

POLICE PROFESSIONALIZATION

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Appendix A

The Professional Code of Ethics Promulgated By The International Association of Chiefs of Police

The Law Enforcement Code of Ethics which follows, was adopted by the International Association of Chiefs of Police at the 1957 Conference in Honolulu by unanimous approval of the delegates present.

The Code, together with a proposed Canons of Police Ethics, was the subject of a six-month study by a special committee of the Association's Executive Committee, comprised of Past President Andrew J. Kavanaugh, Wilmington, Del.; Assistant Director Quinn Tamm, of the Federal Bureau of Investigation, and Franklin M. Kreml, director, Northwestern University Transportation Center. The Conference action was taken following favorable recommendation of the Executive Committee.

The Code was first developed jointly and adopted by the California Peace Officers Association and the Peace Officers Research Association of California. It was released in December, 1956 and given wide distribution throughout the state. It has been adopted also by the National Conference

of Police Associations. The special IACP committee, in considering the Code of Ethics, also drafted Canons of Police Ethics. The resolution of the Honolulu Conference approving the Code also provided that it be implemented by the Canons of Ethics authored by this committee.

CANONS OF POLICE ETHICS

Article 1. Primary Responsibility of Job

The primary responsibility of the police service, and of the individual officer, is the protection of the people of the United States through the upholding of their laws; chief among these is the Constitution of the United States and its amendments. The law enforcement officer always represents the whole of the community and its legally expressed will and is never the arm of any political party or clique.

Article 2. Limitations of Authority

The first duty of a law enforcement officer, as upholder of the law, is to know its bounds upon him in enforcing it. Because he represents the legal will of the community, be it local, state or federal, he must be aware

of the limitations and proscriptions which the people, through law, have placed upon him. He must recognize the genius of the American system of government which gives to no man, groups of men, or institution, absolute power, and he must insure that he, as a prime defender of that system, does not pervert its character.

Article 3. Duty to be Familiar with the Law and with
Responsibilities of Self and other Public
Officials

The law enforcement officer shall assiduously apply himself to the study of the principles of the laws which he is sworn to uphold. He will make certain of his responsibilities in the particulars of their enforcement, seeking aid from his superiors in matters of technicality or principle when these are not clear to him; he will make special effort to fully understand his relationship to other public officials, including other law enforcement agencies, particularly on matters of jurisdiction, both geographically and substantively.

Article 4. Utilization of Proper Means to Gain Proper Ends

The law enforcement officer shall be mindful of his responsibility to pay strict heed to the selection of means in discharging the duties of his office. Violations

of law or disregard for public safety and property on the part of an officer are intrinsically wrong; they are self-defeating in that they instill in the public mind a like disposition. The employment of illegal means, no matter how worthy the end, is certain to encourage disrespect for the law and its officers. If the law is to be honored, it must first be honored by those who enforce it.

Article 5. Cooperation with Public Officials in the
Discharge of Their Authorized Duties

The law enforcement officer shall cooperate fully with other public officials in the discharge of authorized duties, regardless of party affiliation or personal prejudice. He shall be meticulous, however, in assuring himself of the propriety, under the law, of such actions and shall guard against the use of his office or person, whether knowingly or unknowingly, in any improper or illegal action. In any situation open to question, he shall seek authority from his superior officer, giving him a full report of the proposed service or action.

Article 6. Private Conduct

The law enforcement officer shall be mindful of his special identification by the public as an upholder of the law. Laxity of conduct or manner in private life, expressing either disrespect for the law or seeking to gain special privilege, cannot but reflect upon the police officer and the police service. The community and the service require that the law enforcement officer lead the life of a decent and honorable man. Following the career of a policeman gives no man special perquisites. It does give the satisfaction and pride of following and furthering an unbroken tradition of safeguarding the American republic. The officer who reflects upon this tradition will not degrade it. Rather, he will so conduct his private life that the public will regard him as an example of stability, fidelity and morality.

Article 7. Conduct toward the Public

The law enforcement officer, mindful of his responsibility to the whole community, shall deal with individuals of the community in a manner calculated to instill respect for its laws and its police service. The law enforcement officer shall conduct his official life in a manner such as

will inspire confidence and trust. Thus, he will be neither over-bearing nor subservient, as no individual citizen has an obligation to stand in awe of him nor a right to command him. The officer will give service where he can, and require compliance with the law. He will do neither from personal preference or prejudice but rather as a duly appointed officer of the law discharging his sworn obligation.

Article 8. Conduct in Arresting and Dealing with Law
Violators

The law enforcement officer shall use his powers of arrest strictly in accordance with the law and with due regard to the rights of the citizen concerned. His office gives him no right to prosecute the violator nor to mete out punishment for the offense. He shall, at all times, have a clear appreciation of his responsibilities and limitations regarding detention of the violator, he shall conduct himself in such a manner as will minimize the possibility of having to use force. To this end he shall cultivate a dedication to the service of the people and the equitable upholding of their laws whether in the handling of law violators or in dealing with the law-abiding.

Article 9. Gifts and Favors

The law enforcement officer, representing government, bears the heavy responsibility of maintaining in his own conduct, the honor and integrity of all government institutions. He shall, therefore, guard against placing himself in a position in which any person can expect special consideration or in which the public can reasonably assume that special consideration is being given. Thus, he should be firm in refusing gifts, favors, or gratuities, large or small, which can, in the public mind, be interpreted as capable of influencing his judgment in the discharge of his duties.

Article 10. Presentation of Evidence

The law enforcement officer shall be concerned equally in the prosecution of the wrong-doer and the defense of the innocent. He shall ascertain what constitutes evidence and shall present such evidence impartially and without malice. In so doing, he will ignore social, political, and all other distinctions among the persons involved, strengthening the tradition of the reliability and integrity of an officer's word.

The law enforcement officer shall take special pains to increase his perception and skill of observation, mindful that in many situations his is the sole impartial testimony to the facts of a case.

Article 11. Attitude Toward Profession

The law enforcement officer shall regard the discharge of his duties as a public trust and recognize his responsibility as a public servant. By diligent study and sincere attention to self-improvement he shall strive to make the best possible application of science to the solution of crime and in the field of human relationships, strive for effective leadership and public influence in matters affecting public safety. He shall appreciate the importance and responsibility of his office, hold police work to be an honorable profession rendering valuable service to his community and his country.

LAW ENFORCEMENT CODE OF ETHICS

As a Law Enforcement Officer, my fundamental duty is to serve mankind; to safeguard lives and property; to protect the innocent against deception, the weak against oppression or intimidation, and the peaceful against violence or disorder; and to respect the Constitutional rights of all men to liberty, equality and justice.

I will keep my private life unsullied as an example to all; maintain courageous calm in the face of danger, scorn, or ridicule; develop self-restraint; and be constantly mindful of the welfare of others. Honest in thought and deed in both my personal and official life, I will be exemplary in obeying the laws of the land and the regulations of my department. Whatever I see or hear of a confidential nature or that is confided to me in my official capacity will be kept ever secret unless revelation is necessary in the performance of my duty.

I will never act officiously or permit personal feelings, prejudices, animosities or friendships to influence my decisions. With no compromise for crime and with relentless prosecution of criminals, I will enforce the law courteously and appropriately without fear or favor, malice or ill will, never employing unnecessary force or violence and never accepting gratuities.

I recognize the badge of my office as a symbol of public faith, and I accept it as a public trust to be held so long as I am true to the ethics of the police service. I will constantly strive to achieve these objectives and ideals, dedicating myself before God to my chosen profession . . . law enforcement.

Appendix B

Questionnaire
Opinion Du Policier

AGE _____ GRADE _____

NOMBRE D'ANNEE (S) DANS LE SERVICE _____

NOMBRE D'ANNEE (S) DANS LE GRADE _____

EDUCATION	ECOLE ELEMENTAIRE	1	2	3	4	5	6	7
	ECOLE SECONDAIRE	1	2	3	4	5		
	COLLEGIAL	1	2	3	4	5		

DIPLOME (S) _____

FORMATION POLICIERE _____

Dans le questionnaire suivant encerclez le numéro correspondant à votre réponse.

- | | | |
|-----------------------|---------------------------|------------|
| 1. Fortement d'accord | 2. D'accord | 3. Indécis |
| 4. Pas d'accord | 5. Fortement en désaccord | |

1. L'ouvrage de police est une profession.

1	2	3	4	5
---	---	---	---	---

2. La profession de policier existe parce qu'elle garantit, non seulement la compétence de son personnel mais aussi son honneur.

1 2 3 4 5

3. Les officiers de police devraient savoir quand faire respecter la loi à la lettre et quand invoquer l'esprit de la loi.

1 2 3 4 5

4. L'officier de police aide les pauvres et les indigents plutôt que de les renfermer et de les dominer.

1 2 3 4 5

5. Un diplôme collégial en sciences policières ou dans une discipline établie devrait être un pré-requis à un emploi dans le service de police.

1 2 3 4 5

6. Les écoles de police ne mettent pas l'accent sur le caractère professionnel de l'employé.

1 2 3 4 5

7. Le travail de police n'est pas une science.

1 2 3 4 5

8. Les policiers sont des professionnels parce que leur travail est de nature hautement technique.

1 2 3 4 5

9. Les policiers sont autonomes.

1 2 3 4 5

10. L'officier de police professionnel se réfère à une série de normes professionnelles.
- 1 2 3 4 5
11. Comme dans d'autres corps professionnels, dans la profession de police, les infractions au code d'éthique sont revisées par un comité de la profession.
- 1 2 3 4 5
12. Le code d'éthique formel s'appuie sur une impartialité et une objectivité totale.
- 1 2 3 4 5
13. Le caractère professionnel de la police signifie un accroissement de la discrétion policière concernant les arrestations et les sommations.
- 1 2 3 4 5
14. L'ouvrage de police devient progressivement une profession.
- 1 2 3 4 5
15. L'ouvrage de police deviendra une vraie profession lorsqu'elle garantira, non seulement la compétence de son personnel mais aussi son honneur.
- 1 2 3 4 5
16. Les officiers de police devraient savoir quand faire respecter la loi à la lettre et quand invoquer l'esprit de la loi.
- 1 2 3 4 5
17. L'officier de police devrait aider les pauvres et les indigents plutôt que de les renfermer et de les dominer.
- 1 2 3 4 5

18. Un diplôme collégial en sciences policières ou dans une discipline établie devrait être un pré-requis à un emploi dans le service de police.
- 1 2 3 4 5
19. Les écoles de police devraient changer leurs programmes afin de mettre l'accent sur le caractère professionnel.
- 1 2 3 4 5
20. Les policiers devraient être des professionnels car leur travail est de nature hautement technique.
- 1 2 3 4 5
21. Le travail de police devrait être une science.
- 1 2 3 4 5
22. Les policiers devraient être autonomes.
- 1 2 3 4 5
23. L'officier de police professionnel devrait s'attacher à une série de normes professionnelles.
- 1 2 3 4 5
24. Toute violation au code d'éthique devrait être révisée par un comité de la profession et ce dernier devrait imposer des sanctions indépendamment des mesures disponibles à l'intérieur d'un service de police particulier.
- 1 2 3 4 5
25. Le code d'éthique est un guide pour les officiers de police et non quelque chose qui doit être suivi à la lettre.
- 1 2 3 4 5

26. La discrétion joue un rôle important dans la fonction de l'officier de police professionnel.

1 2 3 4 5

27. L'ouvrage de police est considéré comme une profession par le public.

1 2 3 4 5

28. Le public reconnaît la profession de policier parce qu'elle garantit, au public, non seulement la compétence de son personnel mais aussi son honneur.

1 2 3 4 5

29. Le public perçoit l'officier de police comme étant un individu qui sait quand faire respecter la loi à la lettre et quand invoquer l'esprit de la loi.

1 2 3 4 5

30. Le public perçoit le policier comme étant un individu aidant les pauvres et les indigents plutôt que les renfermant et les dominant.

1 2 3 4 5

31. Le public pense qu'un diplôme collégial en sciences policières ou dans une discipline établie est un pré-requis à un emploi dans le service de police.

1 2 3 4 5

32. Le public perçoit les écoles de police comme des institutions mettant l'accent sur le caractère professionnel.

1 2 3 4 5

33. Le public croit que les policiers sont des professionnels vu que leur travail est de nature hautement technique.
- 1 2 3 4 5
34. Le public voit le travail de police comme étant une science.
- 1 2 3 4 5
35. Le public reconnaît que les policiers sont autonomes.
- 1 2 3 4 5
36. Le public voit l'officier de police professionnel comme étant un individu qui se réfère à une série de normes professionnelles.
- 1 2 3 4 5
37. La profession de police est un corps autonome ayant le droit d'imposer des sanctions pour violation à son code d'éthique.
- 1 2 3 4 5
38. Les officiers de police s'efforcent de représenter les objectifs de leur code d'éthique.
- 1 2 3 4 5
39. Le public croit qu'on devrait permettre au policier de faire preuve de discrétion quant aux arrestations et aux sommations.
- 1 2 3 4 5
40. Le public désire que l'ouvrage de police devienne une profession aussi rapidement que possible.
- 1 2 3 4 5

41. L'ouvrage de police deviendra une profession lorsqu'il garantira, au public, non seulement la compétence de son personnel mais aussi son honneur.
- 1 2 3 4 5
42. Le public désire que l'officier de police sache quand faire respecter la loi à la lettre et quand invoquer l'esprit de la loi.
- 1 2 3 4 5
43. Le public voudrait voir le policier aider les pauvres et les indigents plutôt que de les renfermer et de les dominer.
- 1 2 3 4 5
44. Le public désire que le pré-requis à un emploi dans le service de police soit un diplôme collégial en sciences policières ou dans une discipline établie.
- 1 2 3 4 5
45. Le public désire que les écoles de police changent leurs programmes et qu'ils mettent l'accent sur le caractère professionnel.
- 1 2 3 4 5
46. Le public veut que les policiers soient reconnus comme professionnels vu la qualité technique de leur travail.
- 1 2 3 4 5
47. Idéalement, le travail de police est un sujet synthétique qui a emprunté beaucoup de plusieurs disciplines bien établies (administration publique, profession légale, sociologie, psychologie).
- 1 2 3 4 5

48. Le service de police, plutôt que d'être autonome, devrait être soumis à la juridiction d'un conseil civil de revision.
- 1 2 3 4 5
49. Le public voudrait voir une transformation afin que l'officier de police professionnel s'attache à une série de normes professionnelles.
- 1 2 3 4 5
50. Toute infraction au code d'éthique devrait être révisée par l'administration du département en question et non par un comité de la profession.
- 1 2 3 4 5
51. Le public désire que le service de police et ses membres soient loyaux au code d'éthique et aux principes de la profession.
- 1 2 3 4 5
52. Le policier ne devrait pas avoir de droits quant à la discrétion car c'est la fonction de la cour.
- 1 2 3 4 5
53. L'officier professionnel de police est un individu qui a une personnalité bien organisée et qui a le contrôle de ses réactions.
- 1 2 3 4 5
54. Les officiers de police professionnels sont plus orientés vers le traitement que vers la répression dans l'application de la loi et cette attitude est nuisible au service de police.
- 1 2 3 4 5

55. L'officier de police professionnel devrait être plus réceptif à de nouvelles méthodes de travail et plus ouvert au changement.

1 2 3 4 5

56. Le service de police agit comme plusieurs professions même s'il n'est pas un corps professionnel, car il traite d'une manière routinière ce que les autres considèrent comme des situations urgentes.

1 2 3 4 5

57. La tendance à la professionnalisation porte la police à mettre moins l'accent sur l'application de la loi et plus sur la compréhension de ceux qui la violent.

1 2 3 4 5

58. Le respect que les citoyens ont pour les officiers de police et sa fonction a augmenté constamment au cours des années.

