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A SURVEY OF INSERVICE TRAINING PRACTICES IN
POLICE DEPARTMENTS OF A SELECTED SIZE RANGE

by

Arthur G. Stoner

A Dissertation
Submitted to the
Faculty of The Graduate College
in partial fulfillment
of the
Degree of Doctor of Education

Western Michigan University
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In 1969, I met Dr. Darrell G. Jones and he encouraged me to enter graduate school and pursue a doctoral degree.

In 1973, I reached the decision that the completion of this degree program was, for me, impossible. Dr. Kenneth F. Simon convinced me otherwise.

Dr. Rodney W. Roth served as my committee chairperson. He provided valuable assistance, much of it on weekends and holidays.

The contributions made by Dr. Jones, Dr. Simon, and Dr. Roth are measures of their commitment to assisting people develop and grow. I believe I have done this and I wish to express my gratitude for their generous assistance in this process.

Ms. Beth Farnham typed the manuscript and insured that I met the numerous deadlines. Ms. Nellie Stell aided in the battle against "doctoral flame-out."

The support given by my Mother and the memory of my Father contributed to this project in deep and personal ways.

Arthur G. Stoner

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CHAPTER I

THE PROBLEM

Statement of the Problem

The purposes of this study are to identify current practices in police inservice training and to compare these practices with proposed and existing standards as presented in the literature.

Five aspects of police inservice training will be investigated. The first is concerned with the organizational structure and the accompanying policies, practices and procedures which may have influence on the inservice training program.

The second aspect is concerned with selected personnel practices and policies as they relate to inservice training.

The third aspect focuses on the role of the training personnel in order to determine the extent and nature of their responsibility concerning ten selected training division functions.

The fourth aspect to be studied is the training materials and selected resources which may be available to the respective police agencies.

The final aspect to be investigated is the selection and presentation of inservice training subject matter.

Rationale for the Study

According to Eastman (1973) there are over 40,000 police forces in the United States. Most of them have a personnel

complement of less than ten and approximately 40 have more than 1,000. This includes state, county, and municipal agencies. The training that is provided ranges from 800 hours of recruit training to the recommendation to "use good judgment" (p.1).

The selection and training of police personnel has long been an issue. Fosdick (1920) observed that "the heart of the police problem is one of personnel" (p. 270). The recognition of proper training as a prerequisite to acceptable performance of the police function is well documented. Municipal Police Administration, edited by Eastman, identified ten aspects of a comprehensive personnel program. One of which emphasizes "an intensive program of recruit and inservice training to equip the new recruit with specific skills and to insure the continuing development of all officers on the force" (p. 171).

The need for research in the criminal justice field and more specifically in the area of police training has been clearly identified. The President's Commission on Law Enforcement and Administration of Justice (1967) made the following observation regarding crime and crime control efforts:

Few domestic social problems more seriously threaten our welfare or exact a greater toll on our resources. But society has relied primarily on traditional answers and has looked almost exclusively to common sense and hunch for needed changes. The Nation spends more than four billion annually on the criminal justice system alone. Yet the expenditure for the kinds of descriptive, operational, and evaluative research that are the obvious prerequisites for a rational program of crime control is negligible. Almost every industry makes a significant investment in research every year. Approximately 15 percent of the Defense Department's annual budget is allocated to research. While different fields call for

different levels of research, it is worth noting that research commands only a fraction of one percent of the total expenditure for crime control. There is probably no subject of comparable concern to which the Nation is devoting so many resources and so much effort with so little knowledge of what it is doing (p. 273).

Other writers in the field of police administration have specifically identified the need for research relating to police training. Saunders (1970) recognized this need and reported:

Training officers have no great body of accepted and tested theory, validated knowledge, or professional educational experience on which to base their efforts. Little has been done within the police service or in the academic community to evaluate existing training and its effect on personnel and the quality of law enforcement (p. 146).

Bostick (1975) observed that the size of a police department is a factor which may contribute to the problem of inadequate inservice training. The problem is most pronounced in the smaller police agencies and Bostick observed:

The whole area of small department training program financing, development, and administration needs to be more closely analyzed over a broad geographic range so that a multiplicity of realistic problem solving approaches can be developed and selectively implemented. What is also needed is a systematic study of performance tasks and training needs, and the development of creative ways to deliver training to police personnel in small departments (p. 21).

Saunders (1970) observed that in its report to the President's Commission on Law Enforcement and Administration of Justice the International Association of Chiefs of Police stated that inservice training except in the largest agencies was "virtually negligible".

In summary, the rationale for this study is that a presentation

of existing and proposed standards accompanied by a description of current practices is fundamental to a systematic attempt at identifying and reducing or eliminating disparities with respect to the quality and intent of police inservice training.

Research Questions

The following statements and questions are intended to serve as a basis for the investigation of the five aspects of inservice training identified at the onset.

1. What is the range of the population served by police departments of size 80 to 300 officers?
2. What range exists with respect to the number of police officers per 1,000 population?
3. Have police departments of this size range adopted the various standards and recommendations which are presented in the literature and relate to police personnel practices?
 - a. What level of education is required for entry level positions?
 - b. To what extent is lateral entry permitted?
 - c. Do police departments from this population have written job descriptions?
 - d. Have specific skills been identified by the various police agencies?
 - e. To what extent are educational incentive programs in operation?

4. What functions are performed by the police training officers or divisions?
5. What special preparation have police training officers received?
 - a. What is the extent of their police experience?
 - b. What is the extent of their academic preparation?
 - c. What specialized police related training have they received?
6. What resources are available to assist with police inservice training?
 - a. What personnel resources are available?
 - b. What material resources are available?
 - c. What time periods are available?
7. What topics are emphasized as measured by the number of hours of inservice training devoted to each topic?
 - a. What amount of inservice training time is devoted to technical skills?
 - b. What amount of inservice training time is devoted to conceptual skills?
 - c. What amount of inservice training time is devoted to human skills?
8. What is the extent of the involvement of various selected entities in the determination of police inservice training topics?
9. To what extent are various selected entities utilized in the presentation of inservice training subject matter?
10. Do police departments with police legal advisors provide more hours of inservice training in civil and criminal law related

subjects than those without legal advisors?

Definition of Police Inservice Training

Police inservice training is a means employed to reduce the disparity between field practices and expected or desired levels of performance. Police inservice training will be broadly defined to include all organized efforts undertaken which involve police personnel and have as the objective the modification or complete change of job related behavior.

An Overview of the Study

This chapter has presented a statement of the problem, a rationale for the study, the research questions to be investigated and an operational definition of police inservice training. The remainder of the study will be presented in four chapters. Chapter II presents a review of the related literature. Chapter III presents the methodology employed. Chapter IV is concerned with the findings of the study. Chapter V includes a summary of the study, the conclusions and recommendations regarding police inservice training programs, and additional research needs.

CHAPTER II

RELATED LITERATURE

Introduction

Chapter II is presented in six sections consisting of: a model appropriate for analyzing the skills essential for performance of police tasks, the nature of the police task, the emergence and development of police inservice training, research and sample curricula describing current practices in police inservice training, and a presentation of selected proposed and existing standards and recommendations relating to police inservice training.

A Model Appropriate for Analyzing the Skills Essential for Performance of the Police Task

The work by Katz (1955) represents one of the few departures from the police field presented in this study. Katz provided a model for defining and categorizing skills. He employed a "three skill approach" which will be utilized throughout this study as a means of presenting and analyzing police tasks and the task related behavior of police officers (p. 34).

The term skill is used by Katz to refer to an ability which may be developed and demonstrated in performance. Specifically, he identified three "basic developable skills" defined as follows:

Technical skill: An understanding of, or proficiency in, a specific kind of activity, particularly one involving methods, processes, procedures, or techniques.

Human skill: This skill is demonstrated in the way the individual perceives (and recognizes the perceptions of) his superiors, equals, and subordinates, and in the way he behaves subsequently. The person with highly developed human skill is aware of his own attitudes, assumptions, and beliefs about other individuals and groups; he is able to see the usefulness and the limitations of these feelings.

Conceptual skill: The ability to see the enterprise as a whole; it includes recognizing how various functions of the organization depend on one another and how changes in one part affect all the others. It also includes the ability to recognize the permutable relationship that exists between an organization and the society which supports it and to keep the organization serving the needs of the society (pp. 34-36).

The Nature of the Police Task

The nature of the police task has been given considerable attention as demonstrated by the volume of related literature. Regarding the police task Fosdick (1920) observed:

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

Donnelly (1962) focused attention on the question of police use of discretion regarding the decision to arrest when he observed:

The policeman's lot is indeed a difficult one. He is charged with applying or enforcing a multitude of laws and ordinances in a degree or proportion and in a manner that maintains a delicate balance between the liberty of the individual and a high degree of social protection. His task requires a sensitive and wise discretion in deciding whether or not to invoke the criminal process. He must not only know whether certain behavior violates the law but also whether there is probable cause to believe that the law has been violated. He must enforce the law, yet he must also determine whether a particular violation should be handled by warning or arrest He is not expected to arrest every violator. Some laws were never intended by the enactors to be enforced, and others condemn behavior that is not contrary to significant moral values. If he arrested all violators, the courts would find it impossible to do their work, and he could not perform his other professional duties. Consequently, the policeman must judge and informally settle more cases than he takes to court (pp. 91-92).

In the summary report issued by the President's Commission on Law Enforcement and Administration of Justice (1967) the following statement was made regarding the use of discretion by police officers:

Law enforcement policy is made by the policeman. For policemen cannot and do not arrest all the offenders they encounter. It is doubtful that they arrest most of them. A criminal code, in practice is not a set of specific instructions to policemen but more or less a map of the territory in which policemen work. How an individual policeman moves around that territory depends largely on his personal discretion (p. 10).

Blanchard (1975) also expressed concern with the question of police discretion when he wrote:

Police discretion is a complex problem and is modified by many variables including: department policy, criminal law, the situation, peer group pressure, and the orientation of the particular officer (pp. 188-189).

Terris (1967) emphasized the human skill essential for performance of police tasks when he observed:

The situations in which police officers most frequently find themselves do not require the expert aim of a marksman, the cunningness of a private eye, or the toughness of the stereotyped Irish policeman. Instead, they demand knowledge of human beings and the personal, as opposed to official authority to influence people without the use or even threat of force (p. 67).

Numerous writers have investigated the nature of the police task. Epstein (1962) reported that almost 90 percent of a police officer's functions involve activities not directly related to crime control. A study by Cumming (1964) determined that approximately one half of all the calls for assistance received by an urban police department involve complaints of a personal or interpersonal conflict nature.

Garmire, Rubin, and Wilson (1972) reported that Chief Bernard L. Garmire of the Miami Police Department made the following statement regarding the nature of calls for service received by that department:

A sample of all the calls for service in 1970 disclosed that 61 percent of the calls did not involve either serious or minor crimes, i.e., they were calls in which a citizen wanted some kind of service not related to crime per se. This, incidently, is a conservative figure (p. 25).

Reiss (1971) as part of his work in writing The Police and Society, compiled considerable information regarding the nature of the telephone calls received by the Chicago Police Department's communications center. Table 1 reports a summary of the calls received on April 21, 1965, with classifications by Reiss.

Table 1

Telephone Calls Received by the Communications Center of the
Chicago Police Department on April 21, 1966 (N=6,172)

Types of Communications (defined by citizen)	Percentage of Communications
Request on criminal matters:	
Dispute or breach of peace	26
Offense against property	16
Offense against person	6
Auto Violation	5
Suspicious person	3
Other	<u>2</u>
Subtotal	58%
Request for assistance:	
Information	11
Personal/family	9
Medical	8
Traffic accident or hazard	<u>6</u>
Subtotal	34%
Complaint about police service:	
Slow police service	2
Unsatisfactory police procedure	<u>1</u>
Subtotal	3%
Give police information:	
Missing person	1
Other police matters	<u>4</u>
Subtotal	5%
TOTAL	100%

Reiss made the following observations regarding these data:

Citizens defined 58 percent of all their complaints as criminal matters. The police department dispatched a patrol car in response to almost all of these requests, accounting for 84 percent of all dispatches to the patrol. Yet, during the April reporting period, the patrol division processed only 17 percent of all dispatches as criminal matters.

More than 8 of 10 incidents handled by the police patrol were regarded by the police as noncriminal matters. The police usually treated disputes and disturbances as non-criminal matters while citizens usually considered them criminal matters (p. 73).

