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Analysis and Evaluation of the Methods of Selection and Training of Police Officers in Principal Cities of the United States

Thomas Maurice Frost
Loyola University Chicago

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ANALYSIS AND EVALUATION OF THE METHODS OF SELECTION
AND TRAINING OF POLICE OFFICERS IN PRINCIPAL
CITIES OF THE UNITED STATES

by

Thomas Maurice Frost

A Thesis Submitted to the Faculty of the Graduate School
of Loyola University in Partial Fulfillment of
the Requirements for the Degree of
Master of Social and
Industrial Relations

June 1954
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</tbody>
</table>
CHAPTER I

INTRODUCTION

The subject of this thesis, Police Training In The United States, is one which has been analyzed, examined, investigated, and dissected by many scholars, educators, and sociologists of our day. The multifarious conclusions drawn therefrom have been both damning and derogatory as well as commendatory; however, in many cases, particularly in the past, the conclusions were perfectly valid and justified.

It is highly unlikely, however, that these same educators and other examiners would appreciate or permit police department officials to conduct surveys and studies of their institutions; and therefrom set forth standards and requisites which said institutions would be compelled to comply with in order to be recognized as Class "A" institutions.

The struggle of law enforcement to raise its standards and earn the right to the term "profession" has been a long, difficult, and continuous one.

The gains which have been made toward achieving the goal are the results, chiefly, of one factor. That factor is training.

Only within recent years has the principle of intensive training for all officers been accepted as a necessity by the majority of law enforcement agencies. Police schools are today a part of every progressive department. The age of handing out a gun and a badge and assigning a beat is past.
General acceptance of a course of instruction for officers has been a tremendous step forward. It now remains for its benefits to be protected, for with acceptance a new field—that of police training—has been opened.

Unfortunately some few individuals and organizations outside the profession of law enforcement, have seen, beyond the great public value to be derived from training, a lucrative occupation and they are attempting to capitalize on it. Few of them are moved by altruistic ideals, rather, they are motivated by mercenary desires.

Law enforcement has picked itself up by its own bootstraps. The training of its officers should remain with the profession. A layman is not called upon to teach anatomy to a class of medical students, nor is criminal law taught by the man on the street. Slipshod teaching by those who are unqualified in the field has no place in our profession.¹

By the same token, it is the opinion of this writer that the police departments have only themselves to blame. It is about time that the various law enforcement agencies throughout the land unite for the express purpose of self-examination and the creation of unified training standards, personnel selection, and promotional prerequisites.

Certainly the police departments' past has not always been above reproach and some of their forebears have been anything but the finest in American citizenry; but in fairness to all concerned it must be remembered that many of our highly respected industries and professions have had their day of reckoning. Therefore, there are none amongst us that can throw the first stone.

It is the firm conviction of this writer that the situation is one that must be examined by someone from within the ranks of law enforcement because it is only in this manner that the exacting problems and idiosyncrasies of the situation can be reconciled. The writer having been a member of the Chicago Police Department since 1946, and an instructor in the Police Training Division for the past five years represents the third generation of his family to serve on the Chicago Police Department. He believes that a fair analysis free of bias, prejudice, and ignorance can be acquired from his interpretation of the facts involved.

The writer is interested in learning the existing standards and conditions governing the selection and training of new police officers and comparing them with prior policies and regulations dictating policy of selection and training in order to discover the progress, if any, made by enforcement agencies with the purpose in mind of establishing a code of professional standards.

For many years the public tolerated police officers who were political appointees with no particular qualifications for the job they had to do. Their training in defensive tactics was limited to the use of a night-stick in a heavy hand, where strength to subdue an adversary was the most important attribute. The average early-day police officer had little training, not much education and even less desire to improve his ability as a public servant.

In fact, he was not a public servant, but a political party functionary to whom the party owed a political debt. The job was one way to satisfy the party obligation. Although there were some absolutely fearless officers, who did outstanding work, we cannot point with pride to the great majority of early law-enforcement agencies.
As times changed, it no longer was popular to have a police department noted for its inefficiency. Farsighted leaders recognized that as society grew more complex, the status of law enforcement would be forced to improve or chaos would reign in the land. First as a theoretical proposition, then as a reality, training programs were instituted in progressive departments on an experimental scale.²

The problem of whether the police are adequately trained and if their methods of selection of personnel are the best available have served as the basis of controversy for many years; sometimes serving as a scapegoat for political issues and other public circumstances which the enmeshed participants were desirous of concealing. By diverting public interest into the shortcomings of the local police department, they were able to take the pressure off themselves. In the light of present day conditions when the moral integrity of public officials is wavering in the esteem of the citizenry, while charges of nonfeasance and misfeasance are leveled almost daily against public officials and servants, it is essential for police morale as well as for a reawakening of public confidence that the police departments be resurveyed and given a fair opportunity to display their worthiness of public esteem and respect.

The purpose of this study is to determine just what are the procedures and policies employed by law enforcement agencies in their selection and training of police officers and the selection of police instructors in order to establish a standardized compilation of these procedures.

and policies together with a suggested uniform method of selection and training.

The writer's personal interest in the study of this problem is motivated by a deep desire to add a scientific study by a law enforcement officer to the field of Sociology; and to satisfy an intense desire to acquire information about a subject of great personal interest. This personal interest is attributed partially to occupational pursuits and partially to an altruistic desire to improve police training and police public relations.

The method employed by the writer to acquire the data for this study was to dispatch a three page questionnaire to thirty-three cities located in all sections of the United States. The analysis of the data was augmented by personal correspondence with leading educators in the field of Sociology and Police Science, research conducted in municipal, institutional, and local libraries, as well as consultations with numerous police officials and instructors.

The questionnaire, which is the core of the survey, solicited information on three specific aspects of police training:

A—Recruit Training
B—Training Personnel
C—Training Facilities

3 Appendix 1.
4 Appendix 2.
Regarding Recruit Training, the questionnaire asked the method of recruit selectivity, e.g., civil service examination, temporary appointment, or appointment by the police chief; the qualifications necessary for admission to the department, e.g., education, age, physical requirements, military background; the type of training to which the police recruit is subjected, e.g., academic, physical, military drill, and firearms; and the duration of the training period.

The queries submitted concerning Training Personnel included: the size and rank of the personnel staff, the method employed by the departments in the selectivity of the training staffs, the special qualifications and background possessed by the training staff members, and whether or not the training staff personnel held special rank or received extra compensation for their assignment to the training school.

The writer also requested information regarding the Training Facilities. Specifically, he wanted to know whether the facilities were self-owned, their size, the type and amount of equipment, and its availability to the members of the department.

As the result of analyzing and correlating the accumulated data, the conclusions are set forth and a suggested training program is offered.

The conclusions of this study will portray vast improvement over the conditions as they prevailed thirty or forty years ago. Mr. August Vollmer commenting on police work at that time stated:
A few years ago, the only requirement necessary for appointment as a policeman was a political pull and brute strength. The chief was usually a ward politician and selected his subordinated from among his political assistants. No preliminary training was necessary and the officers were considered sufficiently equipped to perform their duties if they were armed with a revolver, and a club and wore a regulation uniform.

The duties were simple, consisting chiefly in patrolling beats with one eye closed—figuratively speaking.

Most of the investigations of serious crimes were conducted on the trial and error basis. Tenure of office being uncertain, many officers made the most of their opportunity and levied tribute upon the evil doers.

Following the adoption of Civil Service reform by a few cities, and the improvement in the organization that resulted therefrom, came the wide-spread use of this method of selecting applicants for positions on the police force. Tenure of office was made more certain, pension provisions and increased compensations helped make the position a more respected and desirable one and as a result a better grade of men are joining the force.5

Today, the need for adequate training for recruit policemen is no longer a moot point. Police departments throughout the United States fully realize and accept the need for thorough police training on all levels. Many of the departments have or are constructing police academies and possess a permanent staff assigned to the task of teaching police officers the powers and scope of their duties.

Other enlightening aspects of this study are to consider to what extent the recruits are trained, how competent are the instructors,

and are the teaching conditions conducive to the learning process. It is with these issues in mind that the author pursues his objective—a sound analysis of police training as it exists today.

The author is prepared to increase police efficiency by pointing out police administrators and personnel interested in the field who are well established. However, as is true in almost every area of endeavor, the academic and technical criteria are defined and recognized long before their actual physical adoption. A full acceptance, particularly when it affects organizational or community norms, is marked by extreme resistance on the part of the executives of the affected agencies to incorporate these modifications in their time of operation. Consequently, mid-moratorium results in a retarding of the potential benefits to be accrued therein.

It is more than thirty years since Fuller, 1 Asley, 2 and others first inspired the revision and reevaluation of the then existing plans of operation in police organizations. These innovations have been continued and augmented but their transition into actual operation has

CHAPTER II

SELECTIVITY METHODS OF

POLICE OFFICERS

The criteria promulgated to increase police efficiency by sociologists, police administrators, and persons interested in the field are well established. However, as is true in almost every avenue of endeavor, the academic and technical criteria are defined and recognized long before their actual physical adoption. Actual acceptance, particularly when it affects organizational or community mores, is marked by extreme reluctance on the part of the executives of the affected concerns to incorporate these modifications in their plan of operation. Consequently, this hesitation results in a retarding of the potential benefits to be derived therefrom.

It is more than thirty years since Vollmer,¹ Healy,² and others first inspired the revision and modernization of the then existing plans of operation in police organizations. These inspired works have been continued and augmented but their transition into actual operation has

been slow. It is the intention of the writer to learn to what degree those standards have been employed by the police departments in this country today.

A. CIVIL SERVICE

It is uniformly agreed among those qualified in the field of law enforcement that police departments must be established under Civil Service Law if they are to function competently. Past experience has revealed that those departments not under Civil Service never consistently maintain the same level of efficiency as those departments operating under Civil Service. The situations that can be related concerning the disastrous repercussions felt by police officers who dared to enforce the law against certain influential persons are multifarious. This deplorable situation is only rectifiable by the employment of civil service tenure because job security is a condition precedent to efficient police operation.

It is obvious that unless police officers have absolute certainty that they are safe from retaliation, political or otherwise, their job efficiency will never be fully developed.

Although there are some disadvantages in the Civil Service system, it has the virtue of eliminating many objectionable political features that made for corruption and inefficiency in the past. Civil Service Control is gradually resulting in a professionalized police service, and men start at the bottom of the ranks and work up to the top positions in the administrative and executive branches proceeding through the several grades of Civil Service examinations. This method of selection has the advantage of guaranteeing that the executive heads have been professionally trained for their position.
Another advantage of the Civil Service System is the general improvement in department morale which results from the protection of the executive head by Civil Service. Department heads are changed regularly with the result that the force was completely demoralized and ceased to function as an effective organization. Since the advent of Civil Service examinations, which are designed to qualify trained men for the position and protect them as long as they are honest and competent, the politicians have not been successful in removing the executive head. 3

While it is true that a half-hearted effort at law enforcement is better than none, it is not sufficient to merely regulate and supervise public conduct.

The basis of crime control rests primarily with the police. Theirs is the duty of crime detection and apprehension. Unless this preliminary work is effectively done, the ultimate punishment of the criminal is never fully realized. The reason for this condition develops from the fact that the police force is the adjunct of whatever political faction happened to be in power. Its activities have been limited to the police of the administration instead of being governed by the letter of the law. Handicapped by the vacillating policies of the administration it is always a matter of police uncertainty as to which law shall be enforced and which violation overlooked. 4

Policies of larger cities of this country concur with the opinions expressed above and believe that Civil Service protection is a necessary requisite for maximum police efficiency. Table I shows that out of twenty-five cities responding to this inquiry, twenty-one have their police departments functioning under Civil Service Laws of their state.