1 2 3 4 5

59. Les politiciens sont une source d'opposition à la professionnalisation de la police, car elle signifierait la fin d'une longue association politique entre l'administration de la police et les politiciens.

1 2 3 4 5

60. Le public tient encore aux stéréotypes dérogatoires du policier corrompu, du policier sadique, du policier stupide, du policier escroc.

1 2 3 4 5

61. N'importe qui peut être policier. Vous pouvez prendre un homme de la rue et après quelques mois il pourra faire l'ouvrage. Il ne requiert aucune formation particulière.

1 2 3 4 5

62. Les officiers de police ne devraient pas avoir un double emploi car cela va à l'encontre de l'image du policier.

1 2 3 4 5

63. Une tension existe entre le policier moins éduqué et insistant sur la tradition et le policier à l'esprit professionnel.

1 2 3 4 5

64. Le policier doit respecter les droits de tous les citoyens incluant les criminels.

1 2 3 4 5

Chapter One

Police Professionalization

Official investigations of the police, conducted as early as 1931 (21) and as late as 1967 (22) seem to agree that effective reform of the police can only stem from professionalization. Professionalization has been seen not only as leading to better functioning but also as an effective means of eliminating such undesirable characteristics as graft, corruption and the excessive use of force by the police. This same view has been expressed in unofficial investigations as well (10). Yet understandably perhaps, many policemen, from the constable on the beat to the chief administrator, claim that they are professionals. This attitude and belief is reflected in public statements made by policemen.

Sid Brown, President of the Ontario Police Association when asked, "Are the police professionals?" replied emphatically, "Yes, the police are professionals". To justify this position, he added that he based his answer on the following facts:

- (1) the power that the individual officer possesses;
- (2) the duties and the responsibilities of the officer;
- (3) what the officer is expected to know;
 - (a) medical knowledge;
 - (b) psychological knowledge;
 - (c) legal knowledge; and,
- (4) the police roles;
 - (a) that the officer must at times assume the role of the clergy;
 - (b) that the officer must at times assume the role of the judiciary (5).

Captain Detective Jean Guy Menard, Treasurer of the Montreal Police Brotherhood, speaking recently to the Quebec Criminology Society on the role, the future and the lot of the policeman, stated that the policeman was definitely a professional identifying himself less with the civil servant and more with the other professionals of the justice system, such as the legislator and the judge (9). A similar view is held by Guy Marcil, President of the Federation of the Quebec Policemen, who, at a recent

convention of that Association, moved for an amendment of its constitution, to declare that its objective was the promotion of the professional interests of the police service (12).

The idea of police professionalism is not new. It first appeared in the writings of August Vollmer (23), Chief of Police in Berkley California from 1905 to 1932. Serious consideration to the topic, however, appears to have been given only after the depression when significant changes in recruitment policy had been effected and technological advancement had made its impact on police work.

The history of the police in North America¹ shows that, until the depression, only members of the lower classes considered police work as a viable occupation. It was in the panic of the depression that the middle class began to regard a police career pragmatically. At that time, a top grade policeman earned three thousand dollars a year, and these men could afford luxuries such as houses and cars

¹For a brief but concise history of the police and law enforcement in Canada see James Cooley: Police Discretion; Law and Equity (1972) Ottawa; University of Ottawa. For the American history on law enforcement see W.J. Bopp & D.O. Schultz: A Short History on American Law Enforcement (1972) Springfield, Ill.; Charles C. Thomas.

which most others could not. Furthermore they were never laid off. They became the envy of the middle class, and, many middle class young men began to choose police work in preference to occupations higher in the social scale mainly because of the salary and security it offered. In addition, it was a position less expensive to attain than the more prestigious but then less lucrative ones of a lawyer or a teacher.

As a response to this change municipal governments, delighted to obtain better educated men with middle class backgrounds for their police forces, altered entrance examinations, slanting them to the college educated, stressing, instead of technical information, general knowledge and intelligence. Police lists throughout the country began to contain more and more college graduates. Of the three hundred recruits appointed to the New York City Police Department in 1940, for example, more than half held college degrees (18). These middle class college men formed the nucleus of a future elite group in the police. Before long they began to try to raise the prestige of the police occupation to match their own middle class ideologies and attainments and to transform the police occupation into a profession (13).

The technological advances utilized in police work in contemporary urban society, has provided another push towards professionalism. Modern police work involves a wide range of technical and scientific aids, (radar, photographic equipment, electronic listening devices, instruments for the analysis of evidence, computers, complex office machines, radio and television equipment, airplanes and helicopters) the operation of which require specially trained individuals. Their recruitment has created, within the police force, a corps of specialists possessing technical know-how and a scientific orientation. These men have thrown their support behind the middle class college educated in the push for professionalism (13).

Professionalism has also appealed to the policeman, without the college degree or the special technical know-how. These men are sometimes referred to as the "thinking" policemen to distinguish them from the earlier men, who like them, did not possess the distinguishing educational trimmings and trappings. Members of the police service and proud of that membership, they see professionalization as an answer to the threat of destruction posed the police by graft, corruption and other ills that repeated investigations into the police have revealed, stain and mar the glimmering image of a policeman. They too welcome professionalization and support the other two groups in the movement towards it.

The literature on police professionalism reveals the existence of two major foci of concern. There is first, the extent to which the police is a profession, and second, the desirability of a police profession. With regards the first focus, Wilson claims that "occupations whose members are required and do exercise, as the police do, wide discretion with respect to matters of great importance are professions". Alluding to the role of a doctor and of a priest, he points out that organized professions confer on their members the obligation to handle emergency situations being party to guilty information and making decisions involving questions of life and death, and of honour and dishonour, suggesting, no doubt, that the police are, by comparison a profession.

He then proceeds to point out that in a profession, the member is certified as having acquired, prior to getting on the job, unvariably in special academies, certain knowledge and skills which makes him specially competent to perform the duties imposed on him and that he expresses a willingness to subject himself to a code of ethics and the sense of duty to his colleagues. In this sense, Wilson contends the police are not professionals. Their knowledge and skills are acquired on the job and not in separate academies. They are emphatically subject to the authority of their superiors, have no serious professional society (only a union like bargaining agent) and do not produce in systematic written form any knowledge about

their craft. He concludes the role of the policeman permits a limited description, at best, as a para professional (26).

McDowell expresses a similar but less complimentary view. According to him the police is a pseudo-profession and is condemned to remain so, until it can recognize, expose and abber certain misconceptions about the police and its role which may have been initiated by the police but which have been blindly accepted by both the police and the public. These misconceptions are that:

- (1) policemen have been entrusted with the sacred duty of making people good;
- (2) policemen have an unique and special relationship to the law bordering on the idea that they are the law themselves;
- (3) there is a general decline in the public respect of authority;
- (4) police public contacts and relationships can only be ameliorated by a change in the attitude of the non-police population because the mystical image projected by the police must remain inviolate; and,
- (5) crime can be prevented by the police patrolling the streets (11).

Jerome Skolnick goes even further. He declares that the concept "police professionalism" is based on the demand for

administrative efficiency and that professionalism cannot be achieved by new cars, higher technical skills or recruits with higher education but rather with an entirely new ideology (16).

Nicholas Alex on the other hand, believes that the American policeman has many of the qualities that Wilson says they lack in relation to professionalism. Explaining professionalism in relation to the Negro policeman in New York City he writes;

"Policemen as members of a professional association fulfill a service function which is vital and intimately related to the welfare of the community. Based on an acquired body of knowledge, the formulation of ethical codes and professional training, these men attempt to preserve their occupational autonomy by freeing themselves from external constraints, including those of their political superiors in whom the legitimate power of the police is vested." (2)

Comparing the police with the publicly accepted and recognized professions, Alex believes the police are professionals who reflect in their remarks the ideology of professionals and act to propagate the image of service to the community, high ideals and noble ends. This ideology constitutes their self definition and functions to develop personal and occupational pride and security. The police, he claims, are professionals though the public may not be convinced they are.

Other writers stress the desirability of professionalization, but feel that the police have not reached that goal and in some cases have a long way to go. Albert Reiss Jr. supports professionalization because of the complexity of the work, much of which according to him has increased since the civil right movements started, and the power allocated to the person in the police role. According to Reiss;

"It appears that the police exercise command in most situations largely through the exercise of the person in the role. The more professional the person in the role, the more likely the authority will be regarded as legitimate by the public." (14)

Reiss's view is supported by George Sokolsky who expanded on the role of the policeman in our present day society;

"The new style policeman needs to know law and accounting and languages and in our polyglot big cities, some history and sociology... Thus, a police officer who is also a sociologist is an asset. The old fashioned idea of a cop with a club who splits a skull to put down a street fight is no longer today." (17)

Reiss goes on to state that the modern police are faced with the dilemma of "traditional law enforcement" and the emerging concerns of civil rights and are overcoming this dilemma by moving to professionalism.

Turner, however, differs. Although crime has risen to a crisis level and a new breed of police officers are required to meet the demands of this crisis, he claims, standards have not changed since Vollmer wrote in 1936;

"The usual American police department, because of the absence of professional standards, is by far the weakest member in the official family. Health, public works, parks, recreation and school departments have moved forward rapidly in the past quarter century but the police, although they have progressed slightly, continue to lag behind the rest of the public service, in the march to better government. The strength of any organization is measured by the character of its personnel. When more than 90% of the members of a police force do not possess even the intelligence requisite for the performance of their duties, then it is certainly no exaggeration to say that they are inadequate for the purposes for which they have been selected." (23)

Turner based his claim on information supplied by the International Association of Chiefs of Police. The data for the year 1964 showed that of 62,000 police officers, only 30.3% had taken one or more college credits and only 7.3% held a degree in police science or an established discipline. This situation was no different with regards to police administrators; 33.6% had taken one or more college credits and only 9.2% held degrees. (20)

In contradistinction is the view that the police have for some time been ripe for the transition from an occupation to a profession but for some reason this transition has been stalled. Thomas Adams believes the transition has not occurred because the occupation has failed to gain its autonomy. Adams claims that the police have many qualities of a profession. They have, he contends, a specialized body

of knowledge even though it is borrowed from other disciplines, and a code of ethics which has been adopted by many police departments and associations in the United States. He believes the police have the public recognition that is necessary for the transition but lack the necessary autonomy.(1) Paul Ashenhurst concurs with Adams and located the roadblock to autonomy:

"With the professional movement gaining momentum rapidly you might ask where is the roadblock. Go to your legislature and you will find it, while professionalization will produce better police service, politicians will not hear of granting autonomy to the police. While politicians will advocate improved personnel selection, they will not listen to any proposal of licensing and they do not want any outside source to determine qualifications of police officers." (4)

Niederhoffer, however, sees the position differently. He states that there is a conflict within the police service which has slowed the movement, accordingly:

"Within the ranks many of the less educated tradition-directed members of the force continue to fight to preserve their hegemony, dissension has reached serious proportions, verging on internecine class conflict between the entrenched lower class conservatives and the upwardly mobile middle class radicals." (13)

The second focus, of the desirability of professionalism of the police, also has some contradictory view points expressed. The official (21,22) and unofficial (10) investigations of the police, referred to earlier have stressed in no uncertain terms the need for professionalization. McDowell (11) implies it is his contention that the police must remain a pseudo-profession until certain misconceptions of the role of the police are removed. So do Skolnick (16), Reiss (14), and Sokolsky (17) see the need for it in the complex society of today, as has been pointed out earlier. Agreeing with them are Gambino (7), Riddle (15) and Anderson (3), and going even further is Patrick Geary, Chief of Police in Ventura, California, who not only agrees with the idea but has even sought to ensure the translation into fact by insisting that only those young men possessing a four year college degree would be hired by his department (8).

On the other hand, however, Waskow sees no need for professional police officers. He does not see the work performed by policemen as technical and specialized. He states;

"The police should not be professionals or career men. The role of the police officer is as a community peace maker and this is not highly technical or specialized but depends rather on a fairly wide spread and certainly non-professional skill in conciliatory human relations." (24)

He claims that the demand for professionalism stems first from an effort by the policemen themselves to defend their jobs and careers, and second from an attempt of middle class liberals to upgrade and retrain working class policemen, on the theory that the uneducated cop was typically brutal and racist. A similar view has been expressed both by Chevigny (6) and White (25).

With these contradictory view points, each individual is left to answer the question of police professionalism on his own. In this task there are essentially two approaches that could be adopted. The first, is the subjective or gut feeling approach with emotion rather than reason acting as guide. Here, logical arguments are, no doubt, proffered to support one's point of view but these arguments constitute just a veneer of rationality that ineffectively hides the underlying emotion. The second is the objective or scientific approach in which reason plays the dominant role. It involves first a definition of a profession, identification in clear and unambiguous terms of its characteristics and the examination of the characteristics of the police to determine whether the police is a profession. Important as the objective fact may be, the individual's perception of the fact plays a crucial part in interpersonal interaction because, as Thomas and Znaniecki (1927) point out, what the individual believes to be real, is real in its consequences (19). This study

consequently, has as its task the determination of the perception of the professional status of the police, of members of both the police and the public, and the characteristics of a profession that are pertinent to this perception.

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Chapter Two

The Police and the Characteristics of a Profession

Profession is one of the most widely and commonly used terms to describe certain occupational categories thought to possess certain special characteristics. Its wide and common use, however, has resulted in an indiscriminate usage which makes the term imprecise and even useless from the sociological perspective. Thus, the doctor, the lawyer, the teacher and the like, performing specific functions recognized by the public as characterizing a profession, are called professionals. But so is the athlete who is no longer an amateur. Although there is no change in the duties performed or the services provided, he is called a professional because payments made him are larger and more open. Here the term is used to describe not an occupational category but a sub group of an occupational category distinguished from the rest by the mode and extent of material remuneration. The concept of profession, Hall contends, has come to have a rather specific meaning and this meaning he claims allows not only the identification of an occupation as a profession but also the determination of the degree to which a specific occupation can be considered a profession (10).

Analysis of known professions, reveal that a body of knowledge peculiar to it and the acquisition of this knowledge by its members is a fundamental requirement of a profession. The professional body certifies that its members have acquired by formal education certain information and by apprenticeship, certain arts and technical skills that render him competent to perform special functions. The knowledge is usually highly technical and Wilensky and Lebeaux contend that it is this technical knowledge that distinguishes the occupations from the professions;

"Both in the minds of the lay public and the professional groups themselves, the criteria of distinction is that professional knowledge is technical." (17)

It is usually, though not necessarily always, the university, with its emphasis on teaching and research, that provides the teaching and technical competence and the intellectual tradition necessary to assure the status of the profession. All persons who have not undergone this training and acquired the requisite knowledge and skill are disbarred by legal sanctions from practicing the profession.

These criteria, however, are in themselves insufficient to distinguish a profession. The craftsman, for example, goes to trade school and has a period of apprenticeship acquiring technical knowledge and skill. He forms occupational associations to regulate entry to the trade and gets legal sanction for

his practice. Wilensky, in describing the profession, states that the success of the claim to professional status is governed in addition by the degree to which the practitioner conforms to a set of moral norms that characterize the established professions. These norms dictate not only that the practitioner be technically competent and do high quality work, but that they adhere to a service ideal - devotion to the client's interest. So that more than personal or commercial profit would guide his decisions (16). Edward Gross supports Wilensky when he states;

"The professional is not supposed to be interested in sordid money. A professional is one who is supposed to be more interested in the intrinsic rewards of his occupation." (8)

Members of the professions also tend to govern themselves through collegial bodies, to restrict authority of their nominal superiors, to take seriously their reputations among fellow professionals and to encourage some of their kind to devote themselves to adding systematically to the knowledge of the profession through writings and research.(18) This self governing is done by adhering to an established code of ethics, promulgated by the professional association.