Baehr, Furcon, and Froemel (1968) conducted a study through the Industrial Relations Center of the University of Chicago under a grant to the Chicago Police Department. The product was a police officer job description composed of 20 elements and, of these 20, only two were primarily of a technical skill nature. One focused on psychomotor performance of a complex nature and the other is concerned with writing, interviewing, and reporting skills. The remaining 18 elements of the job description were concerned with conceptual skills, human skills, and behaviors that reflect the dynamics of personality. This study stressed, as do most others, the importance of human skills in the performance of police tasks. The range of strategies and tactics essential to the performance of the police role was recognized in the observation that ". . . his (the police officer's) interpersonal relations must range up and down a continuum defined by friendliness and persuasion on one end and force at the other" (p. II-5).

Based on their examination of studies analyzing police activities

Badalamente, George, Halterlein, Jackson, Moore, and Rio (1973) composed a table which they considered representative of police tasks (Table 2). From this table they derived a second table (Table 3, see page 14) which presented the activities comprising the police officer's "social role" (p. 441).

Table 2
Patrol Officer's Duties

Activities	
Patrols assigned beat or post	Testifies in court
Makes arrests and searches	Safeguards property
Responds to and handles emergency calls	Advises, directs, and gives information to the public
Collects, preserves, and safeguards evidence	Enforces state laws and city and county ordinances
Regulates and controls traffic	Performs miscellaneous duties and provides services
Makes necessary reports and records	Maintains a professional attitude
Cooperates with other police agencies and allied units	Operates and maintains related equipment
Interrogates and interviews victims, complainants, witnesses, and suspects	Investigates citizen's complaints and makes preliminary investigation of major crimes

Table 3
Patrol Officer's Social Role

Activities	
Provides assistance in disasters	Administers first aid
Intervenes in attempted suicides	Locates lost/missing persons
Intervenes in family crisis and/or domestic fights	Restores order in situations involving juveniles
Restores order in situations involving student unrest	Participates in human relations programs
Resolves conflicts involving minority factions	Mediates disputes between tenants and landlords, and directs complaintant to legal services
Participates in community service projects/programs	Fosters good police-community relations
Restores order in disturbances involving the mentally ill, alcoholics, drug addicts, and when appropriate, directs such to rehabilitative services	Provides comfort and guidance to individuals and families involved in personal tragedies

The Emergence and Development of Police Inservice Training

Carte and Carte (1975) traced the career of August Vollmer and identify his contributions to the development of professional policing.

Vollmer began his career in law enforcement by becoming the town marshall of Berkeley, California in 1905. He subsequently

served as Berkeley's Chief of Police until 1932. In 1908, he founded the Berkeley Police Schools which became the prototype for inservice and academic programs throughout the state of California.

Vollmer's commitment to police training included 15 years of nearly continuous formal association with the University of California where he taught summer session courses on such topics as: the problems of crime, methods of police investigation, and legal relations involved in criminology.

Vollmer exerted considerable influence in the field of police administration. Primarily, this was the result of his involvement with police administrators who trained with him at Berkeley. O. W. Wilson, who became the Superintendent of Police, Chicago, Illinois, and later the Dean of the School of Criminology at the University of California, Berkeley, was one of Vollmer's students.

Vollmer's efforts in California were not representative of the nation. The 1931 report of the National Commission on Law Observance and Enforcement (The Wickersham Commission) included in its report testimony taken from a metropolitan police chief who described the state of police recruit training as follows:

I say to him that now he is a policeman, and I hope he will be a credit to the force. I tell him he doesn't need anybody to tell him how to enforce the law, that all he needs to do is to go out on the street and keep his eyes open. I say: 'You know the Ten Commandments, don't you? Well, if you know the Ten Commandments, and you go out on your beat, and you see somebody violating one of those Ten Commandments, you can be pretty sure he is violating some law' (p. 66).

This approach was found by The Wickersham Commission to be

rather characteristic of most cities of the early 1930's and the situation was considered to be much worse in the smaller towns.

Gammage (1963) traced the development of police inservice training and stated the Federal Bureau of Investigation's development of the National Academy as a training institution for local police personnel was the "outstanding training event of 1935" (p. 15). The involvement of the Federal Bureau of Investigation (FBI) also served to draw national attention to the need for improved police training at the local level.

The emphasis of the FBI National Academy was primarily on technical skills as demonstrated by the course titles which included: Firearms Training, Police Photography, Defense Techniques, and Report Writing. Gammage (1963) also reported that the FBI National Academy limited enrollment to 80 men per session and held only two sessions per year.

According to the Municipal Yearbook (1937) the George-Deen Act, passed in 1936, provided federal assistance to vocational education programs including ones concerned with police officer training. Gammage (1963) indicated that the funds provided by the George-Deen Act encouraged state boards of education to become involved in the training of police officers. The result of this increased level of involvement was that by 1938 a total of 15 states had established courses on a state-wide basis through their state departments of education.

Wilson (1939), writing in the Municipal Yearbook reports that state-wide police training in Michigan was sponsored by the Michigan

Board of Vocational Education with assistance provided by the University of Michigan and the Michigan Municipal League. The content of these training courses included material concerning personnel practices, management problems, and techniques of organization.

The Northwestern University Traffic Safety Institute conducted the first of its Executive Officers' Schools in the latter part of 1938. This school was attended by 11 officers drawn primarily from command personnel in police traffic divisions. The emphasis was on police administration, thus establishing it as one of the first schools concerned with the development of police administrative personnel.

According to the Municipal Yearbook (1949) the Federal Bureau of Investigation, during a 12 month period ending July, 1948, provided 1,237 short courses attended by nearly 62,000 law enforcement officer. These courses were offered by the Federal Bureau of Investigation in cooperation with municipal, county, and state law enforcement agencies.

In 1948, the Los Angeles Police Department confronted the problem of when to offer inservice training. According to the Municipal Yearbook (1949) it was at this time that they initiated the first roll-call training program. Essentially, it involved the presentation of prepared training material immediately before the officer began his tour of duty.

Gammage (1963) indicated that the early 1950's marked the beginning of increased emphasis on the development of police supervisory and administrative personnel. The Municipal Yearbook (1959) reported that the California Peace Officer's Association completed,

in 1955, the first year of their four-year program of administrative institutes. The same issue of the Municipal Yearbook reported that this period also marked the establishment of supervisory and administrative personnel inservice training programs in such cities as Tacoma, Washington and Santa Ana, California.

The Municipal Yearbook (1959) reported the findings of a survey conducted in 1958 wherein police departments were asked to provide information regarding their inservice training programs. Of 1,084 departments reporting, 546 indicated that they had in operation some form of inservice training program. An examination of the findings indicated that the departments serving populations over 500,000 were most likely to have a program in operation (77.8 percent responding affirmatively) while departments serving smaller populations were less likely to have an ongoing inservice training program.

Table 4 (see page 19) is derived from the data presented in the Municipal Yearbook (1959). It has been modified to the extent that it reports only those departments having a minimum of 80 officers and a maximum of 300.

Wall and Culloo (1973) reported that the first state level legislation regarding police training standards was enacted in 1959 when both New York and California established commissions concerned with police training. They further reported that the increase in the number of states with such commissions was relatively slow until the report of the President's Commission on Law Enforcement and Administration of Justice in 1967.

Table 4

Municipal Police Departments Providing Inservice Training
as of 1958 (only those departments having 80 to 300 officers are included)

Population	Yes	(Percent)	No	(Percent)	No Response	(Percent)	TOTAL
100,000- 250,000	27	(56.25)	20	(41.67)	1	(2.08)	48
50,000- 100,000	67	(57.76)	44	(37.93)	5	(4.31)	116
25,000- 50,000	31	(62.00)	17	(34.00)	2	(4.00)	50
TOTAL	125	(58.41)	81	(37.84)	8	(3.74)	214

The President's Commission on Law Enforcement and Administration of Justice contained the following statement regarding state commissions:

Properly constituted and empowered, a state commission on police standards can be an effective vehicle for improving law enforcement. Without removing control from local agencies, such a commission can be of great assistance in establishing adequate personnel selection standards, establishing and strengthening training procedures, certifying qualified police officers, coordinating recruitment and improving the organization and operations of local departments through surveys. They could also conduct or stimulate research, provide financial aid to participating governmental units and make inspections to determine whether standards are being adhered to (p. 123).

Harman (1971) in his discussion of the role of the federal government in the development of municipal police personnel stressed that law enforcement has traditionally been the domain of the individual municipalities. He indicated that it was not until 1965 that the federal government began providing direct financial assistance to municipal police units.

In 1965, the Office of Law Enforcement Assistance was established as a unit within the Department of Justice. During the period 1966-1968, it awarded \$419 million with approximately two-thirds of the funds going to local police departments.

The passage in June, 1968, of the Omnibus Crime Control and Safe Streets Act provided for the establishment of the Law Enforcement Assistance Administration (LEAA). The level of funding in 1969 was \$63 million. Three years later the level had reached nearly \$700 million.

Considering the high level of financial support provided to local police departments one might have expected considerable change to have occurred in the quality of training available to police personnel, however, Saunders (1970) observed:

It may be argued that the commission's (President's Commission on Law Enforcement and Administration of Justice) recommendations for federal action in this field lacked specificity. Its report emphasized the nature and extent of police manpower problems but did not consider whether they could be solved or what the likely effect on law enforcement might be. While urging substantial federal assistance for police education and training, the report did not provide clear guidelines for action. It merely suggested some of the types of programs that might be supported, without analyzing which would be most desirable and offer the greatest chance for improvement of police manpower. It failed to explore the appropriate scope, dimensions, and costs of a realistic federal effort. Perhaps this made it easier for Congress to ignore the commission's recommendations for upgrading police manpower; at any rate they were scarcely considered in the development of the Omnibus Crime Control and Safe Streets Act of 1968 (p. 10).

The American Bar Association expressed concern regarding police officer training and education. In their publication Standards Relating to the Urban Police (1972) they conveyed their concern with the human and conceptual skills required for performance of the police function and identified the following desired characteristics:

Intellectual curiosity, analytic ability, articulateness, and a capacity to relate the events of the day to the social, political, and historical context in which they occur (p. 212).

It remains the position of the American Bar Association that these skills are most likely to be developed through a program of formal education.

The concept of state provided centralized police training has received increased interest. Souryal (1975) presented a case in support of the proposal and provides the recommendation of the Texas House State Affairs Interim Subcommittee on Law Enforcement Education, Training and Standards as evidence of the level of support for the concept:

The Subcommittee supports the establishment of a central Police Training Academy funded by the State. This academy should provide highly specialized, advanced management and police science courses to local law enforcement officer. Such a school should also provide extension courses, provide guest instructors to college and training programs, and develop new courses to meet the needs of modern law enforcement. The Subcommittee envisions that one day in the future, all career development ladders will include the completion of certain courses at this institution. Special emphasis should be given initially to train supervisors and administrators (p. 363).

The position supported by Souryal (1975) endorsed state controlled police training programs. According to Wall and Culloo (1973) the majority of states require some form of police recruit training. They also suggested that the specific requirements with respect to content and format are matters left primarily to the individual jurisdictions.

Research and Sample Curricula Describing Current Practices in Police Inservice Training

There is considerable disagreement as to the desired amount of training for law enforcement officers. Brammer and Hurley (1967) reported that 52 percent of the sheriffs in 11 southern states indicated that they were satisfied with the amount of training available to their department. This same study also reported that of the departments responding less than 20 percent provided basic training and less than 22 percent provided inservice training.

Wilson (1972) stated that:

Technically speaking, recruit training can be considered to be inservice training as opposed to preservice or outside training in an academy or college (p. 305).

When recruit training is considered to be a specialized form of inservice training it provides another source of information regarding inservice training practices. Havlich (1968) reported that of over 1,000 police chiefs surveyed only 50 percent agreed that there were inadequacies in their recruit training programs.

Police inservice training can, for purposes of analysis, be divided into three broad categories: general inservice training applicable to all or most members of the department; special training provided to those in, or preparing for, specialized functions; and supervisory or administrative training for those who have been, or are about to be promoted.

As previously indicated, the police task involves considerable human interaction. This suggests that general inservice training in the area of human skills would be a high priority yet Saunders (1970) refers to an unpublished study conducted by the International Association of Chiefs of Police wherein they report that of 381 departments surveyed only 40 percent indicated they had mandatory courses in human relations. It is also relevant to note that in the departments reporting a required course, or series of courses, the number of hours of inservice training ranged from two to 80.

The Municipal Yearbook (1970) reported that "although most departments have no inservice police community relations (PCR)

training, the number that do appears to be increasing" (p. 440). This same study reported that a median of eight hours of annual inservice training was provided in the area of police-community relations. The conclusion reached by the International City Managers' Association regarding the status of police training in 1970 was that:

The hours of recruit and inservice training have shown slight improvement, but the situation is still basically the same as reported by the President's Commission on Law Enforcement and Administration of Justice in 1967. As in 1967, recruit training is generally inadequate and inservice training, if in existence at all is usually insufficient (p. 438).

