the fate of the recruit, offers cognitive and affective support for the trainee.

The responses to the pre-training enforcement orientation questions which were significantly different between recruits with police family background and those with non-police family background show that the recruits from police families were less enforcement oriented, prior to training, as indicated in Table 6.16 below.

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Table 6.16 Significant Differences Between Police and Non-Police Family Background Recruits on Enforcement Questions

| <u>ENFORCEMENT QUESTION #</u>                         | <u>NON-POLICE BACKGROUND</u> | <u>POLICE BACKGROUND</u> | <u>P-LEVEL</u> |
|-------------------------------------------------------|------------------------------|--------------------------|----------------|
| #39<br>All laws enforced<br>all the time              | 2.75                         | 2.86                     | .05            |
| #68<br>Universal enforcement<br>of laws               | 2.30                         | 2.42                     | .01            |
| #164<br>Amount of effort by<br>P.D. on investigations | 4.60                         | 4.67                     | .05            |

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On question #39 and #68, significant differences between recruits from police and non-police family backgrounds exhibited greater agreement, and hence, a greater enforcement orientation. Also, when asked about the

effort police departments should give to investigating crime, recruits from non-police family backgrounds indicated that more effort should be given than did police family recruits (question #164) ( $p < .05$ ).

After the completion of the training program, the significant differences in responses for enforcement questions #39 and #68 still occurred, but now recruits from both non-police family backgrounds and police family backgrounds gave similar responses to the efforts that they believe should go into investigating crimes. Table 6.17 reports the significant changes in enforcement orientation for recruits with police family backgrounds.

On all questions in Table 6.17, recruits from police family backgrounds exhibited significantly less agreement after training than prior to it. Since agreement indicated a greater enforcement orientation, these recruits showed a significant decrease in enforcement orientation as a result of training.

The number of significant differences between pre and post-training responses on the enforcement questions was almost the same for two other sub-groups examined -- females and minorities -- as for recruits from police family backgrounds. Both of these subgroups, females and minorities, showed a significant decrease in enforcement

Table 6.17 Significant Changes in Enforcement as a Result of Training for Police Family Background Recruits

| <u>ENFORCEMENT<br/>QUESTION #</u>                      | <u>PRE-<br/>TRAINING</u> | <u>POST-<br/>TRAINING</u> | <u>P-LEVEL</u> |
|--------------------------------------------------------|--------------------------|---------------------------|----------------|
| #39<br>All laws enforced<br>all the time               | 2.70                     | 2.05                      | .001           |
| #63<br>Physical force as<br>language                   | 2.18                     | 1.92                      | .001           |
| #66<br>Excessive force<br>justifiable                  | 2.16                     | 1.95                      | .001           |
| #68<br>Universal enforcement<br>of laws                | 2.29                     | 1.99                      | .001           |
| #100<br>P.O. authority<br>above law                    | 2.88                     | 2.74                      | .01            |
| #164<br>Amount of effort by<br>dept. on investigations | 4.59                     | 4.47                      | .05            |

orientation for four of the thirteen enforcement questions, two less than for recruits with police family backgrounds. Thus, although it was hypothesized that training would affect recruits with police family background least, in fact, training seemed about equally effective in reducing enforcement orientation for all three subgroups -- females, minorities, and recruits from police family backgrounds.

### SERVICE ORIENTATION QUESTIONS

On the twelve service questions for police family background recruits, only one was significantly different prior to training. The quality of compassion was considered an essential quality of a good police officer more by recruits with a police family background than by non-police family background recruits ( $p < .05$ ).

The list of service orientation questions which showed significant differences for recruits with police family backgrounds, before and after training, is given in Table 6.18.

Table 6.18 Significant Changes in Service as a Result of Training for Police Family Background Recruits

| <u>SERVICE QUESTION #</u>                                 | <u>PRE-TRAINING</u> | <u>TRAINING</u> | <u>POST-P-LEVEL</u> |
|-----------------------------------------------------------|---------------------|-----------------|---------------------|
| #38<br>P.O. Concern for well-being of citizens            | 3.73                | 3.45            | .001                |
| #162<br>Importance of foot patrol to dept.                | 4.44                | 4.20            | .001                |
| #165<br>Importance of emergency assistance to dept.       | 4.82                | 4.64            | .001                |
| #169<br>Importance of dept. awareness of citizen problems | 4.40                | 4.30            | .05                 |
| #186<br>High responsiveness of P.O. to patrol areas       | 3.65                | 3.34            | .001                |

Although the significant differences in the table indicate reductions in service orientation, the probable reason for these findings is that the pre-training responses were extremely high, 3.73 and 3.65 on the four point scale questions and 4.40 to 4.82 on the five point scale questions. The high ratings preceding the training may in part have been motivated by the expectation among the respondents that such responses were socially desirable ones.

The other two subgroups, females and minorities, showed an almost equal number of significant reductions in service orientation as did recruits from police family backgrounds. Females showed five significant reductions: and minorities exhibited four significant reductions. Thus, training appears to have an almost equal impact effect on recruits with police family background as it did on the other sub-groups of recruits.

Therefore, contrary to the hypotheses ( $H^4$ ) which held that recruits from police family backgrounds would be less affected by training than other recruits, recruits from police family backgrounds reported almost identical changes as a result of the training as did the other subgroups of recruits -- women and minorities. Each subgroup, minorities, women, and recruits from police family background recruits responded positively and significantly

to the enforcement training objectives of the Police Academy in that all three groups showed significant decreases in enforcement orientation as a result of the training experience.

## CHAPTER SEVEN

### SUMMARY AND CONCLUSIONS

The process of socialization through training is the linchpin for the assimilation into the police officer role. Also termed anticipatory or occupational socialization, the process provides the initiation phase for police recruits into their organizational and work milieus. The present study has examined the process.

At the end of training, approximately 1800 male and female recruit candidates, from varied racial and social backgrounds, exhibited similar responses to survey questions that clearly support the present study's major hypotheses. Hypothesis (H<sup>1</sup>), that the training period significantly alters the attitudes and perceptions of entry recruits toward a great service and lesser enforcement orientation expectations of the police officers' roles to conform with expectations officially fostered by the department, was supported. These findings indicate training is successful in bringing entry recruits (who initially felt otherwise) to view the primary role of an urban police officer as a complex mixture of service and law enforcement. The data shows recruits with high enforcement orientations, prior to training, moved toward service orientations following training. Those with high service moved toward enforcement. Generally, the findings show a diminution of enforcement orientation for all recruits after training.

Subgroups -- females, minorities and police family background recruits -- were less enforcement oriented after completing police academy training. Therefore, as an intervening variable, training moves all groups toward integrated enforcement and service role expectations. The impact of training on the development of a successful occupational identity, for both the recruit and the police department, appears to have been made.

The study's findings are especially important in understanding the impact of the new racial and gender diversity on police training and the occupational socialization process. Through training, perpetuation and continuity of department procedures and values are achieved. Training makes it possible for all recruits (female, minority and non-minority) to develop the "occupational character" enabling them to function correctly and successfully as police officers.

This study's survey of female recruits (approximately eighteen percent of the class) reported more enforcement orientation prior to training. Although these findings are contrary to the expected hypotheses (females would be more service oriented prior to training) the data shows a reduction in the enforcement orientation after training.

Demographically, female recruits consisting of a greater percentage of minorities than males, are (1) older

than male candidates, (2) more highly educated, (3) less likely to have worked full time previous to entering the police academy, and (4) less likely to live with parents. (Black females are the highest educated of the study's subgroups.)

For female recruits the decision to become police officers seems less influenced by fathers/stepfathers than for male recruits. They listed the "ability to work with people" on a par with males as one of the top reasons for choosing to become police officers. However, they rated the "excitement of police work" and "wearing a uniform" as less important reasons than did male recruits.

These findings suggest a need for further research into the values and motivational factors affecting females' choice of a career in policing.

The survey shows black and Hispanic recruits (approximately twenty-six percent of the class) are more enforcement oriented prior to training. As with females, enforcement orientation diminishes after training. The hypothesis ( $H^3$ ) that the pre-police experiences of minority recruits (as compared to non-minority recruits) would predispose them towards a stronger enforcement orientation to policing -- diminishing but remaining significantly higher than other recruit groups at training end -- was confirmed for the "rigid enforcement" questions of the questionnaire.

Demographically minority recruits are (1) older than non-minority recruits (2) more likely to have worked full-time prior to entering the police academy, (3) less likely to live with their parents and (4) more likely to have served in the military. Minority recruits also reported to have completed at least some college education, as compared with white recruits.

The study shows that both females and minorities are somewhat better educated than white males with the exception of those from police family backgrounds.

The choice of police work for socially mobile minorities may not be unlike that made by immigrant groups decades earlier using civil service work as a lever for social and economic advancement. Long delayed by racial prejudice, intolerance and stereotypical thinking, the social and economic integration and assimilation of blacks, and the acceptance of women as social equals, may be heralded by their entry in increasing significant numbers into the police.

Both minority recruits and non-minority recruits cited their father/stepfather as the most influential persons affecting their decisions to become police officers. Both subgroups of recruits reported their mother/stepmother and spouse as the least favorable influence in their decision. Perhaps this latter finding reflects the concern of mothers

and spouses over danger associated with policing. They may feel that the inherent dangers of the work outweigh the economic and social benefits.

Minority recruits reported "opportunities to help people" as the most important reason for becoming a police officer. These same recruits ranked "the excitement of police work" as a factor of less importance. Minority recruits ranked "carrying a gun" as the least important reason (among sixteen choices) for becoming a police officer. This may be attributable to a prior military experience.

Recruits with police family backgrounds (approximately fourteen percent of the total class) are less enforcement oriented prior to training than non-police family background recruits according to the study. Contrary to the fourth hypotheses ( $H^4$ ) -- recruits from police family backgrounds would be less affected by training than other recruits -- this subgroup actually exhibited almost identical attitude changes from the training as did the other subgroups (women and minorities). Because members of their families were in the police department, it was supposed that their tacit knowledge of job intricacies and training demands would not be unfamiliar to them. However, despite relatives available for counseling and advice, the training did matter and did apparently affect their understanding of training objectives and regimens.

The demographic profile of police family background recruits shows recruits are (1) on the average, younger than those from non-police backgrounds, (2) less likely to have worked full-time previously, (3) more likely to live at home and less likely to have served in the military. The majority of police family background recruits are white and predominantly Catholic. (Until fairly recently, the NYPD was an agency attracting significant proportions of white, Catholic males -- especially Irish.) Police family background recruits generally have some college education as compared to non-police background recruits. Mothers and fathers of police family recruits tend to be better educated than the parents of recruits from non-police backgrounds. Here too, fathers/stepfathers are cited as the most influential persons affecting the decision to become a police officer. However, police family mothers are the only subgroup generally favorable (average above three on a four point scale) towards the recruit's decision to become a police officer.

Perhaps the experience of living with members of the police department (spouse, parent, sibling) mitigates parental fears through first-hand knowledge that their children have benefited from experienced police officers and know how to take proper personal safety precautions. Moreover, careers in the police are powerful influences on

identity and character formation. These women have learned to live with the inherent dangers and have come to grips with the pressures it exerts. They may derive gratification from the prestige the occupation confers to its members. These factors may neutralize the understandable reservations that others with little or no experience living with police officers may feel very acutely.

For police family recruits the most important reason for becoming a police officer was also the ability to help people. The "excitement of police work" was rated slightly higher for non-police family background recruits ( $p < .04$ ). Police family recruits, compared with non-police background recruits, ranked "wearing a uniform" as less important and "carrying a gun" as the least important factor in their decision to become a police officer. The study's findings indicate recruit candidates from police families are more like other entry recruits and change their enforcement and service orientations as a result of training.

Throughout the present study there are clear signs that some of the uninformed preconceptions of the police role is modified and attuned to the realities of the job. For example, the significant decreases on seven enforcement questions (after training) for minority recruits and significant decreases on eight enforcement questions (after training) by female recruits. These findings reinforce the

importance of the recruit as one of the key foci of the socialization process and further underscore the importance for police trainers to develop programs reflecting the recruits' learning needs and values.

In the year 2000, the entry recruits of this study will have approximately fourteen years of police experience. The same factors that determined their initial decision to become police officers and their subsequent socialization and occupational identification may affect their careers as supervisors and decision makers. That is to say, these experiences will fashion their eventual roles as the supervisors responsible for the subordinate development of future classes of recruits. A repeat longitudinal study of the female and minority recruits of this study (in the year 2000 or at the point of promotion to sergeant) could provide data to determine if the effects of training on attitude change hold up over time.

#### THE TRAINING MILIEU AND ITS OBJECTIVES

The Academy training program is designed so that its relationship to on-the-job field training cannot provide a recruit with the skills and experience needed for effective performance of duty. Moreover, the complicated nature of modern policing requires the recruit to prepare intellectually, physically and emotionally for his or her field

apprenticeship in a setting where the distractions that might intrude upon the role-learning process are minimized.

A guiding assumption of the present study has been that individuals do not take on aspects of conduct one at a time but rather adopt a whole repertoire of behavior and may also learn to be a police officer before assuming the police role. However, for new recruits, entry into police work through academy training introduces an additional array of adult expectations and responsibilities concerning the eventual total assumption of the police officer work role. These new tasks, achieved through training, represent the first stages of resocialization, whereby the transformation from civilian to police officer is initiated.

The study analysis suggests the Police Academy modifies recruits' conceptions of policing: those with strong enforcement and those with strong service orientations move towards a common perspective. Consequently, recruits, on the whole, come away from training with a balanced perspective embracing both service and enforcement orientations.

Another point rarely articulated, but ever-present, is the repertoire of needed skills to which the recruits are exposed. Recruits may sense that much of the information they absorb is surplus knowledge. However, as the training proceeds, especially through the simulation phases, recruits

come to intuit the structural dialectics that suffuse their roles. This is not always a comforting experience.

Recruits realize they are not merchants of morality; rather they are in collusion with other engineers of social order in preserving and protecting order maintenance. Recruits learn their tasks also include the amoral issues of deciding when to maintain standards of public behavior, on one hand, and when to act as a service specialist, on the other. In addition, recruits learn they must never become too intimate, antagonistic or indulgent toward those they help console or rescue.

A willingness to come into close contact with disputing parties in a domestic quarrel, or to back up a street fight, or to act sensitively with the elderly and distraught always threatens to breach the image of the police officer as a law enforcement agent first and foremost.

The skills of impression management and prudence in the face of the cold facts of police work require a great deal of circumspection for police officers. The academy grounds these otherwise abstract and aloof realities of every day police work through practical and interdisciplinary exercises. It is these exercises, perhaps as much as the formal classroom training in the technical skills, that deeply affects the recruits' conceptions of their role.

DYNAMICS OF POLICE OFFICER ROLE ACQUISITION  
IN THE TRAINING SETTING

How the described process is managed is an important aspect of the more general dynamics of occupational socialization. As the entering recruit may see it, the circuit of significant agents (fellow recruits, academy instructors, relatives and friends) can function as a kind of support mechanism. Passage from civilian to recruit to police officer may be affected through a series of linked stages, each managed by one or more of these agents. Each stage tends to bring a sharp increment in police officer status identity. These interactions create the psychological satisfaction of successful internalization of role requirements resulting in an interaction that can be increasingly and harmoniously sustained so that further demands may be met and new tasks may be accomplished by the recruit.

This process is augmented by the careful selection and development of academy instructional staff. Police academy instructors are chosen for their capabilities as instructors and counselors -- as well as role models -- for recruits. (New York City Police Academy instructors as of June 1987 are required to hold bachelors degrees.) Selected instructors also reflect racial and gender composition of recruit classes. This deliberate mixing of instructors and recruits enhances training exercises and skills development

in interdisciplinary workshops, case studies, and simulations of patrol situations.