### TABLE I

**Cities Having Police Departments Established Under Civil Service**

<table>
<thead>
<tr>
<th>Cities Responding To Questionnaire</th>
<th>Cities Having Police Departments Under Civil Service</th>
<th>Cities Not Indicating Status Of Police Departments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baltimore</td>
<td>Baltimore</td>
<td>Cincinnati</td>
</tr>
<tr>
<td>Berkeley</td>
<td>Berkeley</td>
<td>Madison</td>
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<tr>
<td>Boston</td>
<td>Boston</td>
<td>New Orleans</td>
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<tr>
<td>Buffalo</td>
<td>Buffalo</td>
<td>Oakland</td>
</tr>
<tr>
<td>Chicago</td>
<td>Chicago</td>
<td></td>
</tr>
<tr>
<td>Cincinnati</td>
<td>Cincinnati, Cleveland</td>
<td></td>
</tr>
<tr>
<td>Cleveland</td>
<td>Detroit</td>
<td></td>
</tr>
<tr>
<td>Detroit</td>
<td>Kansas City</td>
<td></td>
</tr>
<tr>
<td>Kansas City</td>
<td>Los Angeles</td>
<td></td>
</tr>
<tr>
<td>Louisville</td>
<td>Memphis</td>
<td></td>
</tr>
<tr>
<td>Los Angeles</td>
<td>Minneapolis</td>
<td></td>
</tr>
<tr>
<td>Madison</td>
<td>Newark</td>
<td></td>
</tr>
<tr>
<td>Memphis</td>
<td>Omaha</td>
<td></td>
</tr>
<tr>
<td>Minneapolis</td>
<td>Philadelphia</td>
<td></td>
</tr>
<tr>
<td>Newark</td>
<td>Pittsburgh</td>
<td></td>
</tr>
<tr>
<td>New York</td>
<td>Portland</td>
<td></td>
</tr>
<tr>
<td>New Orleans</td>
<td>San Francisco</td>
<td></td>
</tr>
<tr>
<td>Oakland</td>
<td>Seattle</td>
<td></td>
</tr>
<tr>
<td>Omaha</td>
<td>St. Paul</td>
<td></td>
</tr>
<tr>
<td>Philadelphia</td>
<td>St. Louis</td>
<td></td>
</tr>
<tr>
<td>Pittsburgh</td>
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<td></td>
</tr>
<tr>
<td>Portland</td>
<td></td>
<td></td>
</tr>
<tr>
<td>San Francisco</td>
<td></td>
<td></td>
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<tr>
<td>Seattle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>St. Paul</td>
<td></td>
<td></td>
</tr>
<tr>
<td>St. Louis</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Placing a police force under the protection of Civil Service will not solve all of its problems. The Civil Service system protects the inefficient as well as the efficient police officer. If a police officer can refrain from overt acts of disobedience or nonfeasance, he can remain a member of his local department for many years simply by doing the minimum amount of work demanded by his superiors. Consequently, if the community is to derive the type of law enforcement necessary for a safe community, its police department must staff itself with competent and ambitious men. Speaking of this particular problem, Mr. Donald Stone states:

Competent personnel is the most pressing need of every police department. With the growing complexity of crime and police problems, it is increasingly important that policemen be of superior mental and physical ability and that more rigorous effects be made to attract such persons to the force. Modern police work requires men of intelligence with an aptitude for police work, men who can work together in a disciplined organization, men of physical stamina and of high character. 5

By and large, the responding cities' methods of selectivity and requirements for admission to the police force were basically similar and can be divided into a five point classification:

1. Mental Requirements
2. Physical Requirements
3. Residency Requirements
4. Character Requirements
5. Age Requirements

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B. MENTAL REQUIREMENTS

The amount of mental competence necessary for law enforcement work is still a moot question. The educational requisite runs the gamut of a formal college education for a member of the Federal Bureau of Investigation to no formal educational demands in one of the principal cities of the United States. Educators in the field of Police Science strongly maintain that some degree of college training is necessary for members of a well organized police department. On the other hand, many veteran and highly successful police officers insist (and there are adequate cases to substantiate their position) that the best police officers come from families with little formal education and, during adolescence, were exposed to the ways of the community gangs and the so-called "respectable" hoodlums. As a result of this "education" such officers are in a much better position to anticipate gang moves, understand hoodlum mores, and establish confidences among the hoodlum element than are their more educated brothers.

A balanced analysis of the situation indicates that a middle position toward this problem not only is a safe compromise but also an adequate one. Except for certain specialized positions in the police departments, a college degree is not necessary. In fact, it is the

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6 Total responses will vary from one requirement to another due to the degree of information supplied by each city on each point answered, i.e., Age has twenty-three cities answering and Character has fourteen.
writer's opinion that a person with a college education is in grave
danger of becoming frustrated, particularly if he finds himself delegated
to the performance of routine police work as is frequently done. The
college trained officer, believing that he is suited for a job mentally
demanding and finding himself relegated to routine patrol, may become
despondent and will prove of little benefit to the department. To a
certain degree, this situation can be attributed to the Civil Service
system. In the vast majority of instances, Civil Service does not provide
for specialists or technicians on the police departments; consequently
these men must be hired and paid the same as the foot patrolmen.

On the other hand, to accept men possessing only a fifth or
sixth grade education may be inviting disaster. A police officer must
be able to write an intelligent report, express himself coherently in
court or before a belligerent crowd, and possess sufficient mental ability
to make spontaneous rational decisions. Mr. William Raney, Inspector
and Director of Personnel and Training, Memphis Police Department, speaking
of the intelligence of applicants states: "Applicants must possess
ability to make written reports, good emotional stability, aptitude for
investigational work and keen powers of observation, and be a high school
graduate." The Baltimore City Service Commission in describing the

7 Excerpt from letter received by author, October 24, 1951.
intelligence requirement for applicants for their police department said:
"The applicant must be able to follow given instructions, written orders, and ability to get along with people."\(^3\)

However, because the educational factor is only one of several points to consider, a city can not raise its standards too quickly or too high. A safe and just requirement would be two years of high school augmented by a thorough recruit training program. The Governmental Research Institute of St. Louis reports that St. Louis raised its educational standard from "being capable of reading and writing the English language understandably to a twelfth grade education."\(^9\) This revision was so severe that the Civil Service Commission was unable to supply the department with enough applicants to meet their needs and necessitated lowering the standard to a tenth grade education.

According to the new standard adopted in November, 1947, an applicant must have completed at least the tenth grade. This change is definitely a step in the right direction. Recent recruitment efforts indicate that a twelfth grade education requirement at the present time might provide the Department with too few applicants to meet minimum needs.\(^10\)

Because the question of education was not specifically posed, several cities did not state their requirement on this issue. Of the

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\(^3\) City Service Commission of Baltimore Examination Bulletin #221-51, September 13, 1951.

\(^9\) Governmental Research Institute, St. Louis Police Department - A Resurvey, St. Louis, Missouri, February, 1948, 5.

\(^10\) Ibid.
<table>
<thead>
<tr>
<th>EDUCATIONAL REQUIREMENTS</th>
<th>CITIES</th>
<th>STATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eighth Grade</td>
<td>Buffalo</td>
<td>New York</td>
</tr>
<tr>
<td>Two Years of High School</td>
<td>Baltimore, Louisville, Pittsburgh, St. Louis</td>
<td>Maryland, Kentucky, Pennsylvania, Missouri</td>
</tr>
<tr>
<td>Four Years of High School</td>
<td>Berkeley, Cincinnati, Detroit, Kansas City, Los Angeles, Madison, Memphis, Omaha, Portland, San Francisco</td>
<td>California, Ohio, Michigan, Missouri, California, Wisconsin, Tennessee, Nebraska, Oregon, California</td>
</tr>
<tr>
<td>No Report</td>
<td>Boston, Cleveland, Minneapolis, Newark, New Orleans, Oakland, Philadelphia, Seattle, St. Paul</td>
<td>Massachusetts, Ohio, Minnesota, New Jersey, Louisiana, California, Pennsylvania, Washington, Minnesota</td>
</tr>
</tbody>
</table>
fifteen cities which did indicate their requirement, ten demanded that applicants be high school graduates, four cities demanded at least two years of high school, one city specified that its applicants be graduates of grammar school, and only one city did not make a specific educational demand.

C. PHYSICAL REQUIREMENT

There was very little deviation among cities in regard to the physical condition of police applicants. By and large, all cities demanded that the applicants be in excellent health, be free from latent physical defects, and have the necessary strength and muscular coordination to perform their duty in a capable manner. Such things as 20/20 vision, proper color perception, normal hearing in both ears, and normal pulse rate were requirements in all cities.

In addition to the normal physical examination, most cities subjected their applicants to a rigorous strength performance test. In this type of examination the applicants are required to lift dumb-balls a prescribed number of times, chin themselves as many times as possible, climb a rope, broad jump, and swim a prescribed course of two hundred feet. In each of these exercises maximum and minimum standards are set and the grade performance is determined by the applicant's capacity to perform according to these standards. Table III summarizes the requirements set by the Boston Police Department.
<table>
<thead>
<tr>
<th>Order</th>
<th>Points</th>
<th>Explanation</th>
<th>Results</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
<td>Dummy Lifts. If unable to lift 125 pounds dummy in proper manner failure in event.</td>
<td>150 lbs.</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>125 lbs.</td>
<td>70</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
<td>Standing Broad Jump. Any jump below 6' 8&quot; is failure in event.</td>
<td>Length</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>8'</td>
<td>7' 8&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7' 4&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7'</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6' 8&quot;</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
<td>Dumb-bells. Total below 100 pounds failure in event.</td>
<td>Total both hands</td>
<td>150 lbs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>145 lbs.</td>
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<td>140 lbs.</td>
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<td>135 lbs.</td>
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<td></td>
<td>130 lbs.</td>
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<td></td>
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<td></td>
<td>125 lbs.</td>
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<td></td>
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<td></td>
<td>120 lbs.</td>
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<td></td>
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<td></td>
<td></td>
<td>110 lbs.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100 lbs.</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>Abdominals. If unable to perform at least 1 sit-up, failure in event.</td>
<td>Sit-Ups</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>Vault. Not attaining 4' 6&quot;, failure in event.</td>
<td>Height</td>
<td>5' 6&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5'</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4' 6&quot;</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
<td>50-Yard Swim. No time limit.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a Boston Police Department, A Manual For The Instruction Of Applicants For Examinations For The Police Service, Ill.
The survey shows that the American police officer is slightly taller than his civilian counterpart. Perhaps this is as it should be, for certainly a police officer possessing a good physique and of better than average height commands more respect from a belligerent group than does an undernourished, pint-sized officer whose presence may only serve to stimulate the group to violate any legal directives he may attempt to enforce.

Nine cities demand that police officers must be at least 5' 8" and seven others established their minimum at 5' 9". The minimum mean of the polled cities was 5' 8½". Only ten cities cited a maximum height which varies from 6' 2" in Memphis to 6' 7" in Los Angeles. The maximum mean computed from the ten cities indicating a maximum was 6' 4½". All cities specified that the individual possess a proper weight commensurate with his height. The standard used by the San Francisco Civil Service Commission is shown in Table IV.

D. RESIDENCY REQUIREMENT

From the literature available concerning the necessity for or the abolition of the residency requirement in the selection of police personnel, the consensus of opinion is that the requirement should be abrogated. Concurring with this opinion is Mr. Donald Stone, who has said:

The majority of police departments restrict applicants to residents of the jurisdiction served by the department, there is a growing favor for open competition to a wider area. If merit is to be the
TABLE IV

HEIGHT, WEIGHT, AND CHEST REQUIREMENTS
SAN FRANCISCO POLICE DEPARTMENT

**HEIGHT, WEIGHT, AND CHEST REQUIREMENTS:** Applicants must meet the following standards as to height, weight (weight without clothing), and chest measurement:

<table>
<thead>
<tr>
<th>Height</th>
<th>Minimum Weight</th>
<th>Maximum Weight</th>
<th>Chest Expanded</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 ft. 9 in.</td>
<td>150 lbs.</td>
<td>180 lbs.</td>
<td>36 inches</td>
</tr>
<tr>
<td>5 ft. 10 in.</td>
<td>155 lbs.</td>
<td>185 lbs.</td>
<td>33 1/2 inches</td>
</tr>
<tr>
<td>5 ft. 11 in.</td>
<td>160 lbs.</td>
<td>195 lbs.</td>
<td>39 inches</td>
</tr>
<tr>
<td>6 ft.</td>
<td>165 lbs.</td>
<td>200 lbs.</td>
<td>40 inches</td>
</tr>
<tr>
<td>6 ft. 1 in.</td>
<td>170 lbs.</td>
<td>205 lbs.</td>
<td>40 1/2 inches</td>
</tr>
<tr>
<td>6 ft. 2 in.</td>
<td>175 lbs.</td>
<td>215 lbs.</td>
<td>41 inches</td>
</tr>
<tr>
<td>6 ft. 3 in.</td>
<td>180 lbs.</td>
<td>220 lbs.</td>
<td>41 1/2 inches</td>
</tr>
<tr>
<td>6 ft. 4 in.</td>
<td>185 lbs.</td>
<td>225 lbs.</td>
<td>42 inches</td>
</tr>
</tbody>
</table>

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*a San Francisco Civil Service Commission, Examination Announcement Q2 Policeman, Supplement B, 10-5-51.*
principal criterion, the best qualified persons should be selected regardless of abode.11

The writer takes exception to this point and feels that in most instances a sufficient number of well-qualified applicants are available in local communities if the position is made attractive enough.

Often-times the residency issue develops as the aftermath of a police scandal or is the by-product of some type of police survey. It appears that whenever this circumstance presents itself, the investigators invariably reason that if non-residents were permitted to join the department the conditions would not be so depraved, all other things being equal. Just one step further is the idea that a residency waiver would reduce the political sovereignty so often associated with the hiring of police officers. This point is beyond consideration in cities where the Civil Service Commission's integrity is unquestioned. The Chicago Crime Commission, which recently investigated the alleged intrigue between the Chicago Police and local politicians, said that "political assistance in seeking employment in the Chicago department is quiescent."

A definite point in favor of a residency restriction is that it makes character investigation a much simpler and concise procedure. This is a very essential feature on the local level where the police budget and man-power are highly limited. A nonresident's character investigation

11 Stone, Recruitment of Police, 6.
could prove both difficult and costly to a police force whose financial resources and manpower are, in all likelihood, already taxed to their capacity.

The majority of the cities contacted in this survey specified that applicants must be permanent residents of the city whose police department they are endeavoring to join. This requirement varied slightly from city to city. In Detroit, applicants are required to reside in the state for one year prior to the date of the written examination, whereas San Francisco demands a five year city residency accrued immediately preceding the date of the examination. Portland, Oregon demands that applicants for its police force be residents of "Multnomah, Washington or Clackamas counties, except those who have or will have completed a four year college course in Police Administration by July 1, 1951 and are residents of Oregon or Washington."12

Chicago, Philadelphia, and Kansas City require a one year city residency while Pittsburgh and St. Louis demand a two year city residency. Los Angeles is the only city of those responding to the survey permitting non-state residents to compete in its examination.

