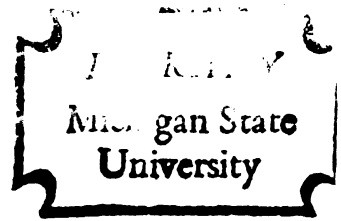


A FUNCTIONAL ANALYSIS OF TRAFFIC
INSTRUCTION PRESENTED TO
UNITED STATES ARMY OFFICERS
ATTENDING THE MILITARY POLICE
CORPS OFFICER ADVANCED COURSE

Thesis for the Degree of M. S.
MICHIGAN STATE UNIVERSITY
CHARLES A. HINES
SCOTT M. TIPPIN
1970



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ABSTRACT

A FUNCTIONAL ANALYSIS OF TRAFFIC INSTRUCTION
PRESENTED TO UNITED STATES ARMY OFFICERS ATTENDING
THE MILITARY POLICE CORPS OFFICER ADVANCED COURSE

by

Charles A. Hines and Scott M. Tippin

The United States Army Military Police Corps has continually sought to improve the capability of its personnel to meet the challenges presented by a modern army and a compact and ever changing world. The motto of the Corps is, "Of the Troops, for the Troops," and the past decade has witnessed the true accommodation and implementation of that maxim. While the caliber of its personnel, the Army mission, and the world situation have contributed to growth and change within the Corps, the primary catalysts have been its leadership and training. This study appeals to that leadership for the improvement of one small, but important element of training - the preparation of military police officers to perform police traffic supervisory functions.

This thesis is not promulgated as the work of two experts in the area of military police traffic

supervision. The authors have served only as an instrument for charting the thoughts and attitudes of 173 military police officers. This thesis was made possible only through the cooperation, interest and assistance of these officers, and it is for them, as well as for ourselves, that we hope the recommendations of this study are at least considered for implementation. Other highly functional areas of military police operations, such as corrections, physical security, and criminal investigation, are not solely dependent upon the Military Police Officer Advanced Course for functional training of officers because the School conducts specialized courses in these areas. This is not the case in the functional area of traffic. With this in mind, the essentiality of more meaningful instruction for MPOA students should be apparent.

Because of the limited time available and the lack of funds for on-the-scene investigation and interview, mailed questionnaires were the only feasible method for collection of data. Questionnaires dispatched to the Military Police Officers Advanced Course were designed to measure the students' attitude toward the traffic instruction received. We were also interested in their background and experience in traffic operations, and with their general perception of the future role the Military Police Corps should play in such operations.

In addition students were asked to rate their capability to perform selected traffic supervisory functions. Inquiries to operational provost marshals throughout the United States were also accomplished via mailed questionnaires. The purpose of these questionnaires was to identify problems in the traffic supervisory area, and to rank these problems in their order of perceived importance. These critical perceptions were then used to structure a functional traffic curriculum for the MPOA student that would provide the immediate entry skills required by the operational environment.

Response to our questionnaires from both study groups was extremely gratifying. From the Military Police Officer Advanced Course, we received returns from 96% of the class. Field questionnaire responses yielded returns from 61 officers representing 50 separate activities on 43 U.S. Army installations. A list of these installations is at Appendix G. In addition to the completed questionnaires, we received many pages of written comments (in excess of 2,000 words) from both groups. These comments have been extracted and are located at Appendix D and F.

After measuring the students' self-evaluation in the traffic supervisory functions and charting field responses with reference to operational problems and

priorities, the two sets of data were compared and a "knowledge gap" determined. The knowledge gap represents the difference between the stated needs of the field in a particular function, and the students stated capability to perform that function. Knowledge gaps were not used as a statistical measure, but purely as an impressionistic device to offer recommendations on instructional time allocation. In short, how much instruction was needed to narrow or eliminate the "knowledge gap."

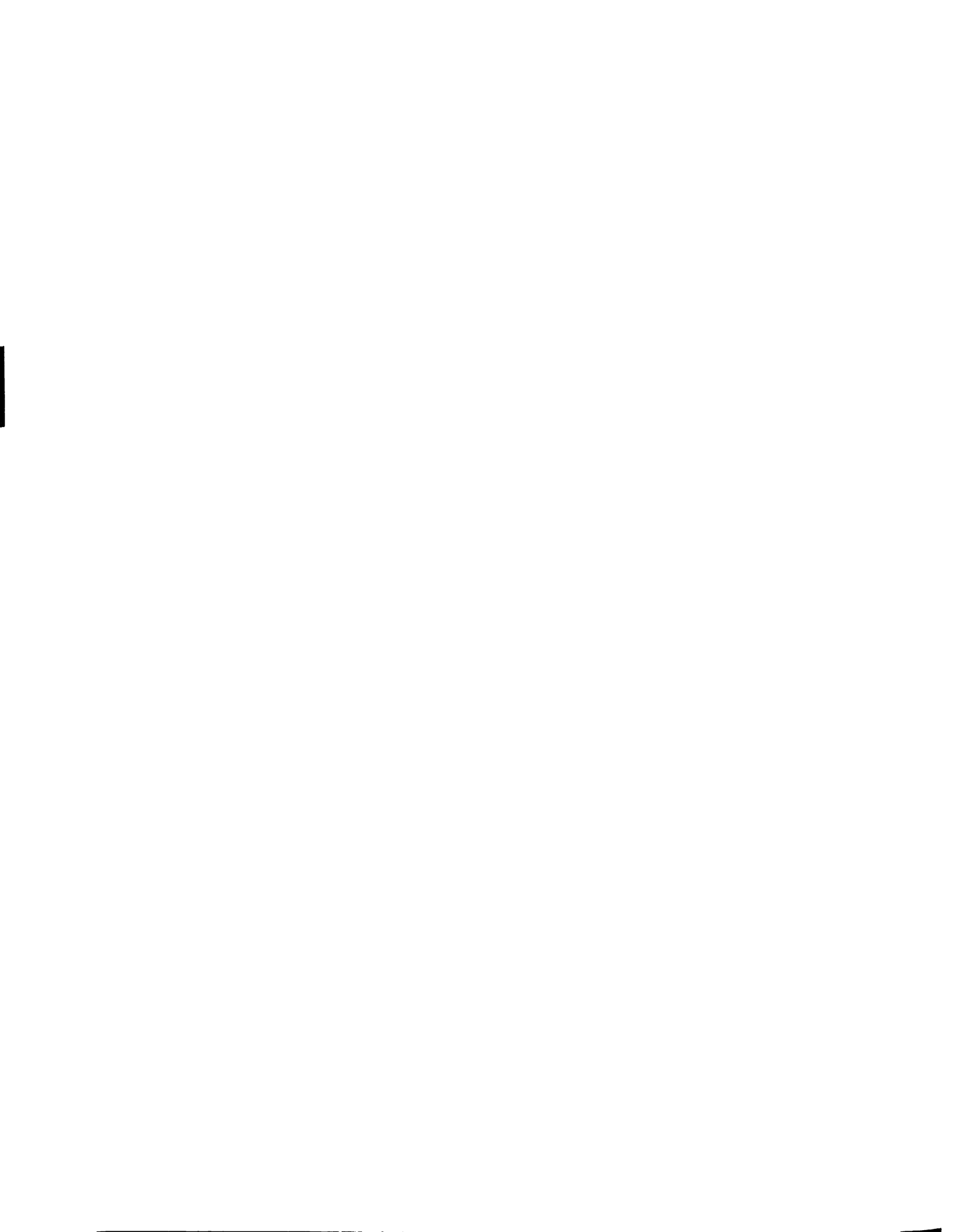
Research revealed that much of the traffic instruction provided the MPOA student was non-functional in relation to the needs of the field. The top three operational problems for the field were (1) emergency traffic flow procedures, (2) allocation of enforcement personnel, and (3) legal aspects of motor vehicle administration. In comparing these problems to MPOA instruction in these areas, serious deficiencies both in subject content and instructional hour allocation, were observed. As a general observation, all of the basic military police functional areas enjoyed very few hours of instruction within the total academic framework. All traffic instruction (70 hours) comprised only 5.8% of 1,195 academic hours. Other functional areas such as corrections, criminal investigations, and physical security

had a smaller percentage of the total academic hours than did traffic, however officers can obtain specialized training in some of these areas at the Military Police School.

One of the most noteworthy results of our research was the design of the "Military Police Traffic Service System." This system provides the framework for our recommendations on CONUS traffic instruction and curriculum content. Instructors and student alike will find it useful for viewing supervisory responsibilities against the backdrop of an integrated and functional system.

A major portion of our thesis was devoted to the design of a provost marshal evaluation guide for CONUS traffic operations. With this guide, the provost marshal can greatly influence the proficiency of personnel in the police traffic area, and provide the interest and leadership necessary for sound traffic programs. Also considered in the development of this evaluation guide was its use for instructional update at the Military Police School. The guide also provides information and data suitable for lesson plan incorporation at the School.

Our belief that the existing traffic curriculum was ineffective in preparing officers to perform traffic functions was definitely reinforced and intensified. We



Charles A. Hines and Scott M. Tippin

believe our thesis has demonstrated this deficiency
need not continue, indeed, must not continue.

A FUNCTIONAL ANALYSIS OF TRAFFIC INSTRUCTION
PRESENTED TO UNITED STATES ARMY OFFICERS ATTENDING
THE MILITARY POLICE CORPS OFFICER ADVANCED COURSE

A

THESIS

Presented to

The Faculty of the

School of Police Administration and Public Safety

Michigan State University

In Partial Fulfillment

of the Requirements for the

Degree of

MASTER OF SCIENCE

by

Charles A. Hines and Scott M. Tippin

June, 1970

APPROVED:

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**A FUNCTIONAL ANALYSIS OF TRAFFIC INSTRUCTION
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We wish to acknowledge our debt to those who helped make this study possible. To our employer, the United States Army, we extend our thanks for making this graduate training possible.

Our deep appreciation is extended to Colonel David Dingeman, U.S. Continental Army Command Provost Marshal, and all U.S. Army installation Provost Marshals and their representatives, who gave freely of their time to complete an extensive questionnaire and assure the widest possible dissemination throughout the United States. Colonel Dingeman is due special acknowledgement for his encouragement, full support, and personal assistance to us throughout the school year and particularly during the conduct of this study. Most of all, we thank Colonel Dingeman for his appreciation and understanding of what we were attempting to accomplish.

We are indeed grateful for the valuable time and assistance provided us by Colonel Henry Gibson, Commandant, U.S. Army Military Police School. It was through his personal effort and direct communication with us, that valuable questionnaires were administered and returned.

We are equally grateful to Colonel Gibson's staff and the faculty of the Military Police School, especially Lieutenant Colonel Donald Cameron who found time during a grueling administrative and instructional schedule to administer and forward the necessary questionnaires, field manuals, programs of instruction, and other material so vital to the completion of our thesis and research.

We are also grateful to the Military Police Officer Advanced Course students for the manner in which the questionnaires were completed. The many pages of frank, open, and honest comments proved invaluable to the conduct of our thesis and research.

We wish to express our thanks to Colonel Nicholas D. Rudziak, Commander, Military Police Agency, U.S. Army Combat Developments Command and his staff. The technical information pertaining to future traffic operations in the Army was most useful.

A special debt is acknowledged to Doctor John H. McNamara, Doctor Victor Strecher, and Mr. John Angell for their encouragement, advice, and hours of personal assistance during the conduct of this thesis. Their critique and advice contributed greatly to a more honest and comprehensive thesis.

To our wives, Veronica and Meredyth, and to our children, we extend special thanks for the untold hours of devotion and tolerance.

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CHAPTER I

INTRODUCTION

Too often, Provost Marshals and military police commanders fail to realize the importance of effective police traffic supervision. Other areas of military police operations are considered more interesting and demanding - corrections and criminal investigations to name only two. As McNamara so appropriately states:

Although the mass media, for the most part, stress enforcement of the criminal law by the police, by far the major part of police work lies elsewhere. Police have assumed large administrative functions of licensing and inspecting, and the very large task of traffic control.¹

Our survey of 43 U.S. Army installations and their traffic collision experience for 1969, revealed the tragic loss of hundreds of lives and millions of dollars. "At the present moment, automobile injuries alone occur at a rate of 10,000 a day in the United States. This is fifty or more times the casualty rate of the war in

¹
John H. McNamara, "Uncertainties in Police Work: Recruits Background and Training", The Police, ed. David Bordua (New York: John Wiley and Sons, Inc., 1967), p. 164.

Vietnam."² These numbers have little impact, for we have seen so many statistics on traffic deaths and have become so familiar with them, they have become meaningless. To what degree has poor police traffic supervision contributed to the perpetuation of these "statistics?" That question should haunt every Provost Marshal and military policeman and cause a resurgence of interest and dedication in the area of traffic safety. They should feel the same anguish stated by a physician while addressing his colleagues:

As a surgeon, I am weary of the urgent night calls, the usual milling cluster of police and scared relatives, the trail of blood down the corridor to the battered girl with the smashed face and fractured pelvis, vomiting blood over an avulsed eye. You are sick of it too. I believe that God himself is nauseated.³

Competent police traffic supervision will not eliminate motor vehicle collisions, but it can be a vital factor in their reduction.

Education of our personnel, both officer and enlisted, is the best method for increasing efficiency in police traffic supervision. Their training must be highly functional and keyed to the needs and operational

² Report of the Secretary's Advisory Committee on Traffic Safety, Department of Health, Education and Welfare, (Wash. D.C., Feb, 1968) p. 7.

³ Ibid., p. 7.

problems existing in the field. Based on the data forwarded to us from 43 U.S. Army installations, the magnitude of operational traffic problems immediately becomes apparent. Using the 1967 unit cost of vehicle collisions, the financial loss to the nation and the military was in excess of 34 million dollars.⁴ One incalculable loss, however, is the many hundreds of lives lost. No further argument is necessary to substantiate the need for more intensified police traffic supervision. Clearly, a most urgent need exists for arming our officers with appropriate techniques for constructing sound programs of traffic supervision and collision prevention. Providing these techniques will require more than 70 hours of traffic instruction. Of course, an increase in instructional hours will not alone solve the problem. Courses contained within the allocated instructional time must be functional and useful in preparing our officers to cope with operational problems. As one installation provost marshal so aptly stated:

When I receive an officer from the Military Police School, particularly a graduate of the career course, I would like to think he can qualify in police work, and that I can assign him to any one of my functional activities, and have him at least know the

4

National Safety Council Memorandum Number 113, "Estimating the Cost of Accidents," (Chicago, Illinois, July, 1968), pp. 1-4.

theory and doctrine without additional schooling. It seems to me, that our officers spend too much time at the Military Police School being instructed in areas that are of little value to them.⁵

The above comments represent the central thrust of this study. We set out to determine whether the traffic instruction was functional and of value to the officer upon graduation. Did the instruction received qualify the officer to perform duties designated by installation provost marshals in the furtherance of a sound program of police traffic services?

THE PROBLEM

Based on both authors' military experience, completion of the Military Police Officer Advanced Course, and other military and civilian schooling in the field of traffic, it was felt that much of the traffic instruction received in the MPOA course was of little value because it did not adequately prepare us to perform traffic supervisory functions in an operational environment. We felt that much of the instruction was "nice-to-know", with "need-to-know" information virtually omitted. In addition, we felt that some of the instruction

5

See Appendix F, p.305 of this Thesis.

infringed on responsibilities of other branches of the Army. Whether these functions should actually become Military Police Corps responsibilities was not treated as an issue in this study.

Another major deficiency was the instruction presented to officers in which enlisted and non-commissioned military policemen had primary responsibility. This "training level misorientation" was particularly true of collision investigation and certain areas of traffic law enforcement. The consequence of this approach to advanced officer instruction is inadequate preparation for supervisory duties, and a voiding of interest in that area. With a lack of interest and training in traffic supervision, many provost marshals voice concern over the status of police traffic services only with the advent of crisis. It was our desire to eliminate this "crisis management" approach to police traffic services by suggesting a more useful and dynamic traffic curriculum for the training of officers. In partial defense of "crisis management" by provost marshals, we recognize the inordinate demands placed upon them by correction and rehabilitation problems, manpower shortages, investigation of crime and command interest items, and many other operational exigencies. The problem then, is to develop techniques allowing for the timely supervision of police traffic services without

detracting from the conduct of other necessary and vital services. The need for positive action clearly exists, and the place to begin is education and training.

Statement of the Problem

Is the current traffic portion of the Military Police Officer Advanced Course functional, and does it meet the demands and requirements of the field? One of the mission statements from the Military Police School Regulation 10-8 might present a better statement of the problem. Is the Military Police School preparing officers to "apply approved Military Police doctrine and techniques to provide for the security and preservation of our human and material resources" through timely and professional supervision of police traffic services?⁶ Military police officers must be provided the skills necessary to effectively supervise traffic operations. This type of training is particularly essential for graduates of the Military Police Officer Advanced Course. As incumbent provost marshals and military police commanders, they must understand their duties and responsibilities in the traffic super-

⁶USAMPS Regulation 10-8, Organization, Mission, and Function of the Military Police School, (Hq, USAMPS, Fort Gordon, Ga, Jan 9, 1969).

visory area. A functional traffic curriculum in the MPOA Course can aid in the achievement of this objective and provide derivative advantages. If the officer is instructed in those areas for which a high probability of immediate or future use exists, academic motivation will be enhanced. Secondly, the officer will become more cognizant of traffic problems as they actually exist, and of the need to solve these problems through independent study and research. The third and most important derivative of a highly functional traffic curriculum is the preparation of the officer for immediate use without additional specialized training.

Purpose of the Study

This study seeks answers for the following questions:

A. What are the police traffic supervisory functions deemed consequential by military police operating in the field, and to what degree are graduates of the Military Police Officer Advanced Course prepared to meet the requirements of these functions?