Police inservice training has tended to focus on the technical aspects of police tasks as opposed to the human and conceptual skills. Pomrenke (1967) reported that although the quality of instruction provided by the Federal Bureau of Investigation at its various police management training schools is of high caliber the emphasis is on technical skills as opposed to managerial or administrative functions. This emphasis is documented by the presence of courses concerned with ballistics, firearms, self defense tactics, and other offerings not related to performance expectations generally associated with the police management function.

Saunders (1970) referred to a second study, also unpublished, wherein the International Association of Chiefs of Police found that only 21 percent of 276 departments surveyed in 1968 conducted mandatory training for officers being promoted.

A study by Bancroft (1966) identified one of the major difficulties encountered in attempting to implement an inservice training

program in a police agency. The findings of that study indicate that although the majority of departments surveyed indicated they provided some kind of specialized training only 13 percent of the departments reported involvement of over three-quarters of their men.

Wall and Culloo (1973) indicated that the National Association of State Directors of Law Enforcement Training (NASDLET) was formed on May 26, 1970. They reported that one of the charter objectives was "to encourage uniform standards and curricula with a view to permitting interstate transfer of training credits based upon reciprocal agreements" (p. 431). The International Association of Chiefs of Police provided staff support to NASDLET through the Police Personnel Registry and Assessment Service branch of their Professional Standards Division and with this assistance a survey of state practices regarding police training requirements was undertaken. The following is a report of the findings:

1. Mandatory - those states that have enacted legislation requiring minimum training standards for police recruits (32 states);
2. Voluntary - those states that have enacted legislation concerning police recruit training and which allow voluntary compliance with their recommended standards (9 states);
3. None - those states that have enacted no legislation regarding police recruit training on a state-wide basis (9 states) (p. 431).

The NASDLET study conducted in 1972 and reported by Wall and Culloo in 1973 included the following table (see page 26) which provides information regarding the curricula of programs existing in states with mandatory recruit training programs.

Table 5
Mandated Training Hours

Category	Range	Median
Criminal Investigation	4-82	32
Legal	6-65	31
Field Training	4-52	27
Fire Arms	8-42	23
Traffic	4-75	21
Patrol	6-85	18.5
Physical Training	2.5-50	18
Other	2-70	13
Criminal Evidence	2-25	10
First Aid	8-29	10
Self Defense	2-36	10
Police-Community Relations	2-28	9.5
Psychology and Sociology	2-54	6
Interviewing and Orientation	2-22	5
Juvenile	1-16	4

The importance of recruit training as a measure of inservice training is emphasized by the observation that at the time of this study Florida was the only state that required completion of recruit training prior to performance of police tasks. The balance of the

states permitted up to one year of employment before required training must be received. Wall and Culloo (1973) stressed that the survey reports only the quantity of the training given, not the quality.

The data presented in Table 5 (see page 26) suggest that the training programs mandated by the various state legislatures are primarily concerned with technical skills as opposed to human or conceptual skills. The categories concerned with human behavior which include police-community relations, psychology and sociology, and possibly the juvenile section account for approximately ten percent of the entire program.

According to Tielsch (1972) the challenge in police training is "not to change the training experience, but rather to expand that experience to include the whole gamut of human relations" (p. 30).

Tielsch, in his capacity as Chief of Police, Seattle Police Department, Seattle, Washington, supported the expansion of their 13 week recruit training program to a 21 week program thereby allowing the addition of programs in Humanities, Human Resources, Psychology, Sociology, and Attitude Awareness.

Specialized courses were established including: Black Community Culture, People in Crisis, and the Dynamics of Prejudice. These courses were taught by guest instructors.

Another major thrust of the Seattle Police Department training program has been the inclusion of visitation, by police officers, to community action programs. Tielsch reported that one of the

outcomes of this program has been:

Several of the recruits made the perceptive observation that their individual contacts with the social agencies had provided them with resources that could be effectively utilized as alternatives to arrest (p. 31).

Wilson (1972) advocated the following list of "suitable subjects for a typical 35 to 40 hour general inservice training program" (pp. 308-309):

<u>Subject</u>	<u>Hours</u>
Combat Shooting and Police Range Exercises	3
Criminal Code	4
Ethics	1
Field Reporting	3
First Aid Review	2
Investigative Procedures	4
Laws of Arrest, Search, and Seizure	2
Mechanics of Arrest	3
Orientation	1
Patrol Procedures and Tactics	5
Proper Use of Force	1
Public Relations	1
Recognition and Recovery of Stolen Autos	1
Riot Control	2
Safety in Pursuit Driving	1
Testifying in Court	1
Traffic Law Enforcement	1
Youthful Offenders	1
Final Examination	1

Allbee (1976) presented an overview of the San Jose Police Department inservice training program. This program consists of 80 hours of instruction and is presented over a two-week period on a rotation basis enabling all members of the department an opportunity to attend every 18 months. The program consists of the following:

<u>Curriculum</u>	<u>Time in Hours</u>
Introduction (design, expectations)	1
Defensive Tactics	22
Driver Training and Pursuit Development	20
Law Technology	6
Conflict Management	5
Emergency Care	12
Fire Arms	11
Chemical Agents	2
Evaluation and Review	1
TOTAL	80 (p. 3)

An examination of this program indicates that it has, essentially, a technical skill development emphasis.

Gardner and Veno (1976) reported receiving favorable evaluations of their program of police inservice training. They developed and directed a police inservice training experience for selected senior sergeants of the Queensland Police Department, Queensland, Australia. This program established three areas of focus, the time commitment to each was as follows:

1. Twenty-seven hours were devoted to the media, including ten hours to videotape simulations, three hours to tours of television, three hours to newspapers, three hours to press releases, and eight hours to discussion of media-police relations;
2. Thirty-one hours were devoted to human behavior, including four hours to urbanization, eight hours to sex, three hours to violence, four hours to alcoholism, three hours to drug abuse, three hours to families, three hours to the neighborhood, and three hours to skid row;

3. Thirty-nine hours were devoted to police-group relations, including 13 hours to aborigines, five hours to criminals, five hours to the mentally ill, five hours to children, six hours to migrants, two hours to university students, and three hours to homosexuals.

All these segments involved tours to relevant places. The majority of the rest of the course was devoted to assessment of attitude change (11 hours) as well as to the evaluation of course components (five hours) (p. 442).

Selected Proposed and Existing Standards and Recommendations Relating to Police Inservice Training

According to Katzenbach (1967), President Johnson established the President's Commission on Law Enforcement and Administration of Justice on July 23, 1965. This commission brought together 19 commissioners and a staff of 40, the purpose was to respond to "the Nation's Crime problem and the depth of ignorance about it" (Forward).

The President's Commission on Law Enforcement and Administration of Justice issued a final report in 1967. The Challenge of Crime in a Free Society was supplemented by additional Task Force Reports on selected aspects of the criminal justice system. One of these reports was the Task Force Report: The Police (1967). These two documents provide the basis for the first series of standards and recommendations. The remaining standards and recommendations

are taken from the publications of the National Advisory Commission on Criminal Justice Standards and Goals (1973). This commission was established in October of 1971, by the Law Enforcement Assistance Administration. The purpose of the commission was to formulate national standards and goals for crime reduction and prevention.

The recommendations developed by the President's Commission on Law Enforcement and Administration of Justice included several which either directly or indirectly relate to police inservice training. Those which, in the judgment of this examiner, relate to police inservice training are presented below:

1. The ultimate aim of all police departments should be that all the personnel with general enforcement powers have baccalaureate degrees;
2. Police departments should take immediate steps to establish a minimum requirement of baccalaureate degree for all supervisory and executive positions;
3. Personnel to perform all specialized police functions not involving a need for general enforcement powers should be selected for their talents and abilities without regard to prior police service. Professional policemen should have the same opportunities as other professionals to seek employment where they are most needed. The inhibitions that civil service regulations, retirement plans, and hiring policies place on lateral entry should be removed;

4. All training programs should provide instruction on subjects that prepare recruits to exercise discretion properly, and to understand the community, the role of the police, and what the criminal justice system can and cannot do. Professional educators and civilian experts should be used to teach specialized courses--law and psychology, for example. Recognized teaching techniques such as problem solving seminars should be incorporated into training programs;

5. Every general enforcement officer should have at least one week of intensive inservice training a year. Every officer should be given incentives to continue his general education or acquire special skills outside the department;

6. Every medium and large-sized department should employ a skilled lawyer full time as its legal advisor. Smaller departments should arrange for legal advice on a part-time basis;

7. Police standards commissions should be established in every state, and empowered to set mandatory requirements to give financial aid to government units for the implementation of standards;

In addition to these recommendations the President's Commission on Law Enforcement and Administration of Justice provided the following supplemental statements:

1. Regular inservice training should exist in all departments and be expanded. If it is to have any significant effect, a minimum of ten hours of formal community relations training a year would seem essential as part of any inservice program, and it is probably most effective if given in one or two blocks of time;

2. Each state should establish mandatory statewide standards which require that all personnel, prior to assuming supervisory or administrative responsibilities complete advanced training offered by the department or by colleges or university institutes;

3. In line with the critical need to upgrade the educational achievement of police personnel, it is essential that departments undertake massive programs to provide the opportunity for interested personnel to continue their educations;

The Law Enforcement Assistance Administration created and funded the National Advisory Commission on Criminal Justice Standards and Goals. The purpose of this commission was to formulate national standards and goals for crime reduction and prevention. The commission was created on October 20, 1971 and submitted one of its reports on January 23, 1973.

The following recommendations and proposed standards are presented in the volume entitled A National Strategy to Reduce Crime:

1. The Commission recommends that every police agency require immediately, as a condition of initial employment, completion of at least one year of education at an accredited college or university and that by 1983, every police agency require, as a condition of employment, completion of at least four years of college level education or a baccalaureate degree at an accredited college or university;

2. Every police agency should, by 1975, provide annual and routine training to maintain effective performance throughout every

sworn employee's career;

3. Every police agency should provide each police station with audio-visual equipment compatible with training material available to the police agency;

4. Each officer should receive at least 40 hours of inservice training a year;

5. Every police agency should immediately develop and improve the interpersonal communications skills of all officers. These skills are essential to the productive exchange of information and opinion between the police; their use helps officers to perform their task more effectively;

6. Where appropriate, an outside consultant should be used to advise on program methodology, to develop material, to train sworn officers as instructors and discussion leaders, and to participate to the greatest extent possible in both the presentation of the program and its evaluation;

7. Every police agency should develop programs such as workshops and seminars that bring officers, personnel from other elements of the criminal justice system, and the public together to discuss the role of the police and the participants' attitudes toward that role.

Summary

This chapter presented a model appropriate for analyzing police tasks with respect to the requisite skills. The next section is concerned with an analysis of the police task as presented in various studies.

Chapter II provided an overview of the emergence and development of police inservice training. Particular attention was given to the relative emphasis placed on the various technical, human, and conceptual skills identified.

The literature search next focused on material presenting descriptive information regarding current practices in police inservice training. This included various surveys and sample criteria as this permitted both a general overview of the status of inservice training and a presentation of specific examples of programs presently in operation.

Chapter II concluded with a presentation of selected proposed and existing standards and recommendations as developed by the 1967 President's Commission on Law Enforcement and Administration of Justice in the 1973 National Advisory Commission on Criminal Justice Standards and Goals.

CHAPTER III

DESIGN OF THE STUDY

Introduction

Chapter III consists of five sections: a description of the population investigated, the instrument utilized to collect the data, the procedures employed in the data collection process, the methods used in analyzing the data, and a summary.

The Population

The population investigated was composed of all the municipal police departments in the United States which met the following two criteria:

1. The number of police officers employed was a minimum of 80 and not more than 300;
2. The police department must have responded to the Fraternal Order of Police Survey of 1975 Salaries and Working Conditions of Police Departments in the United States.

Employing these two criteria, 208 police departments were designated as constituting the population. These departments were distributed throughout 42 of the 50 states.

The rationale for employing a size criteria was two-fold: (1) it was intended to insure that the departments participating were of sufficient size to permit the emergence of a training function or division, and (2) to restrict the size in order to limit the

investigation to those departments having highly centralized training divisions.

The utilization of the Fraternal Order of Police publication facilitated identification of those police departments conforming to the size criterion. This publication was considered by this investigator to be the most complete and current reference available for this purpose.

The publication, the Law Enforcement Assistance Administration: A Partnership for Crime Control (1976), provided a basis for establishing geographic regions. Each of the 208 police departments was associated with the Law Enforcement Assistance Administration regional office serving its area. This divided the departments among the ten regions as indicated in Table 6 (see page 38). This table also presents the number of questionnaires sent to each state and each region.

The Instrument

The method of data collection employed was a mail questionnaire. The particular instrument utilized was developed specifically for this study and was designed as a means of collecting data relating to the five aspects of police inservice training identified in Chapter I (Appendix A).

The content of the questionnaire was derived primarily from the standards and recommendations presented in the reports issued by the President's Commission on Law Enforcement and Administration of Justice (1967) and the National Advisory Commission on Criminal

Justice Standards and Goals (1973). The remaining items which are descriptive in nature are intended to provide a basis for comparison and analysis.

Table 6
1976 LEAA Regions

Region	Questionnaires Sent
<u>Region 1</u>	
Connecticut	8
Maine	0
Massachusetts	12
New Hampshire	2
Rhode Island	6
Vermont	0
Subtotal	28
<u>Region 2</u>	
New Jersey	15
New York	4
Subtotal	19
<u>Region 3</u>	
Delaware	1
Maryland	0
Pennsylvania	11
Virginia	6
West Virginia	3
Subtotal	21
<u>Region 4</u>	
Alabama	4
Florida	10
Georgia	3
Kentucky	1
Mississippi	1
North Carolina	4
South Carolina	2
Tennessee	1
Subtotal	26

Table cont.

Region	Questionnaires Sent
<u>Region 5</u>	
Illinois	9
Indiana	5
Ohio	10
Michigan	8
Minnesota	2
Wisconsin	5
Subtotal	<u>39</u>
<u>Region 6</u>	
Arkansas	2
Louisiana	4
New Mexico	1
Oklahoma	2
Texas	10
Subtotal	<u>19</u>
<u>Region 7</u>	
Iowa	1
Kansas	2
Missouri	3
Nebraska	1
Subtotal	<u>7</u>
<u>Region 8</u>	
Colorado	4
Montana	1
North Dakota	0
South Dakota	1
Utah	0
Wyoming	0
Subtotal	<u>6</u>
<u>Region 9</u>	
Arizona	4
California	34
Hawaii	0
Nevada	1
Subtotal	<u>39</u>

Table 6 cont.

Region	Questionnaires Sent
<u>Region 10</u>	
Alaska	1
Idaho	0
Oregon	1
Washington	2
Subtotal	<u>4</u>
TOTAL	208

Each item was reviewed by the investigator's doctoral committee, various police personnel representing a minimum of six police departments, and the Western Michigan University students enrolled in Dissertation Seminar (EDLD 663) during the Winter Semester of 1976. The results of these reviews were that several items were added, deleted, or modified in accordance with the various recommendations.

The instrument was also sent to the California Association of Police Training Officers (CAPTO), the Nevada Peace Officers Association Committee on Training, and the Kalamazoo Police Department, Kalamazoo, Michigan. A letter describing the proposed study was included and a request for an endorsement was made, the endorsements received in response are included in Appendix B.

The Procedures for Data Collection

A copy of the questionnaire (Appendix A) was mailed to the chief of each of the 208 police departments. The envelopes were addressed to the individual, by name, according to information obtained from the

National Directory of Law Enforcement Administrators (1975). Included with each questionnaire was a postage paid return envelope and a letter of explanation which included a reference to the endorsements received from the California Association of Police Training Officers and the Nevada Peace Officers Association Committee on Training.

The cover letter was printed on North Las Vegas Police Department Letterhead and was signed by the Chief of Police and by this investigator. It was also indicated that the study was an undertaking of the North Las Vegas Police Department's Planning and Training Division.

A period of approximately five weeks was allowed to elapse before a follow up procedures were initiated. At the end of that period a list of the departments that had not responded was compiled and a second mailing was prepared. The second mailing provided a second copy of the questionnaire, a second postage paid return envelope, a copy of the first cover letter, and a second letter urging participation (Appendix C).

The cost of additional or alternative follow up procedures was considered prohibitive. The two mailings yielded a total of 161 responses (77.4 percent) and it was determined that these would serve as the basis for the statistical analysis and report of findings.

The Methods Used in Analyzing the Data

Each item appearing on the questionnaire is associated with one of the research questions. The findings are reported through the use of descriptive statistics, and where appropriate chi square analysis. As many of the items are included to determine if the

responding police department does or does not employ a particular practice it was considered appropriate to report the frequency of the responses in the YES and NO categories and to present these frequencies as a measure of the acceptance and implementation of the corresponding standard or recommendation.

Summary

Chapter III contains a definition of the population, a description of the instrument used, the data collection procedures employed, and the methods used in the analysis of the data.

CHAPTER IV

REPORT OF THE FINDINGS

Introduction

The purposes of Chapter IV are to present and analyze the data collected in response to the research questions posed in the study. The chapter is presented in three sections consisting of: an analysis of the composition of the study by geographic regions, a presentation of the job classifications associated with the individuals completing the questionnaire, and a presentation and analysis of the data relating to each of the research questions.

Composition of the Study

Questionnaires were sent to 208 police departments and responses were received from 161 (77.4 percent). Table 7 (see page 44) presents an analysis by region and utilizes the chi square statistic in order to determine if the proportion of respondents and nonrespondents per geographic region is similar.

The population is treated as having either responded or not responded. This approach is employed as only one questionnaire was received which was not suitable for inclusion. No questionnaires were returned with postal service notations so it was assumed that all reached their destinations.

Table 7
Response by Geographic Region

Region	Did Respond	Did Not Respond	Total	Chi Square Value
1	18	10	28	
2	17	2	19	
3	15	6	21	
4	20	6	26	
5	26	13	39	
6	15	4	19	
7	6	1	7	
8	5	1	6	
9	36	3	39	
10	<u>3</u>	<u>1</u>	<u>4</u>	
Total	161	47	208	13.33*

*Not significant at the .05 level (df = 9).

The non-significant chi square indicates that the proportion not responding is not significantly different from those responding with respect to geographic distribution.

Job Classifications of Individuals Completing the Questionnaire

The questionnaires were then examined and the job classification of the individual completing the instrument was determined. Table 8 (see page 45) presents the frequencies associated with each of the job classifications reported.

Table 8
Job Classifications of Respondents

Classification	F	Percent
Chief of Police	21	13.0
Assistant Chief of Police	2	1.2
Major	3	1.9
Captain	31	19.3
Lieutenant	27	16.8
Sergeant	47	29.2
Corporal	1	0.6
Detective	3	1.9
Investigator	1	0.6
Patrol Officer/Police Specialist	19	11.8
Director	3	1.9
Commissioner	1	0.6
Person not identified	<u>2</u>	<u>1.2</u>
Total	161	100.0

The most frequently reported job classification was at the rank of sergeant. The three ranks consisting of captain, lieutenant, and sergeant represent 105 of the 161 respondents (65.3 percent). This suggests that the majority of questionnaires were completed by individuals most directly responsible for the training function.

PRESENTATION AND ANALYSIS OF THE DATA

RESEARCH QUESTION 1

WHAT IS THE RANGE OF THE POPULATION SERVED BY POLICE
DEPARTMENTS OF SIZE 80 TO 300 POLICE OFFICERS?

TABLE 9
Population Intervals for Police Departments Responding

Population Interval	F	Percent
30,000-37,000	3	1.9
37,000-44,000	9	5.6
44,000-51,000	17	10.6
51,000-58,000	12	7.5
58,000-65,000	14	8.7
65,000-72,000	20	12.4
72,000-79,000	11	6.8
79,000-86,000	5	3.1
86,000-93,000	9	5.6
93,000-100,000	3	1.9
100,000-107,000	7	4.4
107,000-114,000	2	1.2
114,000-121,000	3	1.9
121,000-128,000	6	3.7
128,000-135,000	1	0.6
135,000-142,000	2	1.2
142,000-149,000	1	0.6
149,000-156,000	0	0.0
156,000-163,000	0	0.0
163,000-170,000	2	1.2
170,000-177,000	0	0.0
177,000-184,000	0	0.0
184,000-191,000	0	0.0
191,000-198,000	1	0.6
198,000-205,000		
Total	161	100.0
Mean	80,000	
Median	73,500	
Range	175,000	

The data reported in Table 9 indicate that 66.5 percent of the municipalities responding had populations between 44,000 and 93,000.

RESEARCH QUESTION 2

WHAT RANGE EXISTS WITH RESPECT TO THE NUMBER OF
POLICE OFFICERS PER 1,000 POPULATION?

Table 10
Police Officers Per 1,000 Population

High	Low	Median
5.45	0.97	1.80

The values reported in Table 10 suggest that the ratio is similar to that reported in the Municipal Yearbook (1969). Table 11 presents selected data from that publication (p. 335).

Table 11
Number of Police Department Employees per 1,000 Population, 1969

Population Group	Number of Cities Reporting	Low	High	Median
25,000 to 50,000	401	0.04	5.96	1.40
50,000 to 100,000	198	0.37	3.49	1.39
100,000 to 250,000	91	0.14	3.78	1.47

The data reported in Tables 10 and 11 suggest that the size of the police force serving a municipality is determined by factors other than population.

RESEARCH QUESTION 3

HAVE POLICE DEPARTMENTS OF THIS SIZE RANGE (80 TO 300 OFFICERS) ADOPTED THE VARIOUS STANDARDS AND RECOMMENDATIONS WHICH ARE PRESENTED IN THE LITERATURE AND RELATE TO POLICE PERSONNEL PRACTICES?

This question was investigated through a series of eight specific inquiries regarding current practices.

What is the Minimum Education Required for an Entry Level Sworn Position with Your Department?

Table 12
Required Education for Entry Level Positions

Education Required	F	Percent
Less than a high school diploma or General Development Examination (GED)	2	1.2
GED or high school graduation	112	69.6
High school graduation	29	18.0
Associate degree or junior college preparation	8	5.0
Four year college degree	0	0.0
Other	9	5.6
No Response	<u>1</u>	<u>0.6</u>
Total	161	100.0

All nine of the responses in the category "other" involve college course work ranging from 30 to 60 credits. Six of the nine were from California.

The National Advisory Commission on Criminal Justice Standards and Goals recommended that every police agency require, as a condition of initial employment, the completion of at least one year of education at an accredited college or university. The data in Table 12 indicate that this recommendation has become a practice in only 17 of the police departments responding (10.6 percent). A total of 143 of the departments (88.8 percent) indicated that they do not meet this recommendation. It is also reported that none of the respondents require a four year degree, a standard proposed for implementation by 1983.

Does Your Department Accept Lateral Transfers
From Other Police Departments?

Table 13
Employment Through Lateral Entry

Response	F	Percent
Permitted	28*	17.4
Not Permitted	<u>133</u>	<u>82.6</u>
Total	161	100.00

*Seventeen of the 28 departments permitting lateral entry are located in California.

Lateral entry involves the employment of an individual from another agency or department while permitting that individual to enter at an equivalent rank or position. The President's Commission on Law Enforcement and Administration of Justice recommended in 1967 that the civil service regulations that prohibit lateral entry be removed. They further recommended that lateral entry be encouraged and that it be viewed as an advancement of the profession. The data in Table 13 indicate that only 28 (17.4 percent) of the departments responding permit lateral entry.

The third question concerning police personnel practices examines the existence of written job descriptions for the position of police officer. Table 14 presents a summary of the responses to this question.

Does Your Department Have Written
Job Descriptions for Patrol Officers?

Table 14
Written Job Descriptions

Response	F	Percent
Yes	118	73.3
No	40	24.8
No Response	<u>3</u>	<u>1.9</u>
Total	161	100.0

The data presented in Table 14 indicate that 73.3 percent of the responding departments have written job descriptions for patrol officers. The content of these job descriptions was not investigated, therefore their contribution to the identification of training needs is not identified.

The fourth question in this series concerns the existence of written lists identifying specific desired or essential skills.

Has Your Department Developed Any List(s) of Skills Desired or Essential for Successful Patrol Officer Performance?

Table 15
Written Lists(s) of Desired or Essential Skills

Response	F	Percent
Yes	69	42.9
No	88	54.7
No Response	<u>4</u>	<u>2.4</u>
Total	161	100.0

The data presented in Table 15 indicate that the majority of departments (54.7 percent) have not identified essential skills relating to performance of the patrol function. The skills identified by the remaining departments were not investigated, therefore their contribution to the determination of training needs is not known.

The fifth question in this series focuses on the implementation of educational incentive programs. Table 16 (see page 52) reports

a summary of the responses.

Does Your Department Have an Educational Incentive Program
(One Which Provides for Pay Increases for Completion
of College Course Work)?

Table 16
Educational Incentive Programs

Response	F	Percent
Do have programs	96	59.6
Do not have programs	<u>65</u>	<u>40.4</u>
Total	161	100.0

The President's Commission on Law Enforcement and Administration of Justice recommended in 1967 that all police agencies provide incentives for officers to continue their education. The data in Table 16 indicate that only 59.6 percent of the departments responding have implemented such a program.

The sixth question inquires about attendance at department sponsored inservice training. Table 17 (see page 53) presents a summary of the responses.

Are Officers Required to Attend Inservice Training
Sessions that Occur During the Time They Are On Duty?

Table 17
Attendance During On Duty Hours

Response	F	Percent
Required to attend	145	90.0
Not required to attend	14	8.7
No response	<u>2</u>	<u>1.3</u>
Total	161	100.0

Are Officers Required to Attend Inservice Training
Sessions that Occur During the Time They Are Not On Duty?

Table 18
Attendance During Off Duty Hours

Response	F	Percent
Required to attend	96	59.6
Not required to attend	63	39.1
No response	<u>2</u>	<u>1.3</u>
Total	161	100.0

The data reported in Tables 17 and 18 indicate that even in departments where inservice training is provided it is quite probable that attendance is considerably less than 100 percent.

The final question in this series is reported in Table 19.

Are Officers Paid to Attend Inservice Training Sessions
That Occur at Times When They Are Not On Duty?

Table 19
Compensation for Off Duty Required Training

Response	F	Percent
Compensated	114	70.8
Not Compensated	34	21.1
No Response	<u>13</u>	<u>8.0</u>
Total	161	100.0

The data reported in Table 19 indicate that 70.8 percent of the responding departments provide compensation for off-duty time consumed by inservice training programs. The existence of a negotiated contract or the application of relevant law is considered the probable explanation.

RESEARCH QUESTION 4

DOES YOUR TRAINING DIVISION/PERSON HAVE
RESPONSIBILITY FOR THE FOLLOWING ITEMS?
(Items Provided as Indicated in Table 20, see page 55)

The 161 departments responding included eight that indicated they have no training division/person. These eight departments ranged in size from 92 officers to 210 officers.

Table 20
Training Division Activities

Activity	Yes	Percent	No	Percent	Rank
Recruit Academy	80	49.7	81	50.3	5
Selects officers for special training	100	62.1	61	37.9	3
Provides inservice training	150	93.2	11	6.8	1
Develops training materials	141	87.6	20	12.4	2
Reviews officer evaluations	64	39.8	97	60.2	7
Evaluates officer performance	49	30.4	112	69.6	8
Serves on personnel selection committees	67	41.6	94	58.4	6
Serves on promotion/special assignment selection committees	40	24.8	121	75.2	10
Serves on committees reviewing possible officer misconduct or officer involved shootings	41	25.5	120	74.5	9
Provides training in preparation for supervisory roles	88	54.7	73	45.3	4

The role of regional academies was not investigated. The importance of these regional academies is indicated by the fact that 19 departments reported that they rely on regional academies for some aspect of their personnel training. This may explain the relatively low percentage of departments reporting that their training division/person had responsibility for recruit training. It is also possible that the role of the regional academy is even greater than suggested for regional academies may be serving departments that merely indicated that their training division did not have a particular responsibility.

The most frequently reported area of responsibility was inservice training (83.2 percent). Developing training materials was the second most frequently reported responsibility with 87.6 percent of the departments responding in the affirmative.

Only 88 departments (54.7 percent) reported that their training division has responsibility for providing training to prepare officers for supervisory roles.

The role of the training division in the evaluation of police officer performance is limited. Only 49 departments (30.4 percent) reported that their training division has responsibility for evaluation and only 64 departments (39.8 percent) reported that their training division is responsible for reviewing the evaluations of officer performance.

The proposed standards and recommendations of both the President's Commission on Law Enforcement and Administration of Justice and the National Advisory Commission on Criminal Justice Standards and Goals

expressed concern over the need for regular inservice training and special inservice training for individuals assuming supervisory roles. The data suggest that many of the departments surveyed are not providing the recommended training.

RESEARCH QUESTION 5

WHAT SPECIAL PREPARATION HAVE POLICE TRAINING OFFICERS RECEIVED?

Preparation for the role of training officer was considered to include: general police experience, academic preparation, and specific police related training.

Table 21 summarizes the years of police experience and the years of service in the police training division for all individuals reported (N = 303).

Table 21
Years of Service for Training Division Personnel

Years of Service	High	Low	Mean
In police field	37	0.6	13.1
In training field	21	0.1	3.4

The 143 departments that responded to this question provided data on a total of 303 individuals. When only the highest ranking officer is considered the mean year of service is 17.2 with a high of 35 years and a low of 4.5 years. A total of 40 of the 143 highest ranking training division officers reported 20 or more years

of police service. Table 22 presents a summary of the work experience for those highest ranking training division officers with 20 or more years of service.

Table 22
Work Experience for Highest Ranking Training
Officers with 20 or More Years of Service

Mean Years of Service	Mean Years in Training Function	Years in Training Standard Deviation
23.4	5.4	4.9

Mode = 1 High = 20
Median = 4 Low = 0.2

The level of academic preparation of the highest ranking training division officer was investigated and the findings are summarized in Table 23. The data are reported in conjunction with the years of police experience. A chi square statistic was employed to analyze the data obtained.

Table 23
Years of Service and Level of Academic Preparation

Years of Service	Years of College			Chi Square Value
	0-2	2-4	4 or more	
less than 10	7	6	6	
10 through 14	9	8	16	
15 through 19	13	15	13	
20 or more	25	12	13	
Total	54	41	48	$\chi^2 = 8.0^*$

* not significant at the .05 level (df = 6)

The non-significant chi square value indicates that the proportion of officers at the various educational levels is not significantly different with respect to years of service.

Thirteen of the highest ranking training division officers were reported as holding a Masters degree or more, including one law degree. A total of 54 of the 143 departments reporting have a training division where the highest ranking officer has no post-secondary education.

The President's Commission on Law Enforcement and Administration of Justice recommended that all supervisory officers have at least a baccalaureate degree. Only 33.6 percent of the respondents report having a training division supervised by a recipient of a four-year degree.

The special training received by the 143 highest ranking training officers was investigated and is summarized in Table 24 (see page 60). The training activities identified represent this investigator's attempt to categorize the responses.

Twenty-five of the 143 respondents indicated that they had received no special training. This condition is contrary to the recommendations of the President's Commission on Law Enforcement and Administration of Justice.

Table 24
Special Training Received by Highest Ranking Training Personnel

Training Activity	F	Percent
Related to teaching or training	40	28.0
College or university seminars or courses of a specialized nature	35	24.5
State or regional academies	15	10.5
Federal Bureau of Investigation National Academy	15	10.5
Special preparation in management or supervision	13	9.1
Firearms training	11	7.7
Federal Bureau of Investigation other than above	8	5.6
Nonspecific preparation*	20	14.0
Military provided	6	4.2
No special training indicated	25	17.5

* The category includes respondents who indicated that they had completed some training activity but did not indicate the nature of the training or the agency sponsoring the training.

RESEARCH QUESTION 6

WHAT RESOURCES ARE AVAILABLE TO
ASSIST WITH POLICE INSERVICE TRAINING?

Three general resources were investigated: (1) personnel, (2) materials, and (3) time.

What Personnel Resources are Available?

Does your department have the services of a police legal advisor to assist with any aspect of inservice training?

The President's Commission recommended that all police departments have the assistance of a police legal advisor. Table 25 presents a summary of the responses concerning the availability of a police legal advisor.

Table 25
Police Legal Advisors

Legal Advisor Available	F	Percent
Yes	74	46.0
No	83	51.6
No Response	<u>4</u>	<u>2.4</u>
Total	161	100.0

The data indicate that only 46 percent of the respondents have the services of a legal advisor. The standard proposed indicated all police departments should have either full or part time assistance from a legal advisor.

Does your department utilize field training officers?

Field training officers were defined as being officers who in addition to or as part of their regular duties assist in the training of other officers. Table 26 presents a summary of the data collected in response to this question.

Table 26
Field Training Officers

Field Training Officers	F	Percent
Yes	131	81.4
No	29	18.0
No response	<u>1</u>	<u>0.6</u>
Total	161	100.0

One hundred thirty-one departments reported that they use field training officers. One hundred and two of these departments (77.7 percent) reported that the field training officers received special training in preparation for this role.

Additional pay is provided by 22 of the departments and 11 departments provide other compensation.

What Material Resources are Available?

What is the appropriate number of items available in each of the following categories: hardbound books, periodicals, films/filmstrips/slide presentations, projectors, recorders/players, and video tape equipment?

Table 27
Hardbound Books Available

High	Low	Mean	Median	Mode	S.D.	N
999	1	256	190	200	285.6	105

A total of 64 departments reported having between 41 and 400 hardbound books. This represents 61 percent of the respondents and is most indicative of the size of the libraries available.

One hundred two departments responded to the inquiry concerning the number of periodicals available. Eighty-seven of these departments indicated that the number available was between one and 40. This represents 85.3 percent of the total respondents. A total of 59 departments did not complete this portion of the instrument.

The number of films, filmstrips, and slide presentations available is reported by 94.2 percent of the respondents to be between one and 112. The median was 30 and the mode was 20. A total of 104 departments responded.

The number of projectors available range from zero reported by 39 of the respondents to a high of 40 reported by one respondent. This category included both motion picture projectors and filmstrip projectors. The mean number available was three and the median was two.

The number of recorders/players available ranged from zero reported by 65 of the 161 departments responding to 50 reported by one of

the departments. The mean was 2.6 with a median of one and a standard deviation of 5.6.

Regarding the availability of tape presentations, 84 departments (52.2 percent) reported that they had none. An additional 14 reported that they had one presentation for a combined total of 98 or 69.9 percent of the total respondents.

Video filming equipment is available to only 97 (60.2 percent) of the departments. The mean was 0.9 and the median was 1.0.

The National Advisory Commission on Criminal Justice Standards and Goals recommended that each police agency have available the audio visual equipment required to utilize available materials.

Does your department regularly produce any training materials?

Table 28
Production of Training Materials

Regularly Produce Training Materials	F	Percent
Yes	79	49.1
No	79	49.1
No response	<u>3</u>	<u>1.8</u>
Total	161	100.0

The data reported in Table 28 indicate that 49.1 percent of the responding departments produce some training materials. An equal percentage of departments indicated that they do not produce materials.

The quality and relevance of the materials was not investigated.

What Time Periods are Available for Inservice Training?

Each department was requested to report the percentage of inservice training which occurred during each of the following time periods: roll call, other regularly scheduled periods, arranged periods, and occasionally scheduled periods as needed. Table 29 provides a summary of the data collected in response to this question.

Table 29
Time Periods Available for Inservice Training

Period	Low %	High %	Mean %	Mode %	Median %
Roll call	0	99	27.2	0	15.0
Regularly scheduled	0	99	16.8	0	0.0
Arranged	0	99	34.0	0	25.0
As needed	0	99	19.0	0	5.0

Roll call training was reported by the largest number of departments. One hundred and twenty-four of the 161 departments (77.0 percent) responding indicated that they utilize roll call training to some extent. Forty-four departments indicated that roll call is the time during which at least 50 percent of their inservice training is provided. Over one-half the departments indicated that they do not have other regularly scheduled inservice training periods.

RESEARCH QUESTION 7

WHAT TOPICS ARE EMPHASIZED AS MEASURED BY THE NUMBER OF HOURS OF INSERVICE TRAINING DEVOTED TO EACH TOPIC?

Thirteen selected topics were presented and the respondents were requested to indicate the approximate number of hours of inservice training provided on each of the topics during the last 12 months. The first six topics listed were considered by this investigator to be essentially technical skills. The next five topics were considered primarily conceptual in nature and the final two topics concerned human skills. The definitions provided by Katz (1955) provided the basis for classifying the topics.

Table 30 (see page 67) presents a summary of the data obtained in response to this inquiry.

The emphasis on technical skills is substantiated by the data reported in Table 30. A total of 77 departments (50.7 percent) reported that they provided nine or more hours of inservice training in the area of self defense and weapons while only 15 of 143 departments responding reported that they provided nine or more hours in the area of race relations. The number of hours of inservice training in the area of family conflict resolution presents a similar pattern. A total of 22 departments (15.4 percent of 143 respondents) reported that they provided nine or more hours in this area. Forty-five departments reported that they provided no inservice training in the area of race relations and 34 departments indicated that they provided no inservice training in the area of family conflict resolution.

Table 30
Hours of Inservice Training Provided by Topic

Topic	0	1-3	4-8	9-16	17+	N
Self defense and weapons	4	26	48	37	40	152
Interviewing/interrogating techniques	36	59	34	6	6	141
Report writing	23	64	38	12	11	148
Criminal investigation (finger printing, handling evidence, etc.)	15	55	39	15	22	146
Accident investigation	28	57	32	13	19	149
First aid	27	32	41	15	31	146
Search and seizure law	11	49	52	14	22	145
Court testimony	38	66	27	5	9	145
Criminal law (exclude search and seisure)	13	59	46	16	17	151
Civil law	68	51	15	4	4	142
Department policies and procedures	14	72	40	13	10	149
Race relations	45	64	19	7	8	143
Family conflict resolution	34	58	26	6	16	143

The topic of civil law was considered a conceptual skill and from the police perspective would include an understanding of the rights of landlords and tenants, married parties, and others involved in contractual arrangements. The nature of the police task as discussed

in Chapter II would suggest that inservice training in this subject area would be an established practice. A total of 119 departments (83.8 percent of the respondents) indicated that they provided three hours or less of inservice training on this topic during the last 12 months.

RESEARCH QUESTION 8

WHAT IS THE EXTENT OF THE INVOLVEMENT OF VARIOUS SELECTED ENTITIES IN THE DETERMINATION OF POLICE INSERVICE TRAINING TOPICS?

Table 31

Determination of Inservice Training Subject Matter

Source	Extremely Unimportant	Somewhat Unimportant	Somewhat Important	Extremely Important
Suggestions from the community (schools, churches, citizen groups, etc.)	2 (1.3%)	24 (15.9%)	98 (64.9%)	27 (17.9%)
Specific police officer requests	5 (3.3%)	5 (3.3%)	70 (45.8%)	73 (47.8%)
Various government directives	3 (2.0%)	10 (6.6%)	89 (58.6%)	50 (32.9%)
Decisions made by your department's top administrator	4 (2.6%)	1 (0.6%)	30 (19.5%)	119 (77.3%)
Decisions made by training division director/commander	5 (3.3%)	3 (2.0%)	64 (42.1%)	80 (52.6%)
Other	1	1	3	14

When only the responses reported in the "Extremely Important" column are considered, decisions made by the department's top administrators is the factor most frequently reported followed by decisions made by training division, specific police officer requests, various government directives, and then suggestions from the community.

RESEARCH QUESTION 9

TO WHAT EXTENT ARE THE VARIOUS SELECTED ENTITIES UTILIZED IN THE PRESENTATION OF INSERVICE TRAINING SUBJECT MATTER?

Each department was requested to report the extent to which various selected individuals or organizations participated in the inservice training process.

Table 32
Participation in Delivery of Inservice Training

Entity	Extent of Participation				
	Never	Seldom	Occasionally	Frequently	Always
Members of your department	1	3	13	107	29
Other law enforcement agency personnel	2	10	60	69	10
Community members	9	43	69	18	5
University/College staff members	10	35	70	27	4
State provided personnel	10	33	59	40	5

The data in Table 32 (see page 69) suggest that the extent of involvement of non-law enforcement personnel in the inservice training process is limited. When the data in Tables 31 (see page 68), and 32 (see page 69) are examined it appears that police departments tend to be closed with respect to the determination and presentation of inservice training subject matter.

RESEARCH QUESTION 10

DO POLICE DEPARTMENTS WITH LEGAL ADVISORS PROVIDE MORE HOURS OF INSERVICE TRAINING IN CIVIL AND CRIMINAL LAW RELATED SUBJECTS THAN THOSE WITHOUT LEGAL ADVISORS?

Table 33

The Police Legal Advisor and Civil Law Inservice Training

Legal Advisor	0	1-3	4+	Chi Square
Yes	35	27	12	
No	52	24	11	
Total	87	51	23	2.47*

* not significant at the .05 level (df = 2)

The non significant chi square value indicates that there is no support for the existence of a relationship between the availability of a police legal advisor and the number of hours of civil law inservice training provided.

The data presented in Table 33 indicate that the availability of a legal advisor has little relationship with the number of hours

of inservice training provided in the area of civil law.

The data presented in Table 34 summarize the findings regarding the availability of a legal advisor and the number of hours of inservice training in the area of criminal law excluding search and seizure. A chi square analysis is employed.

Table 34

The Police Legal Advisor and Criminal Law Inservice Training

Legal Advisor	Hours of Inservice Training				Chi Square Value
	0	1-3	4-8	9+	
Yes	6	28	20	20	
No	17	31	26	13	
Total	23	59	46	33	6.6*

* not significant at the .05 level (df = 3)

The non significant chi square value indicates that there is no support for the existence of a relationship between the availability of a police legal advisor and the number of hours of criminal law inservice training provided.

Table 35 (see page 72) presents the data concerning the availability of a police legal advisor and the number of hours of inservice training in the area of search and seizure law.

Table 36 (see page 72) presents a summary of the data concerning the available of police legal advisor and the number of hours of inservice training in the area of court testimony.

Table 35
The Police Legal Advisor and Search and Seizure Training

Legal Advisor	Hours of Inservice Training					Chi Square Value
	0	1-3	4-8	9-16	17+	
Yes	8	20	28	7	11	
No	16	29	24	7	11	
Total	24	49	52	14	22	3.6*

* not significant at the .05 level (df = 4)

The non significant chi square value indicates that there is no support for the existence of a relationship between the availability of a police legal advisor and the number of hours of search and seizure inservice training provided.

Table 36
The Police Legal Advisor and Court Testimony Training

Legal Advisor	Hours of Inservice Training			Chi Square Value
	0	1-3	4+	
Yes	26	26	22	
No	28	40	19	
Total	54	66	41	2.2*

* not significant at the .05 level (df = 2)

The non significant chi square value indicates that there is no support for the existence of a relationship between the availability

of a police legal advisor and the number of hours of court testimony inservice training provided.

The data presented in Tables 33 (see page 70), 34 (page 71), 35 (page 72), and 36 (page 72) suggest that the availability of a police legal advisor is not a major factor in determining the number of hours of inservice training in law related subject matter. This finding is consistent with the data reported in Table 31 (see page 68) which suggest that the determination of inservice training matter is considered to be primarily based on the decisions of top administrators.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purposes of Chapter V are to summarize the study, draw conclusions, and make recommendations concerning additional research.

SUMMARY

The purposes of this study were to identify current practices in police inservice training and to compare these practices with related standards and recommendations presented in the literature.

A population was identified consisting of 208 police departments selected from the 24th edition of the Fraternal Order of Police publication A Survey of 1975 Salaries and Working Conditions of the Police Departments of the United States. Each of these 208 departments was requested to complete a survey instrument developed by the investigator. The 161 completed questionnaires (77.4 percent) provided the data utilized to describe current practices in police inservice training.

A review of the related literature provided a series of proposed and existing standards and recommendations relating to police training. This review also provided a model for analyzing the police task, a brief history of police training in the United States and an overview of research regarding current practices in police inservice training.

The data gathered were analyzed to determine the extent to

which the various standards and recommendations have been implemented in the responding departments. Each of the research questions is presented in the following section and is accompanied by the conclusions drawn.

CONCLUSIONS

RESEARCH QUESTION 1

WHAT IS THE RANGE OF THE POPULATION SERVED BY POLICE DEPARTMENTS OF SIZE 80 TO 300 OFFICERS?

The mean municipality size reported was 80,000. The size of the communities responding ranged from 30,000 to 205,000 suggesting that the size of a given community does not serve as a strong predictor of the size of the police department serving it. Eastman (1971) identified six factors contributing to the determination of the number of police personnel employed by a given community. They are: (1) persuasiveness of the chief, (2) the community level of tolerance for criminal depredations and disorder and traffic accidents and congestion, (3) understanding of the police "problem" by the municipal council, (4) the presence of park and other special kinds of police agencies, (5) the kind and extent of nonpolice functions performed by a department, and (6) willingness and ability of the city to support an adequate department (p. 65).

RESEARCH QUESTION 2

WHAT RANGE EXISTS WITH RESPECT TO THE
NUMBER OF POLICE OFFICERS PER 1,000 POPULATION?

The number of police officers per 1,000 population ranged from a high of 5.45 to a low of 0.97. The median ratio was 1.80. These values are consistent with those reported in the Municipal Yearbook (1969). Regarding staffing Eastman (1971) observed:

It may be said categorically that there are: (1) no standards for optimum police staffing for cities of various sizes, and (2) no precise formula for determining personnel needs (p. 65).

RESEARCH QUESTION 3

HAVE POLICE DEPARTMENTS OF THIS SIZE RANGE (80 TO 300 OFFICERS) ADOPTED
THE VARIOUS STANDARDS AND RECOMMENDATIONS WHICH ARE PRESENTED IN THE
LITERATURE AND RELATED TO POLICE PERSONNEL PRACTICES?

What Level of Education is Required for Entry Level Positions?

Both the President's Commission and the National Advisory Commission on Criminal Justice Standards and Goals stressed the upgrading of educational requirements for entry level positions. The National Advisory Commission recommended that every police agency require immediately, as a condition of initial employment, completion of at least one year of education at an accredited college or university. This recommendation was presented in 1973 six years after the President's Commission recommended that the ultimate aim of all police departments should be that all personnel with general enforcement powers have baccalaureate degrees.

The present practice in 88.8 percent of the departments surveyed is to permit the employment of individuals with a high school diploma, a GED certificate or in some cases less. None of the 161 departments responding indicated that they require a baccalaureate degree.

The National Advisory Commission further recommended that the standard should be raised to requiring a four-year degree by 1983. The data obtained strongly suggest that this recommended standard will not be met as only 10.6 percent of the departments responding report having any post-secondary education requirement.

The Municipal Yearbook (1974) reported a survey that included 252 police departments serving communities of 50,000 to 249,999 population. The departments responding included only 14 that required some college as a condition of initial employment. This represents 5.6 percent of the departments.

The resistance to increasing the educational requirement for entry level positions is the result of several factors. One of these is reported in a study by Sterling (1974) wherein he concluded that the aspirations of college educated police officers are higher than those of officers without college educations. The aspirations assessed were related to advancement in rank within the police department. The conflict focuses on the limited ability of the police organizational structure to provide sufficient opportunities for upward movement. One result is that the college educated officers tend to experience a high frequency of job dissatisfaction resulting in higher turnover rates.

B. W. Wilson (1974) writing in the capacity of Bureau Chief, Standards and Training Division, California Commission on Peace Officers Standards and Training reported:

One of the problems inherent in increasing high education requirements is the substance of the education requirement. Currently, the general attitude seems to be that it can be in any discipline. Certainly, until a precise curriculum is developed through valid research, law enforcement should not require that the education be in a particular area (p. 23).

Wilson also addressed the question of validating entry level requirements including those regarding education. He observed:

It is possible that an entry examination, which has been validated through intelligent research identifying precisely what a police officer must know to perform efficiently his duties may obviate the need for specifically addressing higher educational requirements (p. 23).

To What Extent is Lateral Entry Permitted?

Lateral entry involves the employment of an individual from another agency or department while permitting that individual to enter at an equivalent rank or position. The President's Commission recommended that the barriers to lateral entry be removed and that the mobility of the professional police officer be increased. The data reported in this study indicate that 82.6 percent of the departments responding do not permit lateral entry. The 28 departments which permit lateral entry includes 17 which are located in California and in those cases lateral entry is primarily available to personnel with California experience and in possession of a California Peace Officer Standards and Training Certificate.

A study by Eisenberg (1973) reported that the reasons most frequently reported for not accepting lateral entry applicants included:

1. "We have no need to look for personnel from outside our department to fill manpower needs."
2. Legal restrictions.
3. "It wouldn't work with our present pension system" (p. 28).

The primary legal restrictions involve civil service regulations.

Do Police Departments from this Population Have Written Job Descriptions?

The 161 departments responding included 118 (73.3 percent) that reported that they had developed written job descriptions. Forty departments (24.8 percent) reported they had not developed such descriptions. Auten (1973) observed:

A job description consists of a general listing of the performance requirements related to a particular task. Once a job description has been completed it will be necessary to complete a job analysis relating to the job. While the job description contains the performance requirements related to a particular task, the job analysis contains a specific listing of the functions to be performed to complete the task in a satisfactory manner (p. 83).

Have Specific Skills Been Identified by the Various Police Agencies?

Only 69 departments (42.9 percent) reported that they have identified specific skills considered desirable or essential for performance of the police patrol function. The identification of

specific skills provides a basis for evaluating the training needs of the department and the specific needs of the individual officers.

Does Your Department have an Educational Incentive Program
(One Which Provides for Pay Increases for Completion of
College Course Work)?

Ninety-six of the departments responding (59.6 percent) indicated that they have an educational incentive program in operation. A survey by Crockett and Moses (1969) revealed that 58 percent of 467 police agencies surveyed provided some form of incentive for officers to initiate or continue their education.

Pitchess (1972) reported the results of a nationwide survey of municipal law enforcement agencies serving communities of over 100,000 population wherein he observed that 40.9 percent of the respondents reported that they provided some form of educational incentive. Pitchess also reported that the educational incentives provided ranged from zero to 12.5 percent of base pay depending on the number of credits or degree earned.

Are Officers Required to Attend Inservice Training Sessions
That Occur During the Time They Are On Duty?

One hundred and forty-five of the 161 departments reported that they require attendance of on-duty personnel. This represents 90.0 percent of the respondents.

Are Officers Required to Attend Inservice Training Sessions
Which Occur During the Time They Are Not On Duty?

A total of 96 departments reported that they require attendance during off duty hours. This represents 59.6 percent of the respondents.

These data collected in response to the questions concerning attendance at inservice training sessions suggest that much of the training information is received by only a portion of the personnel. This condition is the result of the difficulties associated with scheduling and the problems related to requiring attendance. Yurchuk and Werder (1975) proposed one possible alternative to the problem of scheduling for inservice training. They suggested that the work schedule be designed in such a manner as to provide one day each week when the entire personnel complement would report for duty. This day could then be used to provide needed training as well as providing an opportunity to do personnel evaluations, and other special activities.

Are Officers Paid to Attend Inservice Training Sessions
That Occur at Times When They Are Not On Duty?

One hundred and fourteen (70 percent) of the departments report that their officers are compensated for attendance at inservice training sessions occurring during times when they are not on duty.

According to Eastman (1971) 85 to 92 percent of most police budgets is allocated to personnel costs. This suggests that inservice training must be accomplished during on-duty hours thereby reducing expenditures for overtime compensation paid to off-duty personnel.

RESEARCH QUESTION 4

DOES YOUR TRAINING DIVISION/PERSON HAVE RESPONSIBILITY FOR
THE FOLLOWING? (Areas of Possible Responsibility
Listed in Table 20, see page 55)

The data reported in Table 20 suggest that the majority of police departments surveyed have limited involvement in the decision making process as it related to personnel practices in general and training in particular. Although 93.2 percent of the training divisions responding indicated that they are responsible for inservice training only 39.8 percent report they are involved in reviewing officer evaluations. Police training divisions are not generally involved in the process of personnel selection as indicated by the finding that only 41.6 percent reported that they participate in the selection process.

The inservice training provided by 88 of the departments (54.7 percent) includes training to prepare individuals for administrative or supervisory roles.

The need for specialized preparation in police administration was recognized by Fosdick (1920) when he observed:

The police officer who has walked his beat as a patrolman, investigated crime as a detective, and managed the technical routine of stationhouse activity as lieutenant or captain, is not fitted by this experience to administer the complex affairs of a large police department (p. 220).

The preparation and general competence of police administrators has been frequently questioned, the criticism expressed by Germann (1967) is indicative of the serious nature of these concerns:

. . . at top levels of the police service there are too many ignorant, foolish, narrow minds that look down upon the educated careerist as a 'wet behind the ears' neophyte. The American police system is in some trouble today, and a major cause of its problems is the fact that it is not too bright at top levels (p. 608).

RESEARCH QUESTION 5

WHAT SPECIAL PREPARATION HAVE POLICE TRAINING OFFICERS RECEIVED?

What is the Extent of Their Police Experience?

The data obtained concerning the number of years of service to the police field provided by individuals assigned to training positions indicate that the training division is a probable place to assign senior personnel approaching retirement. When only the highest ranking officer is considered, the mean years of services is 17.2 years. An examination of 50 high ranking training division officers who have provided over 20 years of police service indicates that their mean time in the training function is 5.4 years with a standard deviation of 4.9 years. These 50 officers represent 35.0 percent of the 143 officers on which data were available or applicable. The basis for assigning the highest ranking officer to the training division appears to be strongly related to his approaching retirement.

What is the Extent of Their Academic Preparation?

The educational level of highest ranking training officers includes 54 of 143 who have two years or less of post-secondary education. A total of 41 reportedly have completed from two to four

years of post-secondary education and the remaining 48 have completed a baccalaureate degree or more. These data clearly indicate that the recommendations regarding the level of education of police personnel in supervisory positions have not been implemented.

What Specialized Police Related Training Have They Received?

A portion of the highest ranking officers (17.8 percent) are reported as having obtained no special training in preparation for the role of training officer. The most frequently reported area of special preparation involved teaching experience or teacher education.

The President's Commission recommendation that police training officers complete a special course of at least 80 hours designed to upgrade the quality of instruction has not been met by a majority of the departments surveyed. It does, however, appear that the situation may have improved since 1968 when an unpublished survey conducted by the International Association of Chiefs of Police and reported by Saunders (1970) concluded that "almost two-thirds of all police instructors have not had any post-high school education" (p. 129). The Municipal Yearbook (1974) reports the findings of a survey of 300 police departments wherein only 32 percent indicated that educational achievement was used to determine eligibility for promotion of uniformed police personnel.

RESEARCH QUESTION 6

WHAT RESOURCES ARE AVAILABLE TO ASSIST WITH POLICE INSERVICE TRAINING?

What Personnel Resources are Available?

Does your department have the services of a police legal advisor to assist with any aspect of inservice training?

Although the President's Commission clearly indicated that all police departments are in need of the services of a police legal advisor the data obtained in this study suggest that a majority of the police departments are without this service. Only 46 percent of the departments responding indicated that they have the services of a police legal advisor.

In addition to the President's Commission (1967) the American Bar Association (1973), The National Advisory Commission on Criminal Justice Standards and Goals (1973), the Committee for Economic Development (1972), and Eastman (1971) have also supported the concept of a police legal advisor.

Laudenslager (1974) suggested that one alternative means of providing police departments with the services of a legal advisor would be to establish regional legal advisors. The regional legal advisor is defined by Laudenslager as:

A regional legal advisor is an attorney who provides legal assistance to police agencies on a multi-agency basis. A region may consist of several counties, an area within a county, or a county which has a number of police agencies (p. 54).

Does your department utilize field training officers?

One hundred and thirty-one of the 161 departments responding indicated that they utilize field training officers. This represents 81.4 percent of the total. Twenty-nine of these departments indicated

that they do not provide any special training for officers who are utilized as field training officers. This suggests that a large percentage of the individuals serving in this capacity may be ill prepared for the role and may have been selected without much consideration being given to the skills to be taught.

What Material Resources are Available?

The data obtained suggest that the major concern with respect to material resources is related to the quality of the material and the manner in which it is utilized. The availability of equipment and materials supports the position that shortcomings in police training are not the result of inadequate materials, but the result of inadequate programs and personnel.

What Time Periods are Available?

One hundred and twenty-four of the 161 departments responding indicated that they utilize the concept of roll call training. This suggests that the majority of the police departments surveyed provide their inservice training in units that can be presented in 30 minutes or less. This is supported by the data which indicate that over 50 percent of the departments reported that they had no other regularly scheduled inservice training periods.

A study by Barber (1973) revealed that approximately one-half of the 727 police departments he surveyed conducted some form of roll call training. The same study reported that an additional 22 percent of the departments indicated that they intended to initiate a roll call

training program.

Regarding the use of roll call training Price (1974) observed:

One conclusion that might be drawn from the available source documents is that in the absence of effective guidelines for conducting a roll call training program, efforts become fragmented and disorganized. When roll call training is programmed over a period of time utilizing relevant training materials, aids, and evaluation techniques, it has proved to be an effective vehicle for the transfer of knowledge (p. 47-48).

RESEARCH QUESTION 7

WHAT TOPICS ARE EMPHASIZED AS MEASURED BY THE NUMBER OF HOURS OF INSERVICE TRAINING DEVOTED TO EACH TOPIC?

Inservice Training Time Devoted to Technical Skills

The emphasis on technical skills, particularly those involving motor skills such as self defense tactics and the use of firearms is clearly evident. A total of 77 departments reported that they provided a total of nine or more hours of inservice training in the area of self defense and weapons. First aid training was reported by 46 departments as an area where nine or more hours of inservice training was provided.

Inservice Training Time Devoted to Conceptual Skills

The emphasis on areas considered by this investigator to be conceptual in nature was demonstrated by the data to be less than the emphasis on technical skills. The time devoted to the presentation of inservice training in the area of civil law is considered to be indicative of the disparity between the demonstrated needs of

the patrol officer and the priorities established by the police department administration. The studies identified in Chapter II clearly indicated that a major portion of a patrol officer's time is spent resolving conflicts of a noncriminal nature. A total of 119 departments reported that they provide three hours or less of inservice training in the area of civil law. Only eight departments reported that they provide nine or more hours in this area. This clearly indicates that police officers receive little training in the aspects of the law they are most called upon to interpret.

Inservice Time Devoted to Human Skills

The inservice training provided in the areas of race relations and family conflict resolution were selected to assess the commitment to inservice training in the area of human skills. The data obtained clearly indicate that the hours of inservice training in these two areas is considerably less than would be expected based on an analysis of the police task or an examination of the standards and recommendations of the two national commissions as presented in Chapter II.

One hundred and nine of the 143 departments responding indicated that they provide three hours or less of inservice training in the areas of race relations. Ninety-two of 143 departments responding indicated that they provide three hours or less of inservice training concerning family conflict resolution. Bard (1970), Tielsch (1972), and Badalamente (1973) have all identified the importance of the human skills aspect of the police task and the necessity of developing these skills, yet the available data suggest that within

the police community these areas remain low priorities.

RESEARCH QUESTION 8

WHAT IS THE EXTENT OF THE INVOLVEMENT OF VARIOUS SELECTED ENTITIES IN THE DETERMINATION OF POLICE INSERVICE TRAINING TOPICS?

The data reported in Table 31 (see page 68) indicate that the primary determinant of inservice training subject matter is the decisions made by the top administrators. Participation by any element of the community is reported by the departments to be of less importance than any of the alternative choices. The importance of community involvement in the training of police officers was recognized by the President's Commission (1967) when it reported:

Community relations are not the exclusive business of specialized units, but the business of an entire department from the chief down. Community relations are not exclusively a matter of special programs, but a matter that touches on all aspects of police work. They must play a part in the selection, training, deployment, and promotion of personnel; in the execution of field procedures; in staff policy making and planning; in the enforcement of departmental discipline; and in the handling of citizens' complaints (p. 100).

RESEARCH QUESTION 9

TO WHAT EXTENT ARE THE VARIOUS SELECTED ENTITIES UTILIZED IN THE PRESENTATION OF INSERVICE TRAINING SUBJECT MATTER?

The data presented in Table 32 (see page 69) suggest that the inservice training that is provided in police departments in this size range is provided primarily by police personnel. Community members and individuals associated with colleges or universities are reported as being "frequently" or "always" utilized by a small

minority of the responding departments. The limited utilization of community members and representatives from the academic community is a function of several variables: (1) the emphasis on technical skills, (2) the general limitations placed on community involvement, and (3) the reservations expressed by police personnel regarding the relevance of such training.

One alternative to this limited involvement of non-law enforcement personnel is the plan described by Tielsch and briefly presented in Chapter II.

RESEARCH QUESTION 10

DO POLICE DEPARTMENTS WITH LEGAL ADVISORS PROVIDE MORE HOURS OF INSERVICE TRAINING IN CIVIL AND CRIMINAL LAW RELATED SUBJECTS THAN THOSE WITHOUT LEGAL ADVISORS?

The data reported in Tables 33 (see page 70), 34 (page 71), 35 (page 72), and 36 (page 72) suggest that the availability of a police legal advisor is not the determinant of the number of hours of law related training provided. The decisions made by the department's top administrators appears to exert more control over the nature of the subject matter and the extent of the training.

The American Bar Association (1973) provided the following statement regarding police training:

Training programs should be designed, both in their content and their format, so that the knowledge that is conveyed and the skills that are developed relate directly to the knowledge and skills that are required of a police officer on the job (p. 14).

The studies identified in Chapter II including Epstein (1962);

Baehr, Furcon, and Froemel (1968); Reiss (1971); Garmire, Rubin, and Wilson (1972); and Badalamente, George, Halterlein, Jackson, Moore, and Rio (1973) have all concluded that the police task involves extensive social interaction with only a limited portion of the available time committed to crime related activities. This suggests that the emphasis in police inservice training would be on the development of conceptual and human skills supplemented by essential technical skills. The descriptive statistics derived from the data collected in this study suggest that the current practice in police inservice training is to place major emphasis on the technical skills, limited emphasis on conceptual skills, and little or no importance on the development of human skills.

RECOMMENDATIONS

Recommendations Concerning the Need for Additional Research

1. Research should be undertaken to assess the decision-making process concerning the determination of training priorities with an emphasis on the identification of strategies for effecting change in the process.
2. Research should be undertaken to identify effective inservice training programs and the factors contributing to the emergence of such programs.
3. Research should be undertaken to develop alternative inservice training programs and corresponding delivery systems.
4. Research should be undertaken to develop and test comprehensive program evaluation techniques concerning police training.

1. What is the population serviced by your department? (1) _____

2. What is the minimum education required for an entry level sworn position with your department? (check only one)
 - a. Will accept applicants with less than a high school diploma or G.E.D. (2a) _____
 - b. G.E.D. or traditional high school diploma (2b) _____
 - c. High school diploma (2c) _____
 - d. Associate degree or junior college preparation (2d) _____
 - e. Four year college degree (2e) _____
 - f. Other (please explain) _____ (2f) _____

3. Number of sworn personnel by classification
 - a. Patrol officers (includes those assigned to other divisions) (3a) _____
 - b. Corporals (3b) _____
 - c. Sergeants (3c) _____
 - d. Lieutenants (3d) _____
 - e. Captains (3e) _____
 - f. Detectives (3f) _____
 - g. Technicians (3g) _____
 - h. Chief, Assistant Chief, and other sworn personnel above the rank of Captain (3h) _____
 - i. Total sworn personnel (3i) _____

4. Indicate the total number of sworn personnel employed during
 - a. 1965 (4a) _____
 - b. 1968 (4b) _____
 - c. 1971 (4c) _____
 - d. 1974 (4d) _____

5. Has your department participated in any area wide consolidation of police services.
 - a. Yes (5a) _____
 - b. No (5b) _____
 - c. If yes, then date of occurrence (5c) _____
 - d. If no, do you have any consolidation legislation pending? (Yes or No) (5d) _____

APPENDIX A

6. Does your department accept lateral transfers from other police departments?

a. Yes (6a) _____
b. No (6b) _____

If yes, please explain any qualifications and/or restrictions.

7. Does your department have written job descriptions for patrol officers?

a. Yes (7a) _____
b. No (7b) _____

If yes, please enclose any job descriptions, sample training bulletins or other materials which may be helpful.

8. Has your department developed any list(s) of skills desired or essential for successful patrol officers performance?

a. Yes (8a) _____
b. No (8b) _____

9. Does your department have sub-stations or precincts?

a. Yes (9a) _____
b. No (9b) _____

If yes, what is the total number of stations/precincts? _____

10. Does your department have an educational incentive program (one which provides for pay increases for completion of college course work).

a. Yes (10a) _____
b. No (10b) _____

11. Complete the following chart which requests information regarding each member of the training division/office. Include information regarding aides and civilian personnel.

Rank/Title	Years of Service	Years in Training Function	College Credits Qrts.	Sem.	Special preparation specifically related to training
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

12. Approximately what percent of in-service training occurs during the following times? Note: The total should equal 100%

- a. We do not provide in-service training (12a) _____
- b. Roll call (12b) _____
- c. Other regularly scheduled periods (12c) _____
- d. Arranged periods (12d) _____
- e. Occasionally, scheduled as needed (12e) _____

13. Are officers required to attend in-service training sessions which occur during the time they are on duty?

- a. Yes (13a) _____
- b. No (13b) _____

14. Are officers required to attend in-service training sessions which occur during the time they are not on duty?

- a. Yes (14a) _____
- b. No (14b) _____

15. Are officers paid to attend in-service training sessions which occur at times when they are not on duty?

a. Yes (15a) _____
b. No (15b) _____

16. Does your department utilize field training officers?
NOTE: Field training officer is defined as an officer who, in addition to or as part of his regular duties, assists in the training of other officers.

a. Yes (16a) _____
b. No (16b) _____

If yes, then do these officers receive (yes or no)

c. Special training/preparation (16c) _____
d. Additional pay (16d) _____
e. Other compensation (explain) (16e) _____

17. Does your training division/person have responsibility for the following: (yes, no, not applicable)

a. Responsible for recruit academy (17a) _____
b. Selects officers for special training (17b) _____
c. Provides in-service training (17c) _____
d. Develops training materials (17d) _____
e. Reviews officer evaluations (17e) _____
f. Evaluates officer performance (17f) _____
g. Serves on personnel selection committee (17g) _____
h. Serves on promotion/special assignment selection committee(s) (17h) _____
i. Serves on committees reviewing possible misconduct and officer involved shootings (17i) _____
j. Training in preparation for supervisory roles (17j) _____

18. Does your department have the services of a police legal advisor to assist with any aspect of in-service training?

a. Yes (18a) _____
b. No (18b) _____

19. The following is a list of materials which your department may have available to assist with in-service training. Please indicate the approximate number for each which your department has available for officer use.
- a. Hard bound books (19a) _____
 - b. Periodicals (number of different titles) (19b) _____
 - c. Films/film strips/slides (19c) _____
 - d. Projectors (film/slide total) (19d) _____
 - e. Recorders/players (19e) _____
 - f. Tape presentations (19f) _____
 - g. Video filming equipment (19g) _____
20. Does your department produce any regularly printed training materials?
- a. Yes (20a) _____
 - b. No (20b) _____
21. The following list identifies various general subject areas that may have been presented during in-service training sessions. Place a check mark in the appropriate box thereby indicating the approximate number of hours of in-service training per man for the last year (12 months).
- | | HOURS | | | | |
|--|-------|-----|-----|------|------------|
| | 0 | 1-3 | 4-8 | 9-16 | 17 or more |
| Self defense and weapons
(include any qualification time) | | | | | |
| Interviewing/interrogating techniques | | | | | |
| Report writing | | | | | |
| Criminal investigation
(finger printing, handling evidence, etc.) | | | | | |
| Accident investigation | | | | | |
| First Aid | | | | | |
| Search and Seizure Law | | | | | |
| Court testimony | | | | | |

23. Instructors utilized for in-service training are selected from the following areas. (Place a check mark in the appropriate space.)

	Never	Seldom	Occasionally	Frequently	Always
Members of your department					
Other law enforcement agency personnel					
Community members					
University/college staff members					
State provided personnel					

What is the rank and title of the person completing this form?

If you desire a summary of the findings of this project, indicate your name and address.

Please enclose any job descriptions, sample training bulletins, or other materials which may be helpful.

	0	1-3	4-8	9-16	17 or more
Criminal law (exclude search and seizure)					
Civil Law					
Department policies and procedures					
Race relations					
Family conflict resolution					
Other (please identify)					

22. How important is each of the following in the determination of subjects to be presented in in-service training sessions?

	Extremely Unimportant	Somewhat Unimportant	Somewhat Important	Extremely Important
Suggestions for the community (schools, churches, citizens groups, etc.)				
Specific police officer requests				
Various government directives				
Decisions made by your department's top administration				
Decisions made by training division director/command				
Other (please identify)				

APPENDIX B

CAPTO

"Professionalization through Training"



CALIFORNIA ASSOCIATION OF POLICE TRAINING OFFICERS

* STATE OFFICERS 1975-76

April 1, 1976

PRESIDENT

George J. Valenzuela, Sgt.
El Segundo Police Department

** FIRST VICE - PRESIDENT

William F. Trachten, Cmdr.
San Fernando Police Department

** SECOND VICE - PRESIDENT

Robert Pickett, Sgt.
Anaheim Police Department

SECRETARY

Harry F. Dagle, Lt.
Orange County Sheriff's Department
Harbor Division

TREASURER

Michael T. Gorkowsky, Sgt.
Marineville Police Department

** SERGEANT-AT-ARMS

Steve L. Whelan, Officer
Gardena Police Department

EXECUTIVE SECRETARY

Betty Oliver
Marshall's Police Department
1800 West Beverly
Marshall's, California 90402

NORTHERN REGION OFFICERS

PRESIDENT

Dale A. Neffert, Capt.
Antioch Police Department

FIRST VICE - PRESIDENT

Gas J. Montemonte, Sgt.
South San Francisco Police Department

SECOND VICE - PRESIDENT

Michael M. Morice, Lt.
Thousand Oaks Police Department

SECRETARY

Lawrence Hagan, Sgt.
University of California
Davis

TREASURER

James G. Siskel
Bakersfield Police Department

SERGEANT-AT-ARMS

Clas J. Faldorf, Sgt.
Modesto Police Department

* Also serve concurrently
as Southern Region Officers

** Interim Officers

North Las Vegas Police Department
1301 East Lake Mead Boulevard
North Las Vegas, Nevada 89030

Attention: Mr. G. Stoner

Dear Mr. Stoner:

This correspondence is to serve as endorsement of your questionnaire in gathering data on Police Training. I have discussed your letter and the use of the questionnaire with the Southern Region Executive Board and have obtained their approval and support of your efforts. Therefore, as State President of the California Association of Police Training Officers, I wish you success and hope that you will forward the results of your study to the CAPTO Organization as I am sure information of this type would be beneficial to law enforcement agencies.

Sincerely,

George J. Valenzuela, Sergeant
El Segundo Police Department

des

**HENDERSON POLICE DEPARTMENT**

FLOYD E. OSBORN
CHIEF OF POLICE

243 WATER STREET
HENDERSON, NEVADA 89015

AREA CODE 702
363-8933

February 26, 1976

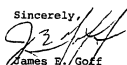
Officer Art Stoner
North Las Vegas Police Dept.
1301 East Lake Mead Boulevard
North Las Vegas, Nevada 89030

Dear Art:

After careful review of your stated goals and objectives, which you have outlined concerning your research project, and survey of Police Officer training within medium-sized departments, I feel that the results gained and information received would be of great benefit to all police agencies.

As Chairman of the NPOA working group on Peace Officer training, you are to be commended for the great deal of time and effort you have devoted to this project. We are looking forward to the results, to assist us in establishing training throughout the State of Nevada.

Sincerely,


James E. Goff
Captain of Operations

JEG/bw



CITY OF KALAMAZOO, MICHIGAN

February 16, 1976

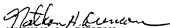
Mr. Art Stoner
North Las Vegas Police Department
1301 East Lake Mead Boulevard
North Las Vegas, Nevada

Dear Mr. Stoner:

I have just finished a perusal of your questionnaire concerning police training procedures.

Your quest for information in this area is warmly received. When you complete your doctoral dissertation, we will look forward to receiving a copy. I feel that your conclusions will be of interest and probable benefit to those of us in the police field.

Please feel free to disseminate this letter as our endorsement of the study's validity.


NATHAN A. DUNCAN
DEPUTY CHIEF OF POLICE

NAD/kkh

POLICE DEPARTMENT, 215 West Lovell Street, 49006, 616-385-8144

APPENDIX C



CLARKE A. DAVISON
CHIEF OF POLICE



1301 East Lake Mead Blvd.
Phone 649 1261

**City of North Las Vegas
Police Department**

April 30, 1976

Dear Chief:

The North Las Vegas Police Department is currently in the process of researching police in-service training. This is a major study which has been endorsed by the Nevada Peace Officers Association Committee on Training, The California Association of Police Training Officers (CAPTO) and several individual police departments.

Your department has been selected to participate in this project. The enclosed questionnaire is designed to collect certain information relating to current practices in police in-service training. It should be completed by the person most involved with training.

Your valuable time is appreciated. Every effort has been made to facilitate completion and return of this instrument. Enclosed you will also find an addressed, postage paid envelope provided for your convenience.

Similar data will be collected from police departments located throughout the United States. The results will be mailed to contributing departments. The data will be treated in a professional and confidential manner. The questionnaires have been numbered to permit acknowledging their return and also to facilitate analysis by other variables such as geographic area.

The value of this study depends to a great degree on the number of completed questionnaires received. Please complete and return this questionnaire at the earliest possible date.

Thank you for your contribution.

Sincerely,

C. A. Davison
Chief of Police

by *Arthur G. Stoner*
Arthur G. Stoner, Patrolman
North Las Vegas Police Department
Planning & Training

CAD/AGS/ja



CLARKE A. DAVISON
CHIEF OF POLICE



1301 East Lake Mead Blvd.
Phone 649-1261

City of North Las Vegas
Police Department

June 6, 1976

Dear Chief:

Enclosed you will find a copy of the questionnaire and attached letter of explanation which I mailed to you early last month.

In order to assure an accurate report of current in-service training practices it is essential that information be received from many more departments. Please complete the enclosed questionnaire and return it in the postage paid envelope I have provided.

Thank you for your contribution to this project.

Sincerely,

C. A. Davison
Chief of Police

by *Arthur G. Stoner*
Arthur G. Stoner
Planning & Training

CAD/AGS/ja

REFERENCES

REFERENCES

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