In his analysis of professions, Greenwood claims that there are five major attributes of a profession. These are;

- (1) the presence of systematic theory, intellectual as well as practical and based on research;
- (2) professional authority that permits the professional to dictate what is good or bad for his client, and obtain from the client the belief that the professional's knowledge will enable him to make the correct judgment;
- (3) formal and informal community sanctions of the profession, its powers and privileges, to determine the appropriate character and curriculum of the training process;
- (4) a regulative code of ethics, in the form of codified statements of appropriate behavior of the professional toward his clients and toward fellow professionals; and,
- (5) a professional culture which involves norms governing membership in the professional associations, organizations which are qualified to provide the training and the appropriate sites for professional practice (6).

Further insight into the nature of the professions are provided by Gross, who adds an additional dimension. The professional, according to him, is characterized by a high level of involvement which is transmitted to his clients in the form of their belief that he will consistently act in their best interests (8). Goode elaborates on this dimension, expanding and extending it into areas other than the client relationship, claiming that the student of a profession undergoes a more far reaching adult socialization process than the person learning other occupations. Professional training according to Goode, not only consumes more time in formal school settings but also involves socialization into appropriate attitudes and behavior (7).

This socialization process has been explained by Caplow, by the professional folkways, which he lists as;

- (1) standards of consumption, including appropriate expenditures for housing, house furnishing, clothing and automobiles, appropriate sports and patterns of recreation, institutional membership and civic participation;
- (2) rough adherence to the financial folkways which allow for considerable margin of tax evasion and slow payment of bills, but prohibit fraud and the receipt of earned income from unprofessional activities;

- (3) adherence to family mores, which prohibit polygamy, open concubinage, miscegenation, non-support, cruelty to children and neglect;
- (4) standards of dress including the specification of a special costume for certain functions and of the general costume of respectability in most others; and,
- (5) standards of decorum, including dignified carriage, inconspicuous table manners, a degree of aloofness and avoidance of violent language and public daytime intoxication (3).

Another attribute of the profession is that it is typically the terminal occupation for its members. The professional does not leave the profession in contrast to many occupations in which a change in jobs is quite normal. The professional has both a financial and temporal investment in the occupation. Additionally, the long socialization has made him in many ways incapable of changing occupations since his skills and attitudes are relatively fixed (7).

A final and important component of professionalism is professional autonomy. In a very real sense autonomy can be considered the key element of professionalization. The body of knowledge, the research conducted to expand and extend this knowledge, the impartation of this knowledge to acolytes and the stamp of approval the professional receives on

completion of his education and training makes possible the confidence and trust a community has in the profession. This confidence and trust demands first a level of performance that only other professionals will be in a position to question and second, a colleague control of behavior to ensure that the level is maintained. It demands that the professional act in his professional capacity with a confidence in his own ability and an autonomy that is tempered only by the interest of his client. A professional hence, is an individual who, because of the organization of his occupation, is vested by the implicit consent of his client with the absolute power over his client in his sphere of activity.

The major factors necessary to qualify an occupation as a profession are thus seen to be;

- (1) a special body of knowledge and theory which can only be acquired through a special form of training;
- (2) professional training schools that reflect the knowledge base of the profession, with high standards of admission;
- (3) altruism and dedication to the service ideal by members of the profession;

- (4) professional organizations that promote the autonomy of both the organizations and the individual members; and,
- (5) an established code of ethics which ensures that the professional's behavior is directed toward the primary objective of the client's welfare.

Does the police institution have these major elements in order that it can be classed as a profession?

A Special Body of Knowledge and Professional Training Schools

Departments of police science, police administration, administration of justice and criminology in many colleges and universities from which an individual desirous of making police work a career could obtain education and training suggest the existence of a body of specialized knowledge. But minimum educational requirements for recruitment are such that a person need not acquire this knowledge, for entry into the occupation. The majority of police departments require graduation from high school as an education minimum, others accept high school equivalency or lessor qualifications. Most police officers enter the occupation with the educational minimum. After entrance, they are, however, required to undergo a specialized police training which varies, according to the United States figures, from one to twenty weeks, with the model training period for cities with a population of 250,000 or more being eight weeks or more; the average for the remaining communities is three weeks (13).

The requirements in most municipalities in Canada outside Quebec and Ontario, both of which have training schools with training periods ranging from twelve to twenty-four weeks, would be the same.

In Canada there are the Canadian Police College, the Ontario Police College and the Quebec Police Institution suggesting the existence of special professional training schools. Yet, either because of the negligible impact they have on the occupation as a whole due to relatively small number of police officers who have had the opportunity to attend them or because of the nature of the training program, none of them can be classed as professional training schools.

The trend today in both the U.S. and Canada is for junior colleges to offer police science courses to potential and existing police officers but these courses do not reflect the knowledge of a profession nor is there a high standard of admission. In the United States the President's Commission on Law Enforcement concluded;

"There is a rapidly growing movement among colleges and especially junior colleges to develop degree programs for potential and existing law enforcement personnel. The Commission's examination of these programs disclosed that many are highly vocational in nature and are primarily intended to provide technical skills necessary in performing police work. College credit is given for such courses as traffic control, defensive tactics and patrol procedure. Although there is a need for vocational training, it is not and cannot be a substitute for a liberal arts education (13)."

Recognizing that higher education does not guarantee a better policeman, Wilson agrees with President's Commission, when he states;

"Broader educational background would enable officers to learn new material more readily, and cause them to be more articulate in dealing with the public reducing the need for the use of force. Broader educational experience also develops tolerance for attitudes of others particularly the young (19)."

The curricula from Canadian colleges show that included in these programs are credit courses such as, first aid, traffic control, physical fitness and swimming, which do not help meet the major criterion of professional status as stated by A.M. Carr-Saunders and P.A. Wilson;

"The presence of an intellectual technique, acquired by special training which performs a service for society and is unavailable to the laity (4)."

Police departments in the United States noting the deficiencies of the programs offered by junior colleges have tended to follow the recommendations of the President's Commission on Law Enforcement. The Nassau County Police Department in New York, for example, has implemented a plan to ensure that effective in 1973 no lieutenant would be promoted captain unless he had two years of college. By 1974 the same requirement would apply to patrolmen or detectives wishing to obtain the rank of sergeant. The same would also apply to sergeants wishing to obtain the rank of lieutenant. This department had an enrollment of 66% of its personnel which total thirty-four thousand in university in 1970 (11).

This trend, it should perhaps be noted, indicates not only the absence of a specialized body of knowledge but also the recognition by the police of the relative uselessness of such a body. In this situation, of course, professional training schools have no justification for existence.

Altruism and Dedication

In the current literature on the police there is little mention of altruism and dedication. It will be recalled, that Gross found;

"a professional is one who is supposed to be more interested in the intrinsic rewards of his occupation (8)."

Guernsey in his study of the police found;

"that a man chooses the police occupation because of the prestige associated with it and it represents upward mobility. It also provides financial security (9)."

His findings indicate that the monetary gain overrides dedication suggesting the absence in the case of the police of yet another characteristic of a profession. There is however, evidence to indicate that this is not exactly the case.

Wildhorn contends in relation to minority group members that the motivating factor may be the psychological satisfaction derived from their work rather than the material gratifications as suggested by Guernsey (15). Wildhorn's findings were supported by a later study by Cohen and Hunt (5).

Professional Organizations and Autonomy

In the United States Wilson (18) has pointed out that there are no professional police organizations only union like bargaining agents or social organizations. The professional organization ensures that members of a profession conform to certain standards promoting an autonomy that permits both individual and collective decisions regarding the public welfare. In spite of the fact that there are no professional organizations the police have been able to secure some autonomy. This has occurred in two ways, according to Arthur Waskow;

"First by constructing a police subculture of life-long policemen, in which they insulate themselves against informal social controls by defining their own norms. Also by defending, rewarding and promoting policemen who adhere to these regardless of public pressures or orders from above, insisting that these men are professionals. Secondly they have on the basis of this sub-culture organized quasi unions with considerable power which have been able to negotiate practical autonomy on most occasions (14)."

In Canada too there are no police organizations akin to that of a profession, but there do exist large powerful union like organizations, whose power has been reflected in the past in amendments to statutes. This power is reflected in the statute creating the Montreal Urban Community Police Department. Article 31 of this statute called for the revaluation and standardization of all ranks within this new department but a

subsection excluded the members of the Montreal Police Brotherhood, the largest union in the area. Also this organization was granted all bargaining rights for the new department. The first draft of this statute called for a new pension fund to be formulated but this was amended to place the Association de Bienfaisance et de Retraite de la Police de Montréal as the chief negotiators in any talks concerning pensions (12). Other police power can be seen in the provisions of the bill placing a partial moratorium on the death penalty in Canada (2).

Code of Ethics

A code of ethics, termed The Law Enforcement Code of Ethics exists. This code was developed and disseminated by the International Association of Chief of Police in 1956 (See Appendix A). It has been adopted by many police departments and police organizations in the United States. In Canada copies of this code have been issued to many members of certain police departments but no departments have formally recognized it as a departmental policy. In the United States, where this code has been adopted, its regulations are enforced by various police chiefs and not by a professional committee as is the case within other professions. Also the adoption of this code was not, in most cases, sanctioned by the members of the occupation but rather implemented by the various police chiefs (1). Again suggesting the lacking by the police of another characteristic necessary to a profession.

Thus we see that whatever characteristics of a profession we may use, the police could not be considered a profession. Though theoretically it could be claimed that there exists a special body of knowledge that is peculiar to the police, and that there are special training schools that impart this knowledge to potential policemen, the recruitment

policies and the training practices in vogue are such as to belie this claim. Again, while it could be said that the psychological satisfaction that an individual gets from the performance of his job as a policeman does not act on occasion as the motivating factor for the job choice, there exists studies that strongly indicate that personal gain both in the form of upward social mobility and financial reward rather than altruism and dedication to the welfare of his clients were the determining factors. Third, though the power wielded by police associations has successfully influenced legislation, none of these organizations are capable of ensuring the autonomy, in individual and collective decisions regarding public welfare, that characterizes a professional organization. Finally, although there exists a Law Enforcement Code of Ethics, in its acceptance, in its application, in the adherence to it, and in its enforcement it is not a code of ethics that influences the behavior of the individual policeman.

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Chapter Three

Research Setting and Methodology

Police professionalism has been subjected to little empirical research, especially in Canada. Police associations, departments and some individual police officers claim (generally without hesitation) that policemen are professionals. They support their claim with the contention first, that the police do follow professional procedures in carrying out their law enforcement duties and second that the public endorses a policy of professionalism within law enforcement. These claims are frequently made in absence of any definition of the concept "professionalization" and with no empirical evidence in support. The literature on the subject does not help resolve the problem. The analysis of the characteristics of the police service in terms of the characteristics of a profession indicates that while there exists certain elements that justify the appellation profession, there are other elements that abnegate its application, "Are policemen professionals?", "Should they be professionals?" are questions that remain unanswered.

In a democracy, the police are the servants of the public, hired to enforce public laws. In addition, enforcement can be effective only when it has the support of the public. So the question of professionalism cannot rest on the contention of the police alone. It must involve the public as well. The public and the police must share common attitudes towards professionalism and the manner in which it will be supported. In consequence, this study will examine the question of police professionalism from this point of view. It is essentially an attitude survey, designed to discover, the attitude of police officers and of the public towards police professionalism. The justification for this approach comes from the dictum of Thomas and Znaziecki (7) that what matters is not what is, but, what is thought to be, for, what is thought to be real, is real in its consequences.

In the organization of this study, the first problem encountered was the preparation of the instrument (the questionnaire) to be utilized in tapping attitude and its base. It necessitated a definition of professionalism. This definition was formulated from existing literature on the subject (Chapter Two). The literature indicated that there are certain elements necessary in an occupation to ensure its classification as a profession. These are;

- (1) technical skills, based on long prescribed training, within professional schools;
- (2) establishment of a code of ethics and adherence to it by its members;
- (3) autonomous control of the professional body by its members; and,
- (4) professional organizations.

The questionnaire was formulated within the scope of the definitional elements in order to measure the degree to which;

- (1) the police saw themselves as professionals;
- (2) the degree to which the public saw the police as professionals;
- (3) the degree to which the police wanted to become professionals; and,
- (4) the degree to which the public wanted the police to become professionals.

What was operationally done was to devise questions that would reveal the respondents opinion as to whether the police was a profession and to ascertain the basis, in terms of the criteria of a profession, on which he came by this decision. One criteria, professional organizations was eliminated from the sphere of questioning as the literature on the police

revealed the existence of no such organizations. Existing police organizations with professional connotation are in reality, social or union like organizations having no function attributed to organizations that go to endow professionalism to an occupation.

This formulation of the questionnaire, it is appreciated, imposes a frame of references on the responses. The frame of references, however, is linked to the interpretation of the term professionalism. As such what is being analyzed here are not the attitudes of the public and the police on professionalism but their attitudes within a specific frame of references. The responses would certainly tell us whether they consider the police a profession but they will not tell us on what basis this conclusion is reached. They will, however, tell us the extent to which their conclusion is based on the characteristics that have been identified in the literature as characteristics of a profession. As such, it may not be strictly correct to call this an attitude survey. In the strictest sense of the term, what should perhaps have been done was to simply ask the respondent why he thought the police was or was not a profession and allow him to utilize his own frame of references (3). This procedure, however, is fraught with a multitude of dangers, the most potent of which

is the inability of the researcher to interpret the answers unless the respondent's frame of references is known. Again if each respondent uses his own frame of references which differs from those of every other respondent, we will be left with a mass of data which may not be amenable to any meaningful analysis (4).

In the formulation of the actual questions, we were faced again with the same problem. Here the specific problem was whether the questions should carry pre-coded answers or whether they should remain open-ended. Open questions leave the respondent to structure his answers. Closed questions give him a series of possible responses. Both types of questions have their own merits and demerits, and, their appropriateness, Lazarfeld (1944) points out, depends on a number of situational factors;

- (1) the objectives of the interview;
- (2) the respondents degree of knowledge on the topic;
- (3) the extent to which the topic has been thought through by the respondent;
- (4) the extent to which the respondent is motivated to communicate on the topic; and,
- (5) the extent of the respondent's situation with respect to these matters is known to the researcher (5).

Consideration of these factors led to the conclusion that the questions should be framed in the form of statements with which the respondents could strongly agree, agree, disagree, strongly disagree or be undecided.

The findings of this study, as in any study, could be no better than the data collected. Among the problems that a researcher must face in survey type of studies where the data is collected through questionnaires or interviews is the possibility of inaccuracy stemming from a variety of reasons ranging from ignorance to a concerted effort to deceive. Nevertheless, the responses have been taken at face value. The possibility of error, however, could be minimized through a multitude of techniques all of which have consistency of response as their base. When the information deals with factual data, the response could be checked with an independant source where this data is recorded. Where, however, the response is an opinion, such checking is not possible. Here a second interview could be conducted and the responses compared or some of the questions could be repeated, in the same questionnaire in a slightly altered form and the answer compared. In the construction of the questionnaire for this study, this latter technique was utilized. Some of the questions were repeated in a slightly altered form. The repeated questions were placed in the

questionnaire at different points so as to reduce, as much as possible, the obviousness of the repetition.

Another problem faces a researcher working with a questionnaire in a multi-ethnic and multi-lingual community. If he wishes to draw his sample from all ethnic groups, so that his sample would be as representative as possible. He must translate his questionnaire and in the translation capture all the nuances and peculiarities so that the sense of the questions remains unaltered. In an interview situation, the problems posed could perhaps be solved, by having interviewers from different ethnic and linguistic groups and leaving it to them to supply, during the interview, that little extra needed, so that the sense of the question is not violated (1). When, however a questionnaire is utilized this technique cannot be used. The translation must be done without the benefit of the respondent's reaction. In this study a questionnaire was being utilized in a community comprising English speaking and French speaking people. The questionnaire prepared in English, had also to be available in French. It was consequently given to a translator for interpretation into French. After that the English and French versions were given to two others to assess the documents and suggest improvements. With their suggestions, changes were made and the final questionnaire was prepared.