B. Which areas of the existing MPOA traffic instruction are functional or non-functional?

C. What subjects should be added to the MPOA program of instruction in the area of traffic? Should any be eliminated?

D. With regard to instructional time allocation, what subjects should be increased, decreased or stabilized?

E. What are the subject requirements for a highly utilitarian traffic curriculum for the MPOA student?

F. What methods can be used to evaluate police traffic services and supervisory functions, with findings useful for both the field military police commander or provost marshal and the Military Police School for perpetuating a highly functional and useful traffic curriculum?

Definition of Terms

Terms defined in this study do not carry precise military explanations, and are entered only to facilitate understanding by those not familiar with military terminology and abbreviations. Several terms carry meanings which are either more restrictive or broader than those conveyed by conventional or military usage.

Functional Instruction. Instruction designed to prepare the student for special activity, or task performance. Such instruction consists only of imperative components, with no instructional time allocated for non-utilitarian or non-functional study.

MP. An abbreviation for Military Police.

USAMPS. United States Army Military Police School.

MPOA. An abbreviation for the Military Police Officer Advanced Course.

USCONARC. United States Continental Army Command. That headquarters which establishes selected training requirements for the Military Police School. It is also the senior headquarters coordinating the activities of the five Army headquarters located in the United States.

CONARC. Used interchangeably with USCONARC.

POI. Program of Instruction. A detailed written plan containing instructional requirements, time allocations, and subject matter content for an entire course of instruction.

ADP. Automatic Data Processing.

CBR. Chemical, Biological, and Radiological.

Theater of Operations. That land mass or geographic area in which war is conducted.

PM. Provost Marshal. The Provost Marshal is the staff officer responsible to the Commander for operational activities concerning law and order, corrections and rehabilitation of military prisoners, criminal investigation, physical security, and traffic control.

Traffic Reconnaissance. A U.S. Army Engineer Corps function conducted to determine the trafficability of a special route. Military Police may be called upon to conduct limited hasty route reconnaissance to determine

the immediate trafficability of a route.

Advanced Course. Used interchangeably with MPOA
(Military Police Officer Advanced Course).

OA. Abbreviation for Military Police Officer
Advanced Course.

REVIEW OF THE LITERATURE

To our knowledge, no study of this type has ever been conducted to identify field problem areas for the purpose of altering the Military Police Officer Advanced Course POI. Our research of the literature revealed no material on command level or officer training in the area of police traffic supervision. While this study deals primarily with curriculum and course design, a review of civilian literature in this area was considered non-productive for our purposes since the Military Police School is guided by course design principles promulgated in USCONARC Regulation 350-100-1, "Systems Engineering of Training and Course Design."⁷ Written appeals to civilian police agencies yielded two documents relating to command level training of police officers. A study accomplished by the International Association of Chiefs of Police concerning police traffic supervision in the Detroit Police Department,⁸ and the California

⁷ "Systems Engineering of Training and Course Design," Hq, U.S. Continental Army Command, Regulation 350-100-1, Fort Monroe, Virginia, 1 February, 1968.

⁸ "A Report to the Detroit Police Department on Police Traffic Supervision," based on a study by the Traffic Division, IACP.

Highway Patrol Academy Manual addressing the role of command officers in all police operations,⁹ were the aforementioned documents.

The authors decided to use their review of the literature to construct a provost marshal evaluation guide for CONUS type traffic operations. This extensive guide necessitated an exhaustive review of pertinent literature with subsequent application for military police traffic supervisory functions.

Functional Use of the Literature

As previously mentioned, we decided to make functional use of our literature review by structuring an evaluative guide for CONUS military police traffic operations (Chapter 5). By structuring our review of the literature in this manner, maximum use can be made of the data collected. Considering the intent and purpose of our thesis, we considered this approach to literature review as appropriate.

One of the pressing needs of the provost marshal is a supervisory tool with which he can exert influence in the traffic supervisory area without detracting from other important functions. The standard check list format

⁹ "California Highway Patrol Academy Manual, The Lieutenants Role," Course Outline, January 1, 1970.

for evaluation and inspection did not, in our opinion, provide the provost marshal with a realistic appraisal of the "response factor" for traffic operations. The provost marshal must know how his personnel are functioning, and if their performance and implementive techniques meet accepted standards. Until the promulgation of the National Highway Safety Standards by the Department of Transportation, there existed no concrete idea of what constituted acceptable standards for highway safety. We extracted these standards and redefined them for military installations, thus providing an idea or standard for the formulation of an effective highway safety program, and further delimiting the role of the provost marshal in that program. With the use of our evaluative guide, the provost marshal can, in a minimum amount of time, determine the status of police traffic services, and the proficiency with which these services are performed. Another invaluable aspect of using this method of evaluation is the perception by subordinates of intense personal interest on the part of provost marshal. Our experience has been that subordinate interest in a particular function is directly proportional to the interest of the "boss". In addition to its use as an evaluative tool, this guide has instructional value not only for subordinates, but for the provost marshal as well. As an instrument for instructing officer students

in traffic supervisory areas, the evaluative guide has considerable potential. This is particularly true of application type practical exercises, where students are required to solve traffic problems inherent to a military installation. Another valid use of the evaluative guide is the detection of performance deficiencies in personnel that are correctable by instruction. When such inadequacies are observed, a request for instructional emphasis can be dispatched to the Military Police School. (Appendix H).

Army Systems Engineering of Training

The primary literature bearing on our study is CONARC's systems engineering of training regulation. While this thesis does not technically conform to the procedural steps established in that regulation, the purpose of our research parallels the concept of systems engineering:

Systems Engineering of Training. That series of orderly systematic steps designed to produce a course of instruction that will provide graduates with the skills and knowledge essential to perform at the entry level of his military occupational specialty.¹⁰

¹⁰

Op cit., p. 2.

Our study differs from the above concept in that we are attempting to provide officers with the skills and knowledge essential to perform police traffic supervisory functions upon graduation and entry into an operational traffic assignment. Instead of a military occupational specialty, this study considers the officers rank, experience, and the needs of the operational environment. According to CONARC regulation, the Military Police Officer Advanced Course has a very low priority for systems engineering. If the timetable for systems engineering of the MPOA Course is precisely followed, the MPOA course should be systems engineered not later than 1 April 1973.¹¹ A professionally systems engineered course would contain curriculum structure far superior to our proposed design from the standpoint of on-the-scene job analysis, training task selection, and training analysis. However, the authors feel this study will provide valuable interim guidance for traffic instruction, and establish a departure point for ultimate systems engineering. All of the data collected from our research (MPOA and Field) has been prepared for ADP

¹¹
Ibid, p.5.

analyzation.

Army Field Manuals and Technical Manuals

Department of the Army Field and Technical Manuals were reviewed in conjunction with this study. In addition, proposed doctrine of the Combat Developments Command was reviewed for instructional application. One of the most valuable documents for instructional and operational purposes is Department of the Army Technical Manual 19-251.¹² The purpose of the manual is to provide a guide to personnel who supervise or conduct traffic control studies. The manual provides the basis for conducting various types of traffic control studies. It outlines minimum information needed for each study and delineates means by which this information can be collected. Since traffic control procedures under emergency conditions was the highest operational priority perceived by the field, TM 19-251 should be of assistance in solving that problem.

Overview of Police Traffic Training and Education.

Before any measurable advance in the area of police traffic services can occur on any installation, there must occur a broad acceptance of the police role

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Department of the Army Technical Manual, TM 19-251, "Traffic Control Studies," Hq, Department of the Army, Washington, D.C., June 1966.

by the general military community and the command structure. This acceptance will come about only when the provost marshal and his representatives demonstrate a high degree of proficiency in the subject area. This proficiency can only be acquired through education and training. As Fennessy stated:

Before any improvement in the national traffic situation can be achieved, enormous efforts must be directed toward providing for and the upgrading of all police traffic training efforts. The quality of police traffic services provided by law enforcement agencies and the effect this service will have on the traffic problems of the nation, currently and in the future, depends to a large extent on the competence of the individual officer at all levels within the organizational structure. Training and education are the most effective means of developing and improving individual and organizational competence.¹³

Fennessy, who conducted an extensive investigation in the area of police traffic training, found that such training was inadequate.¹⁴ He quickly resolved that a definitive traffic curriculum can be designed for both police training and colleges and universities, only through extensive research to identify the specific training and educational needs of agencies having

13

Edward F. Fennessy, Jr., et al, The Technical Content of State and Community Traffic Services Program, (Travelers Research Center, Inc. Hartford, Conn., Sept, 1968), p. 316.

14

Ibid, p. 318.

responsibility for police traffic services. He found the major obstacle to the development of sound traffic training "has been the almost complete lack of interest by administrative personnel."¹⁵

As a result of his research, Fennessy identified three basic tasks for the police traffic supervisor. First, the supervisor served as a communications link in the transferring of policy and procedural guidelines set by higher administration to the field. Second, the supervisor must inform the administration of the effects of its decisions on the working environment. The third, and perhaps the most important basic task for the supervisor, is the inspection of the work of subordinates, approval or disapproval of the product, and in the event of disapproval, instruction of subordinates as to what is acceptable performance.¹⁶

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Fennessy, pp. 318-320.

16

Ibid.

METHOD OF DATA GATHERING

From the moment our research problem was formulated, it became apparent the study would be exploratory in nature, and would not allow for intricate statistical measurements. Selltitz stated the primary emphasis of exploratory research is the discovery of ideas and insights, and such research should have a design flexible enough to permit the consideration of many different aspects of a phenomenon.¹⁷ Another factor in our selection of an exploratory approach, was the limited time and resources available to conduct descriptive research.

Ideally, we would have preferred to conduct on-the-scene observation and analysis, which would have included personal interviews. Officers responsible for the supervision of police traffic services could have been interviewed and observed in the daily performance of supervisory responsibilities, and an assessment

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Claire Selltitz and others, Research Methods in Social Relations, (New York, Holt, Rinehart, and Winston, 1959).

made on their supervisory competence. Observing the amount of effort devoted to traffic supervision and the solving of traffic problems would have yielded an extremely accurate perception of the areas in which an officer needed the greatest amount of supervisory knowledge. Operating within the restrictions imposed by time, resources, and the magnitude of the research effort, on-the-scene research could not be conducted. It was our intent to survey every U.S. Army Installation provost marshal or designated representatives. In addition, every American officer attending the Military Police Officer Advanced Course at Fort Gordon, Georgia, would be asked to respond. All data collection would be via the use of mailed questionnaires.

Design of Questionnaire

Two research questionnaires were designed - one for each study group. The Military Police Officer Advanced Course with an average American Officer complement in excess of 100, would be questioned to ascertain their backgrounds, experience, attitudes toward instruction received, and particularly, their perceived traffic supervisory competency levels as a result of MPOA traffic instruction. Field officers would be surveyed to acquire their perceptions of operational problems as they exist on an installation. Field officers were not asked to openly comment upon or enumerate specific problem areas

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because it was felt a poor questionnaire return would result. The researchers felt these officers would be reluctant to concede the existence of problem areas, since such concessions might reflect unfavorably upon them. Instead, a projective technique was used to gain answers. Field officers were asked to comment upon the need for additional traffic instruction for advance course students. By analyzing their responses, it was felt that operational problems would surface. The operational requirements deemed most critical by the field survey would be translated into instructional priorities for the advanced course. This approach seemed justifiable when considering Selltitz' comments on projective techniques:

When there is reason to believe that respondents may hesitate to express their opinions directly for fear of disapproval...or when respondents are likely to consider direct questions as an unwarranted invasion of privacy or to find them threatening for some other reason, projective techniques encourage a free response on the part of the individual. While respondent does not talk directly about himself, his responses are taken as reflecting his own attitudes.¹⁸

After collection of data from both groups, the MPOA students, self-reported ability to perform traffic supervisory functions would be compared with the field

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Selltiz, p. 285.

officers stated need for skill in these functions. The end product of this comparison would be the determination of a "knowledge gap" representing the difference between the intensity of need for a supervisory skill and the students self-reported ability to perform that skill. Knowledge gap measurements are not amenable to statistical analysis because the conflict between ordinal and cardinal scales is not scientifically reconcilable. These gap measurements are strictly impressionistic and usable only as a device to speculate on instruction intensity levels for a proposed traffic curriculum.

Distribution of Questionnaires

Questionnaires were forwarded to the Office of the Provost Marshal, U.S. Continental Army Command, Fort Monroe, Virginia. Colonel David Dingeman, who is the CONARC Provost Marshal, forwarded them to the 5 United States Army areas throughout the United States, who in turn effected distribution to installations under their jurisdiction. Installations not falling under the jurisdiction of CONARC or the Army areas were personally requested by Colonel Dingeman to complete the questionnaires. Returns indicated virtually all of the major installations responded. (See Appendix G).

Military Police Officer Advanced student questionnaires were forwarded directly to Colonel Henry Gibson,

Commandant, United States Army Military Police School, who supervised the administering, collection, and return of the questionnaires. We received a response of 96% from the advanced course students.

CHAPTER II

THE MILITARY POLICE SCHOOL AND OFFICERS ADVANCED COURSE

The purpose of this chapter is to provide information on the Military Police School, its mission, functions, and organization, and to discuss in detail those aspects of the Military Police Officer Advanced Course applicable to this study. Fort Gordon is located near Augusta, Georgia, and is designated a school and training center. Its formal title is United States Army School/Training Center and Fort Gordon. The installation has several missions and functions, one of which is the training of military police officers and enlisted men. Enlisted training is conducted by the 4th Military Police Training Brigade and is not a part of the Military Police School. The Military Police School does however train enlisted men in specialized areas.¹

THE MILITARY POLICE SCHOOL

The mission of the United States Army Military Police School is to prepare selected officers and enlisted personnel of the Military Police Corps, members

¹ Hq, USAMPS Regulation 10-8, "Organization, Missions, and Functions," Fort Gordon, Georgia, 9 January, 1969, p.2.

of other arms and services, Federal agencies, foreign nations, and selected civilian personnel of the government and industry to perform duties of command and leadership in peace and war, to apply approved Military Police doctrine and techniques, to employ troops tactically with maximum effectiveness, to participate in the development and review of doctrine and material for the Military Police Corps, and to provide for the security of our human and material resources.²

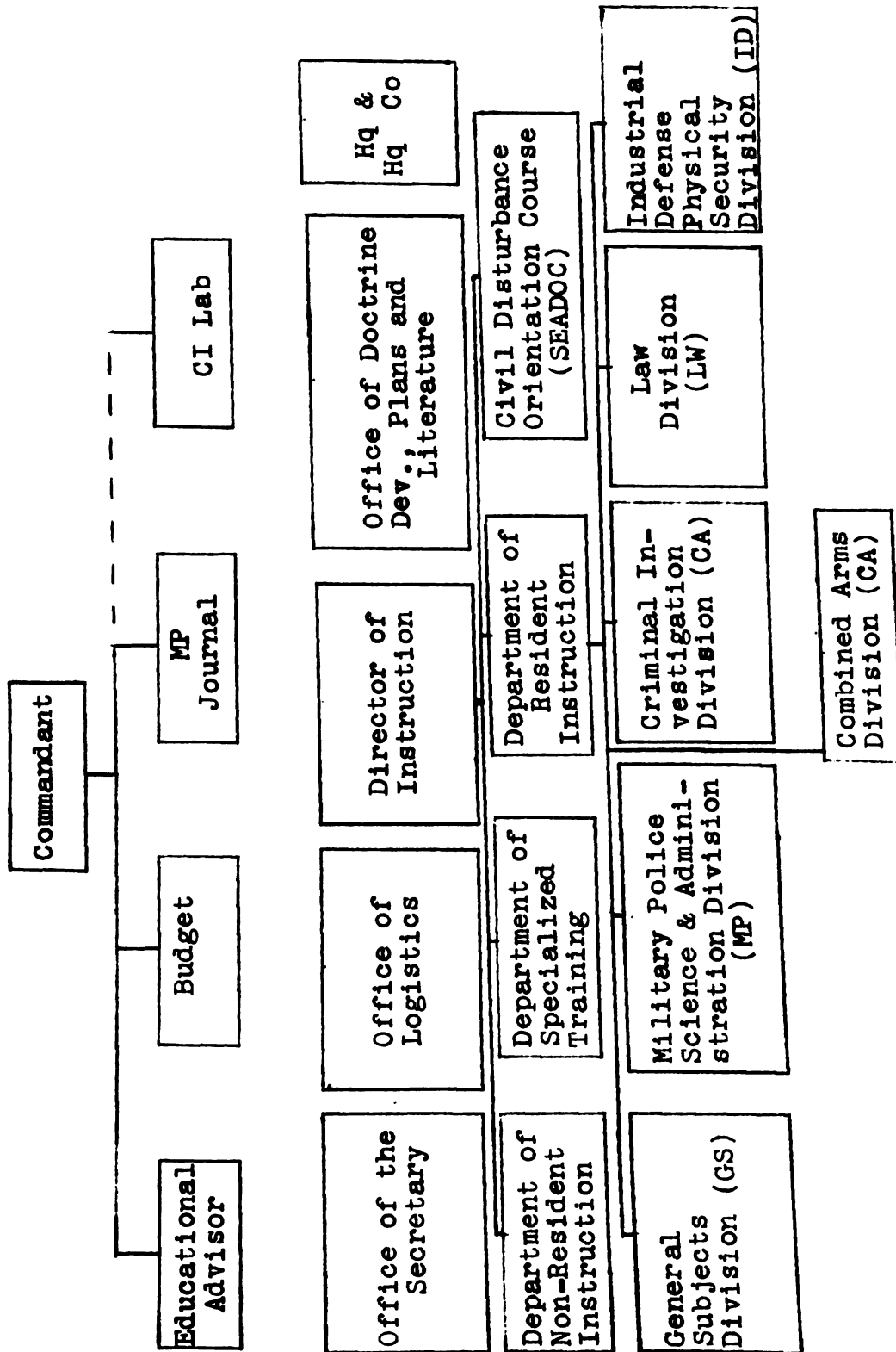
Organization

As of 9 January 1969, the Military Police School was organized as shown in Figure 1, page 25-A.³

² Hq, USAMPS Regulation 10-8, p. 2.