Until most recruits finally graduate (excluding, perhaps, those from police family backgrounds), there seems to be little certainty they will continue with police officer careers. Certainly, considerable resources and criteria are utilized as predictive and determinative factors of role assimilation and retention. These include the standard civil service screening for physical adequacy, background investigations and the panoply of mental and emotional evaluations by department and training staff.

Until the point of graduation, recruits may not conceive of themselves as persons becoming police officers. Therefore, the training staff must continually provide rationales to nurture the new recruit through identities they are responding to and sponsoring. (The department is called "police family" and fellow officers become "brother and sister officers" or the phrase "the color blue binds" is heard frequently in early orientation sessions.) The rationale of linking pre-police socialization to the recruit training program is created in the context of academy scheduling, student discipline, muster ceremonies, inspections, para-military courtesy, physical school, firearms and tactics exercises, recruit counseling and tutoring programs. The variety of potentially conflicting

role expectations are acknowledged and addressed through a deliberate curricula design, sequence of lesson plan content (see Appendix A), instructional methodology, and even the deliberate mix of recruits in class-companies by race and gender and by urban and suburban zip codes, to galvanize these roles into a successful resocialization process.

Consequently, how police officers see themselves is not only a direct by-product of their training, but, also, and importantly, dependent on their early life situations as well as the background variables of age, education level, race, gender, religion, military experience, geographical region, and their socio-economic status.

The self, then, can be seen as residing in the arrangements prevailing in a social system for its members. The "police officer self" in this sense is not merely a property of the person to whom it is attributed, but dwells rather in the pattern of rules and regulations imposed on the person. Specifically, the pre-police civilian self of the recruit must be successfully resocialized (through training and personal adaptation of the recruit) in congruence with the department and society's occupational role expectations of the police officer.

To be trained is a more comprehensive, structured and standardized process than to be educated. One acquires in training something of the unwritten scripts of custom and folklore that significantly shapes the police officer identity. In training one is taught to be the same, in education one may be taught to be different. The basic tenet of training is the standardized expectations of the organization regarding role performance. The trainee is not expected to give up discretion; on the contrary, the trainee is taught to sharpen natural and cognitive skills to enhance discriminate role performance in the context of department operational standards and guidelines. For the entry recruit, therefore, training must facilitate a practical working knowledge of the statutes governing everyday civilian behavior. In short, when and how to enforce the laws in a sensible and sensitive manner.

#### RELEVANCE OF THE STUDY

The present study is important first and foremost because of the diversity and size of the recruit population involved. The findings of this study show that the training experience has had a significant impact on the candidates. The hypothesis ( $H^1$ ), that the overall effect of the entire training process would result in a higher service orientation than exhibited before training and a weaker enforcement

orientation than before training for the entire class of recruits, has been supported by the findings. Those recruits with one-sided views of police work, either strongly enforcement or service, altered their pre-conceptions of the police officer role after training. It would appear that they came to understand police work as a complicated mix of both enforcement and service orientations. A factor analyses of items of the questionnaires of the present study yielded two factors for enforcement -- force and rigid enforcement. Significant differences between males and females, minority and non-minority recruits, and recruits who are children of police officers compared to those who are not children of police officers were found only for the rigid enforcement and not the force component of enforcement.

Academy training offers the recruit a general body of organizational knowledge consisting of the rules and guidelines governing proper police conduct. Academy training is not primarily an espousal of one orientation competing with others; it is not rooted in ideology that deals in abstractions and generalities. Police behavior is affected by the exigencies of precinct life and naturally requires modifications in actual day-to-day policing. The models of the police officer's role, fleshed out by Academy curriculum, are to be understood as role paradigms which the

trainees utilize to fashion professional police officer identities.

It is important to note that this is the first study with large subgroups of female and minorities and police family background recruits examined and profiled separately. These findings suggest many relevant areas for future study. For example, present day police training programs can directly benefit through careful in-house evaluation of mixed gender and racially diverse recruit classes.

#### LIMITATIONS OF THE PRESENT STUDY

The a priori assumption that written responses are simply epiphenomenal is to be accorded no greater weight than the assumption that words do not deceive nor actions lie. As Thurstone, Murphy, Likert and others have stated, the expression of opinion is itself a recurrent phase of social activity. Hence, reliable and valid survey questionnaires may be useful even if unrelated to actual attitudes, expectations and perceptions.

It is not simply a question of whether or not attitudes and perceptions coincide with expressed opinion. This way of formulating the problem obscures one of its basic aspects, namely, whether we may assume the amount and direction of spread between opinion and attitude to be relatively constant for members of the different trainee

subgroups. For example, it is possible that the expressed enforcement orientation of trainees with police backgrounds may be consistently higher than their actual enforcement attitudes and perceptions. On the other hand, the expressed service orientation of females may be consistently lower than their actual attitudes and perceptions. It is also possible that trainees with police backgrounds are less inclined to an enforcement orientation than they express and that female trainees talk less favorably about service orientation than they actually believe, or possibly, that the differences are of degree rather than direction. These comments about the consistency or inconsistency of subgroup differences between opinion and behavior are somewhat speculative for the subgroups of the present study. Further research could investigate this area more deeply. For example, item analyses of actual frequencies of responses to specific statements and hypothetical situations can do much to eliminate or to minimize indulgences in verbal stereotypes (Johnson & Solso, 1971). Until further research is carried out, there is need for some caution in using "attitude scores" derived from survey questionnaires or indexes of predispositions to act in a specific determinate fashion toward a given value to predict actual behavior.

A further point in connection with the questionnaires, and indirectly related to the issue of verbal fluency and

reading comprehension, is the question of relationship of expressed opinion and behavior. That is, what trainees say about their attitudes and expectations of the police officer role is of less consequence and importance than their real feelings and perceptions. In some situations it may be discovered that feelings and attitudes are a more reliable basis for deriving inferences about behavior (verbal or overt). In other situations it may be found that non-verbal (written) responses are tolerably accurate guides to future behavior (overt or verbal). It should be remembered: overt actions may also deceive -- they may be deliberately or unconsciously designed to disguise or conceal private attitudes.

The New York City Police Department, because of its size and history, is regarded as among the leaders of modern police science, and is, in fact, atypical among departments nationwide. Thus, the findings of this study may not be applicable to all police departments. A replication of this research is needed in other departments to determine if the characteristics detected here in the subgroups of the recruits appear elsewhere. If the findings are upheld throughout the country, significant changes in police training as indicated may support further integration of females and minorities into police work. Further, the training changes may more accurately align the occupational

socialization process to function in the mutual interest of recruits, police department, and the community.

#### AREAS FOR FURTHER INVESTIGATION

The findings of this study provide a specific profile of the entry recruit. They have implications for police recruitment, training, retention and for occupational socialization in the field of law enforcement.

A study of the socialization of police recruits cannot be complete without observations about the police family. Although, there has been research on the influence of family and generational linkage on occupational choice, research of the transference of policing as an occupational choice through family tradition does not exist. The police family has been discussed in past studies (Neiderhoffer and Van Maanen) but it has never been researched in terms of actual data from sons and daughters of police officers. The present research includes 290 of these police family subjects who responded to the enforcement and service orientation questions. This body of data can provide insights concerning orientation toward government service, social values of police families, and the influence of family on occupational socialization in general. As with earlier studies by Merton and others on the impact of the family on the occupational choice of medical students, continued study

of the police family, in particular the sons and daughters of police officers, can produce data, introduce new constructs, and, consequently, enrich both field research and department training.

The findings of this present study demonstrate that the stereotypical profile of police family background recruits is fallacious. Data from police family recruits indicate they were not enforcement oriented prior to training, were more educated (as were their parents) than non-police family recruits and ranked compassion as a very essential characteristic for a good police officer. The findings also challenge the view that police are cynical and, hence, primarily enforcement oriented. These findings refute the view that cynicism as an intrinsic characteristic of police. Further research as to the influence of the family, for both police and non-police background candidates, could reveal valuable information pertinent to socialization, recruitment, and training of all subgroups of contemporary police candidates.

The impact of recruits' lack of military experience as a factor in successful police role assimilation requires further exploration. Police recruits with no prior military experience may more readily adapt to the para-military organization of policing. The elements of military formation and command are integrated throughout most police

academy training programs. The military uniforms, the rank structure, the chain of command for agency lines of authority and responsibility for agency operations, the para-military languaging of operational orders, and, the use of military terminology and tactics in the deployment of the police patrol workforce may, in fact, be more readily adapted recruits without military backgrounds than is perceived.

#### FURTHER DIRECTION IN THE RESEARCH ON POLICE TRAINING

The police academy experience as a socialization agency is aimed at providing recruit/trainees with the attitudes they need to perform the police officer role properly and efficiently. There is, however, a very real problem is assessing what the police academy actually accomplishes and how many of its accomplishments are anticipated and approved by departmental officials. There is no doubt that the academy imparts a great deal of technical knowledge and skill to its trainees, but there is ground for believing that the way the recruits apply their skills after graduation may, in part, not necessarily reflect the standards of the police academy staff. Further research on the linkage of academy recruit training to field probationary training will enhance an understanding of both phases.

The present study found -- and it is its major finding -- that the academy experience seems to have some influence on recruit attitudes and perceptions of police work. The indubitable fact is that police officers are not wholly born but are in some ways made by academy experiences, even for police family background recruits.

It is in the performance of their roles in the circumstances of field work assignments for which academy training prepares the recruit. The question is, how stable and complete is the police officer role in the face of the varies circumstances of field work? And if not entirely stable, which elements may vary, and which do not? Does professional preparation waiver in some settings as opposed to others?

This viewpoint suggests that the police officer's behavior is at least in part contingent on the circumstances in which he or she functions. Some studies have attempted to establish the degree of influence on police behavior which may be exercised by citizens under certain conditions, but mere variation in prescribing habits is enough to suggest its strong liklihood, as is the adjustment of the police officer's behavior to citizen preferences.

Police work, however, and patrol work, in particular, poses some special analytical problems. Unlike other bureaucratic services offered on a mass scale, police work is difficult to organize into large, centralized units. Social policy presses for greater efficiency and lower costs, and police officers themselves are prone to desire convenient integration of services. However, those centripetal forces are counteracted by the individuals in distress or need who may service require quickly and at any hour. Such work is stubbornly resistant to the centralization and integration into large scale organizations common to most work in education and other social services. Police officer work in the field presents the analytical paradox of being an organization without being a group, consisting of officers distinct from the surrounding community, but dependent upon being in some sense absorbed into the community if they are to carry out their duties effectively. The quasi-experimental design procedures may be more appropriate to investigating police work.

Traditionally, the methodology of instruction in police training programs has been didactic and lecture-oriented. The police recruit emerges from this traditional training ill-equipped for problem-solving and the nuances of community interaction which comprises much of modern police work. More important, traditionally trained police are

insufficiently sensitized to the cultural and racial diversity of the communities they police. They are insufficiently trained to understand case law studies as related to civil rights and due process.

The careful and sequential mix of the police academy curricula through the integration of the academic and tactical training into a comprehensive program of inter-related lesson units is crucial to the final product: the recruit graduate as a prepared probationary police officer. This configuration of training into sequential learning modules coupled with interactive video technology requires further future research and field study.

By tapping the intrinsic values of the recruit candidate through the occupational socialization process; by better understanding the pre-conceived and altered orientations of recruits, and by examining the profiles of recruits, police administrators and trainers can better perceive that mutual interests exist for recruitment, training and retention programs. The presence of these recruits because of their ethnic, sexual and cultural diversity and, ultimately, through their performance in the supervisory and command ranks will transform 21st Century policing into an organization that better reflects the population it serves.

**APPENDIX A<sup>1</sup>****ENTER TO LEARN, GO FORTH TO SERVE**

Class 86-B Recruit Curriculum  
New York City Police Academy  
(July through December 1986)

The recruit curriculum is organized around four disciplines: social science, law, police science, and physical education. Each forty-student Class 86-B company was assigned an instructor from each of the disciplines who remained with the company throughout the five and one-half month training cycle. Quarterly academic examinations were administered in each of the four disciplines to monitor student progress. Students were expected to achieve a grade average of 70 for the three academic disciplines of social science, law and police science. (Students were placed on academic probation for achieving a grade below 70 in any quarterly exam.) Specialized tutoring was available in each discipline for those having difficulty. To graduate from the Academy students must achieve a final passing grade in all disciplines. In 1974 (re-accredited 1985), the New York

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<sup>1</sup>Appendix A is based on Report to the Commissioner: An Evaluation of Recruit Level Training at the New York City Police Academy, by Joseph P. Viteritti, a study undertaken for the New York City Police Foundation in 1984. The content of Appendix A is also updated to reflect changes in curricula content and statistics as of the summer of 1986 as reported in Vol II, Overview of the Department: Final Report, The Mayor's Advisory Committee on Police Management and Personnel Policy, February 1987: pp. 113-133.

State Board of Regents granted 35 hours of college credits for the successful completion of the recruit curriculum.

Student officers also received eight days of specialized training in firearms use and police tactics by instructors from the Firearms and Tactics Section of the Academy's Outdoor Range. The purpose was to develop marksmanship skills and inculcate tactical knowledge and judgment necessary for proper use of these skills. Training was divided into one five-day block followed by a three-day tactics segment. Students had to demonstrate proficiency in a variety of timed firing exercises and, if minimum standards were not met, were prevented from graduating.

Student officers were also required to successfully complete a driver education course, comprised of classroom presentations and timed training exercises, to qualify at an emergency response level. Emphasis was placed on control of vehicles, (EVOC) Emergency Vehicle Operators Course, defensive driving techniques, and the enhancement of driving skills already possessed.

Several units within the Department, but not part of the Police Academy structure, provided instructions on the subjects of integrity and sensitivity. These units include the Internal Affairs Division, the Civilian Complaint Review Board, and the Office of Community Affairs.

Student officers participated in a three to five day orientation program before entering the Academy and a formal graduation ceremony at course completion.

#### DESCRIPTION OF COURSE TRAINING CONTENT

The Social Science component of recruit curriculum has the explicit goal to improve the quality of human interaction between police personnel and the community. Its 72 lessons are organized into eight distinct sections:

1. New York City: Its History, People and Police introduces the student to the diversity of the City. It begins with a brief history and a statistical overview of economic and social trends. It includes a description of the local governmental structure and a sophisticated presentation on the causes and effects of the 1975 fiscal crisis. The major part of this section is concerned with the history, customs and values of the City's racial and ethnic groups. Separate lessons on the Irish, Italians, Jews, Blacks, Chinese, Puerto Ricans and other minority groups are also included. In 1984 new lessons were added on West Indians, East Indians, other Hispanic groups, Greeks and Koreans.

2. The Socialization Process examines the process that shapes the personality, values, beliefs and prejudices of individuals. Its major purpose is to generate a process of

self-examination among recruits leading to greater self-awareness. Its long-term goal is to create an environment within the classroom encouraging student officers to question prejudicial beliefs or stereotypical images held about other groups of people. The recruit learns that the socialization process will continue throughout his or her career in the Department. Here recruits are warned they may encounter senior officers whose values and behavior contradict those conveyed throughout the training process. This section also prepares the student officers for job related stress situations. Topics discussed include irregular working hours, the command structure, Departmental discipline, negative public attitudes towards police, conflicting role expectations, and off the job behavioral expectations.

3. Authority, Integrity and Ethics focuses on the limits of police authority. It begins with a philosophical overview of social contract theory explaining the limits of legitimate governmental authority. Then it moves on to a discussion of the penal code, Department regulations and the Department Code of Ethics. The section includes an ethics workshop involving a series of case studies on the use and abuse of police authority. Students are shown the Miami Tapes depicting the 1980 confrontation between the police and minority communities in Miami and are led through a discussion of causes and effects.