Once the questionnaire was prepared the selection of the sample posed the next problem. Ideally, a random sample of the Canadian population and a random sample of policemen in Canada, should have been obtained but practical consideration demanded the limitation of the scene of activity to the Montreal area. The police sample could have been a random sample of policemen in the Montreal area but certain difficulties prevented this from being so. Operating in the Montreal area are 29 independant municipal police forces, the R.C.M.P. and the Q.P.F. A representative sample should have included policemen from each of these forces. As a majority of the members of the R.C.M.P. and the Q.P.F. in the Montreal area are not concerned with municipal policing, they were excluded from the universe, to ensure homogeneity of function. When members of organizations such as the police are to be interviewed, permission must be obtained from the administration. The Montreal Police Department represents 65% of the police in the area. When permission was sought from this department to administer the questionnaire to its personnel, permission was granted with two stipulations;

- (1) that the questionnaire be approved by the Research and Planning Section of the department; and,

- (2) that it be administered only to those officers attending classes at the training school.

These classes were improvement courses sponsored by the department. This restricted the sample and removed the possibility of taking a random sample. As similar problems would have arisen when permission was sought to administer the questionnaire to members of other police departments, and to ensure similarity of the sample from these police departments, the remainder of the police sample (the suburban police sample) was obtained from suburban officers attending similar improvement courses sponsored by John Abbott College. The officers in both samples ranged from the rank of captain to constable including those both in uniform and from the detective division. The Montreal Police Department constituted 50% of the sample and the other police departments the remaining 50%.

As the scene of activity was restricted to the Montreal area, a random sample of the Montreal population appeared to be in order, and to get this sample the method used by Cooley (2) appeared to be the most appropriate. The sample could be selected at random from the Montreal telephone directory. The procedure adopted was essentially that followed by Cooley - a two stage random sampling process in which the

page of the telephone directory from which the name was to be obtained was randomly selected first and the name of the individual to be included in the sample randomly obtained next. However, as pointed out by Cooley, this method of sample selection excluded from the sample those who did not have telephones. Inquiries from the Bell Telephone Company revealed that as of December 31, 1972, there were 878,095 family telephones in the Montreal area and this figure represented 95% of the homes. It was therefore reasonable to assume, as Cooley did, that the population sample selected in this manner would only be minimally affected by the absence of telephones in some homes. This method of selecting the sample, while it gave a sample representative of the particular area, Montreal, posed a number of problems.

The large geographical area covered by the Montreal directory presented a problem. The distances to be travelled to complete interviews was great. Due to this the area from which the sample was to be drawn was reduced. The most convenient area appeared to be the one bounded by Guy Street on the east, Notre Dame on the south, Westminister on the west, with the north boundary as Cote de Neiges north to Queen Mary, Queen Mary west to Ellerdale and Cote St. Luc west to Westminister. This geographical area contained all socio-economic groups but excluded the suburban population from which 50% of the police sample was to be drawn. In order to overcome this

problem inquiries were made at a local college and it was found that a large portion of the night students were from the suburbs. So in order to match the samples as closely as possible, the public sample was divided into two groups as was the police sample, 50% chosen randomly as outlined above and 50% chosen from students attending evening classes. The students selected were chosen from classes in criminology and social deviance. This selection was specifically made to facilitate comparisons that might reveal the effect of knowledge, as these courses deal partly with the police and police procedure.

In the selection of the random population sample when an address outside the geographical area was drawn, the first address following the drawn number which was in the designated area was selected. If the number was an odd number, the first address following within the designated area was selected. If the number drawn was an even one, the first address preceding within the designated area was selected. When the number drawn gave a commercial listing the selection was ignored. 50 addresses were recorded to comprise the sample, these homes were visited by a member of the Westmount Police Force who left the questionnaire to be completed by a member of that household over 18 years old, and returned to him when he called for it. If no one was at home at the chosen address, the questionnaire was given to the house next door.

In the statistical analysis of the data, it was possible to use the Chi Square test. Dependent as it is on the distribution of populations, the Chi Square test reveals the presence or absence of significant differences when the responses are compared with those of the public and the police and the presence or absence of significant association when responses compared were those either the public or police to different questions. The Chi Square test was used in some analyses. In its use, when the distribution of responses placed either no one, or only a few in a particular category, the categories were collapsed; when the negligible category happened to be the undecided one, this category was excluded for the analysis.

Because the responses to the questions varying from strongly agree to strongly disagree could give for each sample a composite score, depending on the score assigned to each member of the sample, it was also possible to use the "t" test of significance. The "t" test, examines in standard error units the distance of the obtained differences of the means of each sample from the mean of the sampling distribution. This technique was also used.

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Chapter Four

Results of Analysis of Data

The main purpose of this study has been to ascertain the extent to which the police and the public consider police work a profession. The police and the public were asked whether police work was a profession (Question 1) and the responses indicate that they all think it to be so (Table 1). Agreeing or strongly agreeing with the statement "Police work is a profession" were 97% of the police and 82% of the public. No policeman disagreed with the statement though 3% of them were undecided. In the public sample 10% were undecided, 7% disagreed while 1% strongly disagreed. The police, however, were more emphatic than the public - a greater proportion strongly agreeing. The suburban police (Police Sample 2) were more emphatic than the metropolitan police (Police Sample 1) and the general public (Public Sample 1) were more emphatic than the students (Public Sample 2). When the two police samples are combined and compared with the two public samples, statistical tests indicate no significant differences in the distribution of the responses.

TABLE 1. Responses to Question 1. "Police work is a profession?"

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>N</u>	<u>Score</u>
Police 1	29 (58%)	19 (38%)	2 (4%)			50	4.54 $\pm$ 0.57
Police 2	35 (70%)	14 (28%)	1 (2%)			50	4.68 $\pm$ 0.51
Public 1	22 (44%)	23 (46%)	2 (4%)	3 (6%)		50	4.28 $\pm$ 0.80
Public 2	13 (26%)	24 (48%)	8 (16%)	4 (8%)	1 (2%)	50	3.88 $\pm$ 0.95
Police Total	64 (64%)	33 (33%)	3 (3%)			100	4.61 $\pm$ 0.55
Public Total	35 (35%)	47 (47%)	10 (10%)	7 (7%)	1 (1%)	100	4.08 $\pm$ 0.90

Police 1 vs Police 2 $t = 1.2048$ not significant at the 5% level.

Police 1 vs Public 1 $t = 1.4177$ not significant at the 5% level.

Police 1 vs Public 2 $t = 4.72$ significant at the 5% level.

Police 2 vs Public 1 $t = 1.988$ significant at the 5% level.

Police 2 vs Public 2 $t = 6.015$ significant at the 5% level.

Public 1 vs Public 2 $t = 1.697$ not significant at the 5% level.

Police Total vs Public total $t = 1.5634$ not significant at the 5% level.

The distribution of the responses obtained from the two police samples are not significantly different from each other, neither are the distribution of the responses obtained from the two public samples. But the opinion expressed by the suburban police (most emphatic) is significantly different from that expressed by both public samples and that expressed by the students (least emphatic) is significantly different from that expressed by both police samples.

The criteria that the literature reveals should be used in the evaluation of a metier with regards its professional status, as has been shown earlier, relate first to the role and the special technical skills they must possess, second to their autonomy and third to the adherence to ethical codes. To determine the basis on which the individuals responding to the questionnaire formed their opinion a number of questions were asked. With regards each criteria there were two general types of questions. The first refers to the existence of a characteristic in the police and the second to the desirability of that characteristic for the police.

The analysis was to have been performed through the comparison of the criteria utilized by those who agreed and those who did not that the police was a profession.

However, as an overwhelming large proportion of each sample agreed or strongly agreed that it was so, the analysis had to be limited to a comparison of the responses of those strongly agreeing with those just agreeing. For the analysis each sample has been divided into two groups - those who strongly agree (Group "A") and those who just simply agreed (Group "B"). The differences in the responses between Group "A" and Group "B" has been compared to ascertain whether the same criteria has been utilized within each sample, and the responses of each group in the different samples have been compared to determine whether the samples used similar or different criteria.

Technical Skills

Questions pertaining to technical skills dealt with competence, requirements for appointment, the scientific character police work, its technicality and its humanity. In this general area the questions asked fell into three broad categories. First those questions that dealt with the characteristics of the policeman - his competence and his orientation. Second were those questions dealing with the technicality of the work and police work as a science. Third the questions that dealt with the requirements for appointment to the police service.

As the literature on the professions revealed that professional practitioners must not only do competent work but also be honourable, the respondents were asked if the police profession exists because it guarantees the public these two characteristics (Question 2). The responses to this question (Table 2) shows that there was considerable consensus; no statistically significant differences were found when the responses of the different samples in each group and when the responses of the two groups in the different samples were compared.

What a policeman should do was a second aspect that was investigated. Here two questions were asked.

TABLE 2. Responses to Question 2. "The police profession exists because it guarantees the public not only the competence of its personnel but also their honour."

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>N</u>	<u>Score</u>
<u>Group "A"</u>							
Police 1	6	10	4	7	2	29	3.379 1.2433
Police 2	13	15	4	3	0	35	4.085 0.9062
Public 1	6	6	5	3	2	22	3.500 1.2707
Public 2	2	3	2	3	3	13	2.846 1.4058
Total	27	34	15	16	7	99	3.585 1.2391
<u>Group "B"</u>							
Police 1	1	5	4	7	2	19	2.789 1.1031
Police 2	1	10	1	2	0	14	3.714 0.6509
Public 1	3	11	6	2	1	23	3.565 0.9661
Public 2	1	9	6	7	1	24	3.083 0.9964
Total	6	35	17	18	4	80	3.226 1.0463

Group "A"; $N=99$, $\chi^2 = 15.28$, (12df) not significant at the 5% level.

Group "B"; $N=80$, $\chi^2 = 13.72$, (12df) not significant at the 5% level.

Group "A" vs Group "B". Police 1 $t = 1.7590$ not significant at the 5% level.

Police 2 $t = 1.6025$ not significant at the 5% level.

Public 1 $t = 0.1927$ not significant at the 5% level.

Public 2 $t = 0.5391$ not significant at the 5% level.

Total $t = 0.3535$ not significant at the 5% level.

The one related to the desirability or the ideal (the police should) (Question 17) and the other related to the real (the police do) (Question 4).

Those that are emphatic that the police are professionals, what sample they come from tend to agree that the police should help the needy, rather than simply contain and control them (Table 3). Those in Group "B" - the less emphatic - also displayed this attitude. In neither group was there a difference in the distribution of the responses in the different samples. The responses of the two groups in each sample also revealed no significant difference, indicating that the perception of the ideal was similar for everyone and utilized as a criteria in evaluating the degree of professionalism.

With regards the perceived real situation (Question 4) however, the situation is different. Agreeing or strongly agreeing with the statement that the police do help the deprived and the needy are 56.5% of Group "A". The police (both the metropolitan and suburban) and the general public displayed more or less the same intensity of feeling (60% of these three groups agreeing or strongly agreeing) while the students did not feel so strongly: only 38% agreed or strongly agreed. Statistical tests, however, indicate that there is no significant differences in the responses for the different samples in this group (Table 4).

TABLE 3. Responses to Question 17. "The police should help the deprived and the needy rather than simply containing and controlling them."

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>N</u>	<u>Score</u>
<u>Group "A"</u>							
Police 1	6	14	8	0	1	29	3.827 0.7726
Police 2	11	17	2	3	2	35	3.914 1.1430
Public 1	7	13	1	0	1	22	4.136 0.8710
Public 2	6	2	2	1	2	13	4.384 1.6576
Total	30	46	13	4	6	99	3.909 1.0644
<u>Group "B"</u>							
Police 1	6	10	1	1	1	19	4.000 0.6881
Police 2	4	7	0	2	1	14	3.785 1.2020
Public 1	7	13	2	0	1	23	4.086 0.8772
Public 2	6	12	1	4	1	24	3.750 1.1272
Total	23	42	4	7	4	80	3.912 1.0629
Group "A"; N=99, $X^2 = 18.12$, (12df) not significant at the 5% level.							
Group "B"; N=80, $X^2 = 6.34$, (12df) not significant at the 5% level.							
Group "A" vs Group "B".							
	Police 1	t = 0.8122	not significant at the 5% level.				
	Police 2	t = 0.3441	not significant at the 5% level.				
	Public 1	t = 0.1920	not significant at the 5% level.				
	Public 2	t = 1.2334	not significant at the 5% level.				
	Total	t = 0.0187	not significant at the 5% level.				

TABLE 4. Responses to Question 4. "The police help the deprived and the needy, rather than simply containing and controlling them."

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>N</u>	<u>Score</u>
<u>Group "A"</u>							
Police 1	9	11	5	4	0	29	3.862 1.0076
Police 2	8	12	5	7	3	35	3.428 1.2766
Public 1	2	9	8	3	0	22	3.454 0.8381
Public 2	0	5	1	5	2	13	2.692 1.1357
Total	19	37	19	19	5	99	3.465 1.1486
<u>Group "B"</u>							
Police 1	3	11	0	4	1	19	3.578 1.1385
Police 2	1	6	1	6	0	14	3.142 1.1065
Public 1	2	5	5	11	0	23	2.913 1.1077
Public 2	0	5	10	7	2	24	2.750 0.8779
Total	6	27	16	28	3	80	3.062 1.0643

Group "A"; $N=99$, $X^2 = 20.48$ (12df) not significant at the 5% level.

Group "B"; $N=80$, $X^2 = 25.47$ (12df) significant at the 5% level.

Group "A" vs Group "B".

Police 1	$t = 0.8841$	not significant at the 5% level.
Police 2	$t = 0.7816$	not significant at the 5% level.
Public 1	$t = 1.9509$	not significant at the 5% level.
Public 2	$t = 0.1600$	not significant at the 5% level.
Total	$t = 2.4350$	significant at the 5% level.

Among the respondents falling into Group "B" only 41% either agreed or strongly agreed with the statement, 39% either disagreed or strongly disagreed while 20% were undecided. Also the public in this group were less sure than the police. Agreeing or strongly agreeing were 73.5% of the metropolitan police, 50% of the suburban police, 30% of the general public and 20% of the students. Statistical tests indicate the differences to be significant at the 5% level.

When the responses of the two groups in each sample are compared no statistically significant differences were found although a statistically significant difference is found when Groups "A" and "B" are compared as a whole. The difference is that Group "A" tends to agree and Group "B" tends to disagree with the statement.

Comparison of the perceptions of the ideal and the real (Table 5) shows that in both groups all samples except the metropolitan police perceive the police as being less helpful to the needy than they should be, but the differences are statistically significant only in the case of the general public and the student population. In summary, both the police and the public feel that the police should help the needy. The police more than the public believe that the police do help the needy and those who are more emphatic than those who are less that the police is a profession believe they do so.

TABLE 5. Comparison of Responses to Questions 4 and 17.