³ Hq, USAMPS Regulation 10-8, Incl. 1.

FIGURE 1



A discussion of each of the organizational elements of the MP School is not essential to this study, however to provide a contextual framework to examine the totality of instruction given the MPOA student, mention will be made of the instructional divisions located beneath the Director of Resident Instruction. These divisions provide all of the instruction to the MPOA student with the exception of guest speaker presentations and special instruction offered under the Assistant Commandant (Urban Instability).

General Subjects Division. This division presents instruction to the MPOA Course in the following principle areas: Military Arts; Command Management Procedures; Civil Disturbances Control Operations; and Internal Defense/Development Operations.⁴ Approximately 14% of the instruction received by MPOA students is presented by this division.⁵

Criminal Investigations Division. All instruction in criminal investigation subjects is presented by this division. Subjects taught to the MPOA student are too numerous for listing here, however they provide an orientation on the major areas of CI operations.

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USAMPS Regulation 10-8, p. 23.

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Program of Instruction for Military Police Officer Advanced Course, United States Army Military Police School, Fort Gordon, Ga., September, 1969.

Approximately 4% of the instruction received by the MPOA student is presented by this division.

Military Police Science and Administration Division. This division is responsible for the presentation of all traffic instruction to the MPOA Course. In addition, instruction is presented in the areas of provost marshal and staff functions, military police employment and operations, correctional treatment program, confinement, prisoner of war operations in the combat zone, communications zone, and CONUS, and ADPS application in selected areas.⁶ Approximately 20% of all instruction presented to the MPOA Course is presented by this division. Of the total hours of instruction presented to the MPOA Course by this division, traffic subjects comprise 28% of those hours.⁷

Combined Arms Division. Of all the instructional divisions, this division conducts the largest percentage of instruction provided the MPOA Course - 25%.⁸

⁶ USAMPS Regulation 10-8, p. 25.

⁷ MPOA Program of Instruction.

⁸ Ibid.

It has the mission of preparing military police officers for assignment within a theater of operations, to include staff functions, organization, signal communications, CBR warfare, intelligence, tactics, and the employment of the arms and services other than the Military Police Corps at Division, Corps, Field Army, and Communication Zone levels.⁹ Many of the subjects they teach are required by Hq, USCONARC, however the time devoted to each of these mandatory subjects is determined by the Commandant, Military Police School.¹⁰

Industrial Defense/Physical Security Division.

This division provides instruction to the MPOA Class in the following areas: physical security; site security; missile security; industrial defense and disaster planning.¹¹ Five percent of the instruction provided the MPOA student is presented by this division.¹²

Law Division. MPOA students receive instruction in military law, military justice, and international

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USAMPS Regulation 10-8.

10

"Systems Engineering of Training," Hq, USCONARC Regulation 350-100-1, 1 February 1968. Fort Monroe, Va.

11

USAMPS Regulation 10-8.

12

MPOA Program of Instruction.

law from this division.¹³ Eight percent of the total MPOA instruction is presented by the Law Division.¹⁴

Other Instructional Efforts. The remaining MPOA instruction is presented under the auspices of the Assistant Commandant, Chief, Instructor Methods, Plans and Programs, and Chief, Evaluations Branch.¹⁵

THE MILITARY POLICE OFFICER ADVANCED COURSE

The military education of officers provides four progressive levels of education - basic course, advanced course, Command and General Staff College, and senior service college. The officer basic course is designed to provide newly commissioned officers with the training and skills necessary for performance at the junior officer level. The advanced course is the terminal military schooling for most Army officers. Approximately 92% of all military police officers do not go beyond this level of military education.¹⁶

¹³ USAMPS Regulation 10-8, p. 27.

¹⁴ MPOA, Program of Instruction.

¹⁵ MPOA Program of Instruction.

¹⁶ Speech presented to MPOA class at Fort Gordon, Ga., by a representative of Department of Army, Office of Personnel Operations, February, 1968.

Purpose of the Course

The purpose of the Military Police Officer Advanced Course is to prepare military police officers for command and staff duties at battalion through brigade or comparable levels, and to provide a working knowledge of provost marshal staff functions at installation and command levels.¹⁷ Officers graduated from the advanced course will be assigned as provost marshals, corrections officers, security officers, and other duties within the functional military police areas. Some officers will receive branch immaterial assignment (non-military police assignment), and still others, command and staff assignments. MPOA Course instruction must provide these officers with the expertise necessary to perform effectively in these various assignments.

Prerequisites for Attendance

The stated prerequisites for attending the Military Police Officer Advanced Course are:¹⁸

- A. Selection by the Department of the Army
- B. Must be a commissioned officer in the grade of Captain or above
- C. Be a member of the active army whose branch is Military Police Corps
- D. Completion of the Military Police Officer

¹⁷ MPOA Program of Instruction.

¹⁸ MPOA Program of Instruction.

Basic Course or equivalent branch
qualifying course

E. Possess a final SECRET security clearance

Program of Instruction

The MPOA Course is 33 weeks in duration and includes 1,452 hours of academic and non-academic subjects, allocated as follows:¹⁹

A. Academic Subjects

1. Command and Staff	137 hours
2. Urban Instability	85 hours
3. CONUS MP Functions	351 hours
4. Theater of Operations	431 hours
5. Electives Program	150 hours
6. Evaluation	<u>41 hours</u>
	1,195 hours

B. Non-academic Subjects

1. Inprocessing	24 hours
2. Outprocessing	8 hours
3. Physical Conditioning	99 hours
4. Commandants Time	65 hours
5. Open Time	<u>61 hours</u>
	<u>257 hours</u>

TOTAL HOURS MPOA... 1,452

Figure 2 depicts the distribution of all MPOA Course hours, both academic and non-academic. Of the 1,452 total

¹⁹MPOA Program of Instruction.

hours, 17% is devoted to non-academic pursuits. Of the 1,195 academic hours, only 70 hours is devoted to traffic subjects. This represents 5.8% of total academic hours. (Figure 3). As shown in Figure 2, the major areas of instruction are command and staff, urban instability, CONUS military police functions, theater of operations, and the electives program.

Command and Staff. This instruction is designed to provide the student with a working knowledge of the principle techniques of leadership, and a general knowledge of the fundamentals of staff, organization, and procedures as they relate to the military police battalion, group, and brigade.

Urban Instability. This instruction is designed to provide the student with a working knowledge of the challenge of crime in America as reported by the Presidents Commission on Law Enforcement and Administration of Justice and to incorporate a studies program on contemporary American dissidence to broaden the students' insight into domestic problems presently confronting our society as it relates to the military establishment. With this background knowledge the student will be taught planning procedures and operational techniques and tactics used in Civil disturbances.

CONUS Military Police Functions. This instruction is designed to provide the student with a working knowledge of provost marshal functions at all levels of command in CONUS in order to prepare students to perform the functions of an installation provost marshal or staff officers. This area covers such instruction as provost marshal operations, automatic data processing systems, operations research systems analysis, crime prevention, corrections, traffic control, criminal investigation, physical and industrial defense security and joint services activities.

Theater of Operations. This instruction is designed to provide the student with a general knowledge of the mission, organization, characteristics, and fundamentals of employment of the division; the organization of a theater of operations; and to provide a working knowledge of military police functions in a theater of operations to include prisoner of war and internal defense and internal development operations.

Electives Program. This program assists in preparing the Military Police Officer Advanced Course graduate for future assignments by providing a more comprehensive opportunity for intellectual development and by increasing his professional competence. Students take special courses on an independent basis at local

colleges, complete extension courses, take language training, or conduct individual research.

Common Subjects

In the judgement of the researchers, one of the major obstacles to obtaining supervisory competence in military police functional areas is the apparent priority of other military police interest areas. This discrepancy may be resolved when the MPOA Course is subjected to systems engineering and course design. There are those in the Military Police Corps who do not consider training in the military police functional areas as the predominant concern for officer training, and strong arguments can be made supporting this position. With the recent designation of the Military Police Corps as a combat support arm, military police will be called upon to perform many skills not related to the military police functional areas, however the bulk of assignments will remain within the functional areas of corrections, law and order, traffic supervision and control, physical security, and criminal investigation. Even in the theater of operations, these functional areas are the most critical for officer supervisory competence. As one provost marshal remarked:

It seems to me that our officers spend too much time at the Military Police School being instructed in areas that are of little

value to them. For instance in the career course a great deal of time is spent working on combined arms problems. While I recognize that Hq, CONARC requires a certain amount of this instruction, it has been my feeling for years that we have gone overboard in this area. My recollection of the advanced course is that the instruction on how to be a provost marshal at any level and in any kind of situation was from poor to unsatisfactory. Much time was spent, however, working out problems as the Division G-3 and I know of no MP officer who is likely to be a Division G-3..... I think really what I am saying is that we need to turn out higher technically qualified police officers and not an officer who knows how to maneuver a technical unit. 20

USCONARC Training Directive (CONARC Regulation 350-1, Annex Q, dated 18 May 1965) establishes an impressive list of common subjects which must be included in the Military Police Officer Advanced Course Program of Instruction. While these subject areas are mandatory, there are no designated number of hours that must be devoted to each subject. The regulation promulgates instructional scopes, but directs that the MP School Commandant determine instructional hour allocations to meet stated performance objectives:

Time devoted to each subject will be determined by using commandant to meet established performance objectives. 21

²⁰ Comment Number 1, Appendix F, p.305, to this thesis.

²¹

Annex Q to USCONARC Training Directive, Common Subjects Applicability, Section III, (Hq, U.S. Continental Army Command, Fort Monroe, Va., 18 May 1965), p. 57.

The authors take no argument with the necessity for common subjects or other instruction in military police interest areas. We do feel however the first obligation of the Military Police School in the area of advanced officer training should be to graduate highly qualified officers in the basic military police functional areas since it is in these areas that the vast majority of military police officers will make their greatest contribution and spend most of their time.

Based on the researchers' observations, of comments of officer students and military police officers serving in the field, a reduction of instruction in non-functional military police hours with a subsequent and substantial increase in military police functional instruction will benefit the student, the field officer, the Military Police Corps, but most of all the U.S. Army. With increased knowledge and skill in those areas recognized as basic military police responsibilities, officers will possess the skill base for effective and efficient performance and have substantial motivation for finding new ways to solve old problems. Review of comments submitted by provost marshals in the field indicate they prefer functionally trained officers, with their comments reflecting a canopy of embarrassment over officer inability to perform certain traffic functions, especially

those related to traffic control planning. A functional traffic curriculum for the MPOA student will assist in relieving this embarrassment.

The Traffic Curriculum

As shown in Figures 2 and 3, traffic instruction comprises only a small percentage of the instruction presented to MPOA students. This instruction is in two basic areas - CONUS military police functions and theater of operations. CONUS traffic subjects are traffic law enforcement, traffic safety and education, traffic control planning studies, speed timing devices, traffic accident investigation, accident reconstruction, and traffic analysis. Traffic instruction dealing with the theater of operations addresses traffic control, motor movements, traffic reconnaissance, and rear area protection operations. Since each of these areas is discussed in some detail later in the thesis, no further mention of these subjects will be made at this time. Appendix B, p.273 of this thesis, provides a listing of these subjects and their instructional scopes.

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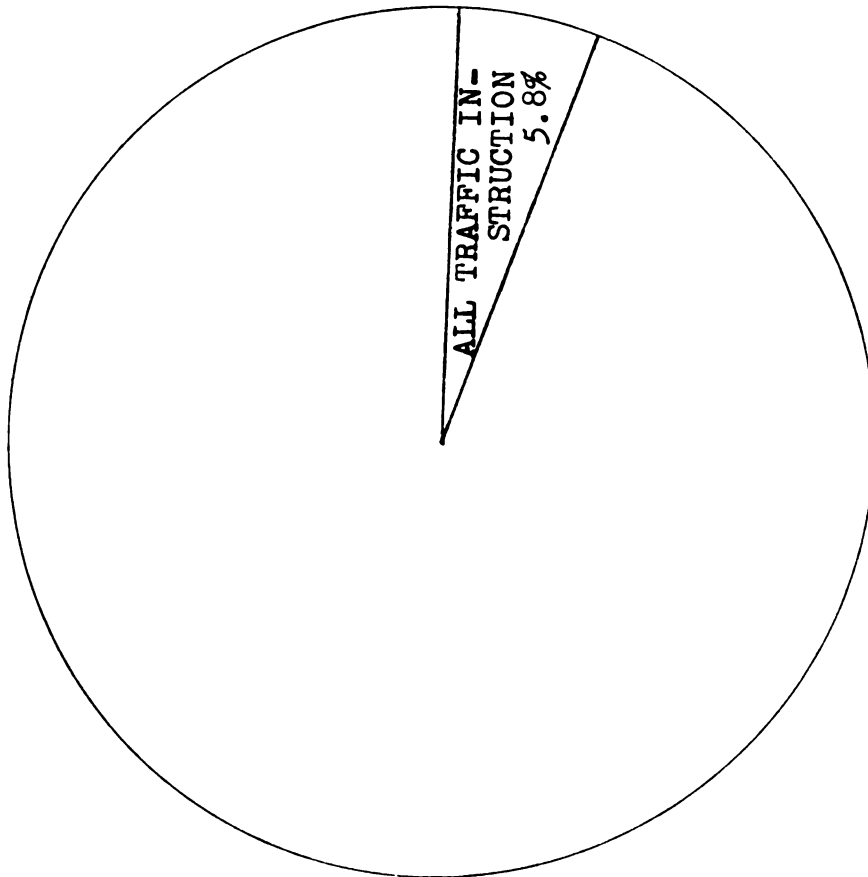
FIGURE 2

COMMAND AND STAFF SUBJECTS 137 hours	
URBAN INSTABILITY SUBJECTS 85 hours	
SUBJECTS DEALING WITH CONTINENTAL UNITED STATES MILITARY POLICE FUNCTIONS 351 hours	
Instruction on COMPS Traffic Functions 13.1% (48 hours)	
THEATER OF OPERATIONS INSTRUCTION 431 hours	
Traffic Areas 5.1% (22 hrs)	
EVALUATIONS 41 hours	ELECTIVES PROGRAM 150 hours
NON-ACADEMIC HOURS 257 hours	

Total Course Hours = 1,452, of which 1,195 are academic hours. Traffic instruction represents 5.8 percent of total academic hours or 70 hours.

FIGURE 3

PERCENTAGE OF ALL TRAFFIC INSTRUCTION
TO TOTAL MPOA ACADEMIC HOURS



TOTAL ACADEMIC HOURS = 1,195

FIGURE 4

INSTRUCTION IN MP CONUS TRAFFIC OPERATIONS

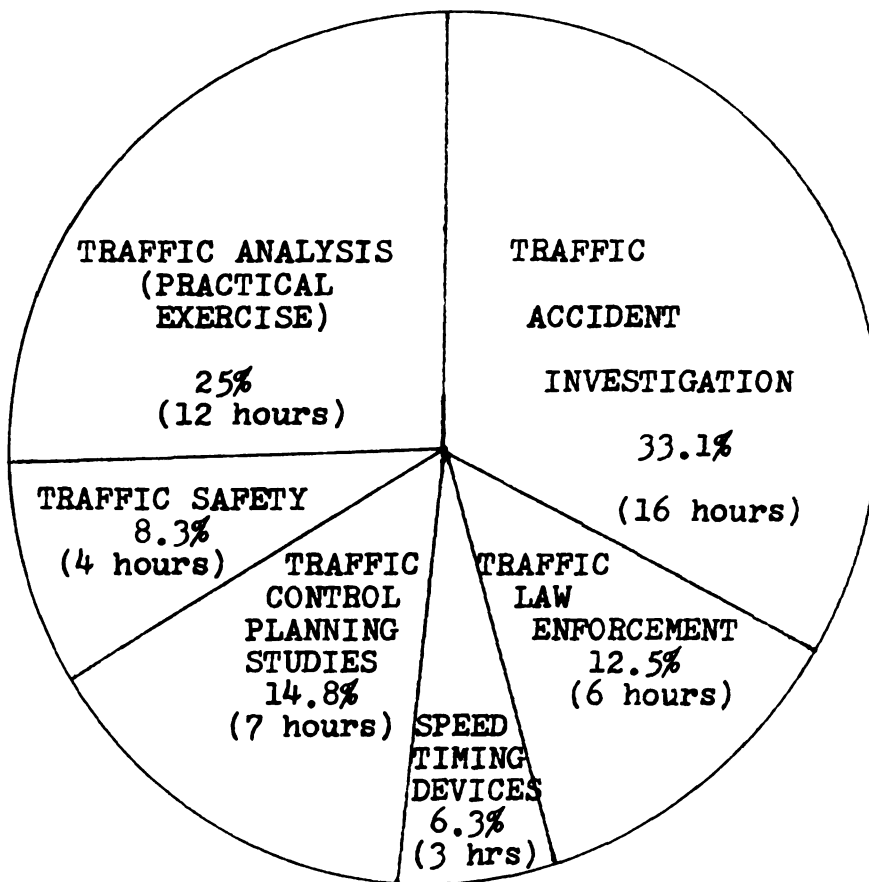
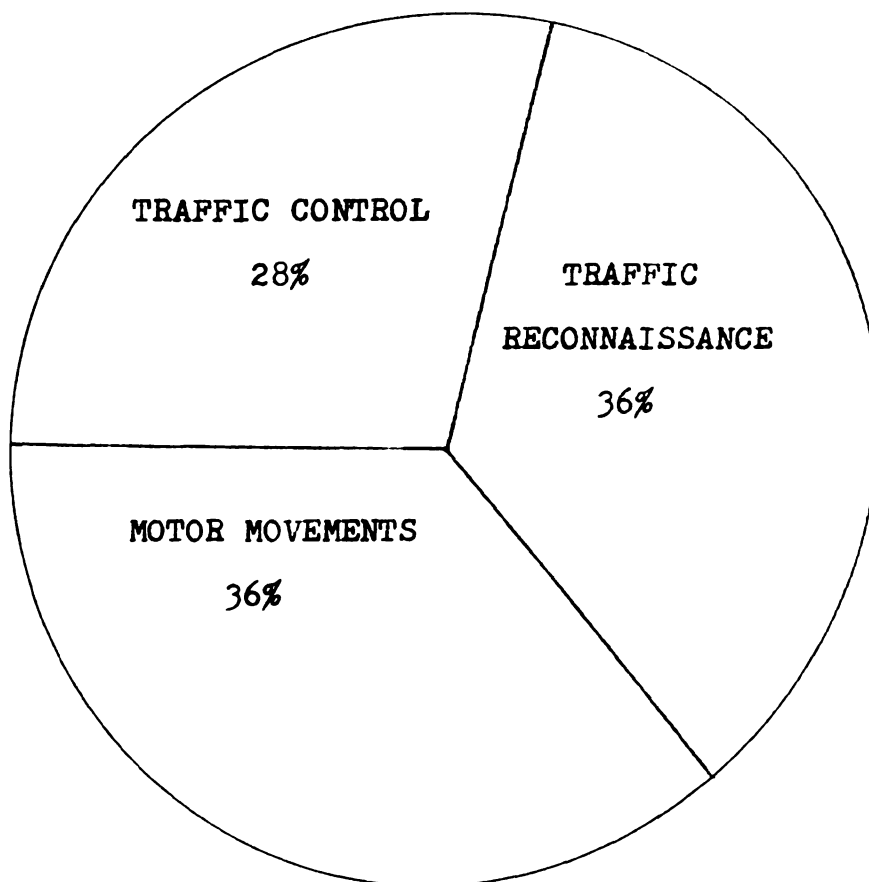