4. Interpersonal Communications not only facilitates personal contacts between police officers and the public but provides a framework for better understanding of human behavior. A large part focuses on Transactional Analyses with emphasis on inter-personal sensitivity and the reduction of conflicts.

5. Crisis Intervention prepares student officers, both psychologically and in terms of specific skills, for dealing with a variety of crisis situations. Here the recruit learns the different ways in which an individual, in a crisis situation, may react to a police presence. Recommendations are made for dealing sensitively and effectively with these situations. Two victimology role plays are included and administered by an interdisciplinary team of instructors. Student officers respond to staged situations involving a burglary or a rape. Responses are critiqued by the instructors.

6. Police Role Involving Families, Children and Adolescents is concerned with the appropriate police response to family crisis situations and the proper handling of youths, either victims or offenders. In response to the social diversity of the City, a serious attempt is made here to break down the traditional notion of a family as a unit containing married parents with children. Students are advised of a number of existing non-traditional family

units, such as extended family situations involving grandparents, aunts, uncles, single parent households, or non-married adults of the same or opposite sex.

The Department's new policy concerning police response to domestic violence requiring an arrest in any situation where felonious assault appears to have occurred is emphasized. The policy is based on recent social science evidence indicating the threat of an arrest is a more effective deterrent to repeated domestic violence than the customary police mediation response. Also included in this section is an interdisciplinary domestic violence role play requiring recruits to respond to a staged situation followed by the instructor's critique.

Recruits also receive extensive training on how to deal with victims of child abuse along with information for making referrals to proper social service agencies.

7. The Service Role of Policing emphasized the non-crime related activity of the police job. Recruits learn that between 80% and 90% of police functions have nothing to do with crime. The Department is portrayed as a human service organization. Recruits are instructed on the problems and needs of specific groups within the City, i.e., elderly, handicapped, homeless, tourists and visitors unfamiliar with New York City and its environs.

8. The Law Enforcement Role of Policing focuses on the control functions of policing such as patrol, arrest, issuance of summons and a variety of criminal activities. This final portion of the curriculum emphasizes law enforcement and order maintenance functions. Students are expected to start developing "working personalities" and establish strategies for handling specific situations.

These lessons make extensive use of role plays, workshops, and small group discussions. Students are required to explain and demonstrate learned strategies. To do this effectively, they must integrate the knowledge acquired in all of the various areas of the Police Academy.

#### LAW

The Law's curriculum's basic function is to explain the structure and operation of the judicial system and to develop a basic understanding of the letter and spirit of the law which shapes the legal environment of police work. Its 71 lessons can be organized into five sections:

1. Introduction to Law begins with a philosophical and historical overview of legal practices and theory. It focuses on the function of law in establishing the limits of legitimate governmental authority and explains the differences between criminal law and civil law.

2. Introduction to the Criminal Justice System is an overview of the structure and procedures involving the institutions that make up the criminal justice system of New York City, New York State and the United States.

3. The Bill of Rights focuses on those elements in American Constitutional law which have a direct bearing on the criminal justice process. It begins with a descriptive overview of the Bill of Rights then provides a history of Supreme Court (and some lower court) decisions that limit police authority scope and discretion in criminal situations. The focus on police authority reinforces the service role contained in the social science curriculum. It also informs student officers that negligence or carelessness in the practice of criminal procedures limits police effectiveness on the street and in the court. Specific subjects include: standards of proof, the law of arrest, stop, question and frisk, search and seizure, and interrogation.

As part of proper use of criminal procedures preparation student officers participate in a role play on criminal testimony. The role play is designed and coordinated by instructors from the law discipline at the Academy and attorneys from the Legal Division of the Department. Students prepare testimony for the role play and are cross-examined by attorneys playing representatives for both the prosecution and the defense. Performance feedback follows.

4. Statutory and Criminal Law focuses on aspects of penal law likely to be enforced in day-to-day performance of patrol duties. This section of the curriculum is particularly designed to help the student officer identify and classify types of criminal offenses, and to recognize the difference between criminal and non-criminal behavior. Topics include: assault, robbery, burglary, arson, homicide, sex offenses, weapons possession, controlled substance offenses, and a variety of other criminal activities.

5. Justification focuses on the legitimate use of physical force. It covers both civilian and police behaviors, with emphasis placed on the latter. Recruits are informed of New York City Police Department regulations that impose more stringent limits on the legitimate use of police force compared to federal or state limits. The curriculum's message states clearly that, with few exceptions, force should be resorted to for defensive purposes only. When used, it must be used to the minimum degree necessary.

#### POLICE SCIENCE

Police Science introduces student officers to the skills, tactics and procedures required for effective performance of the job function. Included in the procedural aspects of this curriculum is hands-on practical training in

the proper completion of paperwork. The 73 lessons are organized into three major components, each of which can be subdivided into specific subject areas:

1. Introduction to the Police Career is concerned with defining the expectation of the urban police officer in the context of New York City and the Department. Sub-units:

- a. Introduction to Law Enforcement reinforces those aspects of the social science and law disciplines which emphasize the basis and the limits of police power. It includes a brief history of the police role in society and a review of federal and state statutes which limit the authority of police officers.
- b. Police Administration begins with an overview of organizational concepts on bureaucracy, hierarchal, division of labor and specialization. It then describes the organization and structure of the Department and reviews the disciplinary mechanism and procedures designed to maintain integrity and professionalism among personnel.
- c. Police and the Public examines the external interactions of the Department. It contains a particular focus on press relations and the media's image of police.

Patrol Service introduces students to the purposes and operations of police patrol. Sub-units:

- a. Patrol Functions focuses on the full-service model of policing and emphasizes the need for common sense, discretion, and adaptation to local conditions in performance of law enforcement activities. Here again, the police science curriculum reinforces sensitivity themes of the social science curriculum.
- b. Patrol Techniques examines various strategies of police patrol and relative advantages of each type. For example, it includes a comparison of the deterrence value of a highly visible uniformed patrol with the advantages of arrest and prosecution that are derived from an undercover patrol.
- c. Police Emergency Services presents the use of tactics in a variety of emergency situations ranging from the investigation of bomb threats to the handling of a civil disorder.
- d. Accident Prevention and Response covers road hazards, preliminary investigation of accidents, and police interaction with accident victims.

- e. Traffic Control acquaints recruits with traffic laws and vehicle regulations of New York State and the traffic regulations of New York City. It reinforces the need for discretion, common sense and sensitivity to local conditions in the enforcement of laws and regulations. Police science instructors participate in an interdisciplinary role play on car stops. This practical demonstration involves student officers in a variety of stage situations and emphasizes simultaneous application of police tactics, interpersonal techniques and knowledge of the law. Student officers are expected to perform in a way which allows effective enforcement of law, but at the same time protects the safety of the officer and the rights of the accused.
- f. Environmental Protection explains the statutes and evidentiary standards relevant to environmental hazards such as air pollution, noise control, littering, and abandoned vehicles.
- g. Summons Procedures discusses the use of universal summons as an alternative to arrest, in such situations where an option exists.

This application of the full service model examines the advantages of the universal summons in terms of the welfare of the offender, the adjudicatory system and the officer/offender interaction. Once again, the sensitivity theme is reinforced.

3. Criminal Investigations is concerned with the responsibilities, procedures, and tactics of the first police representative at the scene of a crime. It examines procedures available for investigating and reporting crimes.

Sub-units:

- a. Introduction to Patrol Investigations is an overview of tactics that may be used upon arrival at the crime scene. It emphasizes the importance of prior planning, as opposed to a reflexive response, as a method for protecting the safety of the officer, the suspect and the public. Specific topics covered include:  
search of premises, the use of force,  
information collection, and contact with  
offenders.
- b. Physical Evidence concerns the preparation of physical evidence for courtroom presentation. It also includes instruction and practical exercises in fingerprinting techniques.

- c. Basic Investigation is an in-depth analysis of police responsibilities at the scene of most frequently reported crimes. It includes practical exercises in preliminary investigation of robberies, weapons offenses, burglaries, narcotic offenses, homicides, assaults, sex crimes and civil disorders.
- d. Arrest begins with a review of the constitutional and statutory provisions involving the arrest process, then focuses on tactics and procedures relevant to such incidents. Some consideration is given to the arresting officers' interpersonal transactions with the victim, the offender and possible witnesses.

#### PHYSICAL EDUCATION

Organized into three major sections, the Physical Education Program contains 117 hours of training and is designed to develop a high degree of self-reliance and confidence.

1. Physical Education includes classroom instruction and an exercise program. Instruction on nutrition, weight control and lifestyle is designed to help recruits develop good nutrituion and physical fitness habits. During

training recruits are required to run two miles daily and participate in a regular program of calisthenics. Recruits must pass a stringent physical examination before being admitted to the Academy. The examination is designed to determine whether or not recruits are able to withstand the rigors of the training program. Once admitted to the Academy, recruits participate in a battery of examinations used to develop individual health and fitness profiles.

2. Skill Development includes both classroom and practice situations with training in health and safety related areas. Recruits receive training in cardio-pulmonary resuscitation, emergency child birth, and first aid leading to an American Red Cross certification. Water safety instruction is covered.

3. Tactical Training provides crowd control, unarmed self-defense and use of the baton. The unarmed self-defense course is designed to help the individual utilize his or her natural instincts in hand-to-hand combat situations rather than to develop specialized skills. Recruits are paired off and are required to demonstrate a variety of movements and procedures in unarmed combat situation. They receive tactical training in handcuffing, frisking and car stops.

• The latter training (car stops) is offered as part of an interdisciplinary series of sensitivity workshops and role plays in cooperation with instructors from social science, law and police science.

4. Physical Agility testing -- a candidate requirement since 1981 -- is administered at the end of the Academy training program. The testing procedure provides adequate opportunity for all candidates to receive tutoring assistance. This practice was established to address the fact that the test is primarily a skills and strength test which, unless preparatory training is provided, results in a disparate impact on female candidates.

#### FIREARMS AND TACTICS

The eight-day course is divided into basic firearms instructions followed by a tactics segment. Recruits must maintain prescribed standards in order to obtain firearms and tactics qualification. They are re-tested prior to graduation.

1. Firearms and Tactics is designed to develop marksmanship skills coupled with tactical knowledge and an ability to exercise mature judgment. Understanding that the right to use physical and deadly force, as granted and limited by the laws and ethics of society, is promulgated. Recruits learn that misuse, excessive use or unskilled use of firearms are breaches of sound judgment standards and ethical obligations as well as legal transgressions that prompt severe public criticism.

2. Basic Five-Day Revolver introduces safe, proficient and tactical revolver use within the guidelines of the law and the Department. Recruits learn that a commitment to firearms training provides the best insurance against the possibility of an inadequate response in the face of armed confrontation and that annual firearms training and qualification are required of every uniformed member of the Department, regardless of rank.

Lectures cover the relationship among law enforcement, law and society. Students learn that the recent growth in restrictions imposes upon the legal use of deadly force reflects the generally accepted premise: an officer is armed to protect his or her life or the lives of others against endangerment.

The remainder of the five-day course consists of instruction in the fundamentals of revolver use, safety, general regulations, shooting techniques and target analysis. Daily range exercises are conducted with performances critiqued by qualified firearms instructors.

3. Practical Revolver consists of two sets of timed firing exercises: one designed for a service revolver and one for an off-duty revolver. This required firearms qualification course is updated regularly to reflect current Department analysis and guidelines regarding Firearms Discharge/Assault Reports.

4. Three-Day Tactics Training including classroom lectures, tapes, advanced range exercises, and simulated field encounters. Its aim is to prep recruits for actual experiences under hazardous conditions. Recruits are exposed to sound tactical procedures for exercising good judgment when confronted with a wide variety of field situations. A further objective is to impress students with the importance of constant updating on crime trends and tactics used to counteract them.

5. General Discussion of Patrol Tactics covers a broad range of topics including (1) general considerations necessary in response to a service call, (2) tactical approaches recommended in areas such as stairways, elevators, abandoned buildings, restaurants and bodies of water, (3) how to conduct building searches, (4) how to respond to assignments involving family disputes, (5) general procedures for safeguarding firearms, and (6) the procedure for handcuffing prisoners.

During the lecture students become aware of the need for a strategic plan when responding to a call for service and the importance of getting post or sector information when starting a tour of duty.

The simulated field encounter, or tactical exercise, is an enactment of a real life situation. It is designed to expose students to tactical problems under controlled

conditions for the purpose of self-assessment. It provides the opportunity to learn from mistakes while in training rather than in actual confrontation. Student officers learn that while the majority of assignments received are of a non-enforcement nature, preparation for the possibility of life threatening situations is absolutely necessary.

The overall objective of the tactical exercise is to drive home the importance of formulating and following a tactical plan. Students are trained in the use of cover and concealment to gain time while evaluating a situation, the proper use of authorized equipment, and the importance of gathering as much intelligence information as possible before acting.

Many of these exercises reflect findings based on analyses of Department Firearms Discharge/Assault Reports. The program is therefore designed to reduce police casualties by developing skills needed to perform tasks faced on the street.

**APPEXDIX B****RECRUITMENT CURRICULUM -- LESSON INDEX****SOCIAL SCIENCE CURRICULUM**

The lesson index for the Social Science Curriculum includes the following. Sub-units -- 68 lessons one and one half hours each:

Communications  
 Transactional Analysis  
 Personality/Socialization  
 Personality/Perception  
 Personality/Attitudes  
 Myths and Learned Behavior

New York City: An Overview  
 New York City: Its Police

Ethnic Groups: The Irish Community  
 The Black Community  
 The West Indian Community  
 The Italian Community  
 The Jewish Community  
 The Chinese Community  
 The Hispanic Community  
 The Indian Community  
 The Greek Community  
 New Immigrant Groups

The Meaning of Poverty  
 The Media Image and the Reality of Policing

Various Styles of Policing  
 Police Discretion  
 Patrol  
 Police and the Public  
 Police Cynicism  
 Institutions and Secrecy (Film: Color Me Blue)  
 Stress

Understanding Human Behavior  
 (Alcohol -- Deviant Sexual Behavior)  
 What's Right with the Job (slide presentation)

## SOCIAL SCIENCE CURRICUMUM (Cont'd.)

### Ethical, Authority, and Integrity Related Subjects

Introduction to Authority  
 Ethics  
 Police Authority (Use and Abuse)  
 Ethics Workshop  
 The Miami Tapes (CBS Video Tapes, 1980 Miami Riots)  
 Bias Incidents  
 A Case of Sensitivity (Film: The Gay Community)  
  
 Understanding Human Behavior (Mental Illness)  
 Emotionally Disturbed Persons  
 Crisis Intervention  
 Psychological First Aid  
 Death as a Crisis (Death Notification)  
  
 Victimology (Interdisciplinary role play to  
     demonstrate all aspects of intervention)  
 The Elderly as Crime Victims  
     (Film: Confidence Games)  
 How to Secure Help  
 Disaster Situations  
 Hostage Terrorists  
 Police Intervention/The Sorichetti Case  
 Child Abuse (Video Tape: Child Abuse Symptoms)  
 Spouse Abuse (Workshop) Intervention Techniques  
 Domestic Violence (Workshop)\*

### Police Department as a Service Agency

Juveniles  
 Disabled, Blind, Deaf  
 Epileptics, Mentally Retarded  
     (Film: What Would You Do?)  
 Alcohol and Drug Abuse (Film: Dead is Dead)  
 The Homeless (Workshop)  
 Car Stop Workshop\*

### Police Department as an Enforcement Agency

Homicide (Film: Science of Murder)  
 Robbery  
 Burglary  
 Illegal Guns/Armed Suspects  
 Intoxicated Drivers  
 Drugs/Prostitution/Organized Crime  
 Prisoners/Informants (Role Play)  
 Interacting with Motorists (Role Play)

Police Department as an Order Maintenance Agency

Individual Disputes/Crowd Behavior  
 Order Maintenance  
 COMMUNITY AFFAIRS DIVISION  
 INTERNAL AFFAIRS DIVISION

\* Interdisciplinary workshop requires student to demonstrate all aspects of intervention.