	<u>N</u>	<u>Question 17</u>	<u>Question 4</u>	<u>t</u>
<u>Group "A"</u>				
Police 1	29	3.827 $\pm$ 0.7726	3.862 $\pm$ 1.0076	1.4860
Police 2	35	3.914 $\pm$ 1.1430	3.428 $\pm$ 1.2766	1.5903
Public 1	22	4.136 $\pm$ 0.8710	3.454 $\pm$ 0.8381	2.6495
Public 2	13	4.384 $\pm$ 1.6576	2.692 $\pm$ 1.1357	3.0366
Total	99	3.909 $\pm$ 1.0644	3.465 $\pm$ 1.1486	2.8262
<u>Group "B"</u>				
Police 1	19	4.000 $\pm$ 0.6818	3.578 $\pm$ 1.1385	1.3867
Police 2	14	3.785 $\pm$ 1.2020	3.142 $\pm$ 1.1065	1.4730
Public 1	23	4.086 $\pm$ 0.8772	2.913 $\pm$ 1.1077	3.9843
Public 2	24	3.750 $\pm$ 1.1272	2.750 $\pm$ 0.8779	3.4305
Total	80	3.912 $\pm$ 1.0629	3.062 $\pm$ 1.0643	5.0625

As pointed out in the literature, the work that professionals perform is termed technical or scientific. Several questions were asked with regards to the technicality and scientific nature of police work. An effort was made first to determine if the technicality of police work was a criteria used by the respondents in assigning professional status to the police, second, to discover what subject matter was perceived by the respondents as essential for police work, and third to ascertain whether the respondents considered the subject matter to be a science.

The dependence of professionalism on the technicality of work was canvassed in Question 8 (Table 6). "The police are professionals because their work is highly technical." Among those most emphatic, (Group "A") 48.5% agreed or strongly agreed, 38.5% disagreed or strongly disagreed while 13% were undecided. The differences between the samples in this group were not statistically significant.

In Group "B" only 38.7% agreed or strongly agreed, 37.7% disagreed or strongly disagreed while 23.6% were undecided. The distribution of responses for this group are statistically significant; a large proportion of the public samples tend to disagree or be undecided.

However, the responses of Group "A" are not significantly different from those of Group "B" either when the samples are considered individually or collectively.

TABLE 6. Responses to Question 8. "The police are professionals because their work is highly technical."

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>N</u>	<u>Score</u>
<u>Group "A"</u>							
Police 1	4	10	3	10	2	29	3.137 1.2240
Police 2	6	13	4	12	0	35	3.371 1.1233
Public 1	5	5	3	7	2	22	3.181 1.3360
Public 2	2	3	3	3	2	13	3.000 1.3008
Total	17	31	13	32	6	99	3.212 1.2330
<u>Group "B"</u>							
Police 1	0	13	3	2	1	19	3.473 0.8806
Police 2	0	8	1	5	0	14	3.357 0.9502
Public 1	1	5	6	10	1	23	2.782 0.9760
Public 2	2	2	9	9	2	24	2.708 1.0197
Total	3	28	19	26	4	80	3.000 1.0124

Group "A"; N=99, $\chi^2 = 7.90$, (12df) not significant at the 5% level.

Group "B"; N=80, $\chi^2 = 25.92$, (12df) significant at the 5% level.

Group "A" vs Group "B".

Police 1	t = 1.1056	not significant at the 5% level.
Police 2	t = 0.0441	not significant at the 5% level.
Public 1	t = 1.1400	not significant at the 5% level.
Public 2	t = 0.7012	not significant at the 5% level.
Total	t = 1.2655	not significant at the 5% level.

The next question sought to determine what the respondents considered to be the subject matter of police work. This question (Question 47) asked;

"Police work at the best is a synthetic subject that has borrowed heavily from several well established disciplines (public administration, the legal profession, sociology, psychology, etc...)."

Agreeing or strongly agreeing with it in Group "A" are 82.5% of Police 1, 45.7% of Police 2, 77% of Public 1 and 60% of Public 2, giving a total of 66.5% agreeing or strongly agreeing. The differences are not statistically significant.

In Group "B" 94.5% of Police 1, 64.5% of Police 2, 78% of Public 1 and 46% of Public 2 agreed or strongly agreed with the statement giving a total of 67.5%. These differences are statistically significant (Table 7). The students and the suburban police, feel least that police work is a non-discript medley of material from a multitude of unrelated disciplines.

There is however no statistically significant difference when the responses of Group "A" and Group "B" in the different samples are compared individually or collectively.

TABLE 7. Responses to Question 47. "Police work at the best is a synthetic subject that has borrowed heavily from several well established disciplines (public administration, the legal profession, sociology, psychology, etc...)"

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>N</u>	<u>Score</u>
<u>Group "A"</u>							
Police 1	11	13	5	0	0	29	4.206 0.7134
Police 2	5	11	9	8	2	35	3.257 1.1212
Public 1	10	7	1	3	1	22	4.000 1.2060
Public 2	2	6	3	2	0	13	3.615 0.9230
Total	28	37	18	13	3	99	3.747 1.0948
<u>Group "B"</u>							
Police 1	6	12	0	1	0	19	4.210 0.6941
Police 2	0	9	4	1	0	14	3.571 0.6226
Public 1	3	13	5	2	0	23	3.739 0.7865
Public 2	2	9	8	2	3	24	3.333 1.1238
Total	11	43	17	6	3	80	3.662 0.9346

Group "A"; $N=99$, $X^2 = 19.03$, (12df) not significant at the 5% level.

Group "B"; $N=80$, $X^2 = 21.09$, (12df) significant at the 5% level.

Group "A" vs Group "B".

Police 1	$t = 0.0193$	not significant at the 5% level.
Police 2	$t = 1.2425$	not significant at the 5% level.
Public 1	$t = 0.8560$	not significant at the 5% level.
Public 2	$t = 0.8198$	not significant at the 5% level.
Total	$t = 0.5600$	not significant at the 5% level.

In canvassing the opinion regarding the respondents views of police work as a science two questions were asked - one dealing with the ideal and the other with the real. The question dealing with the real (Question 7) was asked negatively, "Police work is not a science".

The responses for all the samples in Group "A" were more or less the same. Disagreeing or strongly disagreeing were 65.5% of the metropolitan police, 80% of the suburban police, 64% of the general public and 61% of the students, giving a total of 75% disagreeing or strongly disagreeing with the statement, thus supporting the idea that police work is a science.

In Group "B" a slightly smaller proportion (63%) disagreed or strongly disagreed with the statement, but the difference was not statistically significant. The distribution of the responses in the different samples in this group also showed no statistically significant difference nor were there any statistically significant differences in the distribution of the responses of Groups "A" and "B" in each sample.

The responses to Question 21, "Police work should be a science", were more or less similar, though a lessor intensity of feeling appeared to prevail. Agreeing or strongly agreeing were 57.5% of the respondents in Group "A" while 20% either disagreed or strongly disagreed and 22.5%

TABLE 8. Responses to Question 7. "Police work is not a science."

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>N</u>	<u>Score</u>
<u>Group "A"</u>							
Police 1	2	5	3	12	7	29	2.413 1.1479
Police 2	1	4	1	18	11	35	2.028 1.0244
Public 1	2	4	2	6	8	22	2.363 1.3641
Public 2	1	3	1	3	5	13	2.384 1.3318
Total	6	16	7	39	31	99	2.262 1.2274
<u>Group "B"</u>							
Police 1	0	4	0	10	5	19	2.157 1.0356
Police 2	0	1	4	6	3	14	2.214 0.8601
Public 1	2	2	2	14	3	23	2.391 1.0842
Public 2	2	6	7	7	2	24	2.958 1.0945
Total	4	13	13	37	13	80	2.475 1.0951

Group "A"; $N=99$, $\chi^2 = 7.27$, (12df) not significant at the 5% level.

Group "B"; $N=80$, $\chi^2 = 18.67$, (12df) not significant at the 5% level.

Group "A" vs Group "B".

Police 1	$t = 0.8025$	not significant at the 5% level.
Police 2	$t = 0.6469$	not significant at the 5% level.
Public 1	$t = 0.0760$	not significant at the 5% level.
Public 2	$t = 1.3299$	not significant at the 5% level.
Total	$t = 1.2283$	not significant at the 5% level.

were undecided. With regards to Group "B" 62.5% agreed or strongly agreed, 14% disagreed or strongly disagreed while 23% were undecided. The different statistical tests indicated the responses as not being significant (Table 9).

The third area of investigation dealt with the training and qualifications of the policemen. The literature on professionalism indicated that entrance into a profession usually followed training at a university. The respondents were asked if a college degree in police science or an established discipline was a requirement for appointment (Question 5). In Group "A" 47.5% of the respondents agreed or strongly agreed, while 39.5% either disagreed or strongly disagreed, 17.5% were undecided (Table 10). There was a significant difference in the distribution of the responses in the different samples in this group. In the metropolitan police sample 62% were in agreement and in the suburban police sample 43% agreed or strongly agreed with it. This is particularly significant because none of the police departments included in the study have a college degree as a requirement for employment. More realistic however, were the responses of the public sample, 45% of the general public and 30% of the students agreed or strongly agreed with the statement.

TABLE 9. Responses to Question 21. "Police work should be a science."

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>N</u>	<u>Score</u>
<u>Group "A"</u>							
Police 1	5	11	6	6	2	29	3.413 1.1487
Police 2	6	17	5	5	2	35	3.571 1.1028
Public 1	6	5	8	3	0	22	3.636 1.0200
Public 2	4	3	3	2	1	13	3.538 1.2735
Total	21	36	22	15	5	99	3.535 1.1309
<u>Group "B"</u>							
Police 1	3	10	3	2	1	19	3.631 1.0366
Police 2	0	10	3	1	0	14	3.571 0.6145
Public 1	2	12	6	2	1	23	3.521 0.9263
Public 2	3	10	7	4	0	24	3.500 0.9128
Total	8	42	19	9	2	80	3.562 0.9060

Group "A"; $N=99$, $\chi^2 = 9.30$, (12df) not significant at the 5% level.

Group "B"; $N=80$, $\chi^2 = 7.43$, (12df) not significant at the 5% level.

Group "A" vs Group "B".

Police 1	$t = 0.6827$	not significant at the 5% level.
Police 2	$t = 0.2481$	not significant at the 5% level.
Public 1	$t = 0.3957$	not significant at the 5% level.
Public 2	$t = 0.0951$	not significant at the 5% level.
Total	$t = 0.1790$	not significant at the 5% level.

TABLE 10. Responses to Question 5. "A college degree in police science or an established discipline is a requirement for appointment to the police service."

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>N</u>	<u>Score</u>
<u>Group "A"</u>							
Police 1	10	8	4	5	2	29	3.655 1.2895
Police 2	1	14	3	12	5	35	2.828 1.0048
Public 1	4	6	3	6	3	22	3.090 1.4320
Public 2	2	2	3	1	5	13	2.615 1.4955
Total	17	30	13	24	15	99	3.101 1.3520
<u>Group "B"</u>							
Police 1	5	5	4	5	0	19	3.526 1.1229
Police 2	0	6	2	5	1	14	2.928 0.8757
Public 1	1	7	4	10	1	23	2.869 1.0343
Public 2	3	7	4	6	4	24	2.958 1.3063
Total	9	25	14	26	6	80	3.062 1.1762
Group "A"; N=99, $X^2 = 22.61$, (12df) significant at the 5% level.							
Group "B"; N=80, $X^2 = 19.39$, (12df) not significant at the 5% level.							
Group "A" vs Group "B". Police 1 t = 0.3669 not significant at the 5% level.							
Police 2 t = 0.3461 not significant at the 5% level.							
Public 1 t = 0.5913 not significant at the 5% level.							
Public 2 t = 0.6957 not significant at the 5% level.							
Total t = 0.2041 not significant at the 5% level.							

The responses of Group "B" were more or less similar to those of Group "A" with 42.5% agreeing or strongly agreeing, 40% disagreeing or strongly disagreeing and 17.5% undecided. In this group 52.5% of the metropolitan police, 43% of the suburban police, 34.5% of the general public and 41.5% of the students were in agreement. The differences are not statistically significant. No statistically significant differences exist in the responses of Group "A" and "B" with the samples considered individually or collectively.

Question 18 asked should a college degree in police science or an established discipline be a requirement for appointment to the police service. In Group "A" 66% agreed or strongly agreed, 23% either disagreed or strongly disagreed and 11% were undecided (Table 11). In agreement with the statement were 51.5% of the metropolitan police, 63% of the suburban police, 81% of the general public and 77% of the students. The difference in the distribution of the responses is statistically significant. It is interesting to note that a greater proportion of the public - both the general public and the students, feel that a college degree should be a requirement.

The responses of Group "B" to this question were more or less similar to those of Group "A". 70% of this

TABLE 11. Responses to Question 18. "A college degree in police science or an established discipline should be a requirement for appointment to the police service."

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>N</u>	<u>Score</u>
<u>Group "A"</u>							
Police 1	7	8	9	4	1	29	3.551 1.1012
Police 2	6	16	0	9	4	35	3.314 1.3260
Public 1	12	6	1	3	0	22	4.227 1.0468
Public 2	5	5	1	1	1	13	3.923 1.2390
Total	30	35	11	17	6	99	3.666 1.2390
<u>Group "B"</u>							
Police 1	5	6	5	2	1	19	3.631 1.1337
Police 2	3	5	4	2	0	14	3.642 0.9714
Public 1	6	10	1	5	1	23	3.652 1.2039
Public 2	10	11	2	1	0	24	4.250 0.7642
Total	24	32	12	10	2	80	3.825 1.0697

Group "A"; $N=99$, $X^2 = 30.06$, (12df) significant at the 5% level.

Group "B"; $N=80$, $X^2 = 12.95$, (12df) not significant at the 5% level.

Group "A" vs Group "B".

Police 1	$t = 0.2419$ not significant at the 5% level.
Police 2	$t = 0.9565$ not significant at the 5% level.
Public 1	$t = 1.7123$ not significant at the 5% level.
Public 2	$t = 0.8861$ not significant at the 5% level.
Total	$t = 0.9177$ not significant at the 5% level.

group agreed or strongly agreed, while the remainder was equally divided between the other two categories. The distribution by sample shows that the two police samples were more or less similar - 58% and 57% respectively agreeing or strongly agreeing with the statement, and that they differed from the public and student samples in that a far greater proportion - 70% and 87.5% respectively agreed or strongly agreed with it. The differences however, are not statistically significant.

The responses of Group "A" did not differ significantly from those of Group "B" when the samples were considered individually or collectively.

In this connection a third question (Question 61) that was asked was;

"Anyone can be a policeman. You can take a man off the streets and after a few months he can do the job. He doesn't need any education or particular training."

63% of Group "A" strongly disagreed and 22% disagreed, while only 3% strongly agreed and 5% agreed and 7% were undecided (Table 12). The position in Group "B" was slightly different, 31.5% strongly disagreed, 48.7% disagreed, 3.7% strongly agreed, 13.6% agreed while 2.6% were undecided. The results indicate that the respondents

TABLE 12. Responses to Question 61. "Anyone can be a policeman. You can take a man off the street and after a few months he can do the job. He doesn't need an education or particular training."

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>N</u>	<u>Score</u>
<u>Group "A"</u>							
Police 1	0	0	4	5	20	29	1.448 0.7410
Police 2	2	2	2	12	17	35	1.857 1.1248
Public 1	0	1	1	3	17	22	1.353 0.7714
Public 2	1	2	0	2	8	13	1.923 1.3845
Total	3	5	7	22	62	99	1.030 1.0432
<u>Group "B"</u>							
Police 1	0	1	0	9	9	19	1.631 0.7405
Police 2	0	3	0	6	5	14	2.071 1.0995
Public 1	1	3	1	13	5	23	2.217 1.0613
Public 2	2	4	1	11	6	24	2.375 1.2520
Total	3	11	2	39	25	80	2.100 1.1022

Group "A"; N=99, $X^2 = 16.29$, (12df) not significant at the 5% level.
Group "B"; N=80, $X^2 = 8.83$, (12df) not significant at the 5% level.
Group "A" vs Group "B". Police 1 t = 0.8379 not significant at the 5% level.
Police 2 t = 0.6117 not significant at the 5% level.
Public 1 t = 3.1372 significant at the 5% level.
Public 2 t = 0.9802 not significant at the 5% level.
Total t = 6.6358 significant at the 5% level.

believe that it takes a specific type of individual to be a police officer and a large portion of the samples conceive competence as an important feature of this individual's makeup. The distribution of the responses, however, indicate a statistically significant difference between Group "A" and Group "B", when the samples are considered collectively and when they are considered individually the difference is statistically significant only in the case of the rural public. Those who are most emphatic that the police are a profession are more emphatic that it takes a specific type of person to be a policeman.