FIGURE 5
INSTRUCTION IN THEATER OF OPERATIONS TRAFFIC AREAS
22 Hours



CHAPTER III

RESEARCH FINDINGS

Two groups of military police officers were studied. One group consisted of officers attending the Military Police Officer Advanced Course, and the other consisted of officers serving at installations throughout the United States. A total of 173 officers completed mailed questionnaires, which were analyzed to determine the content of a functional traffic curriculum for the Military Police Officers Advanced Course. In addition to officer comments considerable data was collected portraying the status of military police traffic services at 43 U.S. Army installations. These installation data provided insight on the magnitude of traffic problems present at U.S. Army installations, and the manner in which these problems are being addressed. The ultimate objective of this study was the analyzation of existing traffic instruction conducted as part of the MPOA Course, and to recommend those changes necessary for upgrading course material and designing a utilitarian approach to traffic instruction.

This chapter has four main sections. The first two sections provide information and analysis of the respondents background, and of his attitudes toward military police traffic functions and instruction. The next major section discusses the status of police traffic services and the motor vehicle collision experience of reporting Army installations. The last section describes the methodology used in designing the proposed MPOA traffic curriculum.

BACKGROUND OF RESPONDENTS

The background and experience of military police officers is highly diversified. Some bring to the Army and to the Military Police Corps, civilian police background with others providing experience in allied police fields. Most military police officers at the time of entry into the Corps have no police experience, but contribute other enriching and valuable talent to include training and education obtained from other branches of the Army or Armed Forces. When contemplating the design of a curriculum to train these officers in traffic supervision, analysis of their backgrounds can be invaluable.

Military Police Officer Advance Course Students

Questionnaire responses were received from 112

MPOA students. The first part of the questionnaire was designed to obtain background information and individual perceptions of the Military Police Corps' role in traffic operations and the need for specialized traffic training for officers.

Age and Military Grade. Most student officers were in the grade of captain, and were between 26 and 32 years old. (Tables 1 and 2)

TABLE 1

Student Officer Age
(N = 112)

Age	% of Class
21 - 25	4
26 - 28	41
29 - 32	42
33 and over	<u>13</u>
	100

TABLE 2

Student Officer Military Grade
(N = 112)

Grade	% of Class
*Lieutenant	1
Captain	72
Major	26
No Response	<u>1</u>
	100

*One questionnaire indicated the military grade of Lieutenant. This is questionable since one of the prerequisites for attendance at MPOA Course is the rank of Captain.

Military Service. Investigation was conducted into six areas of the officers military service. Of interest was his length of active military service, traffic experience and schooling received either in the civilian or military community, previous military traffic assignments, and civilian traffic experience. A majority of the students possessed 4-7 years of military service (56%) with a larger majority (71%) having 4-7 years of commissioned service. Most of the class indicated they had served in the Military Police Corps for 5-9 years. (Tables 3, 4 and 5)

TABLE 3

Years Active Military Service
(N = 112)

No. Years	Class %
1-3	2
4-7	56
8-10	24
11 and over	17
No Response	<u>1</u>
	100

TABLE 4

Years Commissioned Service
(N = 112)

No. Years	Class %
1-3	7
4-7	71
8-10	15
11 and over	6
No Response	<u>1</u>
	100

TABLE 5

Years in M.P. Corps
(N = 112)

No. Years	Class %
1-2	13
3-4	31
5-9	45
10 and over	<u>11</u>
	100

Experience. A majority of the students had never been assigned to police traffic duties, nor did they possess civilian experience in traffic operations. One possible explanation for this reported lack of experience is that very few officer positions in the

Military Police Corps are labeled as strictly traffic assignments on the Tables of Organization and Equipment (T.O. & E). It is highly probable that responses were based on official duty titles (e.g., operations officer, platoon leader, security officer) and not on actual experience in police traffic services, thus making this response misleading. Many positions, though not specifically designated as traffic assignments, involve traffic supervisory duties and responsibilities. The following tables depict the stated experience level of the class.

TABLE 6

Previous Military
Traffic Assignments
(N = 112)

Type	No. Responses
Post, Camp, Station	49
Combat Theater	18
Major Army Hdq.	9
Other	5
None	52

TABLE 7

Civilian Traffic Experience
(N = 112)

Type	No. Responses
Police Officer	11
Administrative	0
Other	4
None	95
No Response	3

Note:

4 officers had 4 previous traffic assignments
 13 officers had 2 previous traffic assignments
 43 had 1 previous traffic assignment
 52 had no previous traffic assignment

112 Total

Attendance at Traffic Schools. Of the 100 students who responded concerning their attendance at traffic schools (both civilian and military) the majority had received no such schooling. Of the 29 individuals stating they had attended Army Schools, comments received concerning this specific item indicated respondents considered attendance at the Military Police Officer Basic Course and the Military Police Officer Advanced Course, however those courses are not purely traffic courses. (See Table 8).

TABLE 8
Traffic Schools Attended

Type	No. Responses
Northwestern University	2
Army Schools	29
Civilian Education	3
Other	13

Rating Operational Proficiency. Students were asked to evaluate their proficiency as traffic supervisors. In conducting this evaluation, students considered the traffic instruction received in the MPOA Course and their previous civilian and military experience. Above average and Excellent ratings were considered as strong statements of confidence as to perceived operational proficiency in traffic supervision. While 74% of the class rated their proficiency as satisfactory or better (1% not responding), it should be noted the majority of responding officers stated they had not performed in a traffic assignment requiring detailed knowledge (planning, programing, and analysis), therefore the validity of many satisfactory evaluative ratings is doubtful. This observation is strongly supported by analyzing the student response to another question. When asked if they were competent to supervise

traffic operations using as their only qualification, instruction received during the MPOA Course, only 30% admitted to any degree of supervisory competency. (See Table 10.)

TABLE 9
Proficiency Evaluation
(N = 112)

Rating	Percent
Poor	9
Fair	16
Satisfactory	46
Above Average	22
Excellent	6
No Response	<u>1</u>
	100

Item: "I would rate my operational proficiency as a traffic supervisor, Poor, Fair, Satisfactory, Above Average, or Excellent."

TABLE 10
Competency Only as a
Result of MPOA Instruction
(N = 112)

Response	Percent
Strongly Agree	1
Agree	29
Uncertain	24
Disagree	30
Strongly Disagree	12
No Response	<u>4</u>
	100

Item: "I feel myself to be competent to supervise traffic operations using as my only qualification, the instruction received at the MP School."

Perception of the Military Police Corps Role in Traffic Operations. Students displayed considerable interest in Military Police Corps traffic operations. A majority of the students agreed (56%) or strongly agreed (29%) that the Military Police Corps should play a strong role in the Army's traffic operations. (See Table 11.) If this interest is not capitalized upon by offering meaningful and utilitarian instruction in traffic, it will soon dissipate into complacency. This surge of interest by the MPOA student is further reinforced by the stated need for a specialized traffic course of 2-4 weeks duration for officers. (Table 12.) A majority of officers agreed (45%) or strongly agreed (41%) that such a course should be established at the Military Police School. The authors agree that a stronger Military Police Corps role in traffic operations is desirable, but only after achieving a high degree of competency in existing traffic functions. A specialized traffic course for officers is very desirable, however, course design should be predicated on the Military Police Traffic Service System, and not on one or two easily defined functions such as collision investigation and traffic law enforcement. In any case, MPOA students must receive functional instruction on major supervisory responsibilities involved in the Military Police Traffic Service System, as determined by the immediate

operational requirements of the field.

TABLE 11

The Military Police Corps Should
Take a More Active Role in Traffic
(N = 112)

Response	Percentage
Strongly Agree	29
Agree	56
Uncertain	12
Disagree	2
Strongly Disagree	1
	<u>100</u>

TABLE 12

A Specialized Traffic Course of
2-4 Weeks Duration Should be
Established for Officers
(N = 112)

Response	Percentage
Strongly Agree	41
Agree	45
Uncertain	6
Disagree	7
Strongly Disagree	1
	<u>100</u>

Officers Serving in the Field

Questionnaire responses were received from 61 military police officers, working in 50 separate activities on 43 U.S. Army installations. The organization and purpose of the first part of the field research questionnaire was identical to the MPOA questionnaire in scope and content.

Age and Military Grade. Most field officer respondents were in the grade of Captain, however not to the proportion found in the MPOA Course. The majority of officers were over 33 years old. (Tables 13 and 14.)

TABLE 13

Field Officer Age
(N = 61)

Age	Percentage
21 - 25	15
26 - 28	18
29 - 32	16
33 and over	<u>51</u>
	100

TABLE 14

Field Officer Military Grade
(N = 61)

Grade	Percentage
Lieutenant	6
Captain	40
Major	20
Lieutenant Colonel	31
Colonel	3
	100

Military Service. Officers serving in the field had more service experience than MPOA students. The majority of the respondents had 11 or more years of active military service (54%), with a lesser majority indicating 11 or more years of commissioned service (44%). Most officers responding had 10 or more years service with the Military Police Corps (49%). (Tables 15, 16, and 17.)

TABLE 15

Years Active Military Service
(N = 61)

Years	Percentage
1-3	18
4-7	21
8-10	7
11 and over	54
	100

TABLE 16

Years Commissioned Service
(N = 61)

Years	Percentage
1-3	26
4-7	20
8-10	10
11 and over	<u>44</u>
	100

TABLE 17

Years in Military Police Corps
(N = 61)

Years	Percentage
1-2	21
3-4	13
5-9	17
10 and over	<u>49</u>
	100

Experience. The majority of field respondents had some previous traffic experience by virtue of military assignment (77%). Current assignment or operational duties were included in this assessment. Few respondents revealed any previous civilian traffic experience (only 16% had such experience). (Tables 18 and 19.)

TABLE 18

Previous Military Traffic Assignments

Type	Responses
Post, Camp, Station	37
Combat Theater	20
Major Army Hdq.	8
Other	8
None	14

Some officers had more than one previous assignment.

TABLE 19

Civilian Traffic Experience

Type	Responses
Police Officer	7
Administration	3
Other	3
None	51

Some officers had experience in more than one area.

Attendance at Traffic Schools. Of the 61 officers responding, 69% stated they had attended a traffic school. Of the 27% indicating attendance at an Army school, questionnaire comments indicate they considered attendance

at the Military Police Officer Basic Course and the Military Police Officer Advanced Course. These courses, while containing traffic instructional areas, are not considered as traffic schools. The traffic schooling level of field officers was considerably higher than MPOA students. (See Table 20.) One explanation for this is the requirement to send officers to specialized traffic schools to gain supervisory proficiency. A functional MPOA traffic curriculum would considerably reduce the necessity of losing officers and funds for such training.

TABLE 20

Attendance at Traffic Schools

Type	Responses
Northwestern University	8
Army Schools	27
Civilian Education	4
Other	10
None	19

Some officers attended more than one school.

Rating Operational Proficiency. Respondents were asked to evaluate themselves as traffic supervisors. Above average or excellent ratings were considered as strong statements of confidence as to perceived proficiency in traffic supervision. Among the respondents, 84% stated their proficiency was satisfactory or above, 51% were quite confident of their supervisory proficiency. One possible explanation for this is the amount of skill acquired through operational exigencies and independent study and research. (Table 21.)

TABLE 21

Proficiency Evaluation
(N = 61)

Rating	Percentage
Poor	0
Fair	16
Satisfactory	33
Above Average	38
Excellent	<u>13</u>
	100

Perception of Military Police Corps Role in Traffic Operations. Respondents displayed a keen interest in the role of the Military Police Corps in traffic operations, more so than MPOA Course students. Eighty-five percent agreed or strongly agreed that the Military Police Corps should take a more active role in traffic operations. (Table 22.)

TABLE 22

Perception of Military Police
Role in Traffic Operations

Response	Percentage
Strongly Agree	29
Agree	56
Uncertain	12
Disagree	2
Strongly Disagree	1
	<u>100</u>

Item: "The Military Police Corps should take a more active role in traffic operations."

Equally enthusiastic was the desire for a specialized course to train officers in police traffic supervision. Field officers were just as emphatic as the MPOA students in this regard, with 86% stating the need for such a specialized course. (Table 23.)

TABLE 23

Need for Specialized Traffic Officer Course

Response	Percentage
Strongly Agree	41
Agree	45
Uncertain	6
Disagree	7
Strongly Disagree	1
	<u>100</u>

Item: "A specialized Traffic Course of 2-4 weeks duration should be established for officers."

STUDENT CURRICULUM EVALUATION

Part II of the MPOA research questionnaire sought to measure student attitudes toward traffic instruction received. Students were also asked to make recommendations on the distribution of instructional time by traffic subject area. A general dissatisfaction with traffic instruction was noted, with subject matter and instructional time allocations particularly attracting criticism. Most students did not feel competent to supervise traffic operations as a result of their MPOA instruction, nor did they as a group, enjoy the traffic instruction. While the great majority of students found

military police traffic operations interesting as a functional area, the same majority was dissatisfied with the scope and level of traffic subjects. Students did feel the instruction had extended their knowledge of traffic operations and their interest in the Military Police Corps' role in traffic services was very keen.

Degree of Satisfaction with Traffic Curriculum.

Subject Matter Allocation, Scope and Content.

TABLE 24

Subject Matter Allocation
(N = 112)

"I consider the current program of instruction with regard to subject matter allocation to be excellent."

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	No Response
1%	29%	14%	42%	12%	2%

TABLE 25

Instructional Time Allocation and Priority
(N = 112)

"I believe too much time is spent on certain traffic subjects while not enough time is spent on others."

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	No Response
12%	42%	15%	23%	5%	3%

TABLE 26

Subject Matter Content
(N = 112)

"The traffic program of instruction should be revised."

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	No Response
31%	32%	23%	10%	1%	3%

TABLE 27

Instructional Time Allocation
(N = 112)

"I feel that more time should be allocated to the presentation of traffic instruction."

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	No Response
15%	40%	18%	19%	4%	4%

There seems to be a general dissatisfaction with the subjects presented, the time devoted to those subjects, and the determination of instructional priorities. Table 24 reflects a majority dissatisfaction with the types of subjects presented, with 54% of the students feeling some need for improvement in subject matter allocation. Table 25 reflects student dissatisfaction with the priority of subject matter, with 54% of the students criticizing the priority of subject matter, as reflected through instructional time allocation. The greatest dissatisfaction in this area appeared to be with the content and organization of traffic instruction, with 63% of the students stating that the program of instruction should be revised. (Table 26.) Most students (55%) felt that more time should be allocated to traffic instruction.

Acquired Competency.

TABLE 28

Supervisory Competency
(N = 112)

"I feel myself to be competent to supervise traffic operations using as my only qualification, the instruction received at the Military Police School."

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	No Response
1%	29%	24%	30%	12%	4%

TABLE 29

Improved Supervisor Competency
(N = 112)

"I feel more competent to perform in a traffic assignment as a result of the instruction received."

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Response
9%	52%	16%	17%	4%	2%

A majority of the class did not feel competent to supervise field traffic operations, using the MPOA instruction as their only source of knowledge. While 42% of the class felt incompetent to supervise, 61% stated the instruction increased their operational traffic ability. As contrasted with the daily pressures of operational commitments and "crisis management" experienced in the field, the academic environment of the Military Police School allows time for independent and detached study, in addition to structured class attendance. The sum total of these advantages is an increased awareness and knowledge which causes an appreciation for the magnitude of operational problems associated with traffic supervision, and reinforces the failure of MPOA traffic instruction to prepare students to meet supervisory

responsibilities.