LAW CURRICULA

The lesson plan index for the Law curricula includes the following. Sub-units -- 75 lessons one and one half hours each:

Introduction to the Study of Law  
 U.S. Constitution and Bill of Rights (Two Lessons)  
 The Criminal Justice System  
 The Criminal Courts  
 Civil Law (Two Lessons)  
 Bribery (Two Lessons)  
 Standards of Proof  
 Stop, Question, Frisk (Three Lessons)  
 Probable Cause (Two Lessons)  
 Law of Arrest (Three Lessons)

Introduction to the Criminal Procedure Law  
 (Two Lessons)  
 Search and Seizure (Five Lessons)  
 Interrogation (Three Lessons) Note: Includes  
 interdisciplinary workshop on lineups, showups  
 Evidence  
 Civil Liability (Two Lessons)  
 Defenses  
 Justification (Four Lessons)  
 Introduction to Penal Law  
 Elements of an Offense (Two Lessons)  
 Anticipatory Offenses

Harassment/Aggravated Harassment  
 Reckless Endangerment -- Menacing  
 Assault and Related Offenses (Two Lessons)  
 Homicide Evidence  
 Domestic Violence  
 Trespass/Criminal Trespass/Burglary (Two Lessons)

Larceny  
 Robbery  
 Unauthorized Use of Vehicle/Misapplication of Property  
 Theft of Services  
 Criminal Possession of Stolen Property/  
     Credit Card Crimes  
 Arson/Criminal Mischief  
 Criminal Impersonation  
 Sex Offenses (Two Lessons)  
 Loitering  
 Weapons (Two Lessons)  
 Patrol Guide Procedure/Perjury  
 Controlled Substance Offenses  
 Offenses Involving Marijuana  
  
 Riot and Related Offenses  
 Kidnapping/Unlawful Imprisonment/Custodial Interference  
 Resisting Arrest  
 Obstructing Governmental Administration/Escape  
 Juveniles (Two Lessons)  
 Demonstrations  
 Prostitution and Related Offenses  
 Miscellaneous Laws and Statutes  
 Drug Awareness for Student Officers (Legal Aspects)

#### POLICE SCIENCE CURRICULUM

The lesson index for the Police Science curriculum includes the following 75 lessons one and one half hours each:

Responsibility of the Unarmed/Untrained Student Officer  
 Observation Skills and Surveillance Techniques  
 The Department Procedural Manual -- The Patrol Guide  
 Department Directives  
 Organization of the Department and Its Mission  
 Order of Rank -- General Regulations  
 Uniforms and Equipment -- General Regulations  
 Required Equipment  
 The Patrol Services Bureau  
 Field Support Services  
  
 Patrol Precinct Organization  
 Precinct Orientation  
 General Regulations  
 The Disciplinary Process  
 Loss or Damage to Department Property  
 Shield/Identification Card/Other Department Property  
 Department Recognition  
 Police Professionalization and Ethics

Corruption Complaints  
Processing Civilian Complaints

Leaves of Absence and Excusals  
Reporting Overtime/Leave of Absence Report/Sick Report  
Chronic Absence Control Program  
Responsibilities for Weapons While on Sick Report  
Reporting Activityj/Activity Log Insert -- Services for  
Victims of Domestic Violence

PATROL I  
PATROL II -- Duties and Responsibilities of Patrol  
Construction Sites  
Weekly Street Conditions Survey and Daily Observations  
of  
Highway Conditions Requiring Corrective Action  
Traffic control  
Meal Period  
Expiration of Tour

PATROL III -- Duties and Responsibilities  
Radio Motor Patrol Operator  
Radio Motor Patrol Recorder  
Inspection of Department Vehicles Each Tour by Operator  
Vehicle/Scooter Inspection Report  
Transporting Non-Members of the Service in RMP Cars  
Tire Chains  
Pushing Disabled Vehicles -- RMPR Equipped with Bumper  
Guards  
Radio Discipline and Communications Procedures  
Mini-Radio Workshop

Patrol Conditions I -- Rules and Regulations of the  
Taxi/Limousine Commission

Diplomatic Incidents  
Stuck Elevator  
Discarded Refrigerators, Freezers and Self-locking  
Containers  
Care and Disposition of Animals  
Evictions, Repossessions and Other Civil Process  
Unlawful Evictions  
Labor -- Management Disputes  
Study Radio Codes (Quiz)  
Responding to Calls for Service  
Safe Response to Signal 10-13

Vehicle Pursuits  
Tactics Role Play  
Study Radio Codes 10-10 through 10-19  
Response to Police Incidents Occuring in Transit

Authority and Housing Authority Facilities  
 Guidelines for Shutting Off Power and Entering  
 Transit Facility Track Areas

Identification of Police Personnel in Civilian Clothes  
 Confrontation Situations

The Preliminary Investigation  
 Protecting the Crime Scene  
 Developing and Handling Physical Evidence

Department Forms, Report Writing and Records  
 Study Radio Codes 10-21 through 10-39

#### Crime Complaints I & II

Investigation and Referral of Complaints -- General  
 Bias Motivated Incidents  
 Radio Code Signals 10-1 thorough 10-39

#### Crime Complaints III

Preparation of Complaint Report  
 Complaint Report -- Common Narratives  
 Graphic Complaint Index  
 Interdisciplinary Workshop on Complaint Reports

#### Crime Complaints IV

Complaints Occurring in Another Command  
 Lost/Stolen Property

#### Crime Complaints V

Follow-up Investigation of Complaints  
 Interdisciplinary Workshop on Complaint Follow-up

#### Crime Complaints VI

Stolen Vehicle Investigation (Auto Larceny Activity  
 Log)  
 Complaint -- Overdue Rental Vehicle  
 Lost of Stolen License Plates  
 Graphic, Report of Lost or Stolen Plates  
 Interdisciplinary Workshop Complaint Report

Missing Persons  
 Child Missing Under 10  
 Study Radio Codes 10-50 through 10-59  
 Interdisciplinary Workshop Missing/Unidentified Person

Organized Crime Control  
 Investigation of Public Morals, Narcotics and Organized  
 Crime  
 Related Complaints  
 Reporting Criminal and Intelligence Information  
 Intelligence Reports  
 Anonymous Controlled Substance Program

Property Clerk Procedures  
 Invoicing Property  
 Property Clerk's Invoice

Processing Firearms  
 Request for Laboratory Examination

#### Property Clerk Procedures V

Processing Controlled Substance/Marijuana Stored at the  
 Station House  
 Request for Laboratory Examination -- Controlled  
 Substance Removal and Return of Evidence to Property  
 Clerk Division  
 Graphic -- Evidence Receipt  
 Temporary Removal of Property from the Station House

NYC Police Department Rifle/Shotgun Permits  
 Unlawful Possession of Rifles/Shotguns  
 Study Radio Codes 10-89

Emergency and Unusual Occurrences  
 Emergency Incidents  
 Hostage/Barricaded Person(s)  
 Emergency Plans  
 Fire Scenes  
 Hazardous Materials  
 Unidentified Persons  
 AIDED CASES -- Mentally Ill/Emotionally Disturbed  
 Person  
 Firearms Safety Stations at Psychiatric Wards and  
 Hospital Admitting Areas  
 Mental Health Removal Orders  
 Family Court Warrant -- Child Abuse/Neglect Cases  
 Study Radio Codes 10-94 through 10-99  
 AIDED CASES -- Children (Special Procedures)  
 Lost Child  
 Runaway Children  
 Care of Dependents  
 Child or Minor Requiring Shelter

Motor Vehicle Accidents I

Vehicle Accident -- General  
 Accident Information Exchange  
 Leaving the Scene  
 Vehicle Accident -- Death or Serious Injury  
 Interim Order #55 -- 1986 Implementation of Mandatory  
   Drivers  
 License Checks

Motor Vehicle Accidents II

Department Vehicle Accidents  
 Tow Car Regulations  
 Removal of Vehicles from Parkways,  
   Highways and Expressways  
 Interim Order #57 -- 1985 Tow Removal  
   of Vehicles Parked in Front of Private Driveways

Log Injury Report  
 Witness Statement Injury to Member of Department  
 Firearms Discharged by Members of the Service  
   or Assaults on Police Officers  
 Radio Workshop

Regulations Concerning Stopping, Standing, and Parking  
 Summonses -- Definitions  
 Obtaining and Returning Summonses  
 Summonses -- General  
 Parking Summons -- General Procedures  
 Preparation of the Parking Summons  
 Universal Summons -- Parking Violations Bureau  
 Sample Parking Summons  
 Workshop Parking Summons  
 Operator Licensing  
 Suspended or Revoked Vehicle Operator's License  
 Seized Driver's License Receipt/Report  
 Motor Vehicle Registration, Inspection, Insurance  
 Traffic Laws -- Selected Regulations

Writing Personal Service Summonses  
 Environmental Control Board Notice of Violation/Hearing  
   Violations and General Procedure

Arrests I -- General

Court Availability Schedule

Arrests II -- Prisoner Searches/Security

Arrests III -- Prisoners Requiring Medical AttentionArrests IV -- Required Reports and Notifications

Notification in Certain Arrest Situations  
Childcare Worker Arrest Notification  
Arrests -- General -- Supporting Deposition

Arrests V -- On Line Booking System Arrest

Identification of Subway Crime

Arrests VI -- Desk Appearance Tickets

General Procedures

Arrests VII -- Intoxicated/Impaired Driving

Intoxicated Driver Exam  
Chemical Test Refusal  
Duties and Conduct in Court  
Court Appearance Record

Juveniles I -- Complaints Juvenile Reports

Truants  
Youth Gangs -- Youth Gang Incident Report

Juveniles II -- Offenses Committed by a Child Under 16 YearsJuveniles III -- Arrests/Juvenile OffenderInformation Concerning the Official Business of the  
Department

Incidents Involving Media Representatives Acting in  
Their  
News Gathering Capacity

**APPENDIX C -- WAVE I QUESTIONNAIRE**NEW YORK CITY POLICE OFFICER RECRUIT  
OCCUPATIONAL CHOICE QUESTIONNAIRE

The first series of questions are designed to find out what factors influenced your decisions to choose the occupation of police officer.

1. Before you actually applied for the police officer exam, how did the following people feel about your becoming a police officer? For each person, circle the appropriate number to indicate whether they felt very favorable, somewhat favorable, or very unfavorable about your joining the police department. (Please circle the number for "Don't know" or "Not Applicable" where appropriate.)

|                     | <u>Very<br/>Favorable</u> | <u>Somewhat<br/>Favorable</u> | <u>Somewhat<br/>Unfavorable</u> | <u>Very<br/>Unfavorable</u> | <u>Don't Know/<br/>Applicable</u> |
|---------------------|---------------------------|-------------------------------|---------------------------------|-----------------------------|-----------------------------------|
| • Father/Stepfather | 4                         | 3                             | 2                               | 1                           | 5                                 |
| • Mother/Stepmother | 4                         | 3                             | 2                               | 1                           | 5                                 |
| • Friends           | 4                         | 3                             | 2                               | 1                           | 5                                 |
| • Brothers/Sisters  | 4                         | 3                             | 2                               | 1                           | 5                                 |

2. For each of the following factors, please indicate whether it was very important, somewhat important, or not important at all in your decision to become a police officer. (Please circle the appropriate number.)

|                                                                     | <u>Very<br/>Important</u> | <u>Somewhat<br/>Important</u> | <u>Not Important<br/>At All</u> |
|---------------------------------------------------------------------|---------------------------|-------------------------------|---------------------------------|
| • Chance to experience working<br>in the community.....             | 3                         | 2                             | 1                               |
| • Chance to work outdoors.....                                      | 3                         | 2                             | 1                               |
| • Ability to work directly<br>with people.....                      | 3                         | 2                             | 1                               |
| • Wearing a uniform.....                                            | 3                         | 2                             | 1                               |
| • Ability to help people.....                                       | 3                         | 2                             | 1                               |
| • Influence of friends or relatives<br>who are police officers..... | 3                         | 2                             | 1                               |

|                                                                                | <u>Very<br/>Important</u> | <u>Somewhat<br/>Important</u> | <u>Not Important<br/>At All</u> |
|--------------------------------------------------------------------------------|---------------------------|-------------------------------|---------------------------------|
| • Influence of friends or relatives<br>who are <u>not</u> police officers..... | 3                         | 2                             | 1                               |
| • Recruitment information from the<br>police department.....                   | 3                         | 2                             | 1                               |
| • Have always wanted to become a<br>police officer.....                        | 3                         | 2                             | 1                               |
| • It just seemed like a good job<br>opportunity.....                           | 3                         | 2                             | 1                               |
| • We've always had a police officer<br>in the family.....                      | 3                         | 2                             | 1                               |
| • Excitement of police work.....                                               | 3                         | 2                             | 1                               |
| • Challenge of police work.....                                                | 3                         | 2                             | 1                               |
| • Pay as a police officer.....                                                 | 3                         | 2                             | 1                               |
| • Carrying a gun.....                                                          | 3                         | 2                             | 1                               |
| • Freedom of the job.....                                                      | 3                         | 2                             | 1                               |

3. Compared to the jobs that most people get these days, would you say the job of a police officer is...

|                               |   |
|-------------------------------|---|
| Much better than average..... | 6 |
| Better than average.....      | 5 |
| About average.....            | 4 |
| Below average.....            | 3 |
| Much below average, or.....   | 2 |
| Not sure?.....                | 1 |

4. What about the starting salaries for police officers. Compared to jobs most people get, would you say police officers salaries are...

|                               |   |
|-------------------------------|---|
| Much better than average..... | 6 |
| Better than average.....      | 5 |
| About average.....            | 4 |
| Below average.....            | 3 |
| Much below average, or.....   | 2 |
| Not sure?.....                | 1 |

5. In general, how would you rate the job of police officer as a choice of work for women? Would you say the job is...

|                               |   |
|-------------------------------|---|
| Much better than average..... | 5 |
| Better than average.....      | 4 |
| About average.....            | 3 |
| Below average, or.....        | 2 |
| Much below average?.....      | 1 |

6. How would you rate the job of police officer as a choice of work for blacks, Hispanics, and other minority groups to work? Would you say it is...

|                               |   |
|-------------------------------|---|
| Much better than average..... | 5 |
| Better than average.....      | 4 |
| About average.....            | 3 |
| Below average, or.....        | 2 |
| Much below average.....       | 1 |

7. On the following pages statements are listed which might represent opinions you might have. Please indicate the extent to which you personally agree or disagree with each statement by circling the number which best represents your response to that statement.