E. AGE REQUIREMENT

The consensus of opinion among persons qualified in the field of police selection is that individuals selected for law enforcement work

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12 Portland Civil Service Announcement #132, Portland, Oregon, January 22, 1951.
on the city level should be in their early twenties.

Because of the rigorous duties of police service and the need for providing a career for qualified young men, it is important to recruit men at an early age. The trend is to move age limits down. Since the average police department expects 25 years of service from a policeman, an age limit beyond 30 means that the department cannot expect a sufficient length of effective patrol service from these members. Also, applicants over the age of 27 and 28 have failed to settle down or make good in other lines of work. Maladjustment or disciplinary problems are more common in the age group of the late twenties and over than in the lower age group. Furthermore, setting the lower age limit at 21 will secure candidates before they have begun their life career and obtained such success that they cannot be attracted to a police career.13

Various other reasons for recruitment of the young men have been proposed, chief among these are: younger men are less settled in their habits and therefore are easier to indoctrinate into the discipline and rigors of police work; older men are not as receptive to learning as are the younger men; men in their thirties and forties who are not already permanently established employment-wise may be maladjusted and constitute a poor employment risk; older men are regarded as bad risks not only from a physical standpoint but also from an actuarial point of view as far as pensions are concerned.

... on behalf of the high minimum and maximum age limits, it is argued that police service demands years of discreteive and settled habits which may be secured in part by barring applicants who are in their early twenties, admitting those of mature years and of middle age.

13 Stone, Recruitment of Police, 7.
Over against this line of reasoning may be set the arguments favorable to low age limits. It is contended that although maturity and settled habits are desirable, they can be acquired within the police service as well as outside of it, that settled habits may preferably be formed under police discipline; that admission to the force of mature recruits greatly complicated the problem of retirement on pension, and finally, that the service may better be recruited from young and aspiring personnel than failures in industry and commerce.\(^\text{14}\)

Seventeen cities indicated their age limitation as prescribed by Civil Service or City Council Regulation. The lowest minimum is in Berkeley, California, in which city a male resident need only be twenty years of age in order to take the examination. This may be due to the influence of August Vollmer who, while Chief of Police in that California city, hired young college students as police officers. Perhaps one of his most outstanding proteges is Mr. O. W. Wilson who later became Chief of Police in Wichita, Kansas. The highest maximum was found in Kansas City, where individuals must be between twenty-one and forty-five years of age on the date of appointment. The average minimum age of the seventeen cities is 21.17 years of age and the average maximum is 31.83 years.

With the exception of Philadelphia, Memphis, Kansas City, and San Francisco, the present trend is definitely toward recruitment of younger men for this essential public service. Table V shows the age requirements in many of the principal cities.

TABLE V

AGE REQUIREMENT FOR POLICE APPLICANTS
IN PRINCIPAL CITIES OF
THE UNITED STATES

<table>
<thead>
<tr>
<th>Age (Minimum)</th>
<th>Age (Maximum)</th>
<th>City</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>29</td>
<td>Berkeley</td>
</tr>
<tr>
<td>21</td>
<td>27</td>
<td>Chicago</td>
</tr>
<tr>
<td>21</td>
<td>29</td>
<td>Cleveland, Portland</td>
</tr>
<tr>
<td>21</td>
<td>30</td>
<td>Baltimore, Cincinnati, Los Angeles, Newark, Omaha</td>
</tr>
<tr>
<td>21</td>
<td>31</td>
<td>Buffalo</td>
</tr>
<tr>
<td>21</td>
<td>34</td>
<td>Philadelphia</td>
</tr>
<tr>
<td>21</td>
<td>35</td>
<td>Memphis, San Francisco</td>
</tr>
<tr>
<td>21</td>
<td>45</td>
<td>Kansas City</td>
</tr>
<tr>
<td>22</td>
<td>27</td>
<td>Detroit</td>
</tr>
<tr>
<td>22</td>
<td>31</td>
<td>St. Louis</td>
</tr>
<tr>
<td>23</td>
<td>29</td>
<td>Madison</td>
</tr>
</tbody>
</table>

Although all cities have established a certain age limitation of some sort, there is still a major "loophole" which enables older men to join the police departments of many cities. Civil Service laws of most cities demand that applicants be within certain specified age limitations, but this requisite is applicable only at the time of the examination or the date that the individual files his application. Therefore, if an applicant is close to the maximum age when he takes the examination and is placed close to the bottom of the eligible list when it is posted (it
could be three or four years before he is called for appointment) in such a circumstance it is quite possible for him to be in his late thirties or early forties at the time he joins the police department.

Some cities have prevented this situation from occurring by adding a second proviso to the age requirement. This proviso demands that individuals while still on the eligible list and having reached a certain maximum age are no longer under consideration for the position. Two principal cities having such a provision are Portland, Oregon, and San Francisco, California.

All candidates must have reached their 21st birthday by March 1, 1951. Names will be removed from the eligible list when non-veterans reach their 30th birthday, and when veterans reach their 35th birthday.\textsuperscript{15}

Applicants must be not less than 21 nor more than 35 years of age on the closing date of receipt of applications. Names of eligibles who reach their 36th birthday before appointment from the register of eligibles established as a result of this examination will be automatically removed therefrom.\textsuperscript{16}

\section*{F. VETERANS' PREFERENCE}

Following the cessation of hostilities in 1945 and 1946 there prevailed throughout the nation an abundance of goodwill and gratitude toward members of the American military forces. As an outgrowth of this benevolence, honorably discharged veterans were given either first consideration in Civil Service competition, were awarded a five-to-ten point

\textsuperscript{15} Portland Civil Service Announcement \#132, Portland, Oregon, January 22, 1951.

advantage over competing non-veterans, or the age requirement was modified.

Section 9. Police and Fire Service. In original entrance examination for Firemen and Patrolmen in the Police Department, applicants in addition to the requirement of Rule II, at the time of examination must be between the ages of 21 and 28 years (that is must not have reached their twenty-eighth birthdays), provided, however, that persons entitled to military preference in accordance with the provisions of Section 10⅔ of the Civil Service Act shall not be subject to limitations specifying age unless they are applicants for a position as Fireman or Policeman having no previous employment status as a Fireman or Policeman in the regularly constituted Fire or Police Department of the city of Chicago, in which case they must be under 35 years of age...17

This condition prevailed in almost all police examinations as well as other types of civil service examinations throughout the land. By and large, this situation did not constitute any great detriment to the competing non-veteran because the percentage of competing non-veterans was low; consequently only a small minority was affected. A larger number of non-veterans was rejected from military service for personal handicap than for family responsibility (this refers to men between twenty-one and twenty-eight years, not all deferred males) therefore they would probably be rejected by the police physician even during normal times.

The benefits to the individuals concerned and to the community as a whole far outnumbered any disadvantages which might result from this type of extra consideration shown the veteran. As was previously mentioned, in the final analysis this handicap did not serve as any great aid in entrance examinations because at least 95% of the applicants were veterans

17 Civil Service Commission Fifty-Sixth Annual Report, Chicago, 1950, 32.
and even without the preference grade, approximately 90% of the veterans would have placed higher on the list than the non-veterans because of the latter group's physical or mental deficiencies.

The legal enactment of veterans' preference served as an indication of community gratitude to the returning servicemen and it is quite doubtful if any legislator would have dared to take an attitude similar to that of the Citizens' Police Committee when they analyzed the Chicago Police Department in 1931. Speaking of military preference they said:

By the terms of Civil Service Law, war veterans are entitled to be placed at the head of the Civil Service list in the order of their examination grades. While the value of military experience in police work has thus far evoked no unanimity among police administrators informed opinion seems to be general that any value which war-time military experience may have done does not justify the extraordinary preference contemplated by the Civil Service Law.¹³

At the present time a peace-time draft is still very much in evidence and will probably remain in effect for several more years, or even become a permanent part of our American way of life. As long as it continues, the discharged veteran will seek the same benefits given his military predecessors. If the draft should be abolished at a future date, the right to veterans' preference will become a weaker right. Benefits derived from active service acquired from voluntary enlistment in peacetime should never be as bountiful as active service during a time of

¹³ The Citizens' Police Committee, Chicago Police Problems, 58.
It is a fundamental fact that any type of employment involving a place of public trust, public confidence, fiduciary relationship, and respect by its very essence demands that its members possess fine characters, good reputations, and are respected members of their community. Needless to say, law enforcement lies within this category.

An established reputation for good moral character is, without a doubt, the most important element in the preliminary qualification of the policeman. In addition to the temptations and corrupting influence surrounding the performance of police duty, which are of a nature to test the moral fiber of any man, the policeman is required to enforce laws and ordinances establishing a certain standard of personal and social conduct. If he is to be a reliable public agent, he must be in general accord with the policies which such laws represent. Perhaps the best indication of this is the applicant's own past record in the community and his attitude toward society.19

The present day free-thinking liberalism which has endeavored to overcome all forms of control and restriction, including moral and ethical standards, has manifested its presence in many levels of the governmental service as well as in the economic sphere. Numerous scandals concerning misfeasances and nonfeasances in addition to other types of pharisaical conduct have been the essence of many news reports. Sad though it is to relate, the law enforcement field has not been without its share of ignominious notaries in this regard and has suffered through its...

19 Ibid., 59.
bribery shakedowns, unlawful searches and seizures, assaults to compel confessions, and in one large midwestern city a murder conviction on two counts.

As the result of conduct such as this, police departments throughout the land have been executing the greatest care and prudence in the selection of their personnel. This necessity is aptly described by Professor Vollmer:

Trained and intelligent policemen of good character give courage to law-abiding citizens and furnish a nucleus around which they may rally to control the lawless element.

Weakness of a police organization, improperly recruited contributes greatly to the indifference and apathy of the public and frequently encourages potential offenders to become habitual criminals. Higher standards of physical and entrance requirements of police must be established. Whatever may be achieved in remedying police defects must be done through enlisting the services of intelligent men of excellent character, who are sufficiently educated to perform the duties of a policeman. As a first step in any plan to ameliorate conditions, it is necessary to keep out, rather than weed out, undesirable persons. Preventive measures are vastly cheaper and more effective than the installation of complicated machinery to correct personnel defects. Besides, an unsatisfactory policeman weakens the moral fiber of his associates and destroys public confidence in the police. The police organization suffers in reputation and society pays the bill when police are dishonest, brutal, or otherwise unsuited.20

Speaking on the subject of police discipline, Mr. William Rutledge at a meeting of the International Association of Police Chiefs stresses

the necessity of a thorough character investigation in the following statement:

Intelligence, honesty, courage, good nature, and emotional stability are all essentials of a good policeman but are not determined from letters of recommendation, a doctor’s examination, or the ability to read the rule book.

The one recourse which is available to all departments is the character investigation. This should not only become a standard recruiting procedure, but the procedure must be refined and intensified. Character letters are almost valueless. A personal investigation should be made, not only through the character references given, but also at the schools attended by the candidate, his previous places of employment, his associates, neighbors, and local businessmen.

No matter what methods are adopted, the police authorities should have the final decision as to the qualifications of a candidate, for no matter how quickly a police department discovers the shortcomings, or misconduct of its members, and no matter how completely it applies negative discipline, the damage so far as public opinion is concerned, will have been already done. It is not enough to remove unsatisfactory policemen from the force, for the bad impression gained from these dismissals persists in the public mind, coloring its attitude toward the entire service, it is absolutely essential that these undesirable applicants be discovered and rejected at the outset.21

Perusal of questionnaire responses indicated the character investigation of prospective police personnel now in vogue in the United States is one which generally employs the following:

1. Community Inquiry by Police Personnel
2. Oral Interview of Applicants by Police Board
3. Checking Local and Federal Arrest and Fingerprint records

1. Community Inquiry

The Community Inquiry is basically concerned with information supplied by the applicant, either at the time of his initial application or immediately prior to his being appointed. The questionnaire followed a rather uniform tenor, warning the applicant that any discrepancy found between actual fact and the information supplied by him in his questionnaire will be sufficient grounds for rejection. The questionnaire requested information about the applicant's length and type of education and where acquired; employment record for a prescribed number of years (Chicago demands a ten year history and San Francisco a five year history); place of residency for a prescribed number of years; names of several persons, not relatives, who can supply credit and personal reference for the applicant; the applicant's military record which is verified by a photostatic copy of the individual's discharge papers; and proof of citizenship if born in a foreign country.

This data is given to an experienced inspector or police officer who makes a thorough investigation based upon this information. The investigating officer submits a complete case history to the Chief of Police or the Director of the Police Academy who has the final word as to whether the applicant is acceptable or not. In Chicago, the character investigation is performed by police sergeants assigned to police districts which encompass the residency of the police applicant. In St. Louis, "the investigation is made by the policeman on the beat in which the candidate
resides."22 Detroit describes the purpose of its investigation as:

A comprehensive investigation is conducted covering school and work record, home environment, personal traits, etc. Every effort is made to determine that the applicant's character is above reproach. Applicant is fingerprinted and records are checked in both the state and National Bureaus. Results of the investigation form a practical basis for the oral interviewing rating.23

2. Oral Interview

The Oral Interview is used by many cities as a means of determining the character of the police applicants. In most instances the interview is conducted by a group of police officials which one city refers to as its "Board of Review". This board is composed of the Chief of Police, Director of Police Training, and two police captains. The applicants appear individually before the board, are asked several questions and dismissed. The entire procedure lasts little more than five or ten minutes. The board evaluates the applicants on the basis of personality, neatness, and other such qualities. The purpose of the interview is aptly described by Mr. Stone:

The purpose of the oral interview is to appraise such traits as personal appearance, bearing, poise, attitude, mannerism and other characteristics which have a bearing on how he will fit into the police department but which cannot be determined through written test.24

22 Governmental Research Institute, St. Louis Police Department - A Resurvey, 6.
23 Detroit Police Department, General Information For Applicants.
24 Stone, Recruitment of Police, 16.
The Kansas City Police Department conducts this method of screening. Their board is called the "Oral Board" and is composed of the Chief of Police, Commissioner, Superintendent, and two captains. The applicant is graded on his physical appearance, initiative, temperament, confidence, courtesy, and voice by each member of the board on a department rating form. Each attribute possesses four degrees of weight and the applicant is required to obtain a grade of 70 in order to be accepted for the position.