TABLE 30

Enjoyment of Traffic Instruction

"I enjoyed the traffic instruction received."

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	No Response
8%	33%	7%	30%	19%	3%

Most of the class did not enjoy the traffic instruction received. While 49% did not particularly enjoy the instruction as compared to 41% that did, 10% were either uncertain or non-committal.

Student Perception of Military Police Traffic Service.

While a majority of the class felt that traffic operations were not the most important function of the military police (84%), a majority did agree or strongly agree that traffic operations were interesting (73%), and that the Military Police Corps should assume a much larger role in this area (70%). Since police organizations are traditionally trained and equipped to maintain law and order, it is understandable that the traffic function would assume a lower priority than "crime fighting." As previously mentioned, studies reveal that

more time and effort of police organizations are devoted to resolving traffic problems than apprehending criminals, and more people are killed or injured, and money lost yearly as a result of traffic collisions than criminal activity.¹

TABLE 31

Students Interest in Traffic

"I find most areas of military police traffic operations to be interesting."

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	No Response
14%	59%	3%	19%	3%	2%

TABLE 32

Importance of Traffic Operations

"Of all the areas in which I have received instruction, I believe traffic to be the most important."

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	No Response
0%	7%	7%	57%	27%	2%

¹ Marshall B. Clinard, Sociology of Deviant Behavior, (3rd ed.; New York: Holt, Rinehart and Winston, Inc., 1968), pp. 245-299.

TABLE 33

Military Police Corps Role in Traffic

"I feel the Military Police Corps should assume a much larger role in traffic operations."

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	No Response
20%	50%	21%	7%	0%	2%

Student Recommendations on Instructional Time Allocation.

Students were asked to evaluate whether they felt the amount of time allocated to subjects in eight traffic areas was sufficient, should be increased, decreased or eliminated. In 6 of the 8 areas the majority of the class felt that the instruction should be either increased or greatly increased and in the remaining two areas (Motor Vehicle Administration and Traffic Reconnaissance) the majority of the class felt instructional time allocations should remain the same. The class not only was concerned with increasing time spent on traffic instruction, but their written comments indicated the need for instruction revision. This attitude was reinforced in a previous questionnaire item which indicated that 63% of the class recommended revision in the traffic

program of instruction. (Table 26.) It can be generally stated that students desire increased quality as well as quantity in traffic instruction. The following table provides a further breakdown of student responses.

TABLE 34

Traffic Instructional Time Allocation
By Subject Areas

Traffic Subject Areas	Greatly Increase	Increase	Remain the Same	Decrease	Eliminate	No Response
Vehicle Administration	4%	29%	51%	7%	1%	8%
Traffic Analysis	7%	45%	33%	9%	1%	5%
Control Planning Studies	3%	45%	34%	9%	2%	7%
Law Enforcement	12%	44%	36%	3%	0%	5%
Accident Investigation	16%	37%	26%	14%	1%	6%
Motor Movements	6%	39%	41%	5%	2%	7%
Reconnaissance	6%	25%	54%	7%	2%	6%
Circulation and Control	11%	50%	31%	3%	0%	5%

Of the 8 areas recommended for instructional hour increases, class priorities are as follows:

1. Traffic Circulation and Control 61%
2. Traffic Law Enforcement 56%
3. Traffic Accident Investigation 53%
4. Traffic Analysis 52%
5. Traffic Control Planning Studies 48%
6. Motor Movements 45%

GENERAL INSTALLATION DATA

Part II of the field research questionnaire was designed to collect information concerning installation collision experience, degree of sophistication of police traffic service, and a general assessment of operational techniques. These data were used to give an indication of the necessity for sound military police traffic supervision, report facts that would enhance student motivation in the traffic operational area, provide statistics of interest to the Provost Marshal, US CONARC, provide a basis for additional research, and to complement data contained in the Provost Marshal Evaluations Guide (Chapter 5). Data collected has been placed on cards suitable for automatic data processing, and a computer program will be designed to analyze facts collected. The following information represents 50 separate activities located on 43 U.S. Army installations. (See Appendix G for list of installations.)

Mission, Jurisdiction, and Type Installation.

Mission. The primary mission for the majority of installations and activities was training (26 installations). (See Table 35.) This is reflective of the CONUS Army mission to prepare troops for tactical and strategic deployment.

Type Installation. "Open Post" and "Closed Post"

refer to the degree of freedom imposed over those entering and leaving the installation. An open post allows virtually unlimited entry while on a closed post, entry is carefully monitored by military police or other entry control measures. The majority of the reporting installations (39) were open posts. (See Table 36.)

Jurisdiction. Most installations reported varying levels of jurisdictions. Military reservations as a general rule are under either concurrent jurisdiction or exclusive Federal jurisdiction. Our survey revealed 41 of the reporting installations indicated some type of exclusive jurisdiction, with 14 indicating some degree of concurrent jurisdiction. (See Table 37.) The Federal government may hold territory in a status of proprietary interest. Exclusive jurisdiction refers to the power to exercise exclusive legislation granted to Congress by Article I, Section 8, Clause 17, of the United States Constitution. In the exercise of such power as to an area within a state, the Federal government theoretically displaces that state of all its authority, executive and judicial, as well as legislative. ²

2

"Authority and Jurisdiction" MPOA Student Summary Sheet LW 3140 A (U), Hq. USAMPS, Law Division, Fort Gordon, Georgia, pp. 1-6.

Concurrent jurisdiction applies when the United States is granted authority which would otherwise amount to exclusive legislative jurisdiction over an area but the state concerned has reserved to itself the right to exercise concurrently with the United States, all of the same authority.³ Proprietary interest applies to those instances wherein the Federal Government has acquired some right or title to an area in a state but has not obtained any measure of the state's authority over the area.⁴

Knowledge of the types of jurisdictions in which traffic operations will be conducted is valuable to the supervisor. Apparently, the bulk of instruction relating to traffic operations, within a jurisdictional framework, should be devoted to operational problems that will exist on installations having exclusive jurisdiction. Jurisdictional configurations have a major bearing on the methods that are used or can be used to

³
Ibid., pp. 1-7.

⁴
Ibid., pp. 1-8.

regulate driver and vehicle operations.

TABLE 35

Mission of Installation

Type	Number of Responses
Depot	2
Arsenal/Ammo Plant	3
Training/School Center	26
Headquarters	11
Other	6
Not stated	2

Note: Some installations have more than one type of mission.

TABLE 36

Type of Installation

Type	Number of Responses
Open Post	39
Closed Post	11

Note: Each activity reported the type of installation on which they were located, hence the 50 responses.

TABLE 37
Installation Jurisdiction

Type	Number of Responses
Exclusive	41
Concurrent	14
Proprietorial	5
Other	1

Note: Some installations operate under more than one type of jurisdiction.

Combined Geographic Size of Installation. The geographic size of each installation responding varies from less than 1 square mile to approximately 1,000 square miles. The total military police coverage for all installations was approximately 40,281 square miles.

Combined Population of Installations. Both the civilian and military population were requested in order to determine the total population the military police are responsible for policing both in traffic and other law enforcement functions. It is recognized that these figures will fluctuate frequently due to military build-ups or reductions. The reported total military population was 674,526 and the total civilian population was 187,416 for a grand total of 861,942 individuals.

By comparing this information to the number of military policemen assigned to each installation (See Degree of Sophistication of Traffic Operation) it could be determined in future studies the military police-population ratio for each installation. Since this study primarily addresses curriculum evaluation, these comparisons were not computed.

Installation Collision Experience. A combined total of 756,274 vehicles were registered on the 43 reporting installations. Statistics concerning installation collision experience, emphasize the need for sound traffic supervision. The total number of collisions reported were 22,990 resulting in 533 deaths and 3,686 injuries. Of these deaths 508 were killed as passengers in automobiles and 25 were killed as pedestrians. Most of these deaths occurred off the installation (442 as passengers and 19 as pedestrians). The remaining 72 were killed on the installation (66 as passengers and 6 as pedestrians). Installations reported, that on the average, 35% of fatal vehicle collisions involved alcohol use.

Of the 3,686 collisions which caused injuries, 1,599 occurred on post and 1,812 occurred off post. It could not be determined where the additional 275 occurred. The involvement of alcohol in these collisions

varied for each installation and ranged from a low of 23% to a high of 80%.

The field sample was asked to determine the percentage of fatal or injury collisions involving narcotics. A vast majority of the respondents left this answer blank, indicating either a lack of knowledge, or a reluctance to report such statistics.

The final question in this area was used to determine the number of moving citations with penalty issued and the number issued for drunk and reckless driving. There were a total of 69,502 moving violations issued with 4,154 for drunk driving and 4,708 for reckless driving.

TABLE 38

Installation Collision Experience

Number of Traffic Collisions		22,990
Fatalities	533	
Passengers	508	
On Post	(66)	
Off Post	(442)	
Pedestrians	25	
On Post	(6)	
Off Post	(19)	
Involvement of Alcohol		35%
Injuries	3,686	
On Post	(1,599)	
Off Post	(1,812)	
No Indication	275	
Involvement of Alcohol		23% to 80%
Number of Moving Violations with Penalty		69,502
Drunk Driving	4,154	
Reckless Driving	4,708	

Degree of Sophistication of Traffic Operations.

Though very few military police Tables of Organization and Equipment authorize specific traffic sections or traffic collision investigation units, a majority of Provost Marshal Offices are organized under a Table of Distribution and Allowance (TDA). A TDA authorizes personnel based on required needs and availability. In our survey, 31 agencies indicated they had a separate Traffic Section as compared to 15 which did not. Twenty three activities indicated they had a special Traffic Collision Investigation Unit while 23 did not.

Speed Measuring Devices. A majority of the installations indicated they possessed some sort of speed measuring device with some employing more than one type. The most frequently used device was Radar.

TABLE 39

Speed Measuring Devices

Type	Number of Responses
Aircraft	7
VASCAR	8
RADAR	38
Enoscope	2
Other	9

Alcohol Influence Determination. The most frequently used method of determining whether a driver is under the influence of alcohol was the blood-alcohol test. In addition a majority of the activities used a visual observation sobriety report. In most cases, the visual observation report is used to complement blood-alcohol tests or other detection devices.

TABLE 40
Method of Determining DUI

Type	Number of Responses
Blood Test	37
Breathalyzer	3
*Other	9

*Note: This would include the exclusive use of visual observation.

Vehicle Inspection Systems. Motor vehicle inspections are required by Army Regulation 190-5 which states the inspection is a precondition to vehicle registration at a military installation. If the military installation is located in a state requiring a vehicle inspection, (See Chapter V for listing), inspection points may be located on the installation or in the local community. If the state does not require a vehicle inspection it is incumbent upon the installation

commander to establish a vehicle inspection system. Some installations have placed this responsibility upon the Provost Marshal Office, while others have placed it upon the installations Transportation Motor Pool. In this survey 29 respondents indicated they had an installation inspection facility compared to 18 who did not.

Automatic Data Processing. Automatic Data Processing (ADP) systems have proven to be an efficient method of maintaining traffic records. ADP systems were being utilized by 23 activities while 24 agencies had no ADP system.

Vehicle Impoundment Facilities. Vehicle impoundment facilities were operated by 29 of the activities, with 17 having no such facilities. The legal implications in operating such a facility are located in Chapter V, "A technique for Provost Marshal Evaluation of Traffic Operation Proficiency." With the number of installations operating inspection facilities. MPOA students should receive some instruction in this area.

Traffic Regulations. Since the Uniform Vehicle Code was revised in 1968,⁵ each respondent was requested

⁵
Uniform Vehicle Code, National Safety Council, Chicago, Illinois, Revised Edition, 1968.

to furnish the latest date of their Post Traffic Regulation. It can be assumed that all Post Traffic Regulations with changes dated in 1967 or earlier have not incorporated the changes published in the Uniform Vehicle Code of 1968. A majority of the agencies (34) had Post Traffic Regulations with a change dated in 1968 or later and 11 had a regulation or change dated in 1967 or earlier. Since Post Traffic Regulations were not requested it could not be determined how many had incorporated the revisions of the Uniform Vehicle Code but it can be stated that at least 11 had not. Therefore at least one-fourth of the reporting installations were probably operating under obsolete traffic regulations.

Number of Military Policemen Performing All Enforcement Duties. The total number of military policemen performing law enforcement duties at the 43 installations within CONUS totaled 3,759. This figure does not include administrative or supporting military policemen.

FUNCTIONAL EVALUATION COMPARISONS

Part III of both the field and MPOA research questionnaires was designed to determine the operational problem areas of the field, and the manner in which

existing MPOA instruction had prepared officers to meet the challenges posed by those problems. The ultimate objective of this element of our research was to design an MPOA traffic curriculum that would provide graduating officers with the required traffic supervisory skills.

Part III of both questionnaires were divided into areas that would be recognized by the respondents as basic military police traffic functions or supporting functions. The authors used their experience in traffic assignments, military and civilian schooling, and independent research to design several supervisory skills that may be needed by officers in supervising the implementation of these functions.

It was recognized that many of these supervisory skills were not taught in the MPOA traffic curriculum, however we felt acquisition of many of these skills was necessary. To determine the degree to which skills were required in actual operations, the field sample was asked to indicate whether these areas should be taught at the Military Police School. Students were asked if they were capable of performing supervisory tasks based on instruction received, and if so, to what degree. The results of the field inquiry were used to determine functional instructional priorities. Responses from both groups were compared to determine a "Knowledge

gap," or the degree to which MPOA student capabilities matched the supervisory skill demand from the field. The "knowledge gap" is only an impressionistic device, because of the difficulty and validity problems in summarizing ordinal data as explained below.

The following is a comparison of field requirements for a specific skill, and the self-reported capability of students to perform these skills.

Traffic Law

Traffic Law instruction is presented to MPOA Course students by the Law Division, Department of Resident Instruction, and not by the Traffic Section of the MPS & A Division (See Figure 4). Each law instructor is a qualified lawyer. In the judgement of the authors, this instruction was of extremely high quality and presented in an outstanding manner. However, based on our academic exposure to Constitutional Law at Michigan State University, we felt a serious void existed in relating MPOA instruction to traffic operations. This prompted the inclusion of questionnaire items to determine the degree to which students could relate law instruction received to traffic. The MPOA class was asked 5 specific questions, as compared to 4 questions asked in the field. The additional MPOA question was an item designed to check the reliability

of another response.

A majority of students reported a high degree of competence in legal areas. While students indicated a lack of knowledge of specific Supreme Court cases, they indicated comprehension of legal principles involved. Field respondents did not display as high a competence in the traffic law area as did the MPOA students, however the majority did state they understood the legal principles involved. (See Appendix C, and E.)

Collision Investigation.

Three primary officer supervisory areas in collision investigation constituted our inquiry into the function. While officers perform other supervisory duties associated with this basic police traffic function, it was felt an officer must be knowledgeable in three basic areas. First, he must be able to review a traffic collision report to determine investigative competency. Secondly, the administrative burden of releasing privileged information from this report is definitely an officer responsibility. Finally, an officer must be capable of coordinating, developing, and implementing effective and efficient collision investigation and prevention programs.

Reviewing the Collision Report. Response to the

first area of interest, reviewing the collision report, indicated that 51% of the class stated they were capable of performing this duty, while 83% of the field respondents agreed that more instruction in this area was required. An officer must be knowledgeable in review procedures, and in the analyzation of pertinent data contained within the collision report. Some of the duties involved in this area are:

- A. Ensuring report completeness.
- B. Ensuring report accuracy.
- C. Ensuring that logical opinions are drawn by the investigator.
- D. Ensuring that important facts are noted.
- E. Ensuring the thorough analyzation of the report for prevention and reporting purposes.

The last of these duties, ensuring thorough analyzation of the collision report for prevention and reporting purposes, is the most difficult and complex. This is not unusual since the problem it seeks to solve - namely prevention of motor vehicle collisions - has been an exceptionally critical problem to modern civilization since the advent of the horseless carriage. Despite its ability to regulate post and driver operations more exactly than local civilian governments, the problem

is critical to the Army.⁶

To begin the analyzation process, an officer must first receive the data in a form that is easily read and understood. If relevant data are to be extracted from the collision report, sloppy preparation or incomplete preparation of that report precludes effective analysis. Thus we see the importance of insuring that steps A, B, C, and D above are accomplished. Since the data to be reported out must be in a readable and understandable form, the officer must insist that he receive data in a similar manner. Explaining to subordinates that he would like to have reports prepared accurately and completely will not suffice. The officer must "demand" that collision reports be so receives.

DA Form 19-68, the Army's vehicle collision report, or perhaps more appropriately, their traffic collision report (authors avoid the use of the word "accident" in this thesis whenever possible), contains all the necessary data for analyzation. Since the

6

Analysis of Motor Vehicle Accidents Involving Air Force Personnel, Nancy D. Bailey, et al, July 1969, Clearinghouse for Federal and Scientific Information, U.S. Department of Commerce, National Bureau of Standards. Prepared for the U.S. Department of Transportation, National Highway Safety Bureau Report Number PB 187 280 under contract number FH-11-6969.

objective of analyzing collision reports is to reduce the number of collisions that occur on the post through regulation and control, analyzation must encompass those areas amenable to control and regulation. They are, the accident environment, the driver, and the vehicle.⁷ Obviously, it is desirable to quantitatively determine parameters peculiar to areas highly related to the frequency or probability of collision occurrences. Therefore by manipulating the parameters (i.e., by traffic control and regulation), traffic collisions could be made to decrease in frequency and severity.⁸ On most Army installations, the provost marshal is plagued by the "fender bender" or very minor collision in which extremely limited property damage is involved. While some civilian police departments refuse to investigate these collisions, the provost marshal cannot. Analyzing "fender benders" will in all probability tell the provost marshal that the parking lots around the commissary or post exchange are crowded at noon or a pay-day Saturday afternoon. Minimizing the analysis of this type of collision is not the intent here, but it is used to drive home a

⁷
Bailey, p. A-2.