|                                                                                                                           | <u>Strongly</u><br><u>Agree</u> | <u>Agree</u> | <u>Disagree</u> | <u>Strongly</u><br><u>Disagree</u> |
|---------------------------------------------------------------------------------------------------------------------------|---------------------------------|--------------|-----------------|------------------------------------|
| • Police officers should not become personally familiar with the residents of the area they patrol.....                   | 4                               | 3            | 2               | 1                                  |
| • Police officers should have the freedom to use as much force as they think is necessary in making arrests.....          | 4                               | 3            | 2               | 1                                  |
| • Police officers should be sincerely concerned about the well-being of the citizens in the neighborhood they patrol..... | 4                               | 3            | 2               | 1                                  |
| • All laws should be enforced at all times, otherwise people lose respect for the law.....                                | 4                               | 3            | 2               | 1                                  |
| • The average officer on patrol spends a great deal of time enforcing traffic laws.....                                   | 4                               | 3            | 2               | 1                                  |
| • Police officers are kept so busy that they seldom have a chance to relax.....                                           | 4                               | 3            | 2               | 1                                  |

|                                                                                                                               | <u>Strongly</u><br><u>Agree</u> | <u>Agree</u> | <u>Disagree</u> | <u>Strongly</u><br><u>Disagree</u> |
|-------------------------------------------------------------------------------------------------------------------------------|---------------------------------|--------------|-----------------|------------------------------------|
| • There are times when an officer is justified in using physical force in response to verbal abuse.....                       | 4                               | 3            | 2               | 1                                  |
| • The police tend to overlook minor law violations.....                                                                       | 4                               | 3            | 2               | 1                                  |
| • Most people do not respect police officers.....                                                                             | 4                               | 3            | 2               | 1                                  |
| • Unarmed suspects who assault police officers deserve to be treated roughly..                                                | 4                               | 3            | 2               | 1                                  |
| • Police officers are much more honest than other citizens.....                                                               | 4                               | 3            | 2               | 1                                  |
| • The relationship between the police and the people in New York City is very good.....                                       | 4                               | 3            | 2               | 1                                  |
| • I am uncomfortable when I work on a project requiring quick action affecting others.....                                    | 4                               | 3            | 2               | 1                                  |
| • It should be up to the discretion of the individual officer as to whether to enforce most laws.....                         | 4                               | 3            | 2               | 1                                  |
| • One of the good things about being a police officer is that it doesn't require much paperwork.....                          | 4                               | 3            | 2               | 1                                  |
| • A police officer should never respond to verbal abuse from a citizen by using force.....                                    | 4                               | 3            | 2               | 1                                  |
| • Family problem-solving is a part of real police work.....                                                                   | 4                               | 3            | 2               | 1                                  |
| • A police officer is more likely to arrest a person who displays what he considers to be a bad attitude.....                 | 4                               | 3            | 2               | 1                                  |
| • Police officers have a responsibility to restrain themselves when confronted with physical force from unarmed suspects..... | 4                               | 3            | 2               | 1                                  |

|                                                                                                                                    | <u>Strongly<br/>Agree</u> | <u>Agree</u> | <u>Disagree</u> | <u>Strongly<br/>Disagree</u> |
|------------------------------------------------------------------------------------------------------------------------------------|---------------------------|--------------|-----------------|------------------------------|
| • A police officer's day is usually filled with excitement.....                                                                    | 4                         | 3            | 2               | 1                            |
| • It doesn't take much formal education to be a good police officer.....                                                           | 4                         | 3            | 2               | 1                            |
| • Citizens can generally rely on the police to be helpful and courteous.....                                                       | 4                         | 3            | 2               | 1                            |
| • When someone gets angry at me I often get angry too.....                                                                         | 4                         | 3            | 2               | 1                            |
| • During a working day, a police officer often has to do the same things time after time.....                                      | 4                         | 3            | 2               | 1                            |
| • When bossy people try to push me around, I do just the opposite of what they wish.....                                           | 4                         | 3            | 2               | 1                            |
| • Police officers have different interests and concerns than those of other citizens.....                                          | 4                         | 3            | 2               | 1                            |
| • The police don't always arrive quickly when called.....                                                                          | 4                         | 3            | 2               | 1                            |
| • Physical force is the only language some people really understand.....                                                           | 4                         | 3            | 2               | 1                            |
| • Citizens must have the right to complain about improper police behavior.....                                                     | 4                         | 3            | 2               | 1                            |
| • I rarely say things on the spur of the moment that I later regret.....                                                           | 4                         | 3            | 2               | 1                            |
| • It is sometimes justified to use more force than is really necessary in handling someone who physically assaults an officer..... | 4                         | 3            | 2               | 1                            |
| • Police officers must be on guard or citizens will take advantage of them....                                                     | 4                         | 3            | 2               | 1                            |
| • If a law is on the books, it ought to be enforced, no matter what the consequences may be.....                                   | 4                         | 3            | 2               | 1                            |

|                                                                                                                           | <u>Strongly</u><br><u>Agree</u> | <u>Agree</u> | <u>Disagree</u> | <u>Strongly</u><br><u>Disagree</u> |
|---------------------------------------------------------------------------------------------------------------------------|---------------------------------|--------------|-----------------|------------------------------------|
| • Police officers should always ignore verbal abuse.....                                                                  | 4                               | 3            | 2               | 1                                  |
| • Police officers don't really understand the problems of the citizens in New York City.....                              | 4                               | 3            | 2               | 1                                  |
| • I am always able to keep the expression of my feelings under control.....                                               | 4                               | 3            | 2               | 1                                  |
| • An officer who is doing a good job is bound to get an occasional citizen complaint.....                                 | 4                               | 3            | 2               | 1                                  |
| • There are some groups of citizens who simply will not cooperate with the police.....                                    | 4                               | 3            | 2               | 1                                  |
| • I want to be my own boss in almost every work-related situation.....                                                    | 4                               | 3            | 2               | 1                                  |
| • Some police officers consistently use more physical force than is necessary in making arrests.....                      | 4                               | 3            | 2               | 1                                  |
| • In investigations of citizen complaints it seems like a citizen's word is worth more than that of a police officer..... | 4                               | 3            | 2               | 1                                  |
| • Most citizens are willing to help police identify criminal suspects.....                                                | 4                               | 3            | 2               | 1                                  |
| • The likelihood of a police officer being abused by citizens in New York City is very high.....                          | 4                               | 3            | 2               | 1                                  |
| • Being a police officer is not a very enjoyable job.....                                                                 | 4                               | 3            | 2               | 1                                  |
| • Citizens in New York City have a great deal of respect for police officers.....                                         | 4                               | 3            | 2               | 1                                  |
| • I can usually find enough energy to face my difficulties.....                                                           | 4                               | 3            | 2               | 1                                  |
| • Citizens don't understand the problems of the police in New York City.....                                              | 4                               | 3            | 2               | 1                                  |

|                                                                                                                                              | <u>Strongly</u><br><u>Agree</u> | <u>Agree</u> | <u>Disagree</u> | <u>Strongly</u><br><u>Disagree</u> |
|----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|--------------|-----------------|------------------------------------|
| • Police officers are really no different from other citizens.....                                                                           | 4                               | 3            | 2               | 1                                  |
| • Investigations of police misconduct are usually biased in favor of police...                                                               | 4                               | 3            | 2               | 1                                  |
| • When some diplomacy and persuasion are needed, I am generally able to provide them.....                                                    | 4                               | 3            | 2               | 1                                  |
| • Courts are more likely to believe a police officer's testimony than that of other court witnesses.....                                     | 4                               | 3            | 2               | 1                                  |
| • I often get angry with people too quickly.....                                                                                             | 4                               | 3            | 2               | 1                                  |
| • Because they get so much experience in real life, police officers understand human behavior as well as psychologists and sociologists..... | 4                               | 3            | 2               | 1                                  |
| • Most of the people who make citizen complaints are just trying to harass the police.....                                                   | 4                               | 3            | 2               | 1                                  |
| • An out-dated law should very seldom be changed.....                                                                                        | 4                               | 3            | 2               | 1                                  |
| • I am fairly strict person, always insisting on doing things as correctly as possible.....                                                  | 4                               | 3            | 2               | 1                                  |
| • A police officer should listen to a violator's story before deciding whether to issue a traffic ticket.....                                | 4                               | 3            | 2               | 1                                  |
| • The job of police officer is very low in prestige.....                                                                                     | 4                               | 3            | 2               | 1                                  |
| • The newspapers generally seem to enjoy giving unfavorable news coverage about the police.....                                              | 4                               | 3            | 2               | 1                                  |
| • When testifying in court, police officers are often treated no better than criminals.....                                                  | 4                               | 3            | 2               | 1                                  |

|                                                                                                                                                                                           | <u>Strongly<br/>Agree</u> | <u>Agree</u> | <u>Disagree</u> | <u>Strongly<br/>Disagree</u> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|--------------|-----------------|------------------------------|
| • The police don't have any business trying to resolve family disputes.....                                                                                                               | 4                         | 3            | 2               | 1                            |
| • In my personal life I almost always reach the goals I set.....                                                                                                                          | 4                         | 3            | 2               | 1                            |
| • It is more important that a police officer has very few citizen complaints than to have an impressive record of making arrests.....                                                     | 4                         | 3            | 2               | 1                            |
| • An officer should consider a juvenile's family background in deciding what to do with him.....                                                                                          | 4                         | 3            | 2               | 1                            |
| • Preservation of the peace requires that police have the authority to order people to "move along" or "break it up" even though no law is being violated.....                            | 4                         | 3            | 2               | 1                            |
| • Police officers often treat whites better than they do blacks.....                                                                                                                      | 4                         | 3            | 2               | 1                            |
| • The use of pressure tactics to obtain information from suspects is never justified.....                                                                                                 | 4                         | 3            | 2               | 1                            |
| • The good police officer is one who gives his/her commanding officer unquestioning obedience.....                                                                                        | 4                         | 3            | 2               | 1                            |
| • The police service needs more college trained career officers.....                                                                                                                      | 4                         | 3            | 2               | 1                            |
| • In certain areas of New York City, physical combat skills and an aggressive bearing will be more useful to a police officer on the street than book learning and a courteous manner.... | 4                         | 3            | 2               | 1                            |
| • The trouble with psychology and sociology is that they are not related to everyday realities of the police job.....                                                                     | 4                         | 3            | 2               | 1                            |
| • The best officers generally have more education than the others.....                                                                                                                    | 4                         | 3            | 2               | 1                            |

|                                                                                                                                                                             | <u>Strongly</u><br><u>Agree</u> | <u>Agree</u> | <u>Disagree</u> | <u>Strongly</u><br><u>Disagree</u> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|--------------|-----------------|------------------------------------|
| • It would be desirable if candidates for police service were required to complete certain college courses in order to be certified for initial employment.....             | 4                               | 3            | 2               | 1                                  |
| • Some of the ideals of politeness and decency taught in police academies are unworkable under the actual conditions of the street.....                                     | 4                               | 3            | 2               | 1                                  |
| • Since ours is a government "of the people, and for the people," the public has a right to pass judgment on the way the police are doing their job.....                    | 4                               | 3            | 2               | 1                                  |
| • Court decisions restricting police interrogations of suspects will undoubtedly result in fewer solutions of criminal cases.....                                           | 4                               | 3            | 2               | 1                                  |
| • If police put as much effort into crime prevention as they do into investigation after a crime has been committed, we would be further ahead in reducing crime.....       | 4                               | 3            | 2               | 1                                  |
| • The best officer is one who knows when to depart from standard operating procedures in order to get the job done.....                                                     | 4                               | 3            | 2               | 1                                  |
| • The police have nothing to hide and need not be concerned about public scrutiny of their work.....                                                                        | 4                               | 3            | 2               | 1                                  |
| • I consider myself to be very religious.....                                                                                                                               | 4                               | 3            | 2               | 1                                  |
| • Persons who give officers free meals or other considerations are usually expecting something in return.....                                                               | 4                               | 3            | 2               | 1                                  |
| • Persons who deliberately violate the law in order to attract attention to the "cause" should be arrested, searched, and booked in the same manner as other violators..... | 4                               | 3            | 2               | 1                                  |

|                                                                                                                                                                                           | <u>Strongly<br/>Agree</u> | <u>Agree</u> | <u>Disagree</u> | <u>Strongly<br/>Disagree</u> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|--------------|-----------------|------------------------------|
| • The best officer is one who knows departmental procedures and sticks strictly to them.....                                                                                              | 4                         | 3            | 2               | 1                            |
| • Police officers often have so much time on their hands they get bored.....                                                                                                              | 4                         | 3            | 2               | 1                            |
| • The present system of federal, state, and local laws has undermined the police officer's authority to a dangerous extent.....                                                           | 4                         | 3            | 2               | 1                            |
| • It is usually quite difficult to persuade people to give police officers the information they need.....                                                                                 | 4                         | 3            | 2               | 1                            |
| • Most citizens seem to have a pretty good working knowledge of their legal rights and obligations.....                                                                                   | 4                         | 3            | 2               | 1                            |
| • A police officer can be pretty sure he/she will gain compliance from a person who appears to be somewhat frightened of the police officer.....                                          | 4                         | 3            | 2               | 1                            |
| • A police officer should always avoid appearing to take any side in a dispute where no crime has been committed.....                                                                     | 4                         | 3            | 2               | 1                            |
| • Generally speaking, police officers use enough discretion regarding arrests they might make or summons they might serve.....                                                            | 4                         | 3            | 2               | 1                            |
| • If a police officer thinks he/she may have to use force in a situation he/she should use it right after their entrance into a situation in order to gain the advantage of surprise..... | 4                         | 3            | 2               | 1                            |
| • Police officers almost never receive the cooperation from the public that is needed to handle police work properly.....                                                                 | 4                         | 3            | 2               | 1                            |

|                                                                                                                                                                                              | <u>Strongly</u><br><u>Agree</u> | <u>Agree</u> | <u>Disagree</u> | <u>Strongly</u><br><u>Disagree</u> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|--------------|-----------------|------------------------------------|
| • When a police officer indicates that he/she will use the force necessary to gain compliance from a citizen, they are helped considerably if the citizen thinks they are getting angry..... | 4                               | 3            | 2               | 1                                  |
| • The main method used by supervisors to keep their officers working properly is that of punishment for ineffective performance.....                                                         | 4                               | 3            | 2               | 1                                  |
| • There is a fair system in police departments for recognizable police officers who do a good job.....                                                                                       | 4                               | 3            | 2               | 1                                  |
| • Most recruits enter the police academy with unreasonable expectations of the job.....                                                                                                      | 4                               | 3            | 2               | 1                                  |
| • Most recruits, upon entry into the police academy, lack the emotional maturity to function as police officers.....                                                                         | 4                               | 3            | 2               | 1                                  |
| • Discipline should be an important aspect of the recruit training curriculum.....                                                                                                           | 4                               | 3            | 2               | 1                                  |
| • Entry level standards for the police academy are too low.....                                                                                                                              | 4                               | 3            | 2               | 1                                  |
| • Demands imposed on recruits should be the same regardless of race, religion or ethnicity.....                                                                                              | 4                               | 3            | 2               | 1                                  |
| • The recruit curriculum will improve my understanding of the numerous subcultures of society.....                                                                                           | 4                               | 3            | 2               | 1                                  |
| • Five and one-half months is too short a period of time to spend at the police academy.....                                                                                                 | 4                               | 3            | 2               | 1                                  |
| • I would like a lot of training on standards of proof.....                                                                                                                                  | 4                               | 3            | 2               | 1                                  |

|                                                                                                     | <u>Strongly</u><br><u>Agree</u> | <u>Agree</u> | <u>Disagree</u> | <u>Strongly</u><br><u>Disagree</u> |
|-----------------------------------------------------------------------------------------------------|---------------------------------|--------------|-----------------|------------------------------------|
| • I would like training on stop, question and frisk.....                                            | 4                               | 3            | 2               | 1                                  |
| • I would like training in the area of penal law statutes.....                                      | 4                               | 3            | 2               | 1                                  |
| • I would like training on search and seizure.....                                                  | 4                               | 3            | 2               | 1                                  |
| • I will have to study hard to pass my academic exams at the police academy.....                    | 4                               | 3            | 2               | 1                                  |
| • I would like training on the subject of victimology.....                                          | 4                               | 3            | 2               | 1                                  |
| • The police officer's job is more a matter of common sense than of training.....                   | 4                               | 3            | 2               | 1                                  |
| • The police department really cares that its recruits get the best training possible.....          | 4                               | 3            | 2               | 1                                  |
| • Most recruits, upon entry to the police academy are physically fit.....                           | 4                               | 3            | 2               | 1                                  |
| • Running is an essential aspect of recruit training.....                                           | 4                               | 3            | 2               | 1                                  |
| • Physical fitness standards for the police academy should be more demanding.....                   | 4                               | 3            | 2               | 1                                  |
| • I would like training in self defense while at the police academy.....                            | 4                               | 3            | 2               | 1                                  |
| • Physical fitness is an important aspect of a police officer's capability to perform the job.....  | 4                               | 3            | 2               | 1                                  |
| • I was capable of driving a car prior to employment as a police recruit.....                       | 4                               | 3            | 2               | 1                                  |
| • Police officers should return to the police academy for refresher courses on a regular basis..... | 4                               | 3            | 2               | 1                                  |