It is the opinion of the writer that this method of selectivity is not very effective. In the majority of cases, just the thought of a personal interview by four or five police officials would cause the applicants to feel nervous and ill at ease, a strong uncontrollable variable which will hinder the validity of the interview. With the numerous duties and demands of the high police ranks it would be too demanding to permit them much time and opportunity to interview prospective employees, and it is rather doubtful if a true prospective can be acquired in a short time span.

If this type of program must be retained, the board of review should be staffed by officers of lower rank and subject the applicants to

25 Appendix III

26 Letter from Captain J. H. Gameson, Director of Personnel, Kansas City Police Department, Kansas City, Missouri.
a more thorough investigation. On the other hand, the board could be disposed of entirely and leave the assignment to the members of the Police Academy. These officers will have the opportunity to view the recruits for a longer period of time and see them in a natural light. If, during this period of training, the officers do not meet the requirements of the department they can be dropped.

3. Arrest Records

The third method commonly employed to screen police applicants is to check their names and fingerprints in order to determine whether or not they have a criminal record. This must be done on both a local and federal level in order to guarantee success. The Federal Bureau of Investigation in Washington, D. C., has the fingerprints of several million citizens on file and whenever a person is convicted of a felony or serious misdemeanor anywhere in the United States a copy of the fingerprints and the court disposition are sent to Washington by the local authorities.

Recently in Chicago, a police applicant's fingerprints were cleared by the Chicago Police Department's Bureau of Identification; however, when the applicant's prints were checked in Washington, (in Chicago, all applicants' prints are sent to Washington for clearance) it was discovered that the applicant had been indicted for rape in Rome, Georgia. If this policy had not been followed in Chicago, the applicant probably would have been accepted by the Chicago Police Department.
The honesty and integrity of police officers must be of the highest, and there can be no such thing as too much caution and care by police departments in their method of selecting new members for their departments.
CHAPTER III

TRAINING FACILITIES AND TRAINING PERSONNEL

Not so many years ago police training programs were hastily arranged affairs accomplished by spontaneously assigning a few veteran police officers to the task of informing a group of police recruits the functions of their job. It was not uncommon to find this instruction being given in a dirty squad room located in the rear of a local station. Generally the academic phase consisted of dictating a series of questions and answers which were to be memorized by the students.

The method commonly employed consisted of the repetition of a crime definition in two or three different forms of phraseology and recitations by the students. Crimes were dealt with in alphabetical order and without reference to some of their intimate relationship.¹

This program was augmented by a physical conditioning program often accomplished only after borrowing boxing gloves and other athletic equipment from local parks or schools. At the termination of this indoctrination, the instructors were sent back to their regular assignments and the training program dissolved until such time as another group of police recruits was assembled.

Today the police departments throughout the nation maintain a healthy and more sensible attitude toward police indoctrination. The police leaders of the United States are cognizant of the value of good police training and fully realize the importance that proper facilities have toward making education a successful operation. This attitude is expressed by Chief Mecklenburg of Charlotte, North Carolina.

It has been said, and it is true, that you get what you pay for. Nowhere is the application of these words more applicable than in law enforcement.

Municipal, county, and state officials who control the purse strings are not blind to a well-planned, periodically executed in-service training program which develops better officers. They want to see results, get public reaction to the department, know that their police are respected for the way they do the job, not feared because of their authority.

It works both ways, when the individual is properly trained for his job, or improperly trained. The individual reflects credit, or discredit on the department, and the department does the same for the individual.2

This modern attitude is further exemplified by the fact that many of the cities have established a training unit within their own department. It is the purpose of this training unit to organize and conduct all phases of police training needed by its department. The following criteria have been proposed to determine and measure the efficiency of the training programs.

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Experience in the organization and operation of the training programs in a great variety of occupations furnished justification for the statement that successful programs, those which are accomplishing the purposes for which they were set up, possess certain characteristics. These are as follows:

1. The group enrolled in the training program should be properly selected, (Chapter II).
2. The instructor should be competent not only from the standpoint of knowledge and skill in his field but also from the standpoint of his ability to teach what he knows, (Chapter IV).
3. The course of study should be based on functioning subject matter, (Chapter III).
4. The working conditions should be sufficiently favorable to make it possible to do a good job, (Chapter IV).

A. Heterogeneous out — homogeneous in.
B. Experience in the active field in order to have knowledge of the subject matter, adds respect from the students and makes the task easier. In addition to police experience, the instructor should know enough about training methods and techniques to be able to do a good job.
C. Course of study should be determined by need and not by guess. Conduct job analysis.
D. Favorable working conditions include—size of student group, time allotted for training, facilities available including visual aids.

To illustrate the importance of these factors, it may be pointed out that a properly selected group, with a thoroughly qualified instructor with a suitable course of study would never accomplish much if favorable working conditions are lacking. Lacking freedom from interference and opportunity to give continuous attention to the consideration of an important problem it would be impossible for him to function in an efficient manner. 3

Considering the idea expressed above, what facilities would be absolutely necessary to establish "favorable working conditions"? Funda-

mentally the facilities are four:

1. Classroom: standard classrooms, number necessary determined by the size of the department. Each classroom should conform to recognized educational standards as to light, sound, etc. In addition basic visual aids should be available.

2. Gymnasium: an area properly suited and equipped to give the officers a thorough physical conditioning program. This area should be so designed that it could be used as a drill floor.

3. Pistol Range: adequate facilities to accommodate four to six shooters simultaneously. The range should be equipped with exhaust fans strategically located, electrically operated targets, a public address system and a safety glass partition between firing line and spectators' area.

4. Library: a room set aside conducive to reading and supplied with elementary and advanced works of Police Science, State Statutes, and current law enforcement periodicals.

Ordinarily such Utopian criteria are only to be found in the head of a criminologist or sociologist; consequently it was quite enlightening to learn that several cities have already taken the proper steps to further police training. Baltimore, Kansas City, Los Angeles, and Seattle have adequate facilities. At the time of this survey, Philadelphia was in the process of constructing a new building which will house all their training facilities; and Chicago was in the blueprint stage of constructing its own academy.
The following detailed information has been received by the author concerning the present facilities available in principal cities of the United States for the training of police officers.

Baltimore, Maryland.

Modern indoor range with the latest electrical equipment, target retrievers, proper lighting and sound proofed, with ten firing stalls, and seating capacity for a gallery with "theater seats".

Two classrooms, one about 50' by 30' equipped with a speaker's rostrum, lectern, blackboard, six sliding panels in front of the blackboard, individual desks and chairs, national and state colors, fluorescent light fixtures, asphalt tile floor, venetian blinds and roller blinds (to darken the rooms for projection equipment).

The visual aids include a 16 mm sound projector, a 35 mm Balopticon slide projector, a Wilcox-Gay tape recording machine.

The second classroom is about 35' by 25' and contains all of the equipment which is in the larger room.

The gymnasium is a modern one about 30' by 75' and is equipped with most of the latest gymnastic equipment, such as, parallel bars, rowing machine, trapeze, climbing ropes, boxing gloves and headgear, horizontal bars, medicine balls, handball equipment, volley balls, weight lifting equipment, wrist builders, pulley weight equipment, basketball, and wrestling equipment.

Lockers are assigned to each man and there are four showers and a restroom in the shower room.

On the same floor with the gymnasium, there is a library and trophy room and orchestra room. A clean attic above the gymnasium is used for the storage of school records, papers, and material.

The instructors' offices and the Commanding Officer's offices (there are three) are equipped with Flexiphone intercommunication system which allows the Commanding Officer to communicate with the instructors without leaving his office. 4

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4 Letter from Captain Leo Kelly, Baltimore, Md., October 24, 1951.
Berkeley, California

Classroom instruction is conducted in the classroom at the Hall of Justice. This classroom seats approximately 75 persons. The gymnasium is equipped with standard equipment, and a shooting range for pistol practice 25 yards in length is available. One room is set aside as a police library and contains all standard works on police subjects plus many books on related subjects. 5

Boston, Massachusetts

One classroom 60' by 100' situated on the tenth floor of the 2nd Police Division. The room is used as a combination drill floor and classroom, it is well lighted and equipped with a loudspeaker system for the use of the instructors when necessary. This department does not have a gymnasium.

The revolver ranges consist of a fifteen point outdoor range set up for 15, 25, and 50 yards and two three point indoor ranges with target carriers which can be set at any distance up to 25 yards. The Police Training Division has a small legal library. 6

Buffalo, New York

We have excellent physical facilities for training. A classroom seating 400, our range is modern and up to date. Our library is limited. 7

Chicago, Illinois

The Police Training Division occupies the 2nd and 3rd floors of the 20th District station. Situated in this building are two classrooms with seating capacities of 100 men each and two classrooms with seating

5 Letter from J. A. Lindquist, Lieutenant, Personnel and Training Officer, Berkeley, California, October 25, 1951.


capacities of 60 men each. The rooms are furnished with desk chairs. There are smoking room and restroom facilities available on each floor.

Visual aids include a 16 mm sound projector and a slide projector.

Pistol ranges located in Central Police Headquarters, 2nd and 26th Districts are used for recruit target practice. These facilities, all less than three years old, are modern in every respect. Athlet- 

Cincinnati, Ohio

Have one classroom which is located in the City Hall, which will accommodate fifty students. They employ the local YMCA gymnasium. The target range is located in Lockland, Ohio which is twelve miles from the Cincinnati City Hall. The range is fully equipped with necessary housing facilities and the men in training remain there for one week.

Cleveland, Ohio

The Police Academy consists of one classroom, for physical training they employ city gymnasiums. They are equipped with both outdoor and indoor pistol ranges, and have a fully equipped library.

Detroit, Michigan

The Police Academy has four classrooms located on the 6th floor of Police Headquarters which may be used separately or by sliding doors may be combined. The gymnasium is located above the police garage, it is adequate for conducting calisthenics, military drill

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3 Statement of Lt. John J. Nelligan, Director of Personnel, personal interview.

9 Letter from L. R. Schrotel, Police Chief, Cincinnati, Ohio, October 22, 1951.

10 Letter from George J. Matowitz, Chief of Police, Cleveland, Ohio, October 25, 1951.
and has a running track around the top. The indoor pistol range is located in the basement of Police Headquarters and is used during the winter months, the outdoor range is located in a nearby park and is used in the summer months.11

Kansas City, Missouri

The Police Academy has one classroom that will accommodate 110 persons, a library equipped with books covering police subjects, a gymnasium fully equipped. The Academy also has an outdoor and indoor range.12

Los Angeles, California

The Academy has three classrooms, one of which is capable of holding 175 students, one for classes of 50 and one for classes of 35 or less. In addition, there are several other rooms which can be converted into classrooms if the occasion demands. The gymnasium is regulation size and fully equipped for any physical activity. In addition, it has a completely equipped stage and thirty-five millimeter projection booth.

The target range has 42 positions at the 25 yard line and 36 positions at the 50 yard line. Targets are hydraulically operated. The combat range has 6 positions, and at the present time there is a combat range under construction which will allow 16 officers to fire at the same time.13

11 Letter from Mr. James M. Lupton, Department of Police, Detroit, Michigan, November 2, 1951.

12 Letter from Captain J. H. Gameson, Director of Personnel, Kansas City, Missouri, November 5, 1951.

13 Letter from Chief W. H. Parker, Los Angeles, November 9, 1951.
Louisville, Kentucky

The Police Educational Bureau has one classroom, which is sound-proofed and can accommodate 100 students in the combination desk-chair seating arrangement. The unit is equipped with a 16 mm motion picture projector, 35 mm and 3 x 4 inch still slide projectors. We do not have a gymnasium but borrow the facilities of the local Y.M.C.A. Our pistol range is large enough to accommodate 50 men firing at a distance of 25 yards. 14

Madison, Wisconsin

Borrow the use of the Vocational School classrooms and the gymnasium of the Y.M.C.A., the pistol range is of "limited length and of questionable safety." 15

Memphis, Tennessee

One classroom located in a district station, pistol range and gymnasium located in the Central Police Station. 16

Minneapolis, Minnesota

Classroom consists of an Assembly Hall located at the Precinct Station. The shooting range is a regulation range which is in service throughout the year, no gymnasium is available. There is a library located in police headquarters. 17

14 Letter from Captain H. C. Kopp, Louisville, Kentucky, October 25, 1951.
15 Letter from Chief Bruce Weatherly, Madison, Wisconsin, October 19, 1951.
16 Letter from Inspector Wm. J. Raney, Memphis, Tennessee, October 24, 1951.
17 Letter from Inspector William Joyce, Minneapolis, Minnesota, October 22, 1951.
New Orleans, Louisiana

Every available type of training equipment will be used to facilitate this training program.