⁸
Ibid.

point. Collision analysis must concentrate first on areas that relate to the severity of collisions, namely collisions which produce personal injury. For detailed information on collision analysis to include the use of automatic data processing for this purpose, a recent study conducted by the United States Air Force is an outstanding source.⁹

Allocation of instructional hours to teach officers investigative skills such as determining speed from skid marks, stages of a collision, and other such skills, is improper use of instructional time when there are so many supervisory skills that must be mastered. It is imperative that all instruction be maintained at planning and managerial levels. We are not training accident investigators, or patrolmen, we are training administrators and provost marshals. Analyzing collision reports ranked 9th among the 27 supervisory areas examined in this thesis. The following tables reflect responses received in this area.

9

Bailey, p. A-2.

TABLE 41
Review of the Collision Report

	Strongly Agree	Un- Agree	Dis- certain	Dis- agree	Strongly Dis- agree	No Response
MPOA Response	7%	44%	12%	18%	5%	14%
Field Response	41%	42%	8%	5%	2%	2%
MPOA Item:	"I was provided the knowledge to analyze DA Form 19-68 (TAI Rpt) to determine investigative competency."					
Field Item:	"The Military Police School should provide more instruction to officer students in the analyzation of DA Form 19-68 (TAI Rpt)."					

Release Requirements for DA Form 19-68. The second area of interest in the function of collision investigation, involved knowledge of the requirements for release of privileged information contained in the collision report. Among the release of such information, however, the field response indicated that 83% agreed that more instruction in this area was required. Officers should be required to render a decision on the release of information from the collision

report because of the possibility of incurred obligation by the government, improper adjudication, false claims, and other administrative or legal issues. The officer should know what information can be released, purposes for which the information will be used, and under what administrative or legal sanctions the information can be released. This area ranked 12th of the 27 supervisory areas examined in this thesis. The following tables reflect responses received in this area.

TABLE 42

Release Requirements for DA Form 19-68

	Strongly Agree	Agree	Un- certain	Dis- agree	Dis- agree	Strongly No Response
MPOA Response	12%	62%	13%	6%	4%	3%
Field Response	39%	44%	5%	6%	4%	2%

MPOA Item: "I know to whom I may release all or a portion of the DA Form 19-68 especially when such release involves the filing of claims, adjudication, or general investigation."

Field Item: "The Military Police School should present more instruction to officer students on information release requirements of DA Form 19-68, especially when such release involves the filing of claims, adjudication, and general investigation."

The last area of interest in the function of collision investigation, involved knowledge necessary to coordinate the development and implementation of an effective and efficient traffic collision investigation and prevention program. While 77% of the class strongly agreed or agreed they could perform this duty, the field response indicated that 88% stated that more instruction should be provided in this area. The Evaluative Guide at Chapter V of this paper establishes several methods for accomplishing the required coordination. A few of the duties with which an officer should be proficient are allocating personnel for collision prevention, establishing coordination with other agencies for medical, engineer, transportation, and other logistical support. Plainly an officer's responsibility in this area is one of planning, programming, and managing, not actual performance of collision investigation. The criticality of need shown by the field in this area was impressive. This area ranked 4th among the 27 areas examined. The following tables reflect group responses in this area.

TABLE 43

Coordination Requirements for Collision
Investigation and Prevention Programs

	Strongly Agree	Un- Agree	Un- certain	Dis- agree	Dis- agree	Strongly No Response
MPOA Response	10%	67%	9%	9%	3%	2%
Field Response	45%	43%	8%	2%	0%	2%
MPOA Item:	"I am aware of the coordination requirements for the development and implementation of an effective traffic accident investigation and prevention program."					
Field Item:	"The MP School should present more instruction to officer students concerning the coordination requirements for developing and implementing an effective traffic accident investigation and prevention program."					

Traffic Law Enforcement.

Four primary officer supervisory areas in traffic law enforcement constituted our inquiry into this function. It was deemed critical that an officer have sufficient knowledge to enable him to instruct his personnel in MP-Violator relationships, in the review of enforcement reports to establish conformity with existing policy, determination of critical

enforcement areas and allocation of personnel and equipment to reduce traffic collisions and congestion, and finally, coordination for training of personnel.

MP-Violator Relationships. The first area of inquiry was determining the students ability to provide guidance and instruction to military policemen in MP-Violator relationships. Among the student respondents, 70% agreed or strongly agreed they were capable of providing this type of guidance and instruction, however 87% of field respondents agreed or strongly agreed that more instruction was needed in this area. Some of the information needed by officers to improve their ability to offer such guidance are contained in Chapter V of this thesis.

MP-Violator relationships as used in this study refer to interpersonal problems that arise from face-to-face confrontation. The importance of police-violator relationships is summarized by Goldstein:

Traffic control responsibilities have served to redefine the clientele with whom the police most frequently come in contact. This has far-reaching implications for both the police and the general public. Traffic violators, unlike criminal offenders, represent a cross-section of the community. From this standpoint - and especially from the standpoint of the officer accustomed to dealing with criminal matters - the absence of a clear line between the 'good guys and the bad guys' and the absence

of the 'evil' element that attaches to most criminal offenses make traffic enforcement an uncomfortable area in which to function. From the standpoint of the citizen, the contact which they have with a police officer as a traffic violator may be their only contact with a law enforcement agency. As a result, it has a major influence on their attitude toward the police and usually serves as the basis for their reaction to other aspects of police functioning.¹⁰

Any provost marshal having been "called on the carpet" over the conduct of one of his military policemen will testify to the veracity of the above statement. To hypothesize that the manner in which a military policeman conducts himself on traffic enforcement duty, or in contact with the public greatly influences the outcome of other military police functions would draw ridicule from many, however the public, including the installation commander, judges by what he sees, and what he hears from others. A poor Military Police reputation for courtesy and tact cannot be rationalized away. A provost marshal to perform his many functions needs the assistance of every one in the military community, and poor interpersonal skills on the part of military policemen will have a negating effect on obtaining that support.

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Goldstein, Herman, "Toward a Redefinition of the Police Function," 1967 (mimeo), in Fennessy, p. 24.

The importance of this area to field officers was apparent in that it ranked 7 of 27 areas examined for instructional emphasis. Colonels and Lieutenant Colonels rated this area the most important of all for supervisory emphasis. The following tables reflect group responses in this area.

TABLE 44

MP-Violator Relationships

	Strongly Agree	Un- Agree	Dis- certain	Dis- agree	Strongly Dis- agree	No Response
MPOA Response	7%	63%	8%	15%	4%	3%
Field Response	37%	50%	4%	5%	2%	2%
MPOA Item:	"I was provided sufficient information enabling me to furnish guidance and instruction to military policemen in the area of MP-Violator relationships."					
Field Item:	"The Military Police School should present more instruction to officer students which would enable them to furnish guidance and instruction to MP's in the area of MP-Violator relationships."					

Review of Enforcement Reports. The second area of interest under this function was the capability of

students to review enforcement reports for determining adherence to established enforcement policy. Among student respondents, 68% stated they could perform this duty, however 83% of the field respondents stated more instruction in this area was needed. In order to determine adherence to a policy, a policy must first exist. While it is appropriate to say we enforce all laws equally, for traffic enforcement purposes, distinctions must be drawn as to which laws are to be enforced more rigorously than others. When one considers that in the last 50 years, states have enacted at least one-half million laws, outlining salient enforcement requirements requires considerable thought.¹¹ Provost Marshals must establish policies, based on research, and delineate those traffic laws which are to be strictly enforced and monitored. While this is only one element of an enforcement policy, it is an important one. Whatever the policy, officers must be prepared to supervise and insure adherence to that policy, and an excellent way to accomplish this is through the careful examination of all enforcement reports (tickets, apprehensions, complaint reports). Areas in which an officer

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Edwin H. Sutherland and Donald R. Cressey, Principles of Criminology, (New York: J. B. Lippincott Company, 1966), p. 11.

should be knowledgeable are computing the enforcement index, insuring correct and fair use of the warning, violations of policy concerning transportation of females, unauthorized cancellation of traffic tickets, forceful arrests growing out of routine traffic enforcement actions, and other similar areas. Field respondents ranked this area 11 of 27 areas examined for instructional emphasis.

TABLE 45

Review of Enforcement Reports

	Strongly Agree	Agree	Un- certain	Dis- agree	Strongly Dis- agree	No Response
MPOA Response	7%	61%	17%	10%	2%	3%
Field Response	18%	65%	10%	5%	0%	2%
MPOA Item:	"I can review traffic enforcement reports to determine if the overall enforcement policy is being adhered to."					
Field Item:	"The Military Police School should provide more instruction to officer students in techniques of determining whether the overall enforcement policy is being adhered to."					

Allocation of Personnel for Traffic Enforcement.

The third area of interest under the function of traffic law enforcement was the capability of officers to understand and employ techniques for the allocation of enforcement personnel to reduce collisions and congestion. Among student responses, 70% stated they could perform the duty, however 90% of the field respondents stated that additional instruction was needed in this area. Due to the heavy demands placed on existing manpower by all police services, the field perceived this area as the second most critical area for instructional emphasis. Chapter V outlines a method for allocating enforcement personnel. The following tables reflect group responses in this area.

TABLE 46

Allocation of Enforcement Personnel

	Strongly Agree	Un- Agree certain	Dis- agree	Strongly Dis- agree	No Response
MPOA Response	12%	58%	12%	12%	4%
Field Response	38%	52%	4%	4%	2%

MPOA Item: "I am adequately prepared to determine critical traffic enforcement areas and allocate and employ personnel and equipment to reduce traffic accidents and congestion."

Field Item: "The Military Police School should provide more instruction to officer students concerning the determination of critical traffic law enforcement and in the allocation and employment of personnel and equipment."

Training Information. The fourth and last area of interest in the function of traffic law enforcement was the student knowledge concerning courses and literature that were available to assist in training personnel in traffic law enforcement duties. Among the student respondents, 57% stated they had such knowledge, however 88% of the field respondents stated more information of this type should be given the student. The high percentage of field respondents stating a need for this information indicates a lack of up-to-date training literature present in the field. It is recommended that the Military Police School obtain catalogs, which are generally free of charge, from the Traffic Institute Northwestern University, International Association of Chiefs of Police, National Safety Council, Federal Highway Administration U.S. Department of Transportation, American Automobile Association, and other state, federal and private agencies, and advise students of the material available in the area of police traffic services. Yearly course schedules published by USAMPS should be distributed to each student. This area ranked 5th among the 27 areas examined for instructional emphasis. The following tables reflect the responses in this area.

TABLE 47

Need for Training Information

	Strongly Agree	Agree	Un- certain	Dis- agree	Strongly Dis- agree	No Response
MPOA Response	10%	47%	20%	17%	4%	2%
Field Response	41%	47%	5%	5%	0%	2%

MPOA Item: "I know what courses and literature (both civilian and military are available to assist me in the training and education of enlisted MP's in traffic enforcement."

Field Item: "The Military Police School should provide Provost Marshals with lists of courses and literature (both civilian and military) that are available to assist in the training and education of MP's in the area of traffic enforcement."

Motor Vehicle Administration

Six primary officer supervisory areas in motor vehicle administration constituted our inquiry into this function. They were, motor vehicle administration regulations, salient aspects of all traffic regulations, inspection of motor vehicle administration, applicability of automatic data processing to the functional area, and completion of the Provost Marshal Statistical Report.

The advanced course has no subject in motor vehicle administration.

Regulations Governing Motor Vehicle Administration.

The first area of interest was to determine if students knew what regulations governed motor vehicle administration. Student response indicated that 60% were familiar with the regulations, while the field response revealed that 74% agreed that more instruction was needed. Any deficiency in this area is simply corrected by providing copies of all regulations governing motor vehicle administration, and summarizing the content of each. This area ranked 18th of the 27 areas examined for instructional emphasis. For responses in this area, see Appendix C and E.

Salient Features Contained in Traffic Regulations

The second area of interest for officer supervisory knowledge was determining the student's knowledge of salient points contained within traffic regulations. Less than one-third of the advanced course students stated they were provided this knowledge (29%), while 87% of the field response indicated a need for instructional emphasis in this area. The high priority placed on this area by the field (ranked 6th of 27 areas) indicated some need for knowledge in the area

of reciprocity agreements, and other administrative areas involved when coordinating with local, state, and even federal agencies. The following tables reflect responses in this area. Chapter V provides information in this area.

TABLE 48

Salient Features of Traffic Regulations

	Strongly Agree	Un- Agree	Dis- certain	Dis- agree	Strongly Dis- agree	No Response
MPOA Response	2%	27%	21%	39%	8%	3%
Field Response	41%	46%	8%	3%	0%	2%
MPOA Item:	"I have received detailed knowledge of salient points contained within traffic regulations (impoundment procedures, revocation of state licenses, point system, etc.)."					
Field Item:	"The Military Police School should provide more instruction on salient points contained within traffic regulations (impoundment procedures, revocation of state licenses, etc.)."					

Inspecting Motor Vehicle Administration Files.

Among the student respondents, 27% stated they were

capable of inspecting motor vehicle administration files for efficient maintenance, while 80% of the field respondents indicated more instruction in this area should be given. Chapter V outlines several procedures for evaluating administrative operations. The field respondents ranked this area 14th of the 27 areas examined by this study. Tables reflecting group response in this area are at Appendix C and E.

Legal Aspects of Motor Vehicle Administration.

Among student respondents, only 32% stated they had any knowledge in this area, while 89% of the field respondents stated more instruction is needed. The high priority placed on this area by the field (3 of 27 areas in priority), indicates a lack of knowledge in the field concerning legal ramifications of existing regulations on motor vehicle administration. We recommend that the Law Division of the Military Police School research some of the legal issues arising from the implementation of these regulations, and include an orientation in this area during the course of the MPOA school year, or make a special presentation to the students during scheduled traffic instruction. Responses in this area are at Table 49.

TABLE 49

Legal Aspects of Motor Vehicle Administration

	Strongly Agree	Agree	Un- certain	Dis- agree	Strongly Dis- agree	No Response
MPOA Response	2%	30%	27%	31%	7%	3%
Field Response	48%	41%	8%	2%	0%	1%
MPOA Item:	"I am adequately informed of the legal aspects of motor vehicle administration (reciprocity agreement, double jeopardy, Assimilative Crimes Act, etc.)."					
Field Item:	"The Military Police School should provide more instruction to officer students on the legal aspects of motor vehicle administration (reciprocity agreements, release of military traffic offenders to civil authority, double jeopardy, etc.)."					

Automatic Data Processing for Traffic Administration.

Among the student respondents, 56% agreed they have received an adequate orientation on the application of automatic data processing to traffic administration, while 82% of the field respondents indicated more instructional emphasis should be given this area. Instructional space currently exists for instruction in

this area, however it is presented under the auspices of another instructional section (military police operations). Our study revealed that on the installations surveyed, 756,274 vehicles were registered, however less than half of these installations used automatic data processing to handle this tremendous administrative load. An orientation on specific application of ADP for traffic administration is needed. Responses in this area are at Appendix C and E.

Preparation of the PM Statistical Report. In view of the relatively low priority given this area by the field and the existing instruction presented to MPOA students by the Military Police Operations Section of the MP School, it was not recommended for inclusion in our proposed curriculum. Most provost marshal offices have civilian clerks who prepare this report. The field ranked this area 24 of 27 areas examined for instructional emphasis. Responses are at Appendix C and E.

Traffic Safety Education

While the authors concede that provost marshals have some responsibilities in the area of traffic safety education, it is not a military police function. Comments submitted to us by field respondents emphatically reminded us that this was a command function and not a

military police function. While they conceded instruction was required to advise military police officers on the existence of traffic safety education programs, analysis of responses shows the stated student knowledge in this area exceeds the requirements of the field. Most Army installations have a Safety Director who provides guidance in the traffic safety field. Military police may be called upon to assist the director as a matter of public service. At present, 4 hours of instruction time are allocated to a guest speaker for a lecture in this area. The time could be better spent elsewhere. Our recommendation is to secure the assistance of the Fort Gordon Safety Director to explain the organization and functioning of the Department of the Army Safety Program in a one hour lecture. In the Military Police Traffic Service System, safety education is a supporting function for which the officer must coordinate but not perform. Responses to this area are at Appendix C and E.

Traffic Control Planning Studies

Five areas constituted our inquiry into this function - emergency procedures for traffic flow, selecting traffic studies to solve traffic control problems, traffic control device procurement, implementing results of traffic control studies, and review of installation

planning proposals. Under the Military Police Traffic Service System, this area is a supporting function, but an extremely important one for the military police as evidenced by its selection for instructional emphasis. A review of comments submitted by military police officers serving in the field indicate the Military Police Corps must take a more active role in gaining competence in this area. The general thrust of the comments indicated that if military police officers were going to be tasked with performing or coordinating traffic studies, the Corps should become proficient in this service.

Emergency Procedures for Traffic Flow. This supervisory area consists of making emergency rules for the flow of traffic when the usual regulations prove inadequate or when special regulations have not been made to meet unusual or unexpected and temporary traffic conditions. Implicit in these emergency procedures would be techniques for congestion relief during peak periods on obsolete road networks. The criticality of the problem is reflected in field responses where 92% of the respondents indicated more instruction in this area is required. It was the field's top priority of all the areas examined in this study. Student responses indicated that 64% felt

they could construct emergency traffic flow procedures. Responses in this area are at Table 50.