8. Below is a list of several qualities which might be considered essential in a good police officer. For each quality indicate whether you think it is very important, somewhat important, or not important at all. (Circle a number for each category.)

|                              | <u>Very<br/>Important</u> | <u>Somewhat<br/>Important</u> | <u>Not Important<br/>At All</u> |
|------------------------------|---------------------------|-------------------------------|---------------------------------|
| • Sense of Humor.....        | 3                         | 2                             | 1                               |
| • Compassion.....            | 3                         | 2                             | 1                               |
| • Pleasant Personality.....  | 3                         | 2                             | 1                               |
| • Discretion.....            | 3                         | 2                             | 1                               |
| • Education.....             | 3                         | 2                             | 1                               |
| • Authoritativeness.....     | 3                         | 2                             | 1                               |
| • Respect for Superiors..... | 3                         | 2                             | 1                               |
| • Friendliness.....          | 3                         | 2                             | 1                               |

9. The following is a list of activities performed by most police departments. For each activity please indicate whether a police department should spend very much effort, much effort, little effort, very little or no effort, by circling the appropriate number.

|                                                              | <u>Very<br/>Much<br/>Effort</u> | <u>Much<br/>Effort</u> | <u>Little<br/>Effort</u> | <u>Very<br/>Little<br/>Effort</u> | <u>No<br/>Effort</u> |
|--------------------------------------------------------------|---------------------------------|------------------------|--------------------------|-----------------------------------|----------------------|
| • Patrolling in cars.....                                    | 5                               | 4                      | 3                        | 2                                 | 1                    |
| • Patrolling on foot.....                                    | 5                               | 4                      | 3                        | 2                                 | 1                    |
| • Controlling traffic.....                                   | 5                               | 4                      | 3                        | 2                                 | 1                    |
| • Investigating crimes.....                                  | 5                               | 4                      | 3                        | 2                                 | 1                    |
| • Assisting Persons in<br>emergencies.....                   | 5                               | 4                      | 3                        | 2                                 | 1                    |
| • Working with juveniles.....                                | 5                               | 4                      | 3                        | 2                                 | 1                    |
| • Questioning suspicious<br>persons.....                     | 5                               | 4                      | 3                        | 2                                 | 1                    |
| • Searching suspicious persons....                           | 5                               | 4                      | 3                        | 2                                 | 1                    |
| • Understanding problems of<br>people in the community.....  | 5                               | 4                      | 3                        | 2                                 | 1                    |
| • Explaining crime prevention<br>techniques to citizens..... | 5                               | 4                      | 3                        | 2                                 | 1                    |
| • Informing people about<br>available services.....          | 5                               | 4                      | 3                        | 2                                 | 1                    |
| • Assisting victims of crime.....                            | 5                               | 4                      | 3                        | 2                                 | 1                    |

10. A number of factors which could be used as indicators of a good police officer are listed below. Please indicate whether each of these factors should be very important, somewhat important, somewhat unimportant, or very unimportant in a good police officer.

|                                                                   | <u>Very</u><br><u>Important</u> | <u>Important</u> | <u>Unimportant</u> | <u>Very</u><br><u>Unimportant</u> |
|-------------------------------------------------------------------|---------------------------------|------------------|--------------------|-----------------------------------|
| • Frequent commendations.....                                     | 4                               | 3                | 2                  | 1                                 |
| • Infrequent valid citizen complaints.....                        | 4                               | 3                | 2                  | 1                                 |
| • High evaluation by fellow officers...                           | 4                               | 3                | 2                  | 1                                 |
| • Frequent traffic arrests.....                                   | 4                               | 3                | 2                  | 1                                 |
| • Infrequent disciplinary actions.....                            | 4                               | 3                | 2                  | 1                                 |
| • Rapid promotion.....                                            | 4                               | 3                | 2                  | 1                                 |
| • Quick response to calls.....                                    | 4                               | 3                | 2                  | 1                                 |
| • Frequent misdemeanor arrests.....                               | 4                               | 3                | 2                  | 1                                 |
| • Efficient handling of calls.....                                | 4                               | 3                | 2                  | 1                                 |
| • Frequent felony arrests.....                                    | 4                               | 3                | 2                  | 1                                 |
| • Frequent checking of automobiles to see if they are stolen..... | 4                               | 3                | 2                  | 1                                 |
| • Punctuality and good attendance.....                            | 4                               | 3                | 2                  | 1                                 |
| • High number of miles driven per shift.....                      | 4                               | 3                | 2                  | 1                                 |
| • High responsiveness to needs of his/her patrol area.....        | 4                               | 3                | 2                  | 1                                 |
| • Good knowledge of rules and regulations.....                    | 4                               | 3                | 2                  | 1                                 |
| • Frequent interrogation of suspicious people.....                | 4                               | 3                | 2                  | 1                                 |
| • Strict obedience of rules and regulations.....                  | 4                               | 3                | 2                  | 1                                 |

11. In what areas do you feel you bring a better than average ability to begin your training as a police officer? (Circle the appropriate number.)

|                                            |   |
|--------------------------------------------|---|
| • Inter-personal communication skills..... | 1 |
| • Knowledge of sociology.....              | 2 |
| • Knowledge of psychology.....             | 3 |
| • Physical fitness.....                    | 4 |
| • Knowledge of law.....                    | 5 |
| • Vehicle driving skill.....               | 6 |
| • Firearms skills.....                     | 7 |
| • None of the above.....                   | 8 |

The next series of questions are designed to provide background information about entry level recruits. (Please circle the appropriate number.)

12. Prior to entering the police academy as an entry level recruit, what was your employment history?

- |                                       |   |
|---------------------------------------|---|
| Never worked.....                     | 1 |
| Rarely, and only part-time.....       | 2 |
| Rarely, but then full-time.....       | 3 |
| Occasionally, but only part-time..... | 4 |
| Occasionally, but then full-time..... | 5 |
| All the time, but only part-time..... | 6 |
| All the time, full-time.....          | 7 |

13. Immediately before you were accepted into the police department did you hold a full-time or part-time job?

- |                |   |
|----------------|---|
| Full-time..... | 1 |
| Part-time..... | 2 |
| None.....      | 3 |

13a. Indicate your last job by the following categories.

- |                                                                           |   |
|---------------------------------------------------------------------------|---|
| Professional, technical, manager<br>official, proprietor, programmer..... | 1 |
| Clerical, sales, computer operator.....                                   | 2 |
| Crafts, trades, foreman.....                                              | 3 |
| Semi-skilled and unskilled.....                                           | 4 |
| Service, household worker.....                                            | 5 |
| Laborer.....                                                              | 6 |
| None.....                                                                 | 7 |

13b. Did you work in the public or private sector?

- |              |   |
|--------------|---|
| Public.....  | 1 |
| Private..... | 2 |

13c. What was the specific title of your last job?

\_\_\_\_\_

13d. How many hours a week did you work? \_\_\_\_\_ HOURS

13e. What was your salary? per hour \$ \_\_\_\_\_ or per week \$ \_\_\_\_\_

14. What is your normal living situation?

|                          |   |
|--------------------------|---|
| Live alone.....          | 1 |
| Live with parent(s)..... | 2 |
| Live with spouse.....    | 3 |
| Live with relatives..... | 4 |
| Live with friend(s)..... | 5 |

15. How much did you personally earn in 1985? (Please circle the number that matches your 1985 income)

|                        |    |
|------------------------|----|
| Under \$2,000.....     | 1  |
| \$2,000 - 3,999.....   | 2  |
| \$4,000 - 5,999.....   | 3  |
| \$6,000 - 7,999.....   | 4  |
| \$8,000 - 9,999.....   | 5  |
| \$10,000 - 11,999..... | 6  |
| \$12,000 - 14,999..... | 7  |
| \$15,000 - 19,999..... | 8  |
| \$20,000 - 24,999..... | 9  |
| \$25,000 - 29,999..... | 10 |
| \$30,000 or more.....  | 11 |

16. What about your family? What was your total family income for 1985? ("Total Family" as used here means you and your spouse or you and your parents)

|                        |   |
|------------------------|---|
| Under \$12,000.....    | 1 |
| \$12,000 - 19,999..... | 2 |
| \$20,000 - 25,999..... | 3 |
| \$26,000 - 29,999..... | 4 |
| \$30,000 - 39,999..... | 5 |
| \$40,000 - 49,999..... | 6 |
| \$50,000 - 59,999..... | 7 |
| \$60,000 or more.....  | 8 |

17. In what year were you born? \_\_\_\_\_

17a. Were you born in the New York City area? Yes \_\_\_\_\_ No \_\_\_\_\_

17b. If NO, Where? \_\_\_\_\_

17c. Please circle the geographic region of the United States in which you were born.

|                            |    |
|----------------------------|----|
| Northeast.....             | 1  |
| Southeast.....             | 2  |
| Midwest.....               | 3  |
| Northwest.....             | 4  |
| Southwest.....             | 5  |
| West Coast.....            | 6  |
| North.....                 | 7  |
| South.....                 | 8  |
| West Indies/Caribbean..... | 9  |
| Foreign Country.....       | 10 |

18. What is your racial background?

|                             |   |
|-----------------------------|---|
| Black.....                  | 1 |
| White.....                  | 2 |
| Hispanic.....               | 3 |
| Asian/Pacific Islander..... | 4 |
| American Indian.....        | 5 |
| Other.....                  | 6 |

18a. If you circled white (2), what is the predominant ethnicity of your parents? (Please circle ethnic background of each parent)

| <u>Mother</u>         |   | <u>Father</u>         |   |
|-----------------------|---|-----------------------|---|
| Irish.....            | 1 | Irish.....            | 1 |
| German.....           | 2 | German.....           | 2 |
| Italian.....          | 3 | Italian.....          | 3 |
| Greek.....            | 4 | Greek.....            | 4 |
| Polish.....           | 5 | Polish.....           | 5 |
| French.....           | 6 | French.....           | 6 |
| British Isles.....    | 7 | British Isles.....    | 7 |
| Other, (specify)..... | 8 | Other, (specify)..... | 8 |

19. What is your sex?

|             |   |
|-------------|---|
| Male.....   | 1 |
| Female..... | 2 |

20. What is your height?

\_\_\_\_\_ Feet      \_\_\_\_\_ Inches

21. What is your weight?

\_\_\_\_\_ Pounds

22. What is your marital status?

|                            |   |
|----------------------------|---|
| Currently married.....     | 1 |
| Widowed.....               | 2 |
| Divorced.....              | 3 |
| Separated.....             | 4 |
| Living with someone.....   | 5 |
| Single, never married..... | 6 |

23. Do you have any children?

Yes \_\_\_\_\_ No \_\_\_\_\_ How many children to you have? \_\_\_\_\_

24. In what religion were you raised?

|                      |   |
|----------------------|---|
| Protestant.....      | 1 |
| Catholic.....        | 2 |
| Jewish.....          | 3 |
| Islam.....           | 4 |
| Other, specify _____ | 5 |
| None.....            | 6 |

25. What is your religion today?

|                      |   |
|----------------------|---|
| Protestant.....      | 1 |
| Catholic.....        | 2 |
| Jewish.....          | 3 |
| Islam.....           | 4 |
| Other, specify _____ | 5 |
| None.....            | 6 |

26. Have you ever served in the military?

Yes \_\_\_\_\_ No \_\_\_\_\_

27. What is the highest level of school you have completed?

- |                               |   |
|-------------------------------|---|
| High School or G.E.D.....     | 1 |
| Some college.....             | 2 |
| Two year College Degree.....  | 3 |
| Four year College Degree..... | 4 |
| Some graduate work.....       | 5 |
| Master's Degree.....          | 6 |
| Some post-Masters.....        | 7 |
| Doctoral.....                 | 8 |

27a. Name the college(s) you have attended and major field of study?

College \_\_\_\_\_

Major field of study \_\_\_\_\_

28. What is (or was) your Father's occupation?

- |                                                                           |   |
|---------------------------------------------------------------------------|---|
| Professional, technical, manager<br>official, proprietor, programmer..... | 1 |
| Clerical, sales, computer operator.....                                   | 2 |
| Crafts, trades, foreman.....                                              | 3 |
| Semi-skilled and unskilled.....                                           | 4 |
| Service, household worker.....                                            | 5 |
| Laborer.....                                                              | 6 |
| None.....                                                                 | 7 |

28a. What was the specific title of your Father's job? \_\_\_\_\_

29. What is (or was) your Mother's occupation?

- |                                                                           |   |
|---------------------------------------------------------------------------|---|
| Professional, technical, manager<br>official, proprietor, programmer..... | 1 |
| Clerical, sales, computer operator.....                                   | 2 |
| Crafts, trades, foreman.....                                              | 3 |
| Semi-skilled and unskilled.....                                           | 4 |
| Service, household worker.....                                            | 5 |
| Laborer.....                                                              | 6 |
| None.....                                                                 | 7 |

29a. What was the specific title of your Mother's job? \_\_\_\_\_

30. Do you have any family members who are (or were) police officers?

|                 |   |
|-----------------|---|
| Father.....     | 1 |
| Mother.....     | 2 |
| Brother(s)..... | 3 |
| Sister(s).....  | 4 |
| Uncle(s).....   | 5 |
| Aunt(s).....    | 6 |
| Cousin(s).....  | 7 |
| None.....       | 8 |

30a. Is your spouse a police officer? Yes \_\_\_\_\_ No \_\_\_\_\_

31. What was the highest level of school which your parents completed?

|                            | <u>Father</u> | <u>Mother</u> |
|----------------------------|---------------|---------------|
| Less than 8th grade.....   | 1             | 1             |
| Eighth grade.....          | 2             | 2             |
| Some high school.....      | 3             | 3             |
| Graduated high school..... | 4             | 4             |
| Technical school.....      | 5             | 5             |
| Some college.....          | 6             | 6             |
| Graduated college.....     | 7             | 7             |
| Graduate work.....         | 8             | 8             |
| Don't know.....            | 9             | 9             |

32. What is your current borough of residence in New York City or County of Residence in New York State? (Check one)

|                   |       |
|-------------------|-------|
| MANHATTAN         | _____ |
| BROOKLYN          | _____ |
| QUEENS            | _____ |
| BRONX             | _____ |
| STATEN ISLAND     | _____ |
| NASSAU            | _____ |
| SUFFOLK           | _____ |
| WESTCHESTER       | _____ |
| ORANGE            | _____ |
| ROCKLAND          | _____ |
| PUTNAM            | _____ |
| OTHER             | _____ |
| (Specify by name) |       |

33. Please feel free to make any other comments you feel are important to this survey. You may use the back of this last page if necessary.

