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THE HUMANITIES FACTOR: THE EFFECT OF COURSES
IN THE RELATED ARTS/HUMANITIES ON THE
CULTURAL ATTITUDES OF LAW ENFORCEMENT
OFFICERS IN THE METROPOLITAN ST. LOUIS AREA.

NORTHEAST MISSOURI STATE UNIVERSITY, M.A.,
1979

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THE HUMANITIES FACTOR: THE EFFECT OF COURSES IN THE
RELATED ARTS/HUMANITIES ON THE CULTURAL ATTITUDES
OF LAW ENFORCEMENT OFFICERS IN THE METROPOLITAN
ST. LOUIS AREA

A Thesis Submitted in Partial Fulfillment of the
Requirements for the Degree of
Master of Arts

by

Gary M. Young, Sr.

Division of Fine Arts

1979

NORTHEAST MISSOURI STATE UNIVERSITY
Kirksville, Missouri

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ST. LOUIS AREA

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RELATED ARTS/HUMANITIES ON THE CULTURAL ATTITUDES
OF LAW ENFORCEMENT OFFICERS IN THE METROPOLITAN
ST. LOUIS AREA

An Abstract of the Thesis by
Gary M. Young, Sr.

Education and training have long been recommended as keys to improvement of police services in America. This thesis was designed to measure the effect that Humanities Courses taught through Northeast Missouri State University's St. Louis Extension Program, may have on law enforcement officers' cultural attitudes. It also includes a research of the current general quality and trends regarding police education.

The researcher prepared a questionnaire designed to provide a basis for answering pertinent questions relative to the research.

The data received indicated that a study of the Humanities tends to broaden values and to awaken latent desires to be knowledgeable in the arts.

CHAPTER I

INTRODUCTION OF THE PROBLEM

Statement of the Problem

The problem of this research thesis was to investigate and report on the effect that Humanities Courses taught by Northeast Missouri State University Extension faculty had on the cultural attitudes of law enforcement officers in the Metropolitan St. Louis area.

Significance of the Study

The Fine Arts Division faculty at Northeast Missouri State University have expressed a desire to measure any effect that Humanities Courses taught through extension may have on law enforcement officers' cultural attitudes. This thesis also includes a research of the current general quality and trends regarding police education.

Background of the Study

Education and training have long been recommended as keys to the improvement of police services in America. From reading the reports of the 1976 President's Commission on Law Enforcement and Administration of Justice, the 1973 National Advisory Commission on Criminal Justice Standards and

Goals, and by examining the American Bar Association's Standards Relating to Urban Police Functions, it would appear that there have been at least two significant and fairly recent national trends concerning police education. The first is the increasing emphasis upon higher education for police officers which has received great impetus from the establishment of the Law Enforcement Education Program (LEEP) under the Omnibus Crime Control and Safe Act of 1968. It should be noted with regard to this trend that there is little disagreement with the concept of training a well-educated police officer.

The second trend, one which is developing throughout higher education in general, is toward that which has been called non-traditional learning credits, life experience, and credits for educational or training programs offered by non-collegiate organizations such as police training academies. This trend has the support of such prestigious educational bodies as the Educational Testing Service, which developed Cooperative Assessment of Experimental Learning (CAEL), and the American Council on Education. It is essentially an effort to assist people in gaining academic recognition for learning they have acquired outside the college classroom.

The actual value of formal education as it relates to police attitudes and performance has been of particular interest to numerous Law Enforcement Educators and Police Administrators over the years. Do more

highly educated police personnel tend to be better performers with a different outlook on life than less educated police personnel? In order to answer this question, the Dade County, Florida, Public Safety Department undertook in October, 1973, a research program sponsored by the Police Foundation. This project was part of an overall program in the areas of police officer selection, performance appraisal, and attitude adjustment. Accordingly, the department attempted to include as broad a sample as possible of police performance criteria including such factors as preventable accidents, sick time usage, use of force reports, etc. In total, forty-four performance criteria were related to the amount of education for each subgroup, of which sixteen showed significant results for one or more subgroups. These sixteen criteria were then developed to be used for measuring performance appraisal.¹

The magnitude of the correlations was fairly small. In general, however, the study reflected that there does seem to be a consistent pattern; that is, higher levels of education tend to be associated with fewer injuries on duty, fewer injuries by assault and battery, fewer preventable accidents, fewer sick times per year, fewer physical force allegations by citizens regarding police officers' conduct. Common sense may well explain some of these statistical relationships between higher education

¹President's National Advisory Commission on Criminal Justice Standards Report, 1973.

and police officer performance. Fewer injuries to police officers as a result of assault and battery, for example, could be related to an individual's superior ability to understand and diagnose situations without having to resort to force. Fewer verbal discourtesy allegations may be the result of the individual's ability to speak clearly, forcefully, and articulately.²

²Ibid.

CHAPTER II

LITERATURE REVIEW

This chapter has been designed to review material that has been written about the subject of police education and its relationship to attitudes and performance.

Review of the Related Literature

Since, after an extensive search, no material dealing specifically with cultural attitudes of police officers and their relationship to Related Arts/ Humanities Courses was found, material relating to police educational trends and the quality of police education has been reviewed.

This material would contribute to an understanding of why it was important that certain variables be tested to determine if they would affect cultural behavior and attitudes of police officers enrolled in Humanities Courses. In reviewing some of the literature written in the area of characteristics and trends in police education, this researcher is impressed with the lack of research done in such an important area.

Education and the Police--The Beginning

The topic of education as it relates to police work has long been one of concern. August Vollmer, Chief of the Berkeley, California Police Department in 1916, felt so strongly that police should be highly educated that he made an agreement with the University of California at Berkeley and put this belief into action. The substance of this agreement was that the University would teach the liberal arts courses and a few of the technical courses, while the police department would teach the bulk of the technical courses. The courses were open to both policemen and other university students. Chief Vollmer felt that the policemen's knowledge would be broadened by taking these liberal arts courses. This arrangement proved to be quite successful in recruiting college students into police work.³

Education for Police--Negative Views

The idea that higher education for police is necessary for good job performance has not been a unanimous one. Some police personnel have claimed that college education for law enforcement personnel is "irrelevant, unnecessary, and essentially impossible to achieve." Germann has called the idea that college will supplement the police officer's initial training "archaic and inane." Frost has suggested that one reason many highly successful police officers believe the best

³Allen Z. Gammage, Police Training in the United States (Springfield, Ill.: Charles C. Thomas, 1963), pp. 61-69.

officers come from families with little formal education is that during adolescence these officers were exposed to the ways of the "community gangs." These officers received a much different "education" which strengthened their position in anticipating gang moves, understanding hoodlums' habits and establishing confidences among the hoodlum element--a better practical education perhaps than their college-educated brothers.⁴

Education for Police--Positive Views

Although some people in the police fields have criticized the emphasis on higher education for police officers, the trend toward higher education has continued. Glen D. King, in a recent address to the graduates of the FBI National Academy, criticized a proposal to cut the Law Enforcement Educational Program's funds (LEEP). He cited that there were approximately 100,000 students receiving LEEA assistance (of which LEEP is a program), and more than 60,000 are commissioned police officers. He quoted Frost by stating:

An education may not be the only hope for achieving totally competent law enforcement in this nation, but it is undeniably an ingredient that cannot be left out of the total recipe.⁵

⁴A. F. Dalley, "University vs. Non-University Graduated Policemen: A Study of Police Attitudes," Journal of Police Science and Administration, Vol. 3, No. 4 (December, 1975), p. 459.

⁵Thomas M. Frost, "Selection Methods for Police Recruits," Journal of Criminal Law, Criminology, and Police Science, Vol. 45, No. 76 (May-June 1966), pp. 137-138.

The reasons given by people who support higher education for law enforcement personnel have usually centered around the increasingly complex nature of Law Enforcement duties. Clift stated:

A policeman today is poorly equipped for his job if he does not understand the legal issues involved in his everyday work, the nature of the social problems he constantly encounters, and the psychology of those people whose attitudes differ from his. Such understanding is not easy to acquire without the broad general knowledge that higher education imparts, and without such understanding, a policeman's response to many of the situations he encounters is likely to be impulsive or doctrinaire.⁶

Dalley has suggested that police are not qualified to take on many of the tasks that are given to them in this "increasingly complex, depersonalized and often dehumanized society." He suggested that situations have demanded of the policeman,

the adoption of roles of social worker, mediator in heated family disturbances, and numerous other unstable settings where a high degree of skill and sensitivity in human relations is required.⁷

Trends in Police Education

A decade ago, the American police force was in trouble. Conservatives criticized the police for failing to control crime. Liberals criticized police for brutality,

⁶Raymond E. Clift, Toward A Professional Police (Santa Cruz, California: Davis Publishing Co., Inc., 1974), p. 44.

⁷A. F. Dalley, "University vs Non-University Graduated Policemen: A Study of Police Attitudes," p. 461.

corruption, racism, and failure to provide due process. The troubles of the police were a favorite topic of the news media, and several national commissions wrestled with the question of how to improve police service. The idea that a college-educated police officer would be a better police officer gained wide support, and a federal program supporting police education was created that soon provided over forty million dollars a year. By one estimate, the number of college programs related to police programs increased from 125 in 1965, to 1,245 in 1976, and the proportion of police officers with at least some college education increased from 20 percent in 1960 to 32 percent in 1970 and to 46 percent in 1975.⁸

In reviewing Law Enforcement Reports and Studies today, however, it appears that police education is in trouble. The past decade of rapid expansion apparently has come to an abrupt halt, and the future of federal funding is growing uncertain. Higher education for police has been torn by internal strife among police and educators, and attacked by police administrators, academies, and several national study groups. The central thrust of this criticism by all reports and studies is that police education is generally low in quality when measured by traditional standards. But seemingly, as higher education increasingly serves non-traditional students with non-traditional programs,

⁸National Planning Association Report, 1976, V-138.

traditional standards of quality are rapidly breaking down. The troubles of police education are symptomatic of the troubles of higher education in general. It would seem that conflicts over the quality of police education are part of a larger conflict over the nature and purpose of all higher education.

Professor Richard Myren, a leading police educator, made the following statement relating to police education:

Some people expect higher education to make their police more efficient at performing their present tasks. Others would like to see education serve as a basis for changing the nature of police tasks, or even changing the objectives of policing. The conflicting expectations of the police role in society have made it very difficult to define the objectives of higher education for the police.⁹

In reviewing a Twentieth Century Fund task force report of 1976, it has been recommended that police students take only liberal arts courses, leaving specialized study in police-related topics to the police academies.

A second study suggested that college and university programs should be prepared to pave the way for innovations and changes in the police system. The institutions of higher learning have a moral obligation to challenge the existing assumptions held by the police and, where necessary, implement radical changes.

⁹R. A. Myren, Education in Criminal Justice, Sacramento, California Coordinating Council for Higher Education Address (1970), pp. 47-52.

In 1977, the Education Committee of the Georgia Association of Chiefs of Police adopted this position:

The objectives of higher education for police should be the same as for any other career group: development of a broad-based knowledge of many disciplines, including basic science courses, history, languages (particularly the development of communications skills), sociology/psychology for improved understanding of people and groups, and mathematics.¹⁰

In an independent study recommendation, the Academic Committee on Criminal Justice of the Board of Regents of the University System of Georgia adopted a similar position:

The majority favors a broad liberal understanding of behavior built around social and behavioral sciences, with objectives being no different from objectives of higher education in general.¹¹

Studies by the Carnegie Commission on Higher Education (1973), the Dean of Harvard College--Henry Rosovsky (1976), and the President of Western Washington University have resulted in lists being developed for personal development of students (see Appendix A).

Anthony V. Bouza, Deputy Police Chief of New York City Transit Authority suggests:

The proper role of the educational system, in terms of the police, is to turn out a Renaissance man . . . a man of thought and action, a man at home in the world of ideas,

¹⁰ Twentieth Century Fund National Planning Association Report (1976), pp. 148-167.

¹¹ Carnegie Foundation Study and Report (1977), Ch. 6, pp. 181-186.

who would nevertheless actively confront, on the basis of these ideas, the situations on the streets of the cities.¹²

A review of a research project by Maurion McLeod, a doctoral student at the Graduate School of Criminal Justice, SUNY at Albany, New York, revealed an interesting discovery regarding almost 1,500 empirical research studies dealing with the impact of college on students. These studies almost always indicated that students' intellectual aptitudes, including the ability to think critically and independently, increase as they progress through college. They also show that students improve in their factual knowledge of various content areas. Moreover, students in many different types of colleges have been found in recent decades to become more open-minded during their college careers, declining in their measured authoritarianism, dogmatism, and prejudice. They generally become less conservative with regard to public issues, less committed to religion, more sensitive to aesthetic experiences, and more self-confident. The study also indicates that the attitudes held by college graduates tend to persist after they leave college, particularly if their post-college environment supports these activities.¹³

A Massachusetts study on police education discusses the question: How does the impact of college relate to the qualities required of a good police officer? The attempts

¹²Anthony V. Bouza, Addressing Public Commission Forum (1977).

¹³Maurion McLeod, Doctoral Research Project, Graduate School of Criminal Justice, SUNY at Albany, New York, 1976.

to identify the qualities of a good police officer on the basis of an empirical task analysis is attacked for failing to look beyond the present state of police work to how it ought to be. A relatively modest list of ideal qualities was offered by Harold Goldstein, law enforcement researcher, and included intelligence for making complex decisions, tolerance and understanding of differences between cultures, values supporting the controls on police conduct, self-discipline, and the ability to control one's emotions.¹⁴

This measure of competence in performance of Law Enforcement, as was indicated by the Massachusetts study, appears to be directly related to educational background.

Academic Curriculum for Police Officers

Research has indicated that perhaps the most important elements of the quality of higher education for police officers is the curriculum. Judgments about the quality of the curriculum clearly vary with the different viewpoints on what the curriculum is expected to do.

Despite the prevalence of the training curriculum, there are several other models of the college curriculum for present and future police officers. One option that many police officers have selected is majoring in subjects other than specialized police or criminal justice studies, extending

¹⁴Harold Goldstein, "Measuring Competence: Debating an Indefinable," New York Times, February 7, 1978, p. 14.

the traditional arts and science disciplines to professional education programs in other fields such as business and teaching.

Among the more directly related police education curriculums, two alternative models to the training curriculum are available. One is an interdisciplinary arts and science program on criminal justice, which gives greater emphasis to legal and management issues. The second model is the liberal criminal justice curriculum or the basic vocational or "paraprofessional" training curriculum.

Each of the four models--general education, criminal justice as an interdisciplinary liberal arts field, criminal justice as a professional education, and police technology as paraprofessional training--provides different positions on a number of issues in the content and purpose of police education.

Conclusion

The aforementioned research data was a collection of various Law Enforcement magazine articles, periodicals, manuscripts, and surveys, and represents a cross-section of views, opinions and recommendations.

It points out the need for a college curriculum that is designed to obtain the maximum result in police performance, while providing a broad study in many disciplines in order to enhance the communication level of officers performing daily Law Enforcement duties.

CHAPTER III

METHODOLOGY

Place of the Study

The study was conducted in conjunction with the St. Louis Extension Program of Northeast Missouri State University at various Research Centers, i.e., police libraries, police departments, and the Greater St. Louis Police Academy.

Data Collection

The data on the police officers included in the test sampling was gathered from Northeast Missouri State University students enrolled in St. Louis Extension courses. The names of these students were obtained from the attendance records provided by various Northeast Missouri State University faculty members.

Definition of the Variables

In order to provide a common reference to which all participants in the survey could respond, it was decided to create a survey questionnaire which would provide a basis for answering pertinent questions relative to the research.

This questionnaire was also designed to obtain a partial profile on the selected participants, and general background data.

Selection of Participants--Statistical Procedures

A letter explaining the proposed study asking for cooperation was sent to 125 Law Enforcement officers throughout the St. Louis Metropolitan area who had been or were currently enrolled in a Humanities Course through the St. Louis Extension Program of Northeast Missouri State University.

Thirty-nine of the requested participants responded to the original letter. Follow-up telephone calls and personal contacts resulted in an additional twenty-one replies, bringing the total number of participants to sixty.

Six of the returns received in connection with the study had to be discarded because of a failure to interpret the instructions.

Hypothesis

Generally, the taking of Humanities Courses will lead to changes in cultural attitudes in police officers enrolled in the program, and many will express interest in cultural activities.

Limitations of the Research

The following are some of the limitations of the research and should be taken into consideration when drawing conclusions from this study.

Limitation 1. The small number of actual participants in the program offered a limited sampling.

Limitation 2. After considerable research, no previous study was found that provided a background or guidelines for this thesis.

Limitation 3. Limited cooperation and assistance was extended from those institutions of higher learning who had programs such as were described in this particular study.

CHAPTER IV

RESULTS OF QUESTIONNAIRES TO PARTICIPANTS

As indicated previously on page 16 of this study, of the 125 original questionnaires sent out, 60 were returned completed. Of these, six had to be eliminated because of incomplete information.

The total sample for this study is 54 participants out of a possible 125 students enrolled in Humanities Courses.

The questionnaire, which consisted of twenty-five general and specific questions, was designed to obtain maximum results with a minimum amount of effort on the participants' part.

The initial question--in what year did you graduate from high school--was designed to obtain an idea of the age and academic level of the participants in the study.

Table 1

Question 1: What year did you graduate from high school?

<u>PARTI-</u> <u>CIPANT</u>	<u>RESPONSE</u>	<u>PARTI-</u> <u>CIPANT</u>	<u>RESPONSE</u>	<u>PARTI-</u> <u>CIPANT</u>	<u>RESPONSE</u>
1	1968	19	1961	37	1968
2	1952	20	1967	38	1959
3	1960	21	1964	39	1968
4	1964	22	1965	40	1962
5	1960	23	1958	41	1972
6	1967	24	1958	42	1972
7	1949	25	1961	43	1970
8	1968	26	1963	44	1965
9	1962	27	1962	45	1963
10	1973	28	1965	46	1968
11	1958	29	1968	47	1968
12	1959	30	1971	48	1966
13	1969	31	1960	49	1963
14	1966	32	1965	50	1970
15	1960	33	1962	51	1958
16	Did Not Graduate	34	1957	52	1961
17	1970	35	Did Not Graduate	53	1966
18	1965	36	1973	54	1962

Studying the response in Table 1 revealed that the average mean for participant high school graduation was 1964.

Based on that figure, and using 18 years as the age for high school graduation, the mean age of the participant in the survey is 32.8 years.

Table 2

Question 2: How many colleges or universities have you attended other than Northeast Missouri State University?

Colleges Attended	Participants' Responses
1	28 (51.9%)
2	21 (38.9%)
3	2 (3.7%)
4	2 (3.7%)
5	1 (1.0%)

The response to this question indicates that all of the participants are transfer students from other colleges or universities.

Table 3

Question 3: What is your purpose in attending Northeast Missouri State University's St. Louis Extension Program?

- A. To pursue a degree from NMSU
- B. Personal enrichment
- C. To transfer to another institution
- D. To prepare for entrance to graduate school
- E. Other - please list

Responses	Participants (54)
A	44 (81.5%)
B	4 (7.5%)
C	0 (0.0%)
D	3 (5.5%)
E	3 (5.5%)

Based on the above response of the participants, it is revealed that the majority of police officers are attending Northeast Missouri State University's St. Louis Extension Program to pursue an undergraduate degree.

Table 4

Question 4. If you expect to receive a degree from NMSU, what degree and major are you pursuing?

- A. B.S.-Law Enforcement & Correction
- B. B.S.-Business Administration
- C. B.A.-Fine Arts
- D. B.A.-Education
- E. Graduate Studies
- F. Other Degree (please list)

Response	Participants (54)
A	44 (81.4%)
B	0 (0%)
C	0 (0%)
D	10 (18.5%)
E	0 (0%)

Of the 54 participants surveyed, 44 indicated that they were pursuing undergraduate degrees in Law Enforcement and Corrections. The response reflects that the majority of the students were enrolled in the Law Enforcement-Extension Program studies at NMSU.

Table 5

Question 5: What is your academic level at the present time?

Level of Education	Per Cent of Total Surveyed
Freshman	7.4%
Sophomore	7.4%
Junior	38.8%
Senior	24.2%
Graduate	22.2%

This data shows that the majority of the students surveyed had received at least two years of undergraduate training.

Table 6

Question 6: Approximately how many total hours have you completed?

<u>PARTI-</u> <u>CIPANT</u>	<u>RESPONSE</u>	<u>PARTI-</u> <u>CIPANT</u>	<u>RESPONSE</u>	<u>PARTI-</u> <u>CIPANT</u>	<u>RESPONSE</u>
1	15	19	75	37	112
2	67	20	90	38	115
3	124	21	130	39	86
4	99	22	80	40	16
5	130	23	137	41	67
6	163	24	121	42	72
7	113	25	65	43	78
8	100	26	92	44	120
9	69	27	61	45	128
10	68	28	73	46	111
11	134	29	26	47	68
12	97	30	18	48	63
13	137	31	111	49	90
14	140	32	115	50	96
15	159	33	68	51	78
16	112	34	72	52	74
17	124	35	89	53	132
18	114	36	128	54	83

The response to question six indicates that the average student involved in the survey had accumulated 84.4 hours of undergraduate studies.

Table 7

Question 7: Have you taken any Humanities Courses while attending Northeast Missouri State University's St. Louis Extension Program?

Responses	Participants (54)
Yes	54 (100%)
No	0 (0%)

The response to question 7 indicates that all of the participants in the survey had enrolled in at least one Humanities Course while attending Northeast Missouri State University's St. Louis Extension Program.

Table 8

Question 8: How many hours of Humanities Courses have you completed?

Results	Number of Participants	Percent
3 hrs. or less	19	35.2%
6 hrs.	18	33.3%
9 hrs.	11	20.4%
12 hrs. or more	6	11.1%

The results indicate that all students surveyed have enrolled in at least one semester of Humanities while pursuing their degree program through extension.

Table 9

Question 9: In your opinion, how do you feel the instructor(s) presented the material of the courses?

Instructor Communication to Students	Responses	Percent
Very Effective	27	50.0%
Adequate	25	46.3%
Not Adequate	2	3.7%
Poor	<u>0</u>	0%
Total	54	

Of the students surveyed, 96.2% indicated approval of the communication process between the instructors and students which reflects satisfaction with the way the courses are being taught.

Table 10

Question 10: What were your feelings after completing the first three-hour Humanities Course?

- A. Found interesting. Do not plan to take other courses.
- B. Found subject uninteresting.
- C. Found subject enlightening and plan to take other courses.
- D. Indifferent and/or boring.

Student Reaction	Participants	Percent
A. Found interesting. Do not plan to take other courses.	14	22.9%
B. Found subject uninteresting	7	12.9%
C. Found subject enlightening and plan to take other courses.	30	55.5%
D. Indifferent and/or boring	3	5.5%

The above responses indicate a majority of the students surveyed in the Related Arts/Humanities Studies in Northeast's St. Louis Extension Program, found the courses taught enlightening and plan to enroll in other related courses.

Table 11

Question 11: As a result of taking Humanities Courses, has your attitude concerning art, literature and music changed?

Possible Responses: Yes--No--Unsure

Responses	Participants (54)
Yes	44 (81.5%)
No	3 (5.5%)
Unsure	7 (12.9%)

The above responses indicate that as a result of taking Humanities Courses in Northeast's St. Louis Extension Program, a majority of the participants surveyed indicated that changes had occurred in their outlook toward art, literature, and music. While this survey question does not bring out the fact that these changes were positive in nature, interviews conducted with one out of each seven of the participants revealed that they interpreted the question to mean positive change.

Table 12

Question 12: Have you attended any painting or sculpture exhibitions within the last six months?

Possible Responses: Yes--No

Responses	Participants (54)
Yes	29 (53.7%)
No	25 (46.3%)

The above responses indicate that the majority of students in the survey have an interest in attending artistic exhibits. Although the survey question does not suggest that this interest came about as a result of taking Humanities Courses, subsequent conversations with Dr. James E. Paulding, Associate Professor of Related Arts/ Humanities, revealed that he views this data as highly significant.

Table 13

Question 13: Have you attended any concert or theatre production within the last six months?

Possible Responses: Yes--No

Responses	Participants (54)
Yes	30 (55.5%)
No	24 (44.4%)

The above responses indicate that the majority of students surveyed indicated that they had attended a concert or theatre production within the last six months.

Table 14

Question 14: Have you read any books, literature or periodicals dealing with art within the last six months?

Possible Responses: Yes--No

Responses	Participants (54)
Yes	27 (50.0%)
No	27 (50.0%)

The above responses indicate that at least half of the students surveyed stated that they had read literature dealing with art within the last six months.

Table 15

Question 15: In your opinion, what do you think your fellow police officers' feelings are concerning taking Humanities Courses?

Possible Responses	Number and Percent
A. Found interesting	25 (46.3%)
B. Found uninteresting	3 (5.5%)
C. Indifferent	24 (44.4%)
D. Totally boring	2 (3.7%)

Based on the above responses, the students surveyed indicated that they thought that most other students either found the Humanities Courses interesting or viewed them with indifference. Only five students thought that other students found the Humanities Courses uninteresting or totally boring.

Table 16

Question 16: In your opinion, has taking Humanities Courses had any effect on your ability to communicate with people in discussing various forms of art?

Possible Responses: Yes--No

Responses	Participants (54)
Yes	31 (57.4%)
No	23 (42.6%)

The above responses indicate that the majority of students surveyed felt that Related Arts/Humanities Courses have been a positive factor in communicating with people discussing various forms of art.

Table 17

Question 17: In your opinion, has taking Humanities Courses had any effect on the way you deal with people on a day-to-day basis as a Law Enforcement officer?

Possible Responses: Yes--No

Responses	Participants (54)
Yes	16 (29.6%)
No	38 (70.4%)

The above responses indicate that a majority of the students surveyed felt that the Humanities Courses have not had an effect on their dealings with people on a daily basis as Law Enforcement officers.

Table 18

Question 18: In terms of personal self-enrichment, do you feel that the Humanities Courses have served to enhance and perhaps increase your interest in art?

Possible Responses: Yes--No

Responses	Participants (54)
Yes	45 (83.3%)
No	9 (16.7%)

The above responses indicate that the majority of the students surveyed felt that the Humanities Courses have been a definite factor in enhancing their interest in art.

Table 19

Question 19: What did you enjoy most while attending the Humanities Courses?

Possible Responses	Number and Percent
Lectures	29 (53.7%)
Films	15 (27.8%)
Music	6 (11.1%)
Talking Slides	4 (7.4%)
Class Participation	0 (0%)

The above responses indicated that the majority of students surveyed felt that the class lectures provided the most interesting instruction while taking Related Arts/ Humanities Courses.

Table 20

Question 20: How would you rate class participation in the Humanities classes you have attended?

Possible Responses	Number and Percent
A. Poor	4 (7.4%)
B. Fair	17 (31.5%)
C. Good	29 (53.7%)
D. Excellent	4 (7.4%)

The above responses indicate that the majority of students surveyed felt that class participation in the Related Arts/Humanities Courses was adequate.

Table 21

Question 21: In your opinion, what was the class ratio of police officers to civilians taking the Humanities classes which you attended?

Possible Responses	Number and Percent
A. More than 6:1	6 (11.1%)
B. 6:1	4 (7.4%)
C. 5:1	13 (24.0%)
D. 4:1	15 (27.0%)
E. 3:1	9 (16.7%)
F. 2:1	5 (9.2%)
G. 1:1	2 (3.7%)

The above data reflects that the majority of the participants indicated either a 4:1 or a 5:1 ratio of police officers to civilians. This finding is interesting in that the participants apparently were of the opinion that there were many more non-police students than class attendance records indicate.

In discussing this finding with Dr. James Paulding, he stated that, in his opinion, the non-police students in Northeast's St. Louis Extension Program tend to be more vocal in class discussion, thus being more noticeable to the police officers in the class. This would explain why the participants indicated a smaller ratio than actually exists.

CHAPTER V

SUMMARY/RECOMMENDATIONS

The focus of the present study was to determine the effect that Humanities Courses had on Law Enforcement officers in the Metropolitan St. Louis area regarding attitudes and personal enrichment.

Research material outlining the background of Law Enforcement education and trends was extensively utilized and discussed. Law Enforcement studies, manuals, books, and oral presentations formed the basis of literature that was reviewed. This literature was then examined in relation to the overall course offerings conducted through the Northeast Missouri State University Extension Program in St. Louis.

The study was conducted with 54 randomly selected Law Enforcement officers who had been or were currently attending the Northeast Missouri State University Extension Program. All of these officers had taken one or more Humanities Courses.

A questionnaire was developed consisting of twenty-five pertinent questions in an attempt to reveal attitudes and basic data regarding the effect of the Humanities Courses as they relate to attitudes.

The questionnaires were sent to 125 Law Enforcement officers in the Metropolitan St. Louis area and, based on returned responses and elimination of inaccurate data, a sampling of fifty-four participants was used in the research.

The response indicated a generally positive reaction to the courses conducted by the Northeast Missouri State University Extension Facility in Humanities.

The general opinion was that the courses tended to awaken latent desires to be knowledgeable in the arts and music and to have a broad liberal background in dealing with various groups of people in society. The majority of the participants did indicate that their ultimate goal in the extension program was to major in Law Enforcement and Corrections, and that initially the reason for Humanities Courses was that the course(s) were a requirement for the undergraduate degree. However, after taking one or more courses in Humanities, the majority of the participants indicated that the courses were very enlightening and helpful and provided some interesting and challenging academic material.

Based on the response this researcher received, the conclusion is police officers in the survey believe that by studying the Humanities, they will experience a broadening of values, be introduced to philosophy, music, literature, and the visual arts. Furthermore, police officers found the study of the Humanities interesting, refreshing, and enlightening. Also, based on the response this researcher received, most police officers in the survey believe that

taking Humanities Courses has no effect on the way they deal with people on a day-to-day basis as a Law Enforcement officer. Most of these officers, however, do believe that studying the Humanities has increased their ability in communicating with people about various forms of art. The vast majority of these officers believe that the study of Humanities enhanced and increased their interest in the arts.

Recommendation

Police education requirements at the undergraduate level should include a wide variety of disciplines and curriculums. A broad, general education should provide just as sound a preparation for police work as a program in criminal justice, and perhaps an even better basis for institutional change, since general education may do a better job of teaching students how to use knowledge to solve problems.

This researcher would encourage students oriented toward a career in Law Enforcement to consider taking courses in the arts and humanities, in addition to the more specialized courses in their field.

In many Law Enforcement programs, the specialized police courses are not taught broadly or conceptually. The programs employing the paraprofessional vocational training model of curriculum seem most unlikely to accomplish the objective of educating for change. By merely teaching basic and routine police skills, these programs do little to

develop a student's capacity to use knowledge to solve problems.

The Humanities Courses at Northeast Missouri State University's St. Louis Extension Program were accepted as viable, enlightening, and productive, and helped broaden the Law Enforcement curriculum.

This study was limited because of the small number of participants and because it dealt with only one metropolitan area. It is recommended that more comprehensive studies be conducted at different locations to determine if the study of Humanities is indeed a viable addition to other Law Enforcement Programs.

APPENDICES

Appendix A

Goals for College Students and Empirical Evidence on
Their Achievement*

Goals	Average Effects of College Education
A. Cognitive Learning	
1. Verbal skills	Moderate increase
2. Quantitative skills	Small increase
3. Substantive knowledge	Large increase
4. Rationality	Small increase
5. Intellectual tolerance	Moderate increase
6. Esthetic sensibility	Moderate increase
7. Creativeness	Small increase
8. Intellectual integrity	Not ascertainable
9. Wisdom	Not ascertainable
10. Lifelong learning	Moderate increase
B. Emotional and Moral Development	
1. Personal and self-discovery	Large increase
2. Psychological well-being	Moderate increase
3. Human sympathy	Moderate increase toward groups in the abstract; no change toward individuals
4. Morality	Not ascertainable
5. Religious interest	Moderate decrease
6. Refinement of taste, conduct, manner	Small increase
C. Practical Competence	
1. Transfer of value in practical affairs generally	
a. need for achievement	Not ascertainable
b. future orientation	Strong correlation
c. adaptability	Strong correlation
d. leadership	Not ascertainable

*Carnegie Commission of Higher Education, 1973.

Appendix B

Letter sent to Chairman, Law Enforcement Program,
John Jay College of Criminal Justice, New York,
New York.

July 14, 1978

Dr. Leo C. Loughrey
Professor Law and Police Science
John Jay College of Criminal Justice
444 West 56th Street
New York, NY 10019

Dear Dr. Loughrey:

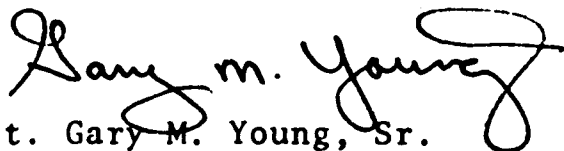
I am a candidate for a M.A. degree at Northeast Missouri State University, Kirksville, Missouri. As part of the requirements for that degree, I am making a study regarding the effect of Fine Arts Education Courses. Humanities. on the cultural attitudes of Law Enforcement officers in the Metropolitan area.

I understand that as part of the academic requirements for police recruits in New York City, they are enrolled in Humanities courses taught by personnel from your institution.

I would sincerely appreciate any documented studies, program evaluation, or any other pertinent data pertaining to the reactions of effect/response that the humanities courses might have generated.

Any information that you could provide would be invaluable in assisting me to complete my research.

Sincerely,



Det. Gary M. Young, Sr.
St. Louis County Police Department
Student--Northeast Missouri
State University

Reply to: Gary M. Young
8401 Crixdale Avenue
St. Louis, MO 63132

Appendix C

Letter accompanying questionnaires to Law Enforcement officers in the Metropolitan St. Louis area.

TO ALL LAW ENFORCEMENT OFFICERS ENROLLED IN HUMANITIES COURSES

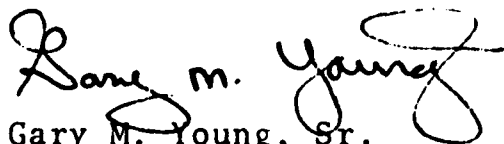
May I please have just a few minutes of your time in order to gather information for a graduate research paper by a fellow police officer.

I am conducting a survey of Law Enforcement Officers in the Metropolitan St. Louis Area to measure the effect of Humanities Courses taken at NMSU- St. Louis Extension on the cultural attitudes of Police Officers.

The Questionnaire attached is simple and self-explanatory. Please take the time to complete the attached questionnaire and return it to me with as much information as you can provide from your own personal knowledge and experience.

If you have any questions, please call me at home, telephone 997-1068.

Fraternally yours,

A handwritten signature in cursive script that reads "Gary M. Young, Sr." The signature is written in black ink and is positioned above the typed name.

Gary M. Young, Sr.
St. Louis County Police Department

Appendix D

Questionnaire

NORTHEAST MISSOURI STATE UNIVERSITY
DIVISION OF FINE ARTS
1978-79

1. In what year did you graduate from high school? _____
2. How many colleges or universities have you attended other than NMSU? _____
3. What is your purpose in attending Northeast Missouri State University's St. Louis Extension Program? Please check as many as applicable.
 - To pursue a degree from NMSU
 - Personal enrichment
 - To transfer to another institution
 - To prepare for entrance to graduate school
 - Other (please list)
4. If you expect to receive a degree, what degree and major are you pursuing?
 - B.S. Law Enforcement & Corrections
 - B.S. Business Administration
 - B.A. Fine Arts
 - B.A. Education
 - Graduate Studies
 - Other degree (please list)
5. What is your academic level at the present time?
 - First year college
 - Second
 - Third
 - Fourth
 - Graduate
6. Approximately how many total hours have you completed?

7. Have you taken any Humanities courses while attending NMSU-St. Louis Extension? _____
8. How many hours of Humanities courses have you completed. Circle as many as applicable.

Course and Title

- a. FA 300 The Arts and Man
- b. FA 302 The Related Arts/Humanities in the 20th Century
- c. LL 307 Contemporary American Literature
- d. FA 200 Basic Approach to the Arts
- e. FA 503 The Related Arts/Humanities
- f. _____

9. Were you apprehensive or uncertain about taking Humanities courses? (circle appropriate response) Yes No
10. In your opinion, how do you feel the instructor(s) presented the material during the course?
- Very effective Adequate Not adequate Poor
11. What were your feelings after completing the first three hour Humanities course? (please check only one)
- Found interesting; do not plan to take other courses
- Found subject uninteresting
- Found subject enlightening and plan to take other courses
- Indifferent and/or boring
12. What are your feelings after taking more than one course in the Humanities?
- Found interesting; do not plan to take other courses
- Disappointed; do not plan to continue
- Found subjects enlightening; plan to continue taking courses
- Indifferent
13. As a result of taking Humanities courses, has your outlook in art, music, literature and architecture changed?
- Yes No Unsure
14. If you answered Question #13 yes, to what degree have your attitudes toward Humanities changed?
- Mildly interested
- Extremely interested
- Entire outlook changed
15. Have you attended any painting or sculpture exhibitions within the last six months?
- Yes No
16. Have you attended any concert or theatre production within the last six months?
- Yes No
17. Have you read any books, literature or periodicals dealing with art within the last six months?
- Yes No

18. In your opinion, what do you think your fellow police officers' feelings are concerning taking Humanities courses?

Found interesting
 Found uninteresting
 Indifferent
 Totally boring

19. In your opinion, has taking Humanities courses had any effect on your ability to communicate with people in discussing various forms of art?

Yes No

20. In your opinion, has taking Humanities courses had an effect on the way you deal with people on a day to day basis as a law enforcement officer?

Yes No

21. In terms of personal self-enrichment, do you feel that the Humanities courses have served to enhance and perhaps increase your interest in artistic expression?

Yes No

22. What did you enjoy most while attending the Humanities courses? (circle one only)

Lectures Films Music Talking Slides Class Participation

23. How would you rate class participation in the Humanities classes you have attended? (circle one only)

Poor Fair Good Excellent

24. In your opinion, what was the class ratio of police officers to civilians taking the Humanities courses in which you attended? (circle one only)

More than 6:1 6:1 5:1 4:1 3:1 2:1 1:1

25. Please write a short evaluation of the Humanities program at the St. Louis Extension. Please identify any instructor that particularly impressed or influenced you while taking the courses.

If you run out of space, please use a continuation.

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