TABLE 50

Emergency Traffic Flow Procedures

	Strongly Agree	Un- Agree	Dis- certain	Dis- agree	Strongly Dis- agree	No Response
MPOA Response	6%	58%	25%	5%	3%	3%
Field Response	41%	51%	0%	6%	0%	2%
MPOA Item:	"I can construct emergency procedures for traffic flow."					
Field Item:	"The Military Police School should present more instruction to officer students on procedures that would enhance traffic flow during emergency conditions."					

Selecting Traffic Control Studies. Among student respondents, 71% stated they could select appropriate traffic control studies to resolve specific traffic control problems. This area was found to be highly functional in its current MPOA configuration. With field respondents (86%) indicating more instruction in this area was necessary, we would make one recommendation. Students should be provided an orientation

concerning various types of traffic control studies and how they are performed, and then introduced to installation data that reflects several traffic problems. The student would then be required to select an appropriate study to resolve that problem. Instruction in this area should be problem oriented instead of user oriented. Group responses in this area are at Table 51.

TABLE 51

Selecting Traffic Control Studies

	Strongly Agree	Un- Agree	Dis- certain	Dis- agree	Strongly Dis- agree	No Response
MPOA Response	10%	61%	18%	6%	2%	3%
Field Response	43%	43%	2%	8%	2%	2%
MPOA Item:	"I am aware of and can select appropriate traffic studies to resolve specific traffic problems (parking, speed limit designations, justification for traffic control devices)."					
Field Item:	"The Military Police School should provide more instruction to officer students which concerns selecting appropriate traffic studies to resolve specific traffic control problem areas (parking, speed limit designations, justification for traffic control devices, etc.)."					

Procuring Traffic Control Devices. This is not an area for inclusion as an instructional block, however it can be considered an important information area. Officers should be aware of the modern traffic control devices now on the market, and be provided a list of distributors of these devices. The October 1968 issue of "The Police Chief" contains the International Association of Chiefs of Police Buyers Guide which lists many hundreds of dealers in police service equipment. A large portion of this IACP guide is devoted to items of traffic interest.

NOTE: The remaining two areas under traffic control planning studies were rated relatively low and are not included in our proposed traffic curriculum, however the group responses are located at Appendix C and E. Those areas were: implementing results of traffic control studies (this function is implicit in other areas examined), and reviewing installation planning studies.

Theater of Operations Traffic Instruction.

Theater of operations traffic instruction had a very low instructional priority with only two areas reflecting sizeable interest. This diminished interest was expected because the supervisory interests of the officers surveyed were CONUS traffic oriented. The

two areas of interest as shown by our field sample were, convoy movement support, and preparation of traffic control plans. Comprehensive instruction in these two areas will necessitate examination of previous combat traffic instruction.

Two areas of existing theater of operations traffic instruction must receive close scrutiny for their functional value. The first area is traffic reconnaissance. Eight hours of instruction is currently devoted to providing the MPOA student an overview of traffic reconnaissance and intelligence procedures which supposedly will enable the student to analyze, evaluate, and interpret route reconnaissance reports, and compile engineer data through liaison with traffic headquarters. Research of available literature on the military police role in traffic reconnaissance reveals limited involvement for the Military Police Corps, hence allocation of 8 instructional hours to this subject is grossly disproportionate to the operational needs. FM 19-4 (Draft), Military Police Support Theater of Operations, states:

In the theater of operations, military police will normally prepare traffic control plans based on information established by the traffic circulation plan which is an integral part of the highway regulation plan prepared by the traffic headquarters of the command having area jurisdiction and includes the road

net, direction of movement, classification of routes, bridge capacities, tunnels, and other route restrictions.¹²

The above statement is reinforced at a later point in the same manual:

In connection with traffic control operations, engineer units classify roads and bridges as indicated by their physical condition; prepare or procure, post, and maintain permanent signs for route marking; and issue materials for the preparation of temporary signs. Military police prepare and post temporary route marking and traffic control signs on temporary and permanent routes.¹³

FM 19-25, Military Police Traffic Control, dictates a very limited role for reconnaissance operations. The principal supervisory function for traffic reconnaissance would be insuring that information compiled as a result of traffic control reconnaissance and route reconnaissance in their area of assignment is available to all military police patrols and traffic control posts. While instruction for officer personnel in traffic reconnaissance does not seem appropriate

¹²
FM 19-4 (Draft) Military Police Support Theater of Operations, Department of the Army, Washington, D.C., p. 11-3.

¹³
Ibid. p. 11-7.

for extensive coverage in the MPOA Course, enlisted personnel should receive instruction, to include practical exercises, in the conduct of hasty route reconnaissance, which is restricted to minimum information necessary to determine the qualities of the road. Military police patrols habitually perform traffic control reconnaissance in that road conditions are continually reported. According to doctrine, "when a military police patrol is detailed to conduct a route reconnaissance, it should be assigned as its primary duty."¹⁴

Parameters for officer instruction are detailed in FM 19-25, and should be restricted to supervising traffic control reconnaissance, but on a managerial plane. (See para. 135, page 107, FM 19-25, Military Police Traffic Control).

The second area of MPOA theater of operations traffic instruction that appears disproportionate to operational needs is motor movements. Technical aspects concerning the movement of a unit are well established in existing field and technical manuals. Consideration of the military police traffic function

¹⁴
Ibid., p. 106.

in a theater of operations will show that the primary concern is not planning the movement of units, but controlling their movement, and providing escort and security services. Under existing MPOA instruction 8 hours of training is devoted to motor movements. These hours could better be used to provide supervisory knowledge on traffic security and control.

CHAPTER IV

RECOMMENDED CURRICULUM DESIGN

This chapter contains the recommended curriculum design to implement functional traffic instruction for the Military Police Officer Advanced Course. It is based on the findings of this research, literature review, analysis of existing instruction, and the researchers' experience. No attempt is made to construct lesson plans for each subject recommended, however the general scope of each subject is presented, and sufficient information included to guide the instructor in preparing a lesson plan. Three main sections constitute the organization of this chapter. First, an explanation is provided on methods used to determine instructional priorities. Secondly, procedures for structuring an impressionistic device called the "knowledge gap" will be explained and the value of their use in this study noted. Lastly, a proposed traffic curriculum will be charted. The proposed curriculum commences with an introduction to the "Military Police Traffic Service System," with recommendations for instruction in officer traffic supervision based on this system.

DETERMINING INSTRUCTIONAL PRIORITIES

Field military police officers were asked to render an opinion on the need for additional instruction in 27 supervisory areas covering 6 traffic functions. These functions were collision investigation, traffic law enforcement, motor vehicle administration, traffic safety education, traffic control planning studies, and traffic functions in a theater of operations. Another inquiry was made to the field covering required instruction for traffic law, however this data was not used to structure priorities. Its use was limited to establishing teaching objectives. A simple percentage ranking was accomplished using the highest percentage of positive field responses as the top priority and the lowest percentage of response as the lowest priority.

Method of Determining Priorities

As previously mentioned, 27 areas covering 6 traffic functions were ranked. Based on a fixed-alternative response -- (i.e., strongly agree, agree, uncertain, disagree, strongly disagree) the area receiving the largest response in the strongly agree or agree category was ranked as the highest priority. Where an area received an identical response, that area having the highest percentage of respondents in

the strongly agree category was used to break the tie and establish a ranking. Rankings or priorities as they are often called, were then listed from 1 through 27.

Priority Listing

Following is a listing of priorities from 1 through 27:

<u>Priority No. & Percentage</u>	<u>Questionnaire Functional Area</u>	<u>Content</u>
1 (92%)	Traffic Control Planning Studies	Instruction on procedures that would enhance traffic flow during emergency conditions.
2 (90%)	Traffic Law Enforcement	Instruction to determine critical traffic law enforcement areas and allocation and employment of personnel and equipment to reduce traffic collisions.
3 (89%)	Motor Vehicle Administration	Instruction on the legal aspects of motor vehicle administration. (reciprocity agreements, release of military traffic offenders to civil authority, double jeopardy, etc.)
4 (88%)	Collision Investigation	Instruction on the coordination requirements for developing and implementing an effective collision investigation and prevention program.

<u>Priority No. & Percentage</u>	<u>Questionnaire Functional Area</u>	<u>Content</u>
5 (88%)	Traffic Law Enforcement	Information and instruction on the training of enlisted military policemen for traffic law enforcement. (Providing a summary of civilian and military courses and literature in this area.)
6 (87%)	Motor Vehicle Administration	Instruction in salient points contained within traffic regulations (impoundment procedures, revocation of state licenses, point systems, applicability of Assimilative Crime Act, coordination with National Driver Register, etc.)
7 (87%)	Traffic Law Enforcement	Instruction enabling officers to furnish guidance and instruction to military policemen in the area of MP-Violator relationships.
8 (86%)	Traffic Control Planning Studies	Instruction on selecting appropriate traffic studies to resolve specific traffic control problem areas (parking, speed limit designations, justifications for traffic control devices, etc.)

<u>Priority No. & Percentage</u>	<u>Questionnaire Functional Area</u>	<u>Content</u>
9 (83%)	Collision Investigation	Instruction on analyzing DA Form 19-68 (TAI Report) for determination of investigative competency and for collision prevention.
10 (83%)	Traffic Control Planning Studies	Information on types of traffic control devices that can be employed and the distributors from whom such devices can be obtained.
11 (83%)	Traffic Law Enforcement	Instruction on the review of enforcement reports to determine whether the overall enforcement policy is being adhered to (Qualitative v. Quantitative enforcement, warnings, citations, apprehensions, etc.).
12 (83%)	Collision Investigation	Instruction on release of information contained in DA Form 19-68 (TAI Report).
13 (82%)	Motor Vehicle Administration	Instruction on the application of Automatic Data Processing for traffic administration.
14 (80%)	Motor Vehicle Administration	Instruction on proper procedures for the maintenance of motor vehicle administration files, and procedures for inspecting files to determine if efficient files are maintained.

<u>Priority No. & Percentage</u>	<u>Questionnaire Functional Area</u>	<u>Content</u>
15 (78%)	Theater of Operations	Instruction on military police support of convoy movements (coordination for air and artillery support, communication, counter-ambush tactics, etc.).
16 (78%)	Theater of Operations	Instruction on the preparation of traffic control plans for any tactical operation.
17 (74%)	Traffic Control Planning Studies	Instruction on the coordination requirements for implementing results of traffic control planning studies.
18 (74%)	Motor Vehicle Administration	Instruction or information on all traffic regulations (DOD, and AR). This requirement can be fulfilled by providing students a list of regulations with a summary of their content.
19 (73%)	Traffic Control Planning Studies	Instruction on procedures used to review installation planning proposals to determine impact on installation traffic control and land use patterns.
20 (73%)	Theater of Operations	Instruction on the capabilities, functions, and responsibilities of a highway traffic headquarters.

<u>Priority No. & Percentage</u>	<u>Questionnaire Functional Area</u>	<u>Content</u>
21 (73%)	Theater of Operations	Instruction on MP traffic responsibilities in the circulation and control of individuals.
22 (72%)	Traffic Safety Education	Instruction on tech- niques that can be used to gain install- ation and command support for traffic safety.
23 (70%)	Theater of Operations	Instruction on the coordination require- ments to effect motor movements and traffic reconnaissance (route and road classification).
24 (64%)	Motor Vehicle Administration	Instruction on pre- paration of the traffic portion of the Provost Marshal Statistical Report.
25 (64%)	Traffic Safety & Education	Instruction on co- ordination requirements for the establishment of an effective safety program.
26 (54%)	Traffic Safety & Education	Instruction on the Army Accident Report, and techniques for rendering assistance to commanders in the preparation of this report.

<u>Priority No. & Percentage</u>	<u>Questionnaire Functional Area</u>	<u>Content</u>
27 (52%)	Traffic Safety & Education	Information on the DA Safety Program. (lec- tures and literature).

Analysis of the above priorities reveals that traffic control planning studies and traffic law enforcement occupied 6 of the first 10 priorities, with motor vehicle administration and collision investigation placing two each in the first 10. These priorities clearly indicate that provost marshals are vitally concerned with prevention of collisions through the elimination of congestion and enforcement. Collision investigation, which has been the focus of attention for some time in our traffic educational system, though viewed as a vital function, is only a supporting function. The rationale is logical and simple. If collisions can be prevented through timely enforcement and elimination of congestion and conflicting or inefficient movement of traffic, this is where the emphasis should be placed for officer instruction. The authors agree.

In using the priorities established above to design a traffic curriculum, two traffic instructional areas had to be considered. Instruction for traffic operations in the United States, and instruction for

traffic operations in a theater of operations. Obviously, mastering all of the traffic areas would require more time than is available for traffic instruction. Though we feel allocation of instructional time must be increased for traffic subjects, a view upheld and reinforced by our research, realism must prevail. This poses the question of where the dividing line must be placed between CONUS traffic functions and theater of operations traffic responsibilities. This question was resolved by establishing the point of separation as that point where CONUS traffic instructional priorities were interrupted in sequence by theater of operations traffic instruction. Since all of the field respondents are concerned primarily with CONUS traffic functions by virtue of their assignment, we expected that tactical traffic operations would enjoy a very low priority. By observing that point at which tactical traffic operations was given a higher priority than a CONUS traffic function, an interruption or separation point was established.

The first 14 priorities addressed CONUS traffic functions. Priorities 15 and 16 were tactical traffic priorities. All priorities falling below 16 were not included as prime instructional considerations for a highly functional curriculum. While we feel all 27 areas are of some importance, a delineation must be

established between those areas deemed most important and those considered of lesser importance.

The next major question to be resolved was how much instruction was needed and in what areas. Most of the basic functional areas such as collision investigation, traffic law enforcement, and traffic control planning studies have instructional space in the existing MPOA program of instruction. The adequacy of the hours allocated instructional spaces in the existing curriculum would depend on two considerations. First, did the students feel that instruction in a particular area should be increased, remain the same, or decreased? Secondly, what was the "knowledge gap", or impressionistic distance between the emphasis given the area by the field sample and the students' perception of his ability to perform the function as a result of instruction received?

MEASURING THE KNOWLEDGE GAP

As previously mentioned, the method in which the "knowledge gap" was measured, was not statistically permissible. Since our questionnaire used fixed-alternative responses on an ordinal scale, distance between positions (i.e., field responses, and student responses) could not be statistically measured. Selltiz

states:

An ordinal scale defines the relative position of objects or individuals with respect to a characteristic, with no implication as to the distance between positions. The basic requirement for an ordinal scale is that one be able to determine, for each individual or object being measured, whether that individual has more of the attribute in question than another individual, or the same amount, or less; in other words, one must be able to determine the order of positions.¹

Since computing our knowledge gap required the measurement of relative difference between positions (i.e., average response for a question posed), we are limited to use of the "knowledge gap" as an impressionistic device only - that is, rendering an opinion on what the relative positions appeared to convey.

Method of Determining the Knowledge Gap

Responses to research questions which attempted to measure a particular attitude, either among student or field respondents were grouped in a fixed-alternative method. Numerical values were assigned each of the fixed alternatives, and an average response obtained for each question. This was done for each group of

1

Claire Selltitz and others, Research Methods in Social Relations, Holt, Rinehart and Winston, (New York: 1959), p. 191.

respondents and for sub-groups, and comparisons drawn. From these comparisons, an impression was conveyed as to distance or "gap" between answers of the field sample (need for instruction in a given area) and student sample (capability to perform a given function as a result of instruction received in the advanced course). An example is provided below in Figure 6.

FIGURE 6

Computing the Knowledge Gap

OA Item: "I was provided the knowledge to analyze DA Form 19-68 (TAI Report) to determine if a competent investigation has been conducted."

Response	No. Respondents	Point Value	Total
Strongly Agree	8	x 5	= 40
Agree	49	x 4	= 196
Uncertain	13	x 3	= 39
Disagree	20	x 2	= 40
Strongly Disagree	6	x 1	= 6
No Response (16)			
	<u>96</u>		<u>321</u>

$$\frac{321}{96} = 3.3 \text{ Avg. (Impression of Uncertainty)}$$

(Figure 6 continued)

Field Response: "The Military Police School should present more instruction to officer students in the analyzation of DA Form 19-68 (TAI Report)."

Field Response	No. Respondents		Point Value	Total
Strongly Agree	25	x	5	= 125
Agree	26	x	4	= 104
Uncertain	5	x	3	= 15
Disagree	3	x	2	= 6
Strongly Disagree	1	x	1	= 1
No Response (1)				
	<u>60</u>			<u>251</u>

$$\frac{251}{60} = 4.2 \text{ (Impression of Agreement)}$$

Average responses for each group were placed on a line chart (Appendix I) and the impression of a gap conveyed. Each of the 27 supervisory areas for each group was subjected to the same treatment. The greater the distance between group averages, the greater the gap. The smaller the distance between group averages, the narrower the knowledge gap. From these gaps, some idea can be obtained as to the allocation of instructional time. Again, that is only an impressionistic device, and we claim no statistical validity.

It is purely a tool for summarizing data. These summary measures then allow for comparison of the two samples within the limitations imposed by the ordinal nature of the measures.

Intergroup Comparisons

Several subgroups were isolated within each main study group. Inter-sub-group comparisons were made to plot the knowledge gap and to obtain an idea of sub-group attitudes toward acquired capability (student sub-groups) and need for instructional emphasis (field officer sub-groups). Each impression was placed on a line graph. These graphs are presented in Appendix I.

The totality of field responses was used to determine priorities for instructional emphasis, however it was felt that special analyzation of sub-groups would be of interest.

Sub-Group Analysis Among Field Respondents.

Responses of Colonels and Lieutenant Colonels were analyzed to determine their perceptions of the most important instructional considerations. Critical priorities for this group were instruction in MP-Violator Relationships, and Selecting and Conducting Traffic Control Studies. The officer receiving the brunt of criticism when an MP displays poor interpersonal

conduct is the provost marshal or major commander. From our experience, we know of no other single factor that irritates the provost marshal more than receiving criticism because of the conduct of his military policemen. Selecting and Conducting Traffic Control Studies is equally important to the provost marshal, for he is the recipient of directives from the installation commander to correct a traffic problem. Of interest were the comments received from the field in this one area. There appears to be considerable embarrassment on the part of our field personnel over their ineffectiveness in traffic control planning and the conduct of control studies. Even though provost marshals rarely possess the expertise to solve many of these problems, apparently the installation commander looks to the provost marshal to correct the situation. Not having the technical skill to accomplish the task, the provost marshal must then request outside assistance from Transportation Corps personnel, at a substantial cost. Comments such as those below indicate the perplexing and frustrating situation in which provost marshals find themselves.

The installation commander looks to the PM to control, regulate and supervise traffic flow. Expert knowledge and technical proficiency is essential to enable the PM to accomplish his mission

in the area of traffic supervision.²

The local provost marshal finds himself in the position of having to go outside of the police profession for advice on traffic and the installation must pay a rather substantial fee to the Transportation School for this service which should be our responsibility.³

Among field respondents, responses from officers possessing civilian traffic education, or who had attended the Traffic Institute at Northwestern University were analyzed to ascertain their selection of high instructional emphasis areas. Their top priorities were training of enforcement personnel and emergency traffic flow procedures. Considering the educational background of these officers, their top priority placement in the area of training is easily understood.

The last field officer sub-group analysis made was among former civilian police officers. Their top priority was in a tactical instruction area - preparation of the traffic control plan for any tactical situation in a theater of operation. Of equal importance was analyzation of the collision report for investigative competency.

² Field Sample Comment No. 13, Annex F to this study.

³ Field Sample Comment No. 1, Annex F to this study.

Sub-Group Analysis Among Student Respondents

Students rating themselves average or above in traffic supervisory ability and who had two or more previous traffic assignments were analyzed to determine their competency levels as a result of MPOA traffic instruction. The only significant difference in this group when compared with their fellow students was a higher competency level in the area of traffic safety education.

Students with former civilian police experience when compared with their fellow students had a lower self-reported degree of competency in all areas with the exception of an administrative area in collision investigation.

RECOMMENDED TRAFFIC CURRICULUM

All traffic instruction presented MPOA students must address managerial levels. Officers must not perform enlisted tasks nor should they be educated in those tasks. If a serious deficiency exists in technical skills, those charged with training enlisted personnel must upgrade instruction to meet proficiency levels. The question might be posed, how can an officer supervise collision investigation if he does not know the technical requirements? A good officer will learn

what he has to learn and do what he has to do. As Thomas Huxley said:

Perhaps the most valuable result of all education is to make you do the thing you have to do, when it ought to be done, whether you like it or not; it is the first lesson that ought to be learned; and however early a man's training begins, it is probably the last lesson that he learns thoroughly.⁴

Supervisory traffic instruction for officers attending the advanced course must center in four main areas - planning, programming, managing, and budgeting. Most officer functions and responsibilities fit very comfortably within these four areas. Traffic supervisory instruction accommodates all four with facility.

The Military Police Traffic Service System

Based on a design by Fennessy, but remolded and redefined for army configuration, the Military Police Traffic Service System was structured.⁵ Orientation on this system should be the introductory block of instruction for CONUS Military police traffic services. All recommendations made in this study on CONUS military

⁴
Field Operations Management Series, Volume 1 - "Principles of Field Operations Management" Vol. I, California Highway Patrol (Sacramento: 1957, p. vi.)

⁵
Edward F. Fennessy, Jr. and others, The Technical Content of State and Community Police Traffic Services Programs, The Travelers Research Center, Inc., (Hartford, Connecticut, September, 1968).

police-traffic instruction are predicated on this traffic service system. With additional research, perhaps a combat traffic support system could be designed for theater of operations traffic instruction. The components of the Military Police Traffic Service System are shown and discussed in Appendix A. The complexity of the system and the discussion necessary for meaningful interpretation does not lend itself to the body of the thesis.

Curriculum Content

CONUS military police traffic instruction should be divided into 5 categories. These categories are based on the major subdivisions of the Military Police Traffic Service System. Obviously, all of the components cannot be thoroughly discussed in the time allocated to traffic instruction by the MPOA program of instruction. Realistically, there is insufficient time for all military police functional areas. Understandably no one single function can dominate the MPOA course, however the authors feel that at least 50% of the course should be devoted to the military police functions. The advanced course allocates 1,195 hours to academic instruction, and our recommendation that 50% of these hours be devoted to corrections, discipline, law and order, industrial and physical

security, criminal investigation, and traffic supervision, does not seem unreasonable. This would provide approximately 120 hours for traffic supervisory instruction, (10% of 1,195 hours).

This proposed curriculum is not based on 120 hours of allocated instructional time, nor is it based on the existing 70 hours. Only the Commandant, his staff and faculty, can assess the number of hours to be devoted to this subject. A recommended allocation of instructional hours is provided.

Theater of operations traffic instruction should be limited to two basic areas - preparation of the traffic control plan for any tactical situation, and traffic security procedures. If a military police officer masters these two areas, he will not only be prepared to supervise traffic functions in a theater of operations, but will possess functional knowledge of those areas now treated as major subjects in the MPOA POI (i.e., motor movements and traffic reconnaissance).

Regardless of the hours devoted to traffic instruction, allocated instructional hours must invest in the supervisory competency of the officer. Exposure to minimum amounts of information on a maximum number of subjects accomplishes a minute amount of

learning. If an officer is exposed to instruction beneath the supervisory level, he learns little that enhances his status as an officer or serves to catapult the Military Police Corps into another decade of achievement and progress.

CONUS Military Police Traffic Instruction

In CONUS, military police perform relatively common or primary functions on the roadway, and officers must be capable of planning, programming, budgeting and managing for these functions. Those functions are traffic law enforcement, collision management and investigation, traffic direction and control, general motorist services, and finally, collision prevention. Supervising these functions does not mean on-the-scene supervision, though at times this may be required, but involves planning, programming, managing and budgeting for these functions. Officers must be capable of providing guidance and effecting coordination for supporting traffic functions such as training, liaison, motor vehicle administration, conducting traffic studies, providing timely public information and traffic safety bulletins, analyzing new equipment, and other miscellaneous activities.

The role of the officer in traffic supervision can best be summarized by viewing the matrix at figure 7.

FIGURE 7
 PLANNING, PROGRAMING, MANAGING
 AND BUDGETING MATRIX

	PLAN- NING	PRO- GRAMMING	MANAGING	BUDGETING
TRAFFIC LAW ENFORCEMENT				
COLLISION MANAGEMENT				
COLLISION PREVENTION				
TRAFFIC DIRECTION AND CONTROL				
MOTORIST SERVICES				
SUPPORTING FUNCTIONS				

A. Planning, Programming, Managing, Budgeting.

Planning involves the determination of objectives, the evaluation of alternative courses of action, and authorization of selected programs. Planning ideally encompasses all resources involved in the attainment of future objectives, bringing within its scope all relevant factors. It is means-ends oriented, with the allocation of resources strictly dictated by the ends

that are to be accomplished.⁶ It is the provost marshals blueprint for action.

Programming establishes the framework for accomplishing objectives established in the plan. The entire function of a program is to implement the conclusions or decisions of the provost marshal by making operational decisions.⁷

Managing is the process by which officers assure that resources are obtained and used effectively and efficiently in the accomplishment of established objectives.⁸

Budgeting is an expression of how the Provost Marshals' or installation funds will be allocated to implement the plan. This last area is not a technical proficiency requirement, but a monitoring requirement. Planning, programming, or managing beyond the constraints imposed by a budget can be wasted motion, however through timely planning a workable and logical budget can be developed.

6
Allen Schick, "The Stages of Budget Reform," Planning, Programming, Budgeting: A Systems Approach to Management, ed. by Freemont J. Lyden & Ernest G. Miller: Markham Publishing Co. (Chicago: January 1969), p. 28-50.

7
Ibid.

8
Ibid.

B. CONUS Functional Areas. The authors perceived traffic law enforcement as the everyday enforcement of established traffic laws and regulations. It is not the assignment of personnel at specific locations, at specific times, but encompasses the general enforcement of all traffic laws. Of course, patrol units can be instructed to be observant for a particular type of violation occurring in their patrol area. Traffic law enforcement, in the authors opinion, is not separable from routine patrol functions. A patrol observing an altercation in progress takes action to restore order. A patrol observing a violation of traffic law takes appropriate action to warn, cite, or apprehend. Reports generated by traffic law enforcement can form a basis for collision prevention activities. Enforcement of traffic law is no different than enforcement of other laws. The degree of stress placed on traffic law enforcement can, however, vary widely depending on such factors as organization, mission, command interest, severity of the traffic problem, and the interest of supervisors.

Collision Management represents all military police activities performed in connection with a traffic collision or accident.⁹ It consists of on the scene

⁹
Fennessy, p. 41.

investigation, follow-up investigation, and traffic collision reporting.¹⁰ These categories have been approved by the International Association of Chiefs of Police, however the term "collision" has been substituted for the term "accident". The authors believe that much of the passivity concerning vehicle and pedestrian traffic collisions results from the use of the term "accident". Accidents are unforeseen and fortuitous circumstances, and most traffic collisions just do not qualify as "accidents". Every time we dignify a collision that occurs because of poor driving habits, or improper driver behavior by calling it an "accident" we add to public apathy and passiveness. While we cannot prove that a change in terminology will have any result on collision reduction, we can at least stop dignifying the loss of billions of dollars, and thousands of people by terming these losses "accidents".

An accident, as popularly conceived, has long been regarded as a fortuitous event - something that "just happens" - a chance occurrence. Usually, although not always, the outcome is harmful or

10
Ibid.

unfortunate. When the result is neutral or pleasant the event is more likely to be spoken of as a matter of good luck or a happy coincidence. The inescapable attributes of an accident are its unexpectedness, its unplanned nature, its unpredictability.

Such a concept by implication, characterizes an accident as being something outside the possibility of control. Since one cannot prevent what he cannot control, this uncontrollable phenomena, obviously cannot be prevented. In this framework, then, it would be impossible to arrive at an answer to the vital question: How might other accidents of this kind be prevented? Accidents, if they are truly matters of chance cannot really be prevented.

The acceptance of this point of view may be seen in the common response: "It couldn't be helped; it could have happened to anyone". But a realistic appraisal of accident data clearly shows that such a fatalistic attitude toward accidents and the inevitability of their occurrence is simply not in accord with the evidence. Accidents, like other events, are caused; and, like other events, they can be controlled when their causes are identified and their nature understood.¹¹

Collision prevention encompasses all planned and deliberate allocation of personnel and equipment for the specific purpose of reducing violations and collisions. Allocation of resources must be accomplished in accordance

11

Accident Research for Better Safety Teaching.
Clara G. Stratemeyer, National Commission of Safety
Education, National Education Association, Washington,
D.C., 1964.

with detailed analysis of collision phenomenon. Areas previously termed selective and preventive enforcement fit very comfortably in this area of collision prevention.

Traffic Direction and Control in CONUS consists of employing personnel to supervise and control vehicular and pedestrian movement to insure safe, rapid, and efficient flow of traffic over existing roadways.

Motorist Services is an area in which military police often function. Assisting stranded or disabled motorists, relaying messages, transporting motorists, providing fuel or mechanical assistance, arranging for the pushing or towing of vehicles, rendering first aid or medical assistance, performing public safety service (hitchhikers), and providing information and direction are but a few of these services.

Supporting Traffic Functions are among the most important for military police traffic services. Our research revealed these supporting functions had an extremely high priority for instructional emphasis, especially the area of traffic studies. Other supporting functions are training, liaison and coordination with other agencies for support, motor vehicle administration, and other activities needed to facilitate the effective implementation of the basic military police traffic functions.

C. Proposed curriculum content for instruction
in CONUS MP Operations (Figure 8)

FIGURE 8

Proposed Curriculum Content for Instruction in CONUS MP
Operations

Introduction to the Military Police Traffic Service

System

Traffic Law Enforcement

Fundamentals of Traffic Law

Collision Management

Traffic Direction and Control

Collision Prevention

Coordination of Supporting Traffic Functions

Motorist Services

Instructional scopes for each of these recommended
subjects is provided below:

<u>Subject</u>	<u>Scope</u>	<u>Recommended Hours</u>
Introduction to the Military Police Traffic Service System	Discussion, analysis, and critique of the various components and operational tasks involved in the traffic service system to enable the student to plan, manage, and budget for its effective operation.	30

<u>Subject</u>	<u>Scope</u>	<u>Recommended Hours</u>
Traffic Law Enforcement	Discussion of the traffic law enforcement concept to include; MP-Violator relationships; review of enforcement reports to determine compliance with the enforcement policy.	5
Collision Management	Discussion, critique, and analysis of the techniques needed to enable the student to plan, program, manage, and budget for effective implementation of this service to include; coordination requirements for developing and implementing effective on-scene, follow-up and reporting activities involving traffic collisions; analyzing traffic collision reports to determine if a competent investigation has been conducted; analyzing collision reports for collision prevention; legal and administrative requirements for processing the collision report.	10
Collision Prevention	Discussion, critique, and practical exercises to enable the student to allocate and employ personnel and equipment for the reduction of violations and traffic collisions to include selective assignment of personnel and determination of critical prevention areas.	25

<u>Subject</u>	<u>Scope</u>	<u>Recommended Hours</u>
Coordination for Supporting Functions	Discussion and practical exercise to enable the student to perform and coordinate for supporting traffic functions to include; legal aspects of motor vehicle administration; salient aspects of traffic regulations; ADP applications for traffic administrative functions; maintenance of motor vehicle administration files; selecting and conducting limited traffic control studies; coordinating for training support.	15
Fundamentals of Traffic Law	Discussion and critique of laws of arrest, search and seizure as they apply to CONUS traffic functions. The student will analyze pertinent Supreme Court and Military Court of Appeals cases concerning those areas.	4
Traffic Direction and Control	Discussion, and practical exercise to enable the student to plan, program, manage and budget for effective traffic direction and control to include: designing emergency traffic flow procedures to eliminate congestion, and provide for efficient flow of traffic during special events; evaluate traffic control devices that can be used to facilitate traffic flow.	5

<u>Subject</u>	<u>Scope</u>	<u>Recommended Hours</u>
Motorist Services	Discussion, critique, of military police traffic services to enable the student to provide operational guidance and establish policy in this area.	5

Theater of Operations Traffic Instruction. Development of a curriculum content in this area depends on the tactical doctrine for the Army in the field. Only two subjects are recommended for theater of operations traffic instruction. They are preparation of the traffic control plan, and supporting convoy movement. Instruction in these areas will of necessity involve other areas of traffic interest such as circulation and control, motor movements, traffic reconnaissance, and traffic control. Recommended scopes and hours are:

Preparation of the Traffic Control Plan	A discussion, and practical exercise to enable the student to prepare traffic control plans for any tactical situation to include: application of tactical traffic control principles under existing Army doctrine.	12 hrs.
Traffic Security	A discussion and practical exercise covering the support necessary to provide traffic control and security for convoys in high, mid and low intensity warfare.	10 hrs.

Chapter 7

A TECHNIQUE FOR PROVOST MARSHAL EVALUATION OF TRAFFIC OPERATIONS PROFICIENCY

INTRODUCTION

Provost Marshals cannot continually concentrate their attention on any one particular operational area. They must establish priorities often dictated by their superiors or by the most serious threat presented at a given time. Rarely is this "serious problem" a traffic problem. Impacting on the traffic supervisory function is the presence of other more "glamorous" functions. The criminal investigation, or the crime prevention effort are always more interesting, yet more soldiers are killed or injured in vehicle collisions than as a result of crime. Add to this, the intense pressure of rehabilitating military prisoners, with its inordinate demand on initiative, imagination, and productive supervision, and there seems to be a small amount of time remaining for traffic supervision. The traffic area generally takes care of itself until a child is fatally injured because a stop sign was obscured by a tree branch that could easily have been removed if just one military police patrol had reported it; a vehicle

with defective brakes and one headlight inoperative collides with a motor scooter and precipitates questions concerning the motor vehicle inspection program. Each military police officer could add to this list of "traffic crises by reflecting on his experience. This guide attempts to eliminate some of these crises by providing a method by which the provost marshal, in a minimum amount of time, can evaluate the status of installation traffic programs. If the situations posed in this evaluative guide are injected into the administrative and operational systems of the Provost Marshal Office, the overall traffic program will increase in efficiency, and ingenuity, which is the main-stay of the American soldier, will surface to find new solutions to old and current problems.

Some interesting facts were gathered in this study which provide insight into the magnitude of the military police problem in traffic operations. The following information was gathered from 50 separate activities located on 43 U.S. Army installations in the United States. These facts represent their 1969 collision experience and may be helpful to provost marshals reading this section. (See Appendix G for listings of installations).

1. A majority of the installations are open posts possessing some form of exclusive jurisdiction.

2. The reported military and civilian population was 861,942 with 756,274 vehicles registered to these individuals.

3. The reported collision experience was:

a. Number of Collisions.....22,990

(1) Fatalities..... 533

(a) In the Vehicle (508)

1. On Post (66)

2. Off Post(442)

(b) Pedestrians (25)

1. On Post (6)

2. Off Post (19)

(Alcohol involved in 35% of fatalities)

(2) Injuries.....3,686

(a) On Post (1,599)

(b) Off Post(1,812)

(No indication for 275 injuries)

(Alcohol involved 23% - 80%)

b. Number of Penalty Moving Violations ..69,