The school is equipped with various types of visual and audiovisual training equipment which will be used extensively. Use of training films, spot maps and visual aid charts will be a major part of the program.\(^{18}\)

Newark, New Jersey

Insufficient information supplied to this query.

New York, New York

Insufficient information supplied to this query.

Omaha, Nebraska

Have a small classroom, an indoor range (65 feet with four positions) and a library.\(^{19}\)

Philadelphia, Pennsylvania

At the present time the Police Academy occupies the second and third floors of a district police station. There are two classrooms available, each of which accommodates approximately seventy-five men. There is no gymnasium or library.

A National Guard armory is used for the purpose of military drill, physical training and other miscellaneous subjects.

\(^{18}\) Letter from Lt. Ray Muller, New Orleans, Louisiana, December 22, 1951.

\(^{19}\) Letter from Acting Chief Raymond Strong, Omaha, Nebraska, October 27, 1951.
At the present time we are awaiting the construction of a new Police Academy in the north-eastern part of the city, adjacent to the new revolver range. Upon completion all of the training facilities will be in one location.20

Pittsburgh, Pennsylvania

The classroom of the Police School is 20 feet by 25 feet, and it has a seating capacity for forty police officers. Standard arm chair desks are used. There is a large room 20 feet by 50 feet adjoining the classroom which is used for first aid instruction and the showing of training films. The police range is located in the basement of the school building. It is large enough to handle five officers at a time. They use the facilities of the Pennsylvania Railroad range. There is no library.21

Portland, Oregon

One classroom seating thirty-six students. The room is equipped with a blackboard and is well lighted. Also, have a 16 mm sound projector, a 35 mm slide projector and screens. A pistol range is located in the basement of the building, it has a distance of 20 yards and is constructed to handle five students at a time. An outdoor range owned and operated by the Sheriff's office is used by the Portland department in the summer months.22

San Francisco, California

The police academy is a former police station and consists of one classroom and limited gymnasium facilities.23

20 Letter from Mr. Charles M. Knipple, Philadelphia, Pa., November 5, 1951.

21 Letter from Supt. Harvey Scott, Pittsburgh, Pa., October 24, 1951.

22 Letter from Lt. Thomas Simmons, Portland, Oregon, November 1, 1951.

23 Letter from Chief Michael Gaffoy, San Francisco, California, October 26, 1951.
The Seattle Police Department moved into a new Public Safety Building in March, 1951. In this building are classroom facilities including testing laboratory, gymnasium, shooting range, library, and other training aids.\textsuperscript{24}

A perusal of the data submitted by the responding cities shows that the majority of the police departments are still not too well established in terms of training facilities. The data shows that some cities are still compelled to resort to a make-shift arrangement or omit some aspect of training.

This fact is even more startling when we consider that the twenty-three responding cities have an aggregate population of over twenty-six million people and have in excess of 52,320 law enforcement officers. With the exception of Baltimore, Berkeley, Kansas City, Los Angeles, and Seattle, all cities are compelled either to use make-shift facilities, borrow the facilities of an outside agency, or omit some phase of training or service altogether.

In Chapter II it was pointed out that all cities demand that police applicants be subjected to a thorough medical examination and a strenuous physical performance test. Yet only seven out of eighteen cities provided their officers with facilities to keep in the good physical condition which the department demands. This is indeed astounding when we realize that police officers are engaged in a profession where physical

\textsuperscript{24} Letter from Chief George Eastman, Seattle, Washington, October 25, 1951.
### TABLE VI

**TRAINING FACILITIES**

<table>
<thead>
<tr>
<th>City</th>
<th>Classrooms</th>
<th>Range</th>
<th>Library</th>
<th>Gymnasium</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baltimore</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Berkeley</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Boston</td>
<td>1</td>
<td>2b</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>Buffalo</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>Chicago</td>
<td>4</td>
<td>3</td>
<td>None</td>
<td>None(^c)</td>
</tr>
<tr>
<td>Cincinnati</td>
<td>1</td>
<td>1b</td>
<td>None</td>
<td>None(^d)</td>
</tr>
<tr>
<td>Cleveland</td>
<td>1</td>
<td>2b</td>
<td>1</td>
<td>None(^c)</td>
</tr>
<tr>
<td>Detroit</td>
<td>4</td>
<td>2b</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Kansas City</td>
<td>1</td>
<td>2b</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Los Angeles</td>
<td>3</td>
<td>2b</td>
<td>1</td>
<td>None(^d)</td>
</tr>
<tr>
<td>Louisville</td>
<td>1</td>
<td>1</td>
<td>None</td>
<td>None(^d)</td>
</tr>
<tr>
<td>Madison</td>
<td>None(^c)</td>
<td>1</td>
<td>None</td>
<td>None(^d)</td>
</tr>
<tr>
<td>Memphis</td>
<td>1</td>
<td>1</td>
<td>None</td>
<td>1</td>
</tr>
<tr>
<td>Minneapolis</td>
<td>1</td>
<td>1</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Newark</td>
<td>Unknown</td>
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<td>Unknown</td>
<td>Unknown</td>
</tr>
<tr>
<td>New Orleans</td>
<td>1</td>
<td>1</td>
<td>Unknown</td>
<td>None</td>
</tr>
<tr>
<td>New York</td>
<td>Unknown</td>
<td>Unknown</td>
<td>Unknown</td>
<td>Unknown</td>
</tr>
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<td>Omaha</td>
<td>1</td>
<td>1</td>
<td>Unknown</td>
<td>None(^e)</td>
</tr>
<tr>
<td>Philadelphia(^a)</td>
<td>2</td>
<td>1</td>
<td>None</td>
<td>Unknown</td>
</tr>
<tr>
<td>Pittsburgh</td>
<td>2</td>
<td>1</td>
<td>None</td>
<td>Unknown</td>
</tr>
<tr>
<td>Portland</td>
<td>1</td>
<td>1</td>
<td>Unknown</td>
<td>Unknown</td>
</tr>
<tr>
<td>San Francisco</td>
<td>1</td>
<td>1</td>
<td>None</td>
<td>Unknown</td>
</tr>
<tr>
<td>Seattle</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

---

- **Footnotes:**
  - \(^a\) New police academy under construction
  - \(^b\) Indoor and outdoor pistol ranges
  - \(^c\) Borrows facilities from the city
  - \(^d\) Borrows facilities from Y.M.C.A.
  - \(^e\) Borrows facilities from National Guard
conditioning is an essential requisite to good job performance. Chart VI shows that some cities have attempted to overcome this deficiency by borrowing gymnasium facilities from the city school system, from the National Guard, from the Y.M.C.A. or from some other agency.

Among the responding cities, only ten are equipped with a police department library where police officers can go from time to time to keep abreast of the current advancements in the legal and law enforcement professions.

The only facility which all cities possess is the Firing Range. However, even in this category not all department heads are satisfied with their range's suitableness. Chief Bruce Weatherly of Madison, Wisconsin describes his range as one of "limited length and questionable safety."

In the over-all picture, the responding cities appeared better equipped in this category of police training equipment than any other. Five cities, i.e., Boston, Cleveland, Detroit, Los Angeles, and Kansas City have outdoor firing ranges in addition to the standard inside variety. Cincinnati has its range located in Lockland, some twelve miles from Cincinnati proper, and it includes among other things, housing facilities so the recruits remain at the range for an entire week of intensive training in firearms.

Boston, Los Angeles, and Louisville have very elaborate, modern ranges. The outdoor range of Los Angeles has forty-two firing positions on its standard target range and six positions on its combat range. The
The range at Louisville has fifty firing positions. The Chicago City Council appropriated twenty-seven thousand dollars to remodel the antiquated range in Central Police Headquarters. The new modern facilities which will be ready in the Spring of 1954, will be equipped with six firing positions, the targets will be mechanically operated and will be modern in every detail.

Undoubtedly, the most essential and elementary piece of equipment of any school is the classroom. It is the core of the school, the place where most of the teaching is done. Perhaps this is why all the cities, with the exception of Madison which borrowed the Madison Vocational School's classroom, were able to state that they had classroom facilities.

The larger cities, i.e., Baltimore, Chicago, Detroit, Los Angeles, Philadelphia, Pittsburgh, and Seattle, have two or more classrooms. This is probably due to two reasons; first, a larger number of recruits per class; and, second, these departments need classrooms to provide space for in-service training which is found to be rather continuous in most of these cities.

There is a premise found in the Philosophy of Education which cautions that if the students aren't learning it may be due to the ineptness of the teacher rather than the mentality of the students. This writer has seen veteran police officers attempt to teach a group of police recruits by relating exciting and stimulating episodes from their police careers. Indeed, it was an enjoyable respite from the rigors of
the school routine, but the instructors accomplished nothing insofar as teaching is concerned. This situation merely illustrates that a police instructor must be more than an experienced police officer; he must be a teacher as well.

It would be a simple matter to state that all police instructors should be college graduates and possess teachers' certificates. Although it would be beneficial if the instructor had these qualities, one must never lose sight of the impracticality of such an idea at this time. In this particular field of education, active job experience is just as essential as formal academic training.

Because of low financial remuneration, limited chance of promotion, and strong community disrespect for police officers—which keeps many promising qualified persons from joining—it is rather dubious if the aforementioned criteria are worthwhile.

Perusal of the answers from the responding cities shows that no unified standards exist. In general, it seems to be a question of whether the selectivity is to be premised on the basis of formal education, actual and active police experience, years of service, military background, or rank. Although these are all essential points to consider when qualifications are set, it is not known which point takes precedence over others.

In the professional teaching field recognized standards are established and a prospective teacher must meet these requirements before being accepted. Although there is some slight variance from state to
state, in essence the requirements are uniform throughout the country. Table VII shows that no such unification of teaching qualifications exists among police instructor staffs even though the qualifications are few in number and broad in meaning. For example, some cities report that their instructors are college trained. However, further clarification is necessary because the standard does not say whether the training was for four weeks, four months, or four years. It also fails to indicate whether the course was a specialized course or a general college course.

The qualifications for a police instructor have been aptly expressed by Mr. Gordon H. Sheehe:

Enthusiastic, industrious, well qualified instructors capable of inspiring students providing leadership, developing good habits and necessary skills, and imparting information needed by the students are also part of the list of essentials.25

In the questionnaire, the question was posed, "What training and background are needed to qualify an officer to be a police instructor?" In almost all cities, the selecting and appointing of police instructors was done by the commanding officer of the police school. Although there was some variance in the answers, most commanding officers took into consideration the applicant's formal education, his rank, years of service, sincere desire to teach, and whether or not the officer had a military background.

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In general, the selectivity seemed to be premised on rather broad and loose terms. At times, the writer could not help but think that the terms were meaningless and the selectivity was based on unmentioned criteria.

The second query asked, "What amount of education do your instructors possess?" In seven cities, Berkeley, Chicago, Detroit, Los Angeles, Louisville, Newark, and Philadelphia, all or some of the instructors were college graduates. In three cities, Baltimore, Chicago, and Los Angeles, some of the instructors were college trained but not graduates. Baltimore, Chicago, Louisville, Newark, Philadelphia, and Pittsburgh have instructors who graduated from the Federal Bureau of Investigation's Police School in Washington, D. C. The departments of Buffalo, Louisville, Philadelphia, and Pittsburgh have instructors who graduated from Northwestern University's Traffic Institute.

In the main, the training divisions are composed of a permanently assigned skeleton force augmented from time to time by temporary instructors detailed to the training units to assist in the training programs. The employment of temporary instructors gives rise to conflicting opinions as to the feasibility of this rotating system. The principal advantage of using temporary instructors is that during a recession in the training programs the temporary instructors can be reassigned to active police work. This serves to eliminate a waste of manpower during the non-training periods of the year. On the other hand, under this system, the instructor never has a real sense of belonging as he is being
shifted from one assignment to another and consequently is never per-
manently assigned. Because of this shifting, commanding officers tend to
regard these officers as surplus and assign them to the most simple and
routine police duties. Naturally when such a condition exists it in-
jures the morale of the officers affected. By the same token the effi-
ciency of the training division is impaired by this constant alteration
of training staff members.

In an efficient department there is little slack in training
operations; consequently the training staff is continuously busy. How-
ever a sound policy seems to require that a limited number of instructors
be detailed to busy units for short periods of time in order to keep
abreast of active police routine.

Although the creation of sound requirements for police instructors
is highly admirable, the computation from this survey shows there are not
more than 150 men permanently engaged in this work. Among the 150 men,
135 are police officers, and 15 are police-women and civilian clerks.
Consequently with such a small number of officers engaged in this work,
about the only solution is to have a recognized police organization, i.e.,
International Association of Police Chiefs, create teacher qualifications
and try to have the police departments incorporate them into the training
of the police instructors.
<table>
<thead>
<tr>
<th>City</th>
<th>Total Personnel and Rank</th>
<th>Method of Selection</th>
<th>Training Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baltimore</td>
<td>8</td>
<td>Background, Formal Education, Good Speaker</td>
<td>Some college, 2 FBI graduates</td>
</tr>
<tr>
<td>Boston</td>
<td>Vary</td>
<td>Years of service, Military experience</td>
<td>Not stated</td>
</tr>
<tr>
<td>Berkeley</td>
<td>3</td>
<td>Not stated</td>
<td>College graduates</td>
</tr>
<tr>
<td>Buffalo</td>
<td>2</td>
<td>Interest, Ability, and Education</td>
<td>FBI graduates, Northwestern Traffic graduates, FBI graduates</td>
</tr>
<tr>
<td>Chicago</td>
<td>13</td>
<td>Formal Education, Ability to teach, Background and Interest</td>
<td>Some college graduates, some college trained, Professional teaching</td>
</tr>
<tr>
<td>Cincinnati</td>
<td>2</td>
<td>Made by Chief of Training</td>
<td>Special Police Experience</td>
</tr>
<tr>
<td>Cleveland</td>
<td>7</td>
<td>Made by Chief of training</td>
<td>Not stated</td>
</tr>
</tbody>
</table>
## TABLE VII (continued)

### PERMANENT TRAINING PERSONNEL

<table>
<thead>
<tr>
<th>City</th>
<th>Total Personnel and Rank</th>
<th>Method of Selection</th>
<th>Training Education</th>
</tr>
</thead>
</table>
| Detroit     | 17
1 Inspector
1 Assistant
2 Lieutenants
2 Sergeants
8 Patrolmen
4 Clerks | Outstanding service | 3 college graduates |
| Kansas City | 11
1 Captain
3 Sergeants
7 Patrolmen | Commanding Officers of the department are used as instructors. | |
| Los Angeles | 10
1 Captain
1 Lieutenant
2 Sergeants
6 Patrolmen | Selection made by Commanding Officer of Training School | Some college graduates and some college trained |
| Louisville  | 4
1 Captain
1 Sergeant
2 Patrolmen | Knowledge of subject Teaching ability | FBI graduates
Northwestern Traffic and Louisville school for police |
| Madison     | None | Commanding Officers and Specialized Officers are temporarily assigned by the Chief of Police. | |
| Newark      | 10
1 Captain
4 Sergeants
5 Patrolmen | Selection by Captain of Training Unit | FBI graduates all are college graduates |
<table>
<thead>
<tr>
<th>City</th>
<th>Total Personnel and Rank</th>
<th>Method Selection</th>
<th>Training Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philadelphia</td>
<td>15 1 Captain, 8 Sergeants, 6 Patrolmen</td>
<td>Selection by Captain of Training Unit</td>
<td>1 FBI graduate, 1 Northwestern Traffic, 4 college graduates.</td>
</tr>
<tr>
<td>Pittsburgha</td>
<td>7 1 Captain, 6 Patrolmen</td>
<td>Special experience</td>
<td>All are graduates of FBI or Northwestern Traffic</td>
</tr>
<tr>
<td>San Franciscoa</td>
<td>5 1 Director, 1 Lieutenant, 1 Sergeant, 2 Patrolmen</td>
<td>Knowledge of subject matter, ability to teach</td>
<td>Not stated</td>
</tr>
</tbody>
</table>

* These cities use temporary instructors in addition to the number assigned above.
CHAPTER IV

TRAINING CURRICULUM

The purpose of this chapter is twofold: first, analyze the recruit curriculum of the various cities involved in this study; second, present the author's own curriculum based upon personal experience and his analysis of the responses to this survey.

In order to acquire an honest appraisal of the data, the writer assembled the material in table form. Table VIII shows the duration of the training program for each city in weeks and hours. The hourly allotment is further subdivided into ten categories, seven of which are classified as academic and three as non-academic. These ten categories were created after careful study of the subjects which the author considered of paramount importance in formulating a sound training program; and the subjects which were strongly stressed in a majority of the responding cities.

Each category represents the total hours given to the title subject and its allied subjects. The Criminal Law category represents the total hours devoted to the study of criminal law, evidence, law of arrest, search and seizure, and city ordinances. The Police Procedure category includes the principles of police operation in the handling of
prisoners, the collection and preservation of evidence, investigation procedure, techniques of interviewing and interrogating, taking of fingerprints, and kindred subjects concerned with department policy governing the apprehension, booking, and handling of suspects and prisoners. Police patrol shows the class hours devoted to the techniques of patrol, surveillance, crime prevention, public morals and conduct, licensing of public places, mob psychology, handling of crowds, disorderly persons and places. Under the title Traffic is the total subject hours for the teaching of traffic laws and ordinances, accident investigation, handling of persons found to be under the influence of intoxicants, and the procedure to follow at traffic accidents. The category Reports gives the total hours devoted to the essentials of report writing, composition and rhetoric, and a study of the numerous police department forms. The category First Aid is self-explanatory. Under the Miscellaneous heading are all academic courses not falling into any of the previous groups. Generally, these are courses of short duration, i.e., one to four hours; and includes city government, department rules, city information, racial relations, department structure and composition, court structure and procedure, cooperation with other agencies, alcoholics, criminology, uniform inspection, election duty, and graduation exercises.

The breakdown of the recruit curricula reveals a striking homogeneity in subject matter. This was anticipated because there could be but slight deviation in professional standards in curriculum construction. The principal diversification lies in the hour allotment per sub-
ject which the writer terms "subject stress". The actual reason for the variance in "subject stress" is not known, but it may be the development of department policy or the commanding officer's proclivities.

Among the twenty-five cities responding to the survey, nine of them, i.e., Buffalo, Cleveland, Cincinnati, Madison, Memphis, Minneapolis, New York, Philadelphia, and Pittsburgh neglected to indicate the hourly breakdown per subject, consequently an analytical treatment of the curricula of these cities is not possible. These cities are listed in Table VIII together with the duration of their training program.

The duration of the training among the responding cities ranged from two weeks in Memphis, Tennessee, to three months in Madison, Wisconsin and Cleveland, Ohio. The average training period was 7.38 weeks for the entire twenty-five cities.

Ranking the cities according to population, it was found that cities having a population over one million persons had a mean of 10.7 weeks of training, cities having a population of less than one million but more than six hundred thousand had a mean of 9.30 weeks of training. The cities ranking between four hundred thousand and six hundred thousand persons had an average training period of 6.70 weeks. The cities whose population is in the three hundred thousand class had the lowest mean of all groups, an even 5 weeks of training. The cities have a population less than three hundred thousand, i.e., Berkeley, Madison, and Omaha; had a mean of 7 weeks, which is only .83 less than the group mean for all responding cities.
Geographically, the East was represented by seven cities and had a training mean of 7.43 weeks. The Middle West was represented by nine cities, and its combined training periods gave a mean score of 8.66 weeks. The Western representation consisted of six cities and had a mean of 8.83 weeks. The South was represented by only three cities and presented an average training period of 6 weeks. The writer does not feel that the South's average presents an adequate sampling. However, several other Southern cities were petitioned for information but they failed to respond. The other three geographic divisions of the country seem to represent a true sample of the training given recruit police officers in those sections. The West and Mid-West were practically equal in duration and were approximately one week over the mean training period for all cities in this study.

From the data in Table VIII it appears that the larger cities have the longest training programs. This is perhaps due to two factors: first, the complexity of city life; second, the complexity of the police department. Considering the first point, the larger city has more crime, accidents, juvenile problems, greater possibility of racial strife, traffic flow is greater, and traffic accidents more frequent. Consequently, all these issues must be considered in more detail during the training of police officers; adequate time must be devoted to the problems that these conditions represent and the solutions which they demand. Considering the second point, the complexity of the police department; the larger the organization the more complex is its operation, and consequently more time
<table>
<thead>
<tr>
<th>City</th>
<th>Total Weeks</th>
<th>Total Hours</th>
<th>Police Patrol</th>
<th>Criminal Law</th>
<th>Police Reports</th>
<th>Procedure</th>
<th>First Aid</th>
<th>Traffic</th>
<th>Misc.</th>
<th>Firearms</th>
<th>Military Drill</th>
<th>Physical Fitness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baltimore</td>
<td>12</td>
<td>396</td>
<td>80</td>
<td>45</td>
<td>17</td>
<td>95</td>
<td>22</td>
<td>13</td>
<td>56</td>
<td>32</td>
<td>None</td>
<td>36</td>
</tr>
<tr>
<td>Berkeley</td>
<td>4</td>
<td>175</td>
<td>24</td>
<td>36</td>
<td>12</td>
<td>42</td>
<td>None</td>
<td>12</td>
<td>24</td>
<td>12</td>
<td>None</td>
<td>20</td>
</tr>
<tr>
<td>Boston</td>
<td>6</td>
<td>253</td>
<td>26</td>
<td>48</td>
<td>30</td>
<td>20</td>
<td>30</td>
<td>3½</td>
<td>41½</td>
<td>18</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>Buffaloa</td>
<td>1 Month</td>
<td>440</td>
<td>24</td>
<td>89</td>
<td>20</td>
<td>53</td>
<td>20</td>
<td>4b</td>
<td>83</td>
<td>52</td>
<td>45</td>
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<tr>
<td>Chicago</td>
<td>10 Months</td>
<td>440</td>
<td>24</td>
<td>89</td>
<td>20</td>
<td>53</td>
<td>20</td>
<td>4b</td>
<td>83</td>
<td>52</td>
<td>45</td>
<td>50</td>
</tr>
<tr>
<td>Clevelandab</td>
<td>2 Months</td>
<td>253</td>
<td>26</td>
<td>48</td>
<td>30</td>
<td>20</td>
<td>30</td>
<td>3½</td>
<td>41½</td>
<td>18</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>Cincinnatia</td>
<td>2 Months</td>
<td>253</td>
<td>26</td>
<td>48</td>
<td>30</td>
<td>20</td>
<td>30</td>
<td>3½</td>
<td>41½</td>
<td>18</td>
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<td>Louisville</td>
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<td>5</td>
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<td>40</td>
<td>None</td>
<td>27</td>
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<tr>
<td>Los Angeles</td>
<td>13</td>
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<td>39</td>
<td>38</td>
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<td>8</td>
<td>29</td>
<td>197</td>
<td>65</td>
<td>44</td>
<td>60</td>
</tr>
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</table>
### TABLE VIII (continued)

**DISTRIBUTION OF RECRUIT CURRICULI BY CLASS HOURS**

<table>
<thead>
<tr>
<th>City</th>
<th>Total Weeks</th>
<th>Total Police Patrol</th>
<th>Criminal Law</th>
<th>Police Reports</th>
<th>Procedure</th>
<th>First Aid</th>
<th>Traffic</th>
<th>Misc.</th>
<th>Firearms</th>
<th>Military Drill</th>
<th>Physical Fitness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Madison</td>
<td>3 Months</td>
<td>None</td>
<td>18</td>
<td>10</td>
<td>72</td>
<td>20</td>
<td>20</td>
<td>42</td>
<td>80</td>
<td>30d</td>
<td>40</td>
</tr>
<tr>
<td>Memphis</td>
<td>2</td>
<td>None</td>
<td>48</td>
<td>8</td>
<td>10</td>
<td>30</td>
<td>30</td>
<td>46</td>
<td>8</td>
<td>None</td>
<td>None</td>
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<tr>
<td>Minneapolis</td>
<td>4</td>
<td>None</td>
<td>48</td>
<td>8</td>
<td>10</td>
<td>30</td>
<td>30</td>
<td>46</td>
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<tr>
<td>Newark</td>
<td>7 Months</td>
<td>None</td>
<td>18</td>
<td>10</td>
<td>72</td>
<td>20</td>
<td>20</td>
<td>42</td>
<td>80</td>
<td>30d</td>
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<td>18</td>
<td>10</td>
<td>72</td>
<td>20</td>
<td>20</td>
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<td>80</td>
<td>30d</td>
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<td>8</td>
<td>10</td>
<td>30</td>
<td>30</td>
<td>46</td>
<td>8</td>
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<td>None</td>
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<tr>
<td>Pittsburgh</td>
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<td>4</td>
<td>13</td>
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<td>22</td>
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</tr>
<tr>
<td>City</td>
<td>Total Weeks</td>
<td>Total Hours</td>
<td>Police Patrol</td>
<td>Criminal Law</td>
<td>Police Reports</td>
<td>Procedure</td>
<td>First Aid</td>
<td>Traffic</td>
<td>Misc.</td>
<td>Firearms</td>
<td>Military Drill</td>
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</tr>
<tr>
<td>St. Louis</td>
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<td>576</td>
<td>16</td>
<td>34</td>
<td>42</td>
<td>48</td>
<td>23</td>
<td>13</td>
<td>222</td>
<td>46</td>
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<tr>
<td>St. Paul(a)</td>
<td>6</td>
<td>240</td>
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<td></td>
<td></td>
<td></td>
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<td>None</td>
</tr>
<tr>
<td>San Francisco</td>
<td>10</td>
<td>400</td>
<td>40</td>
<td>36</td>
<td>13</td>
<td>38</td>
<td>6</td>
<td>21</td>
<td>110(e)</td>
<td>40</td>
<td>12</td>
</tr>
<tr>
<td>Seattle</td>
<td>12</td>
<td>355</td>
<td>16</td>
<td>57</td>
<td>6</td>
<td>34</td>
<td>30</td>
<td>36</td>
<td>62</td>
<td>49</td>
<td>None</td>
</tr>
</tbody>
</table>

a These cities did not give an hourly division of their subjects.
b An eighty hour course in Traffic is given to new personnel assigned to the Traffic Division.
c Classes are only three hours a day.
d Includes various athletic activities.
e Includes a thirty-hour course in typing.
f Includes a twenty-two hour course in life-saving.
must be devoted to the explanation of its structure and mode of operation.