**ALL RESPONSES ARE ANONYMOUS**

**APPENDIX D -- WAVE II QUESTIONNAIRE**NEW YORK CITY POLICE OFFICER RECRUIT  
OCCUPATIONAL CHOICE QUESTIONNAIRE

1. Compared to the jobs that most people get these days, would you say the job of police officer is:

|                               |   |
|-------------------------------|---|
| Much better than average..... | 6 |
| Better than average.....      | 5 |
| About average.....            | 4 |
| Below average.....            | 3 |
| Much below average, or.....   | 2 |
| Not sure?.....                | 1 |

2. What about the starting salaries for police officers. Compared to jobs most people get, would you say police officers salaries are:

|                               |   |
|-------------------------------|---|
| Much better than average..... | 6 |
| Better than average.....      | 5 |
| About average.....            | 4 |
| Below average.....            | 3 |
| Much below average, or.....   | 2 |
| Not sure?.....                | 1 |

3. In general, how would you rate the job of police officer as a choice of work for women?

|                               |   |
|-------------------------------|---|
| Much better than average..... | 5 |
| Better than average.....      | 4 |
| About average.....            | 3 |
| Below average.....            | 2 |
| Much below average.....       | 1 |

4. How would you rate the job of police officer as a choice of work for Blacks, Hispanics, and other minority groups? Would you say it is:

|                               |   |
|-------------------------------|---|
| Much better than average..... | 5 |
| Better than average.....      | 4 |
| About average.....            | 3 |
| Below average.....            | 2 |
| Much below average.....       | 1 |

5. On the following pages statements are listed which might represent opinions you might have. Please indicate the extent to which you personally agree or disagree with each statement by circling the number which best represents your response to that statement.

|                                                                                                                           | <u>Strongly</u><br><u>Agree</u> | <u>Agree</u> | <u>Disagree</u> | <u>Strongly</u><br><u>Disagree</u> |
|---------------------------------------------------------------------------------------------------------------------------|---------------------------------|--------------|-----------------|------------------------------------|
| • Police officers should not become personally familiar with the residents of the area they patrol.....                   | 4                               | 3            | 2               | 1                                  |
| • Police officers should have the freedom to use as much force as they think is necessary in making arrests.....          | 4                               | 3            | 2               | 1                                  |
| • Police officers should be sincerely concerned about the well-being of the citizens in the neighborhood they patrol..... | 4                               | 3            | 2               | 1                                  |
| • All laws should be enforced at all times, otherwise people lose respect for the law.....                                | 4                               | 3            | 2               | 1                                  |
| • The average officer on patrol spends a great deal of time enforcing traffic laws.....                                   | 4                               | 3            | 2               | 1                                  |
| • Police officers are kept so busy that they seldom have a chance to relax.....                                           | 4                               | 3            | 2               | 1                                  |
| • There are times when an officer is justified in using physical force in response to verbal abuse.....                   | 4                               | 3            | 2               | 1                                  |
| • The police tend to overlook minor law violations.....                                                                   | 4                               | 3            | 2               | 1                                  |
| • Most people do not respect police officers.....                                                                         | 4                               | 3            | 2               | 1                                  |
| • Unarmed suspects who assault police officers deserve to be treated roughly..                                            | 4                               | 3            | 2               | 1                                  |
| • Police officers are much more honest than other citizens.....                                                           | 4                               | 3            | 2               | 1                                  |
| • The relationship between the police and the people in New York City is very good.....                                   | 4                               | 3            | 2               | 1                                  |

|                                                                                                                               | <u>Strongly<br/>Agree</u> | <u>Agree</u> | <u>Disagree</u> | <u>Strongly<br/>Disagree</u> |
|-------------------------------------------------------------------------------------------------------------------------------|---------------------------|--------------|-----------------|------------------------------|
| • It should be up to the discretion of the individual officer as to whether to enforce most laws.....                         | 4                         | 3            | 2               | 1                            |
| • One of the good things about being a police officer is that it doesn't require much paperwork.....                          | 4                         | 3            | 2               | 1                            |
| • A police officer should never respond to verbal abuse from a citizen by using force.....                                    | 4                         | 3            | 2               | 1                            |
| • Family-problem solving is a part of real police work.....                                                                   | 4                         | 3            | 2               | 1                            |
| • A police officer is more likely to arrest a person who displays what he considers to be a bad attitude.....                 | 4                         | 3            | 2               | 1                            |
| • Police officers have a responsibility to restrain themselves when confronted with physical force from unarmed suspects..... | 4                         | 3            | 2               | 1                            |
| • A police officer's day is usually filled with excitement.....                                                               | 4                         | 3            | 2               | 1                            |
| • It doesn't take much formal education to be a good police officer.....                                                      | 4                         | 3            | 2               | 1                            |
| • Citizens can generally rely on the police to be helpful and courteous.....                                                  | 4                         | 3            | 2               | 1                            |
| • During a working day, a police officer often has to do the same things time after time.....                                 | 4                         | 3            | 2               | 1                            |
| • Police officers have different interests and concerns than those of other citizens.....                                     | 4                         | 3            | 2               | 1                            |
| • The police don't always arrive quickly when called.....                                                                     | 4                         | 3            | 2               | 1                            |
| • Physical force is the only language some people really understand.....                                                      | 4                         | 3            | 2               | 1                            |

|                                                                                                                                    | <u>Strongly</u><br><u>Agree</u> | <u>Agree</u> | <u>Disagree</u> | <u>Strongly</u><br><u>Disagree</u> |
|------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|--------------|-----------------|------------------------------------|
| • Citizens must have the right to complain about improper police behavior.....                                                     | 4                               | 3            | 2               | 1                                  |
| • It is sometimes justified to use more force than is really necessary in handling someone who physically assaults an officer..... | 4                               | 3            | 2               | 1                                  |
| • Police officers must be on guard or citizens will take advantage of them....                                                     | 4                               | 3            | 2               | 1                                  |
| • If a law is on the books, it ought to be enforced, no matter what the consequences may be.....                                   | 4                               | 3            | 2               | 1                                  |
| • Police officers should always ignore verbal abuse.....                                                                           | 4                               | 3            | 2               | 1                                  |
| • Police officers don't really understand the problems of the citizens in New York City.....                                       | 4                               | 3            | 2               | 1                                  |
| • An officer who is doing a good job is bound to get an occasional citizen complaint.....                                          | 4                               | 3            | 2               | 1                                  |
| • There are some groups of citizens who simply will not cooperate with the police.....                                             | 4                               | 3            | 2               | 1                                  |
| • Some police officers consistently use more physical force than is necessary in making arrests.....                               | 4                               | 3            | 2               | 1                                  |
| • In investigations of citizen complaints it seems like a citizen's word is worth more than that of a police officer.....          | 4                               | 3            | 2               | 1                                  |
| • Most citizens are willing to help police identify criminal suspects.....                                                         | 4                               | 3            | 2               | 1                                  |
| • The likelihood of a police officer being abused by citizens in New York City is very high.....                                   | 4                               | 3            | 2               | 1                                  |
| • Being a police officer is not a very enjoyable job.....                                                                          | 4                               | 3            | 2               | 1                                  |

|                                                                                                                                              | <u>Strongly<br/>Agree</u> | <u>Agree</u> | <u>Disagree</u> | <u>Strongly<br/>Disagree</u> |
|----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|--------------|-----------------|------------------------------|
| • Citizens in New York City have a great deal of respect for police officers.....                                                            | 4                         | 3            | 2               | 1                            |
| • Citizens don't understand the problems of the police in New York City.....                                                                 | 4                         | 3            | 2               | 1                            |
| • Police officers are really no different from other citizens.....                                                                           | 4                         | 3            | 2               | 1                            |
| • Investigations of police misconduct are usually biased in favor of police...                                                               | 4                         | 3            | 2               | 1                            |
| • When some diplomacy and persuasion are needed, I am generally able to provide them.....                                                    | 4                         | 3            | 2               | 1                            |
| • Courts are more likely to believe a police officer's testimony than that of other court witnesses.....                                     | 4                         | 3            | 2               | 1                            |
| • Because they get so much experience in real life, police officers understand human behavior as well as psychologists and sociologists..... | 4                         | 3            | 2               | 1                            |
| • Most of the people who make citizen complaints are just trying to harrass the police.....                                                  | 4                         | 3            | 2               | 1                            |
| • An out-dated law should very seldom be changed.....                                                                                        | 4                         | 3            | 2               | 1                            |
| • A police officer should listen to a violator's story before deciding whether to issue a traffic ticket.....                                | 4                         | 3            | 2               | 1                            |
| • The job of police officer is very low in prestige.....                                                                                     | 4                         | 3            | 2               | 1                            |
| • The newspapers generally seem to enjoy giving unfavorable news coverage about the police.....                                              | 4                         | 3            | 2               | 1                            |
| • When testifying in court, police officers are often treated no better than criminals.....                                                  | 4                         | 3            | 2               | 1                            |

|                                                                                                                                                                                           | <u>Strongly</u><br><u>Agree</u> | <u>Agree</u> | <u>Disagree</u> | <u>Strongly</u><br><u>Disagree</u> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|--------------|-----------------|------------------------------------|
| • The police don't have any business trying to resolve family disputes.....                                                                                                               | 4                               | 3            | 2               | 1                                  |
| • It is more important that a police officer has very few citizen complaints than to have an impressive record of making arrests.....                                                     | 4                               | 3            | 2               | 1                                  |
| • An officer should consider a juvenile's family background in deciding what to do with him.....                                                                                          | 4                               | 3            | 2               | 1                                  |
| • Preservation of the peace requires that police have the authority to order people to "move along" or "break it up" even though no law is being violated.....                            | 4                               | 3            | 2               | 1                                  |
| • Police officers often treat whites better than they do blacks.....                                                                                                                      | 4                               | 3            | 2               | 1                                  |
| • The use of pressure tactics to obtain information from suspects is never justified.....                                                                                                 | 4                               | 3            | 2               | 1                                  |
| • The good police officer is one who gives his/her commanding officer unquestioning obedience.....                                                                                        | 4                               | 3            | 2               | 1                                  |
| • The police service needs more college trained career officers.....                                                                                                                      | 4                               | 3            | 2               | 1                                  |
| • In certain areas of New York City, physical combat skills and an aggressive bearing will be more useful to a police officer on the street than book learning and a courteous manner.... | 4                               | 3            | 2               | 1                                  |
| • The trouble with psychology and sociology is that they are not related to everyday realities of the police job.....                                                                     | 4                               | 3            | 2               | 1                                  |
| • The best officers generally have more education than the others.....                                                                                                                    | 4                               | 3            | 2               | 1                                  |

|                                                                                                                                                                             | <u>Strongly</u><br><u>Agree</u> | <u>Agree</u> | <u>Disagree</u> | <u>Strongly</u><br><u>Disagree</u> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|--------------|-----------------|------------------------------------|
| • It would be desirable if candidates for police service were required to complete certain college courses in order to be certified for initial employment.....             | 4                               | 3            | 2               | 1                                  |
| • Some of the ideals of politeness and decency taught in police academies are unworkable under the actual conditions of the street.....                                     | 4                               | 3            | 2               | 1                                  |
| • Since ours is a government "of the people, and for the people," the public has a right to pass judgment on the way the police are doing their job.....                    | 4                               | 3            | 2               | 1                                  |
| • Court decisions restricting police interrogations of suspects will undoubtedly result in fewer solutions of criminal cases.....                                           | 4                               | 3            | 2               | 1                                  |
| • If police put as much effort into crime prevention as they do into investigation after a crime has been committed, we would be further ahead in reducing crime.....       | 4                               | 3            | 2               | 1                                  |
| • The best officer is one who knows when to depart from standard operating procedures in order to get the job done.....                                                     | 4                               | 3            | 2               | 1                                  |
| • The police have nothing to hide and need not be concerned about public scrutiny of their work.....                                                                        | 4                               | 3            | 2               | 1                                  |
| • Persons who give officers free meals or other considerations are usually expecting something in return.....                                                               | 4                               | 3            | 2               | 1                                  |
| • Persons who deliberately violate the law in order to attract attention to the "cause" should be arrested, searched, and booked in the same manner as other violators..... | 4                               | 3            | 2               | 1                                  |

|                                                                                                                                                                                           | <u>Strongly<br/>Agree</u> | <u>Agree</u> | <u>Disagree</u> | <u>Strongly<br/>Disagree</u> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|--------------|-----------------|------------------------------|
| • The best officer is one who knows departmental procedures and sticks strictly to them.....                                                                                              | 4                         | 3            | 2               | 1                            |
| • Police officers often have so much time on their hands they get bored.....                                                                                                              | 4                         | 3            | 2               | 1                            |
| • The present system of federal, state, and local laws has undermined the police officer's authority to a dangerous extent.....                                                           | 4                         | 3            | 2               | 1                            |
| • It is usually quite difficult to persuade people to give police officers the information they need.....                                                                                 | 4                         | 3            | 2               | 1                            |
| • A police officer can be pretty sure he/she will gain compliance from a person who appears to be somewhat frightened of the police officer.....                                          | 4                         | 3            | 2               | 1                            |
| • A police officer should always avoid appearing to take any side in a dispute where no crime has been committed.....                                                                     | 4                         | 3            | 2               | 1                            |
| • Generally speaking, police officers use enough discretion regarding arrests they might make or summons they might serve.....                                                            | 4                         | 3            | 2               | 1                            |
| • If a police officer thinks he/she may have to use force in a situation he/she should use it right after their entrance into a situation in order to gain the advantage of surprise..... | 4                         | 3            | 2               | 1                            |
| • Police officers almost never receive the cooperation from the public that is needed to handle police work properly.....                                                                 | 4                         | 3            | 2               | 1                            |

|                                                                                                                                                                                              | <u>Strongly</u><br><u>Agree</u> | <u>Agree</u> | <u>Disagree</u> | <u>Strongly</u><br><u>Disagree</u> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|--------------|-----------------|------------------------------------|
| • When a police officer indicates that he/she will use the force necessary to gain compliance from a citizen, they are helped considerably if the citizen thinks they are getting angry..... | 4                               | 3            | 2               | 1                                  |
| • The main method used by supervisors to keep their officers working properly is that of punishment for ineffective performance.....                                                         | 4                               | 3            | 2               | 1                                  |
| • There is a fair system in police departments for recognizable police officers who do a good job.....                                                                                       | 4                               | 3            | 2               | 1                                  |
| • Most recruits enter the police academy with unreasonable expectations of the job.....                                                                                                      | 4                               | 3            | 2               | 1                                  |
| • Most recruits, upon entry into the police academy, lack the emotional maturity to function as police officers.....                                                                         | 4                               | 3            | 2               | 1                                  |
| • Discipline should be an important aspect of the recruit training curriculum.....                                                                                                           | 4                               | 3            | 2               | 1                                  |
| • Entry level standards for the police academy are too low.....                                                                                                                              | 4                               | 3            | 2               | 1                                  |
| • Demands imposed on recruits should be the same regardless of race, religion or ethnicity.....                                                                                              | 4                               | 3            | 2               | 1                                  |
| • The recruit curriculum will improve my understanding of the numerous subcultures of society.....                                                                                           | 4                               | 3            | 2               | 1                                  |
| • Five and one-half months is too short a period of time to spend at the police academy.....                                                                                                 | 4                               | 3            | 2               | 1                                  |
| • I would like a lot more training on standards of proof.....                                                                                                                                | 4                               | 3            | 2               | 1                                  |

|                                                                                                           | <u>Strongly<br/>Agree</u> | <u>Agree</u> | <u>Disagree</u> | <u>Strongly<br/>Disagree</u> |
|-----------------------------------------------------------------------------------------------------------|---------------------------|--------------|-----------------|------------------------------|
| • I would like a lot more training on stop,<br>question and frisk.....                                    | 4                         | 3            | 2               | 1                            |
| • I would like a lot more training in the<br>area of penal law statutes.....                              | 4                         | 3            | 2               | 1                            |
| • I would like a lot more training on<br>search and seizure.....                                          | 4                         | 3            | 2               | 1                            |
| • I will have to study hard to pass<br>my academic exams at the police<br>academy.....                    | 4                         | 3            | 2               | 1                            |
| • I would like training on the subject<br>of victimology.....                                             | 4                         | 3            | 2               | 1                            |
| • The police officer's job is more a<br>matter of common sense than of<br>training.....                   | 4                         | 3            | 2               | 1                            |
| • The police department really cares that<br>its recruits get the best training<br>possible.....          | 4                         | 3            | 2               | 1                            |
| • Most recruits, upon entry to the police<br>academy are physically fit.....                              | 4                         | 3            | 2               | 1                            |
| • Running is an essential aspect of<br>recruit training.....                                              | 4                         | 3            | 2               | 1                            |
| • Physical fitness standards for the<br>police academy should be more<br>demanding.....                   | 4                         | 3            | 2               | 1                            |
| • I would like a lot more training in<br>self-defense while at the police<br>academy.....                 | 4                         | 3            | 2               | 1                            |
| • Physical fitness is an important aspect<br>of a police officer's capability to<br>perform the job.....  | 4                         | 3            | 2               | 1                            |
| • I was capable of driving a car prior<br>to employment as a police recruit.....                          | 4                         | 3            | 2               | 1                            |
| • Police officers should return to the<br>police academy for refresher courses on<br>a regular basis..... | 4                         | 3            | 2               | 1                            |

6. Below is a list of several qualities which might be considered in a "good" police officer. For each quality indicate whether you think it is very important, somewhat important, or not important at all. (Circle a number for each category.)

|                              | <u>Very<br/>Important</u> | <u>Somewhat<br/>Important</u> | <u>Not Important<br/>At All</u> |
|------------------------------|---------------------------|-------------------------------|---------------------------------|
| • Sense of Humor.....        | 3                         | 2                             | 1                               |
| • Compassion.....            | 3                         | 2                             | 1                               |
| • Pleasant Personality.....  | 3                         | 2                             | 1                               |
| • Discretion.....            | 3                         | 2                             | 1                               |
| • Education.....             | 3                         | 2                             | 1                               |
| • Authoritativeness.....     | 3                         | 2                             | 1                               |
| • Respect for Superiors..... | 3                         | 2                             | 1                               |
| • Friendliness.....          | 3                         | 2                             | 1                               |

7. The following is a list of activities performed by most police departments. For each activity please indicate whether a police department should spend very much effort, much effort, little effort, very little or no effort, by circling the appropriate number.

|                                                              | <u>Very<br/>Much<br/>Effort</u> | <u>Much<br/>Effort</u> | <u>Little<br/>Effort</u> | <u>Very<br/>Little<br/>Effort</u> | <u>No<br/>Effort</u> |
|--------------------------------------------------------------|---------------------------------|------------------------|--------------------------|-----------------------------------|----------------------|
| • Patrolling in cars.....                                    | 5                               | 4                      | 3                        | 2                                 | 1                    |
| • Patrolling on foot.....                                    | 5                               | 4                      | 3                        | 2                                 | 1                    |
| • Controlling traffic.....                                   | 5                               | 4                      | 3                        | 2                                 | 1                    |
| • Investigating crimes.....                                  | 5                               | 4                      | 3                        | 2                                 | 1                    |
| • Assisting Persons in<br>emergencies.....                   | 5                               | 4                      | 3                        | 2                                 | 1                    |
| • Working with juveniles.....                                | 5                               | 4                      | 3                        | 2                                 | 1                    |
| • Questioning suspicious<br>persons.....                     | 5                               | 4                      | 3                        | 2                                 | 1                    |
| • Searching suspicious persons....                           | 5                               | 4                      | 3                        | 2                                 | 1                    |
| • Understanding problems of<br>people in the community.....  | 5                               | 4                      | 3                        | 2                                 | 1                    |
| • Explaining crime prevention<br>techniques to citizens..... | 5                               | 4                      | 3                        | 2                                 | 1                    |
| • Informing people about<br>available services.....          | 5                               | 4                      | 3                        | 2                                 | 1                    |
| • Assisting victims of crime.....                            | 5                               | 4                      | 3                        | 2                                 | 1                    |

8. A number of factors which could be used as indicators of a "good" police officer are listed below. Please indicated whether each of these factors should be very important, somewhat important, or not important at all in a good police officer.

|                                                        | <u>Very<br/>Important</u> | <u>Somewhat<br/>Important</u> | <u>Not Important<br/>At All</u> |
|--------------------------------------------------------|---------------------------|-------------------------------|---------------------------------|
| • Frequent commendations                               | 3                         | 2                             | 1                               |
| • Infrequent valid citizen complaints                  | 3                         | 2                             | 1                               |
| • High evaluation by fellow officers                   | 3                         | 2                             | 1                               |
| • Frequent traffic arrests                             | 3                         | 2                             | 1                               |
| • Infrequent disciplinary actions                      | 3                         | 2                             | 1                               |
| • Rapid promotion                                      | 3                         | 2                             | 1                               |
| • Quick response to calls                              | 3                         | 2                             | 1                               |
| • Frequent misdemeanor arrests                         | 3                         | 2                             | 1                               |
| • Efficient handling of calls                          | 3                         | 2                             | 1                               |
| • Frequent felony arrests                              | 3                         | 2                             | 1                               |
| • Frequent checking of autos to see if they are stolen | 3                         | 2                             | 1                               |
| • Punctuality and good attendance                      | 3                         | 2                             | 1                               |
| • High number of miles driven per shift                | 3                         | 2                             | 1                               |
| • High responsiveness to needs of his/her patrol area  | 3                         | 2                             | 1                               |
| • Good knowledge of rules and regulations              | 3                         | 2                             | 1                               |
| • Frequent interrogation of suspicious people          | 3                         | 2                             | 1                               |
| • Strict obedience of rules and regulations            | 3                         | 2                             | 1                               |

9. In what areas to do you feel you bring a better than average ability to begin your training as a police officer? (Circle the appropriate number)

|                                            |   |
|--------------------------------------------|---|
| • Inter-personal communication skills..... | 1 |
| • Knowledge of sociology.....              | 2 |
| • Knowledge of psychology.....             | 3 |
| • Physical fitness.....                    | 4 |
| • Knowledge of law.....                    | 5 |
| • Vehicle driving skills.....              | 6 |
| • Firearms skills.....                     | 7 |
| • None of the above.....                   | 8 |

10. The subject I liked the most during my recruit training was:

LAW.....6  
 POLICE SCIENCE.....5  
 SOCIAL SCIENCE.....4  
 PHYSICAL SCHOOL.....3  
 DRIVERS SCHOOL.....2  
 FIREARMS & TACTICS.....1

11. The subject I like the least during my recruit training was:

LAW.....6  
 POLICE SCIENCE.....5  
 SOCIAL SCIENCE.....4  
 PHYSICAL SCHOOL.....3  
 DRIVERS SCHOOL.....2  
 FIREARMS & TACTICS.....1

12. Now that you have nearly completed entry recruit training, please provide information about your feelings on the role of a police officer. (Circle the number which best represents your response to that statement.)

|                                                                                                                                 | Strongly<br>Agree | Agree | Disagree | Strongly<br>Disagree |
|---------------------------------------------------------------------------------------------------------------------------------|-------------------|-------|----------|----------------------|
| • Police officers are primarily service officers.....                                                                           | 4                 | 3     | 2        | 1                    |
| • Police function the same in all neighborhoods.....                                                                            | 4                 | 3     | 2        | 1                    |
| • Police officers must be equally skilled in interpersonal communication and with police tactics.....                           | 4                 | 3     | 2        | 1                    |
| • Police officers have the same aspirations for advancement in their work as private sector employees.....                      | 4                 | 3     | 2        | 1                    |
| • Police officers are highly restricted in the use of force.....                                                                | 4                 | 3     | 2        | 1                    |
| • Police officers cannot enforce the law without training in interpersonal communications and the service role of policing..... | 4                 | 3     | 2        | 1                    |

|                                                                                                                                                         | <u>Strongly</u><br><u>Agree</u> | <u>Agree</u> | <u>Disagree</u> | <u>Strongly</u><br><u>Disagree</u> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|--------------|-----------------|------------------------------------|
| • Police officer job prestige is directly linked to the service orientation role of policing.....                                                       | 4                               | 3            | 2               | 1                                  |
| • The ability to advance in the police department is only limited by the police officer's initiative and personal goals for achievement.....            | 4                               | 3            | 2               | 1                                  |
| • Police Departments have to be at least a semi-military organization to function.....                                                                  | 4                               | 3            | 2               | 1                                  |
| • There is no inactivity on patrol because police are always in a service role in the community.....                                                    | 4                               | 3            | 2               | 1                                  |
| • Police officers who strictly adhere to the rules and regulations of the department will advance more in rank rapidly than more flexible officers..... | 4                               | 3            | 2               | 1                                  |
| • Female police officers are especially capable of the service role of policing.....                                                                    | 4                               | 3            | 2               | 1                                  |
| • Police officers have always been public service officers first and enforcement officers second.....                                                   | 4                               | 3            | 2               | 1                                  |
| • Police officer training has not changed much in the past fifty years.....                                                                             | 4                               | 3            | 2               | 1                                  |
| • Police officer training is adequate for the needs of modern society.....                                                                              | 4                               | 3            | 2               | 1                                  |
| • Police officer have to know too much law.....                                                                                                         | 4                               | 3            | 2               | 1                                  |
| • Police officers learn rapidly that they must unite as one "family".....                                                                               | 4                               | 3            | 2               | 1                                  |
| • Police officers are primarily enforcement officers.....                                                                                               | 4                               | 3            | 2               | 1                                  |
| • Police function the same in all neighborhoods.....                                                                                                    | 4                               | 3            | 2               | 1                                  |

|                                                                                                                                                                                                              | <u>Strongly</u><br><u>Agree</u> | <u>Agree</u> | <u>Disagree</u> | <u>Strongly</u><br><u>Disagree</u> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|--------------|-----------------|------------------------------------|
| • I believe I will be a sergeant within five years.....                                                                                                                                                      | 4                               | 3            | 2               | 1                                  |
| • I would like to teach at the Police Academy after a few years of Patrol Service.....                                                                                                                       | 4                               | 3            | 2               | 1                                  |
| • Police officers should be required to maintain physical fitness after Police Academy Training.....                                                                                                         | 4                               | 3            | 2               | 1                                  |
| • Courts and law are too lenient is one reason citizens assault police.....                                                                                                                                  | 4                               | 3            | 2               | 1                                  |
| • The present system of state and local laws has undermined the police officer's authority to a dangerous extent.....                                                                                        | 4                               | 3            | 2               | 1                                  |
| • The courts have tended in recent years to discount the testimony of police officers where there are no other witnesses or there is no other proof regarding an alleged crime, offense, or violation.....   | 4                               | 3            | 2               | 1                                  |
| • A number of pressure groups have been successful in getting legislation and court decisions that severely restrict the actions police officers can take.....                                               | 4                               | 3            | 2               | 1                                  |
| • Generally speaking, police officers today have enough legal authority to get their jobs done efficiently.....                                                                                              | 4                               | 3            | 2               | 1                                  |
| • I believe that most officers, and their positions, have been steadily increasing over the years.....                                                                                                       | 4                               | 3            | 2               | 1                                  |
| • If a police officer working in the tough neighborhoods had more leeway and fewer restriction on the use of force, many of the serious police problems in those neighborhoods would be greatly reduced..... | 4                               | 3            | 2               | 1                                  |

|                                                                                                                                                                    | <u>Strongly<br/>Agree</u> | <u>Agree</u> | <u>Disagree</u> | <u>Strongly<br/>Disagree</u> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|--------------|-----------------|------------------------------|
| • A police officer who frequently ignores challenges to fight from citizens will probably make it harder for other police officers to work his post or sector..... | 4                         | 3            | 2               | 1                            |
| • The respect that citizens have for a police officers and his or her position has been steadily increasing over the years.....                                    | 4                         | 3            | 2               | 1                            |
| • Police officers almost never receive the cooperation from the public that is needed to handle work properly.....                                                 | 4                         | 3            | 2               | 1                            |
| • It is usually quite difficult to persuade people to give police officers the information they need.....                                                          | 4                         | 3            | 2               | 1                            |
| • The public in general is usually quite helpful to a police officer.....                                                                                          | 4                         | 3            | 2               | 1                            |
| • Respect for the police officer in a tough neighborhood depends on the willingness of police officers to use force frequently and effectively.....                | 4                         | 3            | 2               | 1                            |
| • Most people will try in some way to help a police officer who is being attacked on the street.....                                                               | 4                         | 3            | 2               | 1                            |
| • Few people understand the laws that police officers must enforce.....                                                                                            | 4                         | 3            | 2               | 1                            |
| • Most citizens seem to have a pretty good working knowledge of their legal rights and obligations.....                                                            | 4                         | 3            | 2               | 1                            |
| • A police officer is officially entitled to all the help he or she needs from a supervisor.....                                                                   | 4                         | 3            | 2               | 1                            |
| • Supervisors in the police department are extremely helpful toward police officers.....                                                                           | 4                         | 3            | 2               | 1                            |

|                                                                                                                                                                                                             | <u>Strongly</u><br><u>Agree</u> | <u>Agree</u> | <u>Disagree</u> | <u>Strongly</u><br><u>Disagree</u> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|--------------|-----------------|------------------------------------|
| • Do you agree that the star cards and complaints given to your company were fair?.....                                                                                                                     | 4                               | 3            | 2               | 1                                  |
| • Only the recruits who most deserved star cards were the ones who received them.....                                                                                                                       | 4                               | 3            | 2               | 1                                  |
| • Rules and regulations which serve as a basis for star cards are worthwhile.....                                                                                                                           | 4                               | 3            | 2               | 1                                  |
| • Star cards are necessary in order to keep recruits' behavior in line with the rules and regulations.....                                                                                                  | 4                               | 3            | 2               | 1                                  |
| • In general, the department's handling of civilian complaints is fair.....                                                                                                                                 | 4                               | 3            | 2               | 1                                  |
| • In general, disciplinary action in the department is fair.....                                                                                                                                            | 4                               | 3            | 2               | 1                                  |
| • In general, departmental recognition of police officers is fair.....                                                                                                                                      | 4                               | 3            | 2               | 1                                  |
| • Generally, police supervisors manage to observe police officers at work very closely.....                                                                                                                 | 4                               | 3            | 2               | 1                                  |
| • The department expects supervisors to deal with their police officers in a very strict manner.....                                                                                                        | 4                               | 3            | 2               | 1                                  |
| • One of the major problems with law enforcement is that each police officer is not given enough latitude by his or her supervisors to handle the police problems in his or her area of responsibility..... | 4                               | 3            | 2               | 1                                  |
| • Police officer often fail to take necessary police action due to a feeling that supervisors will disapprove of their actions.....                                                                         | 4                               | 3            | 2               | 1                                  |

|                                                                                                                                                     | <u>Strongly</u><br><u>Agree</u> | <u>Agree</u> | <u>Disagree</u> | <u>Strongly</u><br><u>Disagree</u> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|--------------|-----------------|------------------------------------|
| • A police officer generally should not try to make a person who has violated some law feel like a criminal.....                                    | 4                               | 3            | 2               | 1                                  |
| • Complainants or witnesses don't like to give all the necessary information to police officers chiefly because they resent police in general.....  | 4                               | 3            | 2               | 1                                  |
| • The things that police officers want citizens to do in accordance with the law are only natural.....                                              | 4                               | 3            | 2               | 1                                  |
| • A police officer should generally try to make offenders feel as though they were really law-abiding but had just made this one mistake.....       | 4                               | 3            | 2               | 1                                  |
| • A police officer can be pretty sure he or she will gain compliance from a person who appears to be somewhat frightened of the police officer..... | 4                               | 3            | 2               | 1                                  |
| • A police officer should invariably avoid appearing to take any side in a dispute where not crime has been committed.....                          | 4                               | 3            | 2               | 1                                  |
| • Police officers generally will appear less authoritative if they tell a citizen that a court has the final say about the citizen's case.....      | 4                               | 3            | 2               | 1                                  |

13. PLEASE FEEL FREE TO MAKE ANY OTHER COMMENTS YOU FEEL IMPORTANT TO THIS SURVEY (you may use the back of this last page if necessary):

ALL RESPONSES ARE ANONYMOUS

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