Professional Autonomy

In this general area the literature revealed that for a metier to be regarded as a profession its members must have some degree of autonomy, they must have the right to use discretion when dealing with their clientele.

With regards the degree of autonomy the police should have, three questions were asked. One dealt with the real situation, "The police are an autonomous body" (Question 9), while the other two questions dealt with alternative ideals - "Police should be an autonomous body" (Question 22), and "The police should be placed under the jurisdiction of a civilian review board" (Question 48).

The responses to Question 9 "The police are an autonomous body" showed only 31% of Group "A" agreeing or strongly agreeing while 43.5% disagreed or strongly disagreed and 25.5% were undecided (Table 13). Group "B" responded similarly to the question but with a great intensity of feelings. 50% disagreed or strongly disagreed, while only 22.5% agreed or strongly agreed and 27.5% were undecided. In Group "A" the differences in the distribution of responses among the samples are not statistically significant, but in Group "B" the differences are statistically significant. The metropolitan police tend to agree with the statement while

TABLE 13. Responses to Question 9. "The police are an autonomous body."

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>N</u>	<u>Score</u>
<u>Group "A"</u>							
Police 1	3	6	4	10	6	29	2.655 1.2939
Police 2	3	9	12	8	3	35	3.028 1.0819
Public 1	1	6	5	4	6	22	2.636 1.2775
Public 2	0	3	4	3	3	13	2.538 1.0823
Total	7	24	25	25	18	99	2.767 1.2045
<u>Group "B"</u>							
Police 1	3	6	2	7	1	19	3.157 1.2252
Police 2	0	0	5	8	1	14	2.285 0.5959
Public 1	2	2	5	8	6	23	2.391 1.2064
Public 2	0	5	10	7	2	24	2.750 0.7950
Total	5	13	22	30	10	80	2.387 1.1176

Group "A"; N=99, $\chi^2 = 9.36$, (12df) not significant at the 5% level.

Group "B"; N=80, $\chi^2 = 22.64$, (12df) significant at the 5% level.

Group "A" vs Group "B". Police 1 t = 1.3578 not significant at the 5% level.

Police 2 t = 3.0855 significant at the 5% level.

Public 1 t = 0.6612 not significant at the 5% level.

Public 2 t = 0.6222 not significant at the 5% level.

Total t = 2.1882 significant at the 5% level.

the others do not. When the responses of those falling into the two groups in each sample are compared it is found that a statistically significant difference exists in the case of the suburban police. Suburban policemen who emphatically contend that the police are a profession also emphatically contend they are an autonomous body. In the other samples no such difference exists but when Groups "A" and "B" are considered as a whole such a difference does exist.

With regards the first alternative dealing with the ideal (Question 22), "The police should be an autonomous body", 46% of Group "A" agreed or strongly agreed, while 27% disagreed or strongly disagreed and 27% were undecided. The difference in the distribution of the responses in the different samples is not statistically significant. The responses of Group "B" were more or less similar; 43.7% agreed or strongly agreed, while 33.6% disagreed or strongly disagreed, and 22.5% were undecided. In this group too the differences in the distribution of responses in the different samples are not statistically significant (Table 14). There is no statistically significant difference in the distribution of the responses between Groups "A" and "B" when the samples are considered individually or collectively.

TABLE 14. Responses to Question 22. "The police should be an autonomous body."

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>N</u>	<u>Score</u>
<u>Group "A"</u>							
Police 1	7	5	8	5	4	29	3.206 1.3488
Police 2	7	12	10	5	1	35	3.542 1.0513
Public 1	9	2	5	2	4	22	2.454 1.5367
Public 2	1	2	4	1	5	13	2.461 1.3367
Total	24	21	27	13	14	99	3.010 1.3686
<u>Group "B"</u>							
Police 1	5	5	2	5	2	19	3.315 1.3784
Police 2	0	7	4	2	1	14	3.214 0.9394
Public 1	2	7	5	6	3	23	2.956 1.1928
Public 2	0	9	7	7	1	24	3.000 1.1357
Total	7	28	18	20	7	80	3.100 1.1357

Group "A"; N=99, $X^2 = 19.09$, (12df) not significant at the 5% level.

Group "B"; N=80, $X^2 = 15.44$, (12df) not significant at the 5% level.

Group "A" vs Group "B". Police 1 t = 0.2702 not significant at the 5% level.

Police 2 t = 1.0670 not significant at the 5% level.

Public 1 t = 1.2110 not significant at the 5% level.

Public 2 t = 1.2994 not significant at the 5% level.

Total t = 0.4807 not significant at the 5% level.

The next question in this area (Question 48) deals with the second alternative; "The police service rather than being an autonomous body should be placed under the jurisdiction of a civilian review board".

Disagreeing or strongly disagreeing with this statement were 56.5% of Group "A", 58% of the metropolitan police, 65% of the suburban police, 46.5% of the general public and 46% of the student sample. The differences in the distribution of the responses in the different samples are statistically significant.

The responses for Group "B" were more or less similar. In the Police 1 sample 68%, Police 2 65%, the general public 52%, and the student sample 25% disagreed or strongly disagreed with the statement. The differences are statistically significant. When the responses of those falling into the two groups in each sample are compared it is found that the differences are not statistically significant, but the differences between Group "A" and "B" with the samples considered collectively are statistically significant (Table 15).

Given consideration was the use of discretion by the police. The respondents were asked, "Discretion plays an important role in the function of the professional police officer" (Question 26). In Group "A" 50% strongly agreed,

TABLE 15. Responses to Question 48. "The police rather than being an autonomous body should be placed under the jurisdiction of a civilian review board."

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>N</u>	<u>Score</u>
<u>Group "A"</u>							
Police 1	0	1	11	11	6	29	2.206 0.8165
Police 2	0	5	7	12	11	35	2.171 1.0277
Public 1	1	4	7	6	4	22	2.636 1.1096
Public 2	4	2	1	2	4	13	3.000 1.6709
Total	5	12	26	31	25	99	2.404 1.1363
<u>Group "B"</u>							
Police 1	0	3	3	9	4	19	2.263 0.9498
Police 2	0	4	1	5	4	14	2.357 1.1670
Public 1	0	6	5	9	3	23	2.608 1.0138
Public 2	5	9	4	5	1	24	3.500 1.1319
Total	5	22	13	28	12	80	2.750 1.1884

Group "A"; N=99, $X^2 = 30.01$, (12df) significant at the 5% level.

Group "B"; N=80, $X^2 = 21.10$, (12df) significant at the 5% level.

Group "A" vs Group "B".

Police 1	t = 0.2150	not significant at the 5% level.
Police 2	t = 0.2775	not significant at the 5% level.
Public 1	t = 0.0883	not significant at the 5% level.
Public 2	t = 0.9689	not significant at the 5% level.
Total	t = 1.9782	significant at the 5% level.

40% agreed, 4% disagreed while the remainder 6% were undecided. The differences in the distribution of the responses of the samples in this group are not statistically significant. The responses of Group "B" were more or less similar 31% strongly agreed, 55% agreed, 6.5% disagreed and 7.5% were undecided. In this group, however, the differences in the distribution of the responses of the different samples are statistically significant (Table 16).

Where the responses of Groups "A" and "B" are compared a statistically significant difference is found only in the case of the public sample and when the groups are considered as a whole.

In order to add validity to the responses obtained in Question 26, the respondents were asked Question 52; "The police should not be granted rights in regards to discretion for this is a function of the courts". In Group "A" 72.5% of metropolitan police, 74% of the suburban police, 45.5% of the general public and 38% of the students strongly disagreed or disagreed with this statement giving a total of 62% in disagreement with it. The differences are statistically significant.

The responses of Group "B" differed slightly from those of Group "A": 63% of the metropolitan police, 50% of the suburban police, 56% of the general public and 41% of

TABLE 16. Responses to Question 26. "Discretion plays an important role in the function of the professional police officer."

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>N</u>	<u>Score</u>
<u>Group "A"</u>							
Police 1	14	10	4	1	0	29	4.275 0.8261
Police 2	16	16	1	2	0	35	4.314 0.7845
Public 1	13	9	0	0	0	22	4.590 0.4916
Public 2	6	5	1	1	0	13	4.230 0.8904
Total	49	40	6	4	0	99	4.353 0.7694
<u>Group "B"</u>							
Police 1	10	9	0	0	0	19	4.526 0.4992
Police 2	6	7	0	1	0	14	4.285 0.7933
Public 1	5	15	1	2	0	23	4.000 0.6123
Public 2	4	13	5	2	0	22	3.791 0.8154
Total	25	44	6	5	0	80	4.112 0.7903

Group "A"; N=99, $X^2 = 11.49$, (12df) not significant at the 5% level.

Group "B"; N=80, $X^2 = 22.04$, (12df) significant at the 5% level.

Group "A" vs Group "B".

Police 1	t = 1.3120	not significant at the 5% level.
Police 2	t = 0.1161	not significant at the 5% level.
Public 1	t = 3.5779	significant at the 5% level.
Public 2	t = 1.4751	not significant at the 5% level.
Total	t = 2.0598	significant at the 5% level.

the students disagreed or strongly disagreed to the statement, giving a total of 55% in disagreement. The differences in response in this group, however, are not statistically significant. When the responses of those falling into the two groups in each sample are compared it is found that a statistically significant difference exists in the case of the metropolitan police (Table 17). The respondents of this group indicate that they are not sure of the degree of discretion the police should be allowed.

The final question dealing with discretion asked the respondents if they believed police professionalism would mean an increase in its use in regards to arrest and summons. 65% of Group "A" agreed or strongly agreed, while 29% disagreed or strongly disagreed, while 6% were undecided. The differences in responses of the different samples are not statistically significant. In Group "B" 55% agreed or strongly agreed, 31.5% disagreed or strongly disagreed, while 13.5% were undecided. Here too the differences in responses of the different samples were not statistically significant. Comparison of the responses of the different groups in the different samples reveal no statistically significant differences.

The next set of questions in this general area of autonomy dealt with professional police officers knowing

TABLE 17. Responses to Question 52. "The police should not be granted rights in regards to discretion for this is a function of the courts."

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>N</u>	<u>Score</u>
<u>Group "A"</u>							
Police 1	0	0	8	11	10	29	1.931 0.7847
Police 2	3	2	4	19	7	35	2.285 1.1102
Public 1	4	4	4	7	3	22	2.954 1.3306
Public 2	2	3	3	2	3	13	2.846 1.3865
Total	9	9	19	39	23	99	2.414 1.1976
<u>Group "B"</u>							
Police 1	1	4	2	11	1	19	2.631 1.0366
Police 2	0	4	1	7	2	14	2.500 1.0521
Public 1	0	3	7	12	1	23	2.521 0.7728
Public 2	2	5	7	10	0	24	2.958 0.9780
Total	3	16	17	40	4	80	2.675 0.9717

Group "A"; $N=99$, $\chi^2 = 22.18$, (12df) significant at the 5% level.

Group "B"; $N=80$, $\chi^2 = 12.30$, (12df) not significant at the 5% level.

Group "A" vs Group "B".

Police 1	$t = 2.5116$	significant at the 5% level.
Police 2	$t = 0.6362$	not significant at the 5% level.
Public 1	$t = 1.3282$	not significant at the 5% level.
Public 2	$t = 0.2586$	not significant at the 5% level.
Total	$t = 1.6124$	not significant at the 5% level.

TABLE 18. Responses to Question 13. "Police professionalism means an increase in the police using discretion in regards to arrest and summons."

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>N</u>	<u>Score</u>
<u>Group "A"</u>							
Police 1	5	14	3	4	3	29	3.482 1.2210
Police 2	7	17	1	6	4	35	3.485 1.2912
Public 1	7	6	2	4	3	22	3.454 1.4373
Public 2	3	5	0	2	3	13	3.230 1.5269
Total	22	42	6	16	13	99	3.444 1.3424
<u>Group "B"</u>							
Police 1	2	9	2	5	1	19	3.315 1.1263
Police 2	2	6	0	5	1	14	3.214 1.2636
Public 1	3	11	3	5	1	23	3.434 1.0964
Public 2	0	11	6	5	2	24	3.166 0.9955
Total	7	37	11	20	5	80	3.262 1.1151
Group "A"; N=99, $X^2 = 7.11$, (12df) not significant at the 5% level.							
Group "B"; N=80, $X^2 = 8.75$, (12df) not significant at the 5% level.							
Group "A" vs Group "B".							
Police 1	t = 0.4860 not significant at the 5% level.						
Police 2	t = 0.6742 not significant at the 5% level.						
Public 1	t = 0.0523 not significant at the 5% level.						
Public 2	t = 0.1362 not significant at the 5% level.						
Total	t = 0.9891 not significant at the 5% level.						

when to enforce the law to the letter and when to invoke only the spirit of the law. There were three questions in this series, one dealing with the real (the police do not know) and one with the ideal (the police should know). The third dealt with the personality of the professional officer.

The respondents were asked Question 3; "Police officers do not know when to enforce the law to the letter or when to only invoke the spirit of the law". In Group "A" 79% of the metropolitan police, 71% of the suburban police, 41% of the general public, and 38% of the students either disagreed or strongly disagreed with the statement, giving a total of 63% disagreeing or strongly disagreeing, 20% agreed or strongly agreed while 17% were undecided. The differences in responses in the different samples are statistically significant. In Group "B", 63% of the metropolitan police, 78% of the suburban police, 38% of the general public and, 33% of the students were in disagreement with the statement, giving a total of 50% who disagree or strongly disagree, 25% who agreed or strongly agreed and 25% who were undecided. The differences, here too are statistically significant (Table 19). When the responses of those falling into the two groups in each sample are compared no statistically significant differences are found but when

TABLE 19. Responses to Question 3. "Police officers do not know when to enforce the law to the letter or when to envoke only the spirit of the law."

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>N</u>	<u>Score</u>
<u>Group "A"</u>							
Police 1	0	4	2	11	12	29	1.931 1.0147
Police 2	0	6	4	17	8	35	2.228 0.9881
Public 1	2	6	5	7	2	22	2.954 1.1472
Public 2	1	1	6	2	3	13	2.615 1.1473
Total	3	17	17	37	25	99	2.353 1.1219
<u>Group "B"</u>							
Police 1	1	5	1	6	6	19	2.421 1.2417
Police 2	1	1	1	9	2	14	2.285 1.0337
Public 1	1	3	10	9	0	23	2.826 0.8156
Public 2	0	8	8	8	0	24	3.000 0.8164
Total	3	17	20	32	8	80	2.687 1.0318

Group "A"; $N=99$, $X^2 = 25.33$, (12df) significant at the 5% level.

Group "B"; $N=80$, $X^2 = 30.42$, (12df) significant at the 5% level.

Group "A" vs Group "B".

Police 1	$t = 1.4352$	not significant at the 5% level.
Police 2	$t = 0.1535$	not significant at the 5% level.
Public 1	$t = 0.4298$	not significant at the 5% level.
Public 2	$t = 1.0724$	not significant at the 5% level.
Total	$t = 2.0719$	significant at the 5% level.

the comparison is between the two groups with the samples considered collectively a statistically significant difference does exist.

With regards to the ideal, the respondents were asked, "The police should know when to enforce the law to the letter and when to only invoke the spirit of the law" (Question 16). In Group "A" 88% agreed or strongly agreed with this statement, while 7% disagreed or strongly disagreed, and 6% were undecided. The different samples in the group differed in the distribution of responses: 80% of Police 1, 94% of Police 2, 95% of Public 1, and 70% of Public 2, agreed or strongly agreed. These differences are statistically significant. The responses for Group "B" were more or less similar, 85% agreed or strongly agreed, 7.5% disagreed or strongly disagreed, while 7.5% were undecided but the differences in the distribution of responses on the different samples in this group were not statistically significant (Table 20). Comparison of the responses of Group "A" and Group "B" show no statistically significant difference when the groups are considered individually or collectively.