In summarizing the problem of police curricula several conclusions are established by this writer. First, regardless of the size of the city there are several fundamental courses which are presented in all cities. Second, regardless of the size of the city, certain fundamental courses which are presented in all cities. Second, regardless of the size of the city, certain fundamental courses should have approximately the same duration. Allowing for certain necessary frills in the larger cities which will lengthen the course's duration, the smaller cities should devote as much time to certain subjects as do the larger cities. Using California as a test state and Criminal Law as a test subject, Table VIII shows that Berkeley with a population of 113,305 devotes thirty-six hours to the study of Criminal Law; Los Angeles with a population of 1,970,358 devotes thirty-eight hours to Criminal Law; and San Francisco which has a population of 775,357 spends thirty-six hours of its time studying Criminal Law. In this situation, the test subject is premised upon state legislative enactments applicable throughout the entire state. Consequently, regardless of the city's size, the duration of the course should be consistent throughout the state. Third, because of the size of the city certain fundamental courses will vary in duration. Again using California as the test state and Traffic as the test subject, it is found that Berkeley devotes twelve hours to the subject, Los Angeles devotes twenty-nine hours to its study, and San Francisco studies it for twenty-one
In this situation, the subject's duration is determined by consideration of state traffic law, city ordinance, and community necessity. Here is a situation where city size and community living strongly influence the length of the course. Los Angeles certainly has more of a traffic problem than does Berkeley, so its treatment of the traffic problem must be longer. Fourth, the time necessary to adequately train police recruits should be between six and eight weeks in cities having a population less than four hundred thousand persons; and from ten to twelve weeks in more heavily populated cities. The variance in duration of training is due to the city's population, complexity, and its department.

The second portion of this chapter is devoted to the presentation of a suggested curriculum. This curriculum is premised upon the subject stress as indicated in Table VIII and the writer's opinion. Although the course is presented for a ten week period of instruction, with certain minor modifications the course could be used for an eight or ten week course. As it stands, the course represents 440 hours which is sufficient for an eight hour day for five days and an half day on Saturday. The subjects are presented in the same sequence as in Table VIII.

<table>
<thead>
<tr>
<th>I</th>
<th>PATROL</th>
<th>ACADEMIC SUBJECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Patrol-General Principles</td>
<td>44 HOURS</td>
</tr>
<tr>
<td></td>
<td>2. Street Interrogation</td>
<td>28 Hours</td>
</tr>
<tr>
<td></td>
<td>3. Surveillance</td>
<td>4 Hours</td>
</tr>
<tr>
<td></td>
<td>4. Juveniles</td>
<td>4 Hours</td>
</tr>
<tr>
<td></td>
<td>5. Disasters</td>
<td>3 Hours</td>
</tr>
<tr>
<td>II</td>
<td>CRIMINAL LAW</td>
<td>36 Hours</td>
</tr>
<tr>
<td></td>
<td>1. Criminal Law</td>
<td>78 HOURS</td>
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</tbody>
</table>
2. Evidence
3. Arrest, Search, and Seizure
4. City Ordinances

III REPORTS
1. Report Writing
2. Reports and Forms

IV POLICE PROCEDURE
1. Care and Handling of Prisoners
2. Mechanics of Arrest
3. Criminal Investigation
4. Care and Handling of Sick and Injured Persons
5. Criminal Identification
   A. Fingerprints
   B. Photographs
   C. Identification by Descriptions and Property
6. Scientific Investigations

V FIRST AID

VI TRAFFIC

VII MISCELLANEOUS
1. Assemblages
2. Bombs and Explosives
3. Coroner's Duties
4. Discipline and Deportment
5. Election Duties
6. Ethics For Police Officers
7. Examination
8. Field Assignments
9. Government and Civics
10. Graduation Ceremony
11. Human Relations
12. Juvenile Control
13. Law Enforcement As A Profession
14. Moot Court
15. Narcotics
16. Note Taking
17. Police Associations
18. Psychology and Sociology
19. Public Relations
20. Rules and Regulations
21. Strikes and Racial Details
22. Welcome Address
TOTAL ACADEMIC COURSE: 324 HOURS

NON-ACADEMIC SUBJECTS

VIII FIREARMS 48 HOURS

IX MILITARY DRILL 20 HOURS

X PHYSICAL FITNESS 48 HOURS

TOTAL NON-ACADEMIC COURSE: 116 HOURS

TOTAL COURSE: 440 HOURS

I PATROL 44 HOURS

1. Patrol-General Principles 28 Hours
   The primary function of a patrol force, its purpose and objectives are explained. The place of observation and retention in patrolling. Techniques of patrol at night, during the day, in inclement weather, while on foot, while in a vehicle. Inspection of stores, alleys, the public way, vacant buildings, permits and licenses of business establishments.

2. Street Interrogation 4 Hours
   Questioning of suspicious persons, vagrants. Method of approach and questioning for night and day.

3. Surveillance 4 Hours
   Definition and importance of surveillance. The proper techniques for persons and places.

4. Juveniles 3 Hours
   Definitions, working permits, Board of Education requirements, Curfew regulations. Places they frequent and their attitude toward police.

5. Disasters 3 Hours
   Fires, riots, strikes, mob control. Officer's rights and duties at emergency scenes. Police problems and procedures at major disasters.

II CRIMINAL LAW 78 HOURS

1. Criminal Law 36 Hours
   Definition of legal terms, source of criminal law. The nature of crime, elements of a crime, classification of crimes according to punishment. Defenses, i.e., insanity, age, alibi, etc. Distinction between motive and intent. Analysis of the essential
elements of most criminal offenses. Legal rights and duties of prisoners, citizens, and police officers.

2. Evidence 15 Hours
The definition, classification, and degrees of evidence. Rules of admissibility are studied. Constitutional and statutory rights regarding evidence are examined. Legal and illegally obtained evidence, corpus delicti of principal crimes, opinion evidence and expert testimony. The preservation and handling of evidence and the chain of evidence rule.

3. Arrest, Search, and Seizure 12 Hours
Definitions and explanations of subject and legal terms involved. Legal and physical factors limiting and presenting the rights, duties of officers and citizens. Statutory and Constitutional requirements concerning an arrest. Arrests on view and with a warrant. Searches and seizures with and without a warrant. Procedure of obtaining a warrant.

4. City Ordinances 15 Hours
A study of those city ordinances which the police officer encounters most frequently. Relationship of city ordinances to the state law. Persons and places affected by each ordinance and the penalty.

III REPORTS 18 HOURS
1. Report Writing 8 Hours
Fundamentals of punctuation, capitalization, and rules of spelling are reviewed. Elements of composition and paragraph development are introduced. Daily spelling test included.

2. Reports and Forms 10 Hours
The value and use of reports. Analysis of the various department report forms, their use and importance in the police department. Functions of the Records Division. Files and records available to the police officer.

IV POLICE PROCEDURE 54 HOURS
1. Care and Handling of Prisoners 4 Hours
2. Mechanics of Arrest 2 Hours
Proper procedure of stopping and searching persons, vehicles, and buildings. Method of subduing persons under arrest is explained.

3. Criminal Investigation 12 Hours
Defining, analyzing, and prescribing systematic investigation techniques. Investigational procedure for specific crimes and situations. Methods of examining witnesses, complainants, suspects, and prisoners. Interviews with the general public, and the value of confidential informants explained.

4. Care and Handling of Sick and Injured Persons 12 Hours
Department regulations and procedures governing the handling and investigation of gunshots, suicide, rape, mentally ill cases, duties and limitations involved in the handling of sick persons, dead bodies, and the care for their property and vehicles.

5. Criminal Identification 4 Hours
A. Fingerprints 2 Hours
Importance of fingerprints in law enforcement. Classification of fingerprints by the Henry system, explanation of terms. Practical work in taking of prints. Working knowledge of the preservation and value of fingerprints. Fingerprints and the crime scene. Department policy regarding the taking of fingerprints.

B. Photographs 1 Hour
Department policy regarding the taking of photographs. Value of photographs in criminal identification.

C. Identification by Descriptions and Property 1 Hour
Physical descriptions of persons, handwriting, modus operandi, and identification of lost and stolen property.

6. Scientific Investigations 6 Hours
Purpose of the course is to familiarize the recruit with modern scientific aids and methods used by police officers in criminal investigations. Such aids as: Comparative Micrography, Polygraph, Microanalysis, Chemistry, Physics, Document Examination, Blood Test, and Balloon tests for intoxicants, Firearms Identification, Blood Comparison, Examination of Metals, Footprint molds, tests of hair and fibres should be explained to the recruit.
V FIRST AID 21 HOURS

Explanation as to why a thorough understanding of First Aid is necessary in police work. Study of the standard First Aid course:

A. Definitions and general instructions
B. Kinds of wounds, definitions, infections, and treatment.
C. Bandages and dressings.
D. Shock and puncture wounds.
E. Bleeding and digital pressure.
F. Artificial respiration.
G. Fractures and scalds.
H. Sunstroke and head exhaustion.
I. Poisons.
J. Unconsciousness.
K. Head injuries.
L. Transportation.

VI TRAFFIC 17 HOURS

Analysis of present day traffic conditions. Study and discussion of state statutes and city ordinances regarding traffic regulations, study of enforcement policies and procedures, traffic accident investigation procedures, rights and duties of police officers when operating an emergency vehicle. Procedure in hit-and-run cases and cases involving persons under the influence of intoxicants. Court procedure in traffic cases.

VII MISCELLANEOUS* 94 HOURS

1. Assemblages* 2 Hours
   Definition of terms, city ordinances regulating such places, techniques of control and suppression of unlawful assemblages.

2. Bombs and Explosives 1 Hour
   Types and construction of various bombs, Potency of various explosives, Department procedure when individual officer discovers bomb, Functions of the police bomb squad.

*All courses not fitting specifically into one of the six academic categories are listed in this group. Some of these courses are extremely essential and should be included in all training programs—these are marked with an asterisk. Other courses are important in the sense that they round out the recruits' indoctrination, however, in situations where learning must be limited to the bare essentials; they can be omitted.
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Hours</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Coroner's Duties</td>
<td>1 Hour</td>
<td>The specific duties of the coroner's office. Police Department procedure when discovering a dead body. Officer's duty at an inquest.</td>
</tr>
<tr>
<td>4. Discipline and Department*</td>
<td>4 Hours</td>
<td>The place of discipline in police work. Rules of the police school. Department regulations governing the conduct, dress, and courtesy of police officers toward superior officers and the general public. Effect and necessity of discipline in carrying out orders. Effectual coordination and organization realized through good discipline.</td>
</tr>
<tr>
<td>5. Election Duties</td>
<td>1 Hour</td>
<td>Study of the Election Laws and police department regulations explaining the rules of the police officer assigned to a place of election.</td>
</tr>
<tr>
<td>6. Ethics For Police Officers*</td>
<td>2 Hours</td>
<td>Study of an Ethical code for police officers. Stress is made of the moral obligation of the officer to the citizens together with its value and worth to the police department.</td>
</tr>
<tr>
<td>7. Examinations*</td>
<td>10 Hours</td>
<td>Weekly examinations should be conducted in order to obtain a true evaluation of the recruits' progress and understanding of the subject matter.</td>
</tr>
<tr>
<td>8. Field Assignments</td>
<td>20 Hours</td>
<td>Temporary assignments, usually over the weekend, of recruit officers to police duty in various police districts or bureaus under the supervision of a patrol sergeant. Class discussion of assignments.</td>
</tr>
<tr>
<td>9. Government and Civics</td>
<td>3 Hours</td>
<td>This course surveys the construction and composition of the various departments of federal, state, and city governments. Special attention is given to the orientation of the police officers to government and their role in it.</td>
</tr>
<tr>
<td>10. Graduation Ceremony</td>
<td>3 Hours</td>
<td>Graduation ceremony conducted for the benefit of the recruits and their families. Presentation of awards and diplomas by high ranking police official or civic leader.</td>
</tr>
<tr>
<td>11. Human Relations*</td>
<td>4 Hours</td>
<td>Course includes the study of racial groups, the popular fallacies of prejudice and bias. The underlying factors</td>
</tr>
</tbody>
</table>
creating racial tensions. Mode of action police officer is to follow in order to prevent and control racial disturbances. Importance of impartiality in police work. Federal, state, and city laws governing civil rights studied.

12. Juvenile Control* 4 Hours
Discussion of the Juvenile Delinquent in American society. Delinquent behavior, its causes, and results in terms of the police officer. Techniques and procedures in controlling and repressing Juvenile Delinquency. Police techniques in handling juveniles. The Juvenile Court and its procedure and types of punishment.

13. Law Enforcement As a Profession 1 Hour
Traces the growth of law enforcement from "Hue and Cry" to modern American Police System. Stresses the need for professional status and means of obtaining it. Department structure is analyzed.

14. Moot Court 4 Hours
Hypothetical cases are presented and various members of the class act out the part of the judge, state's attorney, defense attorney, witnesses, defendant, complainant, and arresting officer.

15. Narcotics 1 Hour
Classification of narcotics, their potency and legality. Characteristics of addicts. Special duties of the narcotic section and the assistance it renders to the district officers. Various records and information maintained on peddlers and addicts. Procedure when arresting a peddler or drug addict.

16. Note Taking* 1 Hour

17. Police Associations* 4 Hours
Patrolmen's organizations, pension club, and other related agencies are given an opportunity to explain their function to the new officers. Outside organizations, such as, hospitalization firms, are given a similar opportunity.

18. Psychology and Sociology 4 Hours
Definition of terms, the effect of heredity, and environment on human behavior in present day society. Mental deficient and criminal responsibility. Mob psychology, group response and individual's sense of belonging. Why citizens as a group will accept or reject a police officer.
19. Public Relations* 3 Hours
Police department policy concerning the press, the radio, unions, private organizations, and companies. The importance of tact, decorum, and diplomacy when dealing with the public. Public education of new laws and ordinances. How to gain favorable public opinion.

20. Rules and Regulations* 12 Hours
The control and administration of the police department are explained in the study and the discussion of the department rules and regulations. Officer's conduct and job responsibilities explained.

21. Strikes and Racial Details* 2 Hours
Racial and labor disturbances, proper method of handling of same. Officers' duty when patrolling strike or tension areas.

22. Welcome Address* 1 Hour
Address of welcome by commanding officer of the police school or police chief. General orientation program including uniform specifications, training school regulations, and class organization.

TOTAL ACADEMIC COURSE: 324 HOURS

VIII FIREARMS 48 HOURS
1. Classroom Lecture 3 Hours
Principles of boring and rifling. Nomenclature of department weapons. Regulations governing the registration, sale, and transfer of firearms. Triangulation, safety regulations on the firing range and individual handling of weapons are explained.

2. Range Firing 45 Hours
Daily practice in target and practical revolver firing. Daily record of individual firing progress. Advance training in hip, prone, sitting, and barricade shooting. Firing of special department weapons. Officers must qualify as Expert, Sharpshooter, or Marksman during this training period.

IX MILITARY DRILL 20 HOURS
Squad and platoon formations, close and extended order drill, Formations for department inspections and roll call.
X PHYSICAL FITNESS

Simple and advanced calisthenics, competitive sports between class teams. Judo and disarming methods.

TOTAL NON-ACADEMIC COURSE: 116 HOURS

The primary purpose of this course was to acquire insight into the procedures and policies employed by various law enforcement agencies in their selection and training of recruit police officers. On the basis of these findings, the writer established a standardized application of these procedures and policies as well as a suggested curriculum. In addition to the above, the following conclusions have been drawn by the writers:

1. Although police departments resent the ridicule and abuse to which they are often subjected, it is partially due to their own inexperience to realize and correct points of weakness that cause this ridicule to continue. They must realize that not all ridicule by non-police organizations is intended.

2. Oftentimes in the past, police chiefs expected and accepted a certain amount of ridicule during their tenure. Ordinarily the policy was to make a general denial, sit tight, and let the situation die a quiet death.

Today, the policy is to face it squarely, establish a remedy and eliminate the difficulty. A case in point is a situation which occurred in Chicago several years ago. The character investigation
CONCLUSIONS

The primary purpose of this thesis was to acquire insight into the procedures and policies employed by various law enforcement agencies in their selection and training of recruit police officers. On the basis of these findings, the writer established a standardized compilation of these procedures and policies as well as a suggested curriculum.

In addition to the above, the following conclusions have been drawn by the writer:

I. Although police departments resent the ridicule and abuse to which they are often subjected; it is partially due to their own ineptness to realize and correct points of weakness that cause this ridicule to continue. They must realize that not all ridicule by non-police organizations is unfounded.

Oftentimes in the past, police chiefs expected and accepted a certain amount of ridicule during their tenure. Ordinarily the policy was to make a general denial, sit tight, and let the situation die a quiet death.

Today, the policy is to face issues squarely, establish a remedy and eliminate the difficulty. A case in point is a situation which occurred in Chicago several years ago. The character investigation
of new recruits was not as comprehensive as it should have been. As a consequence, the Police Department suffered severe loss of public confidence when one of its members usurped his power of arrest and illegally took the life of two citizens. The department realized where its deficiency laid and immediately made its investigation of prospective recruits so thorough and complete that it is now among the finest in the nation.

II. Today, the essentialness of adequate training is fully realized by all police departments. Although the recognition of a need is one thing and satisfaction of it is another, this survey shows that the trend of the American Police system is toward constantly improving the level of police selectivity and training. Many departments have separate buildings and facilities that serve as police academies, while others are planning for a similar arrangement. Almost every police department in the principal cities of this country have a permanent staff assigned as police instructors.

III. Although civil service can protect the inefficient as well as the efficient, police departments must be established under Civil Service laws if they are to function competently.

IV. Because so much of the surveying of police work has been done by educators, the degree of formal education suggested for police officers is often over-stressed. In the opinion of this writer, there are so many factors to take into consideration, i.e., working conditions, night work, evening work, general public apathy, public ridicule and
disrespect, low remuneration, limited opportunity for promotion, and possibility of legal suits and damages; we are apt to create standards which are out of proportion to the job itself. As a result, we have high standards for a job which holds attractiveness only for a group of persons who cannot qualify for it. Upon the basis of personal experience, the writer feels a two year high school education is sufficient. Because of the compulsory education laws existing in almost all states, this requirement will gradually raise itself with future generations to a high school graduate.

V. Membership in a police department should be restricted to persons residing within the limits of that city. However, in some instances, this could be extended to the county in which the city is located. This writer feels that a sufficient number of well-qualified applicants can be found in the local communities if the position is made attractive enough.

VI. Job opportunities should be limited to persons between the ages of twenty-one and twenty-eight.

VII. Regarding the question of veteran's preference, a certain amount of consideration should be given to patriotic service (service rendered during time of national emergency), but it need not be a consideration during ordinary times. Its value is often exaggerated because in time of national emergency most able-bodied men acquire it. Consequently, it only exaggerates the spread of scores between veteran and non-veteran. The latter group is generally such a small group that its significance
is incidental.

VIII. The element of recruit selectivity, perhaps the most disregarded in the past, is extremely essential. There can be no such thing as too much care and caution by police departments in their method of selecting new members for their departments.

IX. In order to be a competent police instructor, an officer should have a rather advanced amount of academic training (two years of college should be the minimum) some teaching experience if possible, or some instruction in the rudiments of teaching, plus several years of actual and active police experience.

The insistence of present day society for better law enforcement has culminated in a renaissance of the law enforcement profession. Years ago, police officers were appointed by politicians, the work day was endless, and the pay was low. The supposition was that the police officer was dishonest and he could make a living wage by taking graft. The politician knew it, almost everyone was satisfied with the system.

Today, times have changed. Although scandals like taxes will always be with us, the politician knows that the average police officer is an honest and sincere public servant who wants to be respected in the community. Because of this, the pay, though still inadequate, is rising slowly, the work week is being shortened, and graft is almost non-existent. The politician knows it, the officer knows it, and the citizen knows it, almost everyone is satisfied with the system.

This renaissance has also spread to the field of police educa-
The emphasis is on better trained and better educated police officers. In addition to basic indoctrination, officers receive in-service training. Colleges and universities have joined with police departments in the training of police officers. Some schools, e.g., Ohio State University, Michigan State College, and San Jose State College, offer a full curriculum in police work and give a Bachelor's degree in Police Science.

Police education has made great strides since the pioneering efforts of Vollmer, Healy, and Smith. Here is a crisis faced clearly and honestly by the American police departments which they solved to the satisfaction of themselves and to the welfare of the American people.
BIBLIOGRAPHY

A. BOOKS


Taft, Donald Reed, *Criminology*, New York, 1942.


**B. ARTICLES**


Regent's Examining Committee, Survey of Police Training, University of Minnesota, 1937.


APPENDIX I

QUESTIONNAIRE SUBMITTED TO PRINCIPAL
CITIES OF UNITED STATES
FOR INFORMATION

A. RECRUIT TRAINING:*

1. How are the recruits selected, e.g., competitive examination?
2. What are the basic requirements, i.e., physical, mental, any other?
3. What type of training do the recruits receive?
   a. Academic: Criminal Law, First Aid, etc.
   b. Physical: Boxing, Judo, Wrestling, etc.
   c. Military: Drill, Courtesy, etc.
   d. Firearms:
      Weapons: 38 caliber, 12 gauge shot gun, etc.
      Targets: size, distance, etc.
      Frequency of instruction.
4. Length of recruit instruction.
5. Are there any special rewards for outstanding performances by the recruits, e.g., special assignments, extra days off, medals?

B. IN-SERVICE TRAINING*

1. Is the training compulsory for all members of the department?
2. How often are members required to attend?
3. Is it a continuous schooling process?
4. Is schooling conducted in unit or district headquarters or at a specific training school?
5. Is the schooling conducted by district or unit commanders or by training unit personnel?

*Please include any information not specifically requested but which you consider pertinent to the subject.
6. What type of training is given?
   a. Academic: For explanation see Recruit Training
   b. Physical:
   c. Military:
   d. Firearms:
   e. Practical: Problems on which officers have requested information or discussion.
   f. Special training for special units.
   g. Any other.
7. Length of instruction.
8. How is subject matter of school selected, e.g., some departments canvass their officers to determine special problems.
9. Are there any special rewards for outstanding performance by the officers attending this school?
10. What is the numerical strength of your department? What percentage of these men are available per eight hour shift?
11. Do these men attend school on their own time? If so, how are they compensated?

C. TRAINING FACILITIES*

1. Please discuss your classroom, gymnasium, shooting range, library, and other facilities which you incorporate into your training program.

D. TRAINING PERSONNEL*

1. What is the size of your staff, rank of staff members?
2. How are the members of the staff chosen?
3. What special qualifications do or must staff members possess?
   a. College graduates.
   b. Special police experience or training.
   c. Minimum number of years on the force.
   d. Any other.
4. Do these individuals receive extra compensation or hold special rank?

E. ASSISTANCE OF OUTSIDE AGENCIES*

1. Does your department enlist assistance of local colleges, community organizations, or neighboring police departments in your training programs? If so, in what manner?

* Please include any information not specifically requested but which you consider pertinent to the subject.
### APPENDIX II

#### CITIES RECEIVING QUESTIONNAIRES

<table>
<thead>
<tr>
<th>City</th>
<th>Population 1950</th>
<th>Police Force 1952</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atlanta, Georgia</td>
<td>331,314</td>
<td>739</td>
</tr>
<tr>
<td>Baltimore, Maryland*</td>
<td>949,708</td>
<td>2,553</td>
</tr>
<tr>
<td>Berkeley, California*</td>
<td>113,805</td>
<td>138</td>
</tr>
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<td>Boston, Massachusetts*</td>
<td>801,444</td>
<td>3,052</td>
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<tr>
<td>Buffalo, New York*</td>
<td>580,132</td>
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<td>Chicago, Illinois*</td>
<td>3,620,952</td>
<td>7,647</td>
</tr>
<tr>
<td>Cincinnati, Ohio*</td>
<td>503,998</td>
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<td>Cleveland, Ohio*</td>
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<td>Dallas, Texas</td>
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<td>Detroit, Michigan*</td>
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<td>Kansas City, Missouri*</td>
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<td>711</td>
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<td>Louisville, Kentucky*</td>
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<td>Los Angeles, California*</td>
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<td>Memphis, Tennessee*</td>
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<td>Miami Beach, Florida</td>
<td>214,276</td>
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<td>Minneapolis, Minnesota*</td>
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<td>Nashville, Tennessee</td>
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<td>Portland, Oregon*</td>
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<td>San Diego, California</td>
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<td>Seattle, Washington*</td>
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<td>St. Paul, Minnesota*</td>
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<tr>
<td>St. Louis, Missouri*</td>
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</table>

* Indicates responding city.
### Voice and Speech Impression
Does applicant speak intentionally (sic.) and distinctly?

<table>
<thead>
<tr>
<th>Very Good</th>
<th>Favorable</th>
<th>Fair</th>
<th>Poor</th>
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<tbody>
<tr>
<td></td>
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</table>

### Appearance
Does applicant appear clean and well-groomed, does he have pride in his appearance, does he use good taste in his dress?

<table>
<thead>
<tr>
<th>Very Good</th>
<th>Favorable</th>
<th>Fair</th>
<th>Poor</th>
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<tr>
<td></td>
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</table>

### Confidence in Attitudes
Does applicant appear to be reasonably sure of himself, does he respond with vigor and display energetic manner?

<table>
<thead>
<tr>
<th>Very Good</th>
<th>Favorable</th>
<th>Fair</th>
<th>Poor</th>
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<tr>
<td></td>
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</table>

### Courtesy
Does applicant display respect to whom respect may be due, does he have pleasing and courteous approach?

<table>
<thead>
<tr>
<th>Very Good</th>
<th>Favorable</th>
<th>Fair</th>
<th>Poor</th>
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</table>

### Temperament
Does applicant have good control over himself or does he appear slightly irritated at certain subjects, does his temper appear to be constant and well under control?

<table>
<thead>
<tr>
<th>Very Good</th>
<th>Favorable</th>
<th>Fair</th>
<th>Poor</th>
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</tbody>
</table>
Initiative and Aggressiveness—
Does this applicant show any
eagerness to be heard or under-
stood, does he grasp a thought and
exploit it fully or does he appear
to be satisfied with a yes or no answer
to questions?

Honesty and Integrity—Does appli-
cant appear to possess those
qualities of honesty and soundness
necessary to combat or offset, the
temptations and problem situations
which are constantly encountered
in efficient police work? Does he
impress you as being true in char-
acter?

General Aptitude for Police Work—
Compare this applicant with your
conception of successful policemen,
does this applicant look favorable
when compared with men in the field?

<table>
<thead>
<tr>
<th>Very Good</th>
<th>Favorable</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
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