Autonomy and the exercise of discretion, it has been contended, is only possible when the individual entrusted with this power has a well organized personality and is in control of the tempo of his reactions. The respondents were

TABLE 20. Responses to Question 16. "Police officers should know when to enforce the law to the letter and when to only envoke the spirit of the law."

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>N</u>	<u>Score</u>
<u>Group "A"</u>							
Police 1	10	13	3	3	0	29	4.034 0.9278
Police 2	17	16	0	2	0	35	4.371 0.7591
Public 1	13	8	0	1	0	22	4.500 0.7229
Public 2	7	2	3	0	1	13	4.076 1.2064
Total	47	39	6	6	1	99	4.262 0.8942
<u>Group "B"</u>							
Police 1	8	6	3	2	0	19	4.052 0.9985
Police 2	2	10	1	1	0	14	3.928 0.9973
Public 1	10	10	1	1	1	23	4.173 1.0065
Public 2	12	10	1	1	0	24	4.375 0.7533
Total	32	36	6	5	1	80	4.150 0.9006

Group "A"; $N=99$, $X^2 = 23.22$, (12df) significant at the 5% level.

Group "B"; $N=80$, $X^2 = 11.76$, (12df) not significant at the 5% level.

Group "A" vs Group "B".

Police 1	$t = 0.0628$	not significant at the 5% level.
Police 2	$t = 1.4986$	not significant at the 5% level.
Public 1	$t = 1.2572$	not significant at the 5% level.
Public 2	$t = 0.8122$	not significant at the 5% level.
Total	$t = 0.8371$	not significant at the 5% level..

asked if they felt this was the situation with the police officer (Question 53).

In Group "A" 86% agreed or strongly agreed, 7% disagreed or strongly disagreed, while 7% were undecided. The distribution of the responses in the different samples in this group was different: 80% of the metropolitan police; 94% of the suburban police, 81.5% of the general public and 70% of the students agreed or strongly agreed with the statement. The differences are statistically significant. In Group "B" 73.5% agreed or strongly agreed, 20% disagreed or strongly disagreed, while 6.5% were undecided. Although the proportions agreeing with the statement vary from sample to sample the differences in the distribution of the responses were not statistically significant (Table 21).

When the responses of those falling into the two groups in each sample are compared it is found that a statistically significant difference exists in the case of the general public and the suburban police.

TABLE 21. Responses to Question 53. "The professional officer is one who has a well organized personality and is in control of the tempo of his reactions."

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>N</u>	<u>Score</u>
<u>Group "A"</u>							
Police 1	8	17	3	0	1	29	4.068 0.8244
Police 2	10	23	1	1	0	35	4.200 0.6183
Public 1	13	5	2	2	0	22	4.318 0.8354
Public 2	6	3	1	1	2	13	3.769 1.4714
Total	37	48	7	4	3	99	4.131 0.9281
<u>Group "B"</u>							
Police 1	4	13	0	2	0	19	4.000 0.6488
Police 2	2	8	1	3	0	14	3.642 0.9611
Public 1	5	11	1	6	0	23	3.652 1.0877
Public 2	6	10	3	4	1	24	3.666 1.1391
Total	17	42	5	15	1	80	3.737 1.0336

Group "A"; $N=99$, $\chi^2 = 24.87$, (12df) significant at the 5% level.

Group "B"; $N=80$, $\chi^2 = 8.71$, (12df) not significant at the 5% level.

Group "A" vs Group "B".

Police 1	$t = 0.3141$	not significant at the 5% level.
Police 2	$t = 2.0137$	significant at the 5% level.
Public 1	$t = 2.3108$	significant at the 5% level.
Public 2	$t = 0.2195$	not significant at the 5% level.
Total	$t = 1.3664$	not significant at the 5% level.

Ethical Codes

Questions pertaining to ethical codes were formulated to determine whether police professionalism was dependent on policemen adhering to professional norms and were subjected to the control of professional committees with regards violations of ethical standards.

As the literature on the professions revealed that the professional is not subject to the control of a nominal superior but to a control by his colleagues through professional committees, the respondents were asked, "Similar to other professional bodies, in the police profession violations of the code of ethics are reviewed by a professional committee within the profession" (Question 11). In Group "A" 76% agreed or strongly agreed, while 4% disagreed or strongly disagreed and 20% were undecided. In the case of the police samples, 82.5% of the metropolitan police and 88.5% of the suburban police agreed or strongly agreed with it. In the public samples only 63.6% of the general public and 46% of the students agreed. The differences were statistically significant (Table 22). In Group "B" the responses were more or less similar, 76.3% agreed or strongly agreed, 5% disagreed or strongly disagreed, while 18.7% were undecided, but the differences between the different samples are less obvious; they were not statistically significant.

TABLE 22. Responses to Question 11. "Similar to other professional bodies, in the police profession violations of the code of ethics are reviewed by a committee within the profession."

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>N</u>	<u>Score</u>
<u>Group "A"</u>							
Police 1	9	15	5	0	0	29	4.137 0.6888
Police 2	8	23	2	2	0	35	4.057 0.7209
Public 1	8	6	7	1	0	22	3.954 0.9279
Public 2	4	2	6	0	1	13	3.615 1.1461
Total	29	46	20	3	1	99	4.000 0.7913
<u>Group "B"</u>							
Police 1	3	15	1	0	0	19	4.105 0.4465
Police 2	2	10	1	0	1	14	3.857 0.9140
Public 1	1	14	7	1	0	23	3.652 0.6330
Public 2	4	12	6	2	0	24	3.750 0.8291
Total	10	51	15	3	1	80	3.825 0.7377

Group "A"; $N=99$, $X^2 = 26.77$, (12df) significant at the 5% level.

Group "B"; $N=80$, $X^2 = 15.66$, (12df) not significant at the 5% level.

Group "A" vs Group "B". Police 1 $t = 0.1958$ not significant at the 5% level.

Police 2 $t = 0.7334$ not significant at the 5% level.

Public 1 $t = 1.2710$ not significant at the 5% level.

Public 2 $t = 0.3750$ not significant at the 5% level.

Total $t = 1.5297$ not significant at the 5% level.

It should perhaps be noted in this connection that though 88% of the combined police samples agreed or strongly agreed to the statement, the literature on the police both in Canada and the United States revealed no such professional committees in existence.

Related to the ideal of having such professional committees were Question 24 and Question 50. In Question 24 the respondents were asked to indicate their agreement with the statement;

"Any violations of the code of ethics should be reviewed by a committee within the profession and impose sanctions if need be. The individual department should not be involved."

Of Group "A" 56% agreed or strongly agreed, 25.5% disagreed or strongly disagreed, while 18.5% were undecided. The differences in the distribution of responses in the different samples were not statistically significant (Table 23). With regards Group "B" 70% agreed or strongly agreed, 17.5% disagreed or strongly disagreed, while 12.5% were undecided. Here too the differences in the distribution of responses were not statistically significant. Comparison of the responses of Group "A" with those of Group "B" indicate a difference only when the metropolitan police and student populations are considered. Group "B" respondents are more in agreement with the statement.

TABLE 23. Responses to Question 24. "Any violations of the code of ethics should be reviewed by a committee within the profession and impose sanctions if need be. The individual department should not be involved."

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>N</u>	<u>Score</u>
<u>Group "A"</u>							
Police 1	3	8	9	7	2	29	3.103 1.4007
Police 2	9	16	2	6	2	35	3.685 1.1857
Public 1	8	7	4	1	2	22	3.818 1.0728
Public 2	1	4	3	4	1	13	3.000 1.1093
Total	21	35	18	18	7	99	3.454 1.2082
<u>Group "B"</u>							
Police 1	4	11	2	2	0	19	4.000 0.8583
Police 2	0	8	2	2	2	14	3.142 1.1248
Public 1	2	13	3	4	1	23	3.478 1.0129
Public 2	5	13	3	3	0	24	3.833 0.8974
Total	11	45	10	11	3	80	3.625 1.0046

Group "A"; N=99, $X^2 = 17.16$, (12df) not significant at the 5% level.
Group "B"; N=80, $X^2 = 10.27$, (12df) not significant at the 5% level.
Group "A" vs Group "B". Police 1 t = 2.7515 significant at the 5% level.
Police 2 t = 1.5037 not significant at the 5% level.
Public 1 t = 1.0925 not significant at the 5% level.
Public 2 t = 2.4082 significant at the 5% level.
Total t = 1.0320 not significant at the 5% level.

Question 50 asked the reverse of Question 24 stressing departmental involvement with regards to violations of the ethical codes. In Group "A" only 29% agreed or strongly agreed with the statement, 57.5% disagreed or strongly disagreed, while 22.5% were undecided. The differences in the responses of the different samples in the group were not significant (Table 24). In Group "B" 38.7% agreed or strongly agreed, 42.6% disagreed or strongly disagreed, while 18.7% were undecided. Here too the differences in the distribution of responses in the different samples were not significant. In this respect the responses to Question 50 tend to support the responses to Question 24 (Table 22). Comparison of the responses of Group "A" and Group "B" in the different samples however, reveal no significant differences when the samples are considered individually or collectively.

The last questions to be analyzed in this study dealt with the professional police officer adhering to professional norms. There were two questions in this area, one concerning the real (the police do) and the ideal (the police should). Question 10 concerned opinion on the statement, "The professional police officer adheres to a set of professional norms". In Group "A" 75% agreed or strongly agreed, 17% disagreed or strongly disagreed, while 8% were undecided. The differences in the responses in the different

TABLE 24. Responses to Question 50. "Any violations of the code of ethics should be reviewed by the administration of the department concerned and not by a professional committee."

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>N</u>	<u>Score</u>
<u>Group "A"</u>							
Police 1	0	3	11	11	4	29	2.448 1.3855
Police 2	3	10	4	14	4	35	2.828 1.2067
Public 1	4	4	6	6	2	22	3.090 1.2397
Public 2	3	2	2	2	4	13	2.846 1.5613
Total	10	19	22	33	14	99	2.747 1.2024
<u>Group "B"</u>							
Police 1	0	10	2	5	2	19	3.052 1.0989
Police 2	0	6	2	6	0	14	3.000 0.9257
Public 1	1	9	4	8	1	23	3.043 1.0416
Public 2	1	4	7	11	1	24	2.708 0.9344
Total	2	29	15	30	4	80	2.937 1.0166

Group "A"; $N=99$, $X^2 = 20.06$, (12df) not significant at the 5% level.

Group "B"; $N=80$, $X^2 = 10.96$, (12df) not significant at the 5% level.

Group "A" vs Group "B". Police 1 $t = 1.6777$ not significant at the 5% level.

Police 2 $t = 0.5364$ not significant at the 5% level.

Public 1 $t = 0.1374$ not significant at the 5% level.

Public 2 $t = 0.2917$ not significant at the 5% level.

Total $t = 1.1456$ not significant at the 5% level.

samples were not statistically significant. The responses for Group "B" were more or less similar, 70% agreed or strongly agreed, 10% disagreed or strongly disagreed, while 20% were undecided, and here too the differences in the responses in the different samples were not statistically significant (Table 25). Comparison of the responses of Groups "A" and "B" in the different samples also show no statistically significant differences.

Question 23 (Table 26) stated, "The professional officer should adhere to a set of professional norms", and the responses were more or less similar to those of Question 10. In Group "A" 80% agreed or strongly agreed, 8% disagreed or strongly disagreed, while 11% were undecided. In Group "B" 85% agreed or strongly agreed, 6.4% disagreed or strongly disagreed while 8.6% were undecided. For both groups the differences in the responses in the different samples were not statistically significant. Comparison of the responses of Group "A" and Group "B" in the different samples indicate a statistically significant difference only in the case of the general public sample. Group "B" are less likely to agree.

TABLE 25. Responses to Question 10. "The professional police officer adheres to a set of professional norms."

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>N</u>	<u>Score</u>
<u>Group "A"</u>							
Police 1	5	18	3	2	1	29	3.827 0.9493
Police 2	7	22	2	3	1	35	3.885 0.9187
Public 1	4	11	2	5	0	22	3.636 1.0244
Public 2	2	5	1	2	3	13	3.076 1.4390
Total	18	56	8	12	5	99	3.808 1.0612
<u>Group "B"</u>							
Police 1	3	12	4	0	0	19	3.947 0.6014
Police 2	1	11	0	2	0	14	3.785 0.9046
Public 1	0	14	5	3	1	23	3.391 0.8717
Public 2	2	13	7	2	0	24	3.625 0.7547
Total	6	50	16	7	1	80	3.662 0.7896

Group "A"; $N=99$, $X^2 = 15.04$, (12df) not significant at the 5% level.

Group "B"; $N=80$, $X^2 = 13.32$, (12df) not significant at the 5% level.

Group "A" vs Group "B".

Police 1	$t = 0.5365$	not significant at the 5% level.
Police 2	$t = 0.4046$	not significant at the 5% level.
Public 1	$t = 0.8626$	not significant at the 5% level.
Public 2	$t = 1.2836$	not significant at the 5% level.
Total	$t = 1.0558$	not significant at the 5% level.

TABLE 26. Responses to Question 23. "The professional police officer should adhere to a set of professional norms."

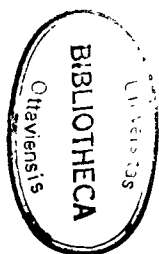
	<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>N</u>	<u>Score</u>
<u>Group "A"</u>							
Police 1	10	12	4	3	0	29	4.000 0.9468
Police 2	11	18	5	1	0	35	4.114 0.7471
Public 1	10	10	0	2	0	22	4.272 0.8624
Public 2	2	7	2	2	0	13	3.692 0.9101
Total	33	47	11	8	0	99	4.060 0.8740
<u>Group "B"</u>							
Police 1	4	12	1	0	2	19	3.842 1.0888
Police 2	2	10	1	1	0	14	3.928 0.7034
Public 1	2	15	3	3	0	23	3.695 0.7000
Public 2	7	15	2	0	0	24	4.208 0.5758
Total	15	52	7	4	2	80	3.925 0.8332

Group "A"; $N=99$, $X^2 = 12.16$, (12df) not significant at the 5% level.

Group "B"; $N=80$, $X^2 = 15.42$, (12df) not significant at the 5% level.

Group "A" vs Group "B".

Police 1	$t = 0.5173$ not significant at the 5% level.
Police 2	$t = 0.8222$ not significant at the 5% level.
Public 1	$t = 2.4584$ significant at the 5% level.
Public 2	$t = 1.8514$ not significant at the 5% level.
Total	$t = 1.0626$ not significant at the 5% level.



Chapter Five

Summary and Conclusions

The literature on police professionalism indicates that there is no consensus in this regard. There are some who contend that police work is a profession, while others claim it is not, each stressing on one or another aspect of the metier. Those who contend it is a profession tend to base their contention on the fact that police work is technical and that the police, as professionals, act to propagate the image of service to the community. Those who do not contribute to this idea base their belief and contention on the fact that the police lack, in their work, autonomy and its concomitants so essential to convert a metier into a profession. Some among this latter group believe that police work should be a profession, especially because of the nature of the work society expects them to do.

The results of this study reveal that not only do the police see themselves as a profession, the public also contributes to this view. Of the police 97% agreed with the statement that police was a profession while 82% of the public did so. Each of these samples comprised two groups.

The police sample came from the city police and the suburban police, while the public sample consisted of a random sample of the general public and a student population. When the sub-samples are considered it is found that the student population was least emphatic that the police was a profession, 74% of them agreed or strongly agreed with the statement, 16% were uncertain and 10% disagreed or strongly disagreed with it. When their responses are scored on a 5 point scale, with strong agreement given 5 points and strong disagreement given 1, the average score for the student sample is 3.8.

The student sample was obtained from evening classes at Loyola College of Montreal and restricted to those students enrolled in courses in criminology and social deviance. This student population was chosen to obtain a sample as similar as possible to the suburban police sample which was obtained from those officers representing the municipalities of Westmount, Hampstead, Pointe Claire, Montreal West, Cote St. Luc, Dorval, Verdun, and LaSalle, who were attending courses offered by John Abbott Community College in Police Science. Curriculums from both colleges indicate that both samples were following courses of similar nature.

The suburban police unlike the students were most emphatic that the police was a profession, 98% agreed or strongly agreed, 2% were uncertain and no one disagreed. Their average score was 4.68.

What does all this mean? Does the fact that the police and the public consider the police a profession make it a profession? The literature reveals that public recognition is a major factor in a metier being a profession. The public recognition of a metier as a profession displays the confidence that the public has in the competence of those who work in that metier. But does the public expression of competence make a metier a profession?

One method of finding out whether a metier is a profession is the objective one. It comprises listing the characteristics of a profession and then determining whether the metier does possess these characteristics. The literature reveals that the characteristics of a profession are:

- (1) a special body of knowledge and theory which can only be acquired through a special form of training;
- (2) professional training schools that reflect the knowledge base of the profession, with high standards of admission;
- (3) altruism and dedication to the service ideal by members of the profession;

- (4) professional organizations that promote the autonomy of both the organizations and the individual members; and,
- (5) an established code of ethics which ensures that the professional's behavior is directed toward the primary objective of the client's welfare.

On the basis of these characteristics the police are at one and same time both a profession and not a profession. Although there is a special body of knowledge which can be acquired through special training it is always not a pre-requisite for appointment into the service. Second, though there are professional schools that reflect the knowledge base of the profession all individuals joining the metier are not always required to attend the police training schools, and what is more the training offered by the schools are not available to all joining the service. Third, though some are attracted to the service for altruistic reasons - the literature indicates that in the case of many members altruism and dedication to the service ideal plays a rather insignificant role. What appears to attract people to the police service are rather personal - economic and psychological satisfaction.

Fourth, though it could be said that there are professional organizations working for autonomy, these are always not their goals, and, finally though there is a code of ethics that could govern the behaviour of the members of the metier, they are really not governed by a code of ethics but rather by their nominal superiors through a code of discipline. In addition to this we are here faced with a question of validity. Why and how does the possession of these characteristics make a metier a profession?

Objectively the police may or may not be a profession, when a profession is defined as a metier possessing the above characteristics. But both the police and the public believe the police to be a profession. This difference may be due to:

- (1) Difference in definition, i.e. the police and the public may not be using the same criteria that has been used in the objective evaluation.
- (2) Difference in assessment, i.e. the same criteria may be used but their existence may be seen differently.

This study sought responses to a number of questions which would help to determine the basis on which evaluation

was made. These questions were based on the criteria the literature identified as characteristics of a profession. The analysis of the responses were designed to determine whether the difference between acknowledgement and non-acknowledgement of the police as a profession depended on a difference in definition or a difference in assessment. Originally the analysis was to have been conducted in terms of a comparison between those who agreed that the police was a profession and those who did not, but because of the large majority agreeing, the comparison had to be between those who strongly agreed and those who agreed but not strongly, each group having a contribution from the four sub-samples. The analysis was conducted to answer two basic questions:

- (1) Was there consensus in each of the two groups (those agreeing strongly and those agreeing) regarding the criteria; and
- (2) Was there a difference between the two groups.

The analysis permits the division of the criteria into three categories:

- (1) Where there is consensus in each group and no difference between the two groups. Here the existence or non-existence of the criteria

are equally recognized by all. These criteria may or may not be crucial to the question of professionalism. But the question of police professionalism does not rest on them.

- (2) Where there is consensus in each group and a difference between groups. These criteria are crucial to the question of professionalism, they constitute a part of the definition of a profession, and the question of police professionalism does rest on them, because of differences in the assessment of existence.
- (3) Where there is no consensus in one or another group and there is or there is not a difference between groups. These criteria are apparently not crucial to the question, and do not constitute a part of the definition.

What the responses to questions falling into category (1) reveal is to describe what police work is concerned with. According to these responses:

- (1) The police profession is thought to exist because it guarantees the public not only the competence of its personnel but also their honour.

- (2) The police should help the deprived and the needy rather than simply containing and controlling them.
- (3) Police work should be and is a science.
- (4) The police should be an autonomous body.
- (5) Police professionalism means an increase in the police using discretion in regards to arrest and summons.
- (6) Violations of the code of ethics should be reviewed by the administration of the department concerned and not by a professional committee.
- (7) The professional police officer adheres to a set of professional norms.

What the responses to questions falling into category (2) reveal is the areas in which there is doubt as to what the police really are. Here we find disagreement on the following points:

- (1) Anyone can be a policeman. You can take a man off the street and after a few months he can do the job. He doesn't need an education or a particular training.

Here those who strongly agree that the police is a profession tend to strongly disagree with the statement. This is when both groups are considered as a whole. When the individual samples are considered a statistically significant difference exists only in the case of the general public. Though the differences between the two groups in the other samples are not statistically significant, those who are less emphatic that the police are a profession also disagree with the statement but are less emphatic in their disagreement.

- (2) Any violation of the code of ethics should be reviewed by a committee within the profession and impose sanctions if need be. The individual department should not be involved.

Here there is general agreement with the statement and a statistically significant difference between those who are more emphatic and those less emphatic that the police are a profession exists only in the case of the metropolitan police sample and the student sample. In both these samples those less emphatic that the police is a profession tend to be more emphatic in their agreement with the statement. The reverse is the position in the case of the other two samples.

- (3) The professional police officer should
adhere to a set of professional norms.

Here too there is general agreement with the statement with a statistically significant difference existing only in the case of the general public sample in which those who are more emphatic that the police is a profession are more emphatically in agreement with the statement.

Questions falling into the third category can be divided into three sub-categories:

- (a) No consensus in Group "A".
- (b) No consensus in Group "B".
- (c) No consensus in both groups.

There is no consensus in Group "A" in regards to these questions.

- (1) A college degree in police science or an
established discipline is a requirement for
appointment to the police service.

Here the tendency is to agree with the statement, with the suburban police and students being less likely to do so. There is no statistically significant difference in the distribution of responses when sub groups of each sample are compared.

- (2) A college degree in police science or an established discipline should be a requirement for appointment to the police service.

Here there is a tendency to strong agreement but the two police samples are less inclined to do so. There is no statistically significant differences within the samples.

- (3) The police should not be granted rights in regards to discretion for this is a function of the courts.

The police are emphatic in their disagreement to this statement whereas the public tend to also agree but are not as emphatic. There exists a statistically significant difference between Group "A" and "B" in the case of the metropolitan police only.

- (4) Police officers should know when to enforce the law to the letter and when to only envoke the spirit of the law.

Here there is general agreement with the statement but the metropolitan police sample and the student sample tend to be less emphatic. There is no statistically significant difference when the sub-groups of each sample are compared.

- (5) The professional officer is one who has a well organized personality and is in control of the tempo of his reactions.

Here there is general agreement with the statement with the student sample being less emphatic. There is a statistically significant difference between Group "A" and "B" in the case of the suburban police and the general public sample. Those in Group "B" being less emphatic than those in Group "A".

- (6) Similar to other professional bodies, in the police profession violations of the code of ethics are reviewed by a committee within the profession.

Here there is general agreement to the statement with both public samples being less emphatic. This attitude is related to the fact that a large proportion of each public sample was undecided in their responses. There is no statistically significant difference when the samples in Group "A" and "B" are compared.

There is no consensus in Group "B" in regards to these questions.

- (1) The police help the deprived and the needy, rather than simply containing and controlling them.

Here the public tend to disagree with the statement but the police agree. This is true for both groups but more evident in Group "B". There is no significant difference between the two groups when the individual samples are considered but when the two groups are considered there is a statistically significant difference with those less emphatic that the police is a profession being less inclined to agree with the statement. In this connection it is interesting to note that all agree that the police should help the deprived and needy rather than simply controlling and containing them.

- (2) The police are professionals because their work is highly technical.

The public are less inclined to agree with the statement. There is however no statistically significant differences between the responses of Group "A" and Group "B".

- (3) Police work at the best is a synthetic subject that has borrowed heavily from several well established disciplines.

The suburban police and the students are less inclined to agree with this statement. Here too there is no statistically significant difference between the responses of Group "A" and "B".

(4) The police are an autonomous body.

Here both the suburban police and the general public disagree. There is a statistically significant difference between Group "A" and Group "B" in the case of the suburban police and when the samples are taken as a whole it is found that Group "A" is more in agreement and Group "B" in disagreement.

(5) Discretion plays an important role in the function of the professional police officer.

Here the public tends to be less in agreement with the statement. There is statistically significant differences between Group "A" and "B" in the case of the general public and also when the totals of each group are compared.

There is no consensus in both groups in regards the following questions.

(1) The police rather than being an autonomous body should be placed under the jurisdiction of a civilian review board.

Here the police disagree with the statement while the public agrees. When the groups are combined and compared, there is a statistically significant difference in the distribution of responses.

- (2) Police officers do not know when to enforce the law to the letter or when to invoke only the spirit of the law.

Here the police tend to disagree with the statement, while the public agrees. There exists a statistically significant difference between Group "A" and "B". Group "A" tending to disagree and Group "B" agreeing.

The study reveals that both the police and the public perceive the police to be professionals although they may not possess the characteristics outlined in the literature. As far as this study is concerned there were only two criteria that were found important. These are: technical skills, and ethical codes. Unimportant from the point of view of professionalization are the following characteristics: altruism, professional organizations, and autonomy.

Thomas and Znanieck have contended that what matters is not what is, but, what is thought to be, for, what is thought to be real, is real in its consequence (2). As far as professionalism is concerned Parsons states;

"I conceive a profession to be a category of occupational role which is organized about the master of and fiduciary responsibility for any important segment of a society's

cultural tradition, including responsibility for its perpetuation and for its future development. In addition, a profession may have responsibility for the application of its knowledge in practical situations." (1)

This conception does not support the view that a metier must possess certain specific characteristics for it to be considered a profession. The voice of the people appears to be sufficient.

References

- (1) PARSONS, Talcott (1959) "Some Problems Confronting Sociology as a Profession". American Sociological Review, 24, (4).
- (2) THOMAS, W.I. & ZNANIECKI, F. (1927) The Polish Peasant in Europe and America. New York: A.A. Knopf.

Police Professionalization

Thesis Summary

A review of the literature on the police revealed that the police service has been ripe for the transition from a metier to a profession to take place. This was due to many factors. The two major ones being the change in recruitment policies during the depression when many college educated men sought employment in the police service. This coupled with technological advances utilized in police work in the contemporary urban society has provided the push towards professionalism.

In relation to police professionalism two major foci of concern emerge: the extent to which the police are a profession and the desirability of a police profession. With regards to the first, there are those who do not consider the police professionals because their knowledge and skills are acquired on the job and they are subject to the authority of their superiors, and then there are those who believe the police are professionals because they reflect in their remarks the ideology of professionals and act to propagate the image of service to the community, high ideals and noble ends.

The second focus is the desirability of professionalization of the police, which also has some contradictory view points. Some stress the desirability because of the complexity of the work in modern society, while others see no need for professional police officers claiming that the demand

for professionalism stems first from an effort by the policemen themselves to defend their jobs and careers, and second from an attempt of middle class liberals to upgrade and retrain working class policemen, on the theory that an uneducated cop was typically brutal and racist.

With these contradictory view points, each individual is left to answer the question of police professionalism on his own. In this task there are essentially two approaches that could be adopted. The first is the subjective or gut feeling approach with emotion rather than reason acting as guide: the second is the objective or scientific approach in which reason plays a dominant role. It involves a definition of a profession.

The literature reveals that profession is one of the most widely and commonly used terms to describe a certain occupational category thought to possess certain special characteristics: 1) a special body of knowledge; 2) professional training schools; 3) altruism and dedication to the service ideal; 4) professional organizations and autonomy; and 5) an established code of ethics.

The literature on the police revealed that there is a special body of knowledge, and that there are police training schools but that these have negligible impact on the metier first because only a relatively small number of police officers have had the opportunity to attend them and second, because of the nature of the programme. With regards to professional organizations there are none, only union-like bargaining organizations. On the basis of the characteristics of a profession, the police cannot be considered a profession, but

this does not restrict the police from claiming they are professionals.

Research - Methodology

As this was an attitude survey, designed to discover the attitudes of police officers and the public towards police professionalism, a questionnaire was adopted to measure the degree to which the police and public saw the police as professionals, and second to what degree the police and the public wanted the police to become professionals.

This questionnaire was then administered to a sample which included the Montreal Police, the Montreal Island Suburban Police, a random sample of general population, and a student sample.

In the statistical analysis of the data, the Chi Square Test and the "t" test were used. The analysis was to have been performed through the comparison of the criteria utilized by those who agreed and those who did not that the police was a profession. However, as an overwhelming large proportion of each sample agreed or strongly agreed that it was so, the analysis had to be limited to a comparison of the responses of those strongly agreeing with those just agreeing.

The study sought responses to a number of questions which would help to determine the basis on which evaluation was made. These questions were based on the criteria the literature identified as characteristics of a profession. The analysis was designed to determine whether the difference between acknowledgement and non-acknowledgement of the police as a

profession depended on a difference in definition or a difference in assessment. In order to determine this, the analysis was conducted to answer two basic questions:

- 1) Was there consensus in each of the two groups (those agreeing strongly and those agreeing regarding the criteria,
- 2) Was there a difference between the two groups.

The analysis permitted the division of the criteria into three categories:

- 1) Where there is consensus in each group and no difference between the two groups, here the existence or non-existence of the criteria are equally recognized by all.
- 2) Where there is consensus in each group and a difference between groups, these criteria are crucial to the question of professionalism.
- 3) Where there is no consensus in one or other group and there is or there is not a difference between groups.

The questions, the responses to which indicate the criteria, dealt with are crucial to the evaluation of the police as a profession are:

- 1) Anyone can be a policeman. You can take a man off the street and after a few months he can do the job. He doesn't need any education or any particular training.

Here those who strongly agree that the police is a profession strongly disagree with the statement. This is when both groups are considered as a whole. When the individual samples are considered a statistically significant difference exists only in the case of the general public. Though the differences between the two groups in the other samples are not statistically significant, those who are less emphatic that the police are a profession also disagree with the statement but are less emphatic in their disagreement.

- 2) Any violation of the code of ethics should be reviewed by a committee within the profession and impose sanctions if need be. The individual department should not be involved.

Here there is general agreement with the statement and a statistically significant difference between those who are more emphatic and those less emphatic that the police are a profession exists only in the case of the Metropolitan Police sample and the student sample. In both these samples, those less emphatic that the police is a profession tend to be more emphatic in their agreement with the statement. The reverse is the position in the case of the other two samples.

- 3) The professional police officer should adhere to a set of professional norms.

Here too there is general agreement with the statement with a statistical significant difference existing only in the case of the general public sample in which those who are more emphatic that the police is a professional are more emphatically in agreement with the statement.

The study indicates that both the police and the public perceive the police to be professionals although they may not possess the characteristics outlined in the literature. As far as this study is concerned there are only two criteria that were found important. These are technical skills and ethical norms. Unimportant from the point of view of professionalization are the following characteristics: altruism, professional organizations and autonomy. This conception does not support the view that a metier must possess certain specific characteristics for it to be considered a profession. The voice of the people appears to be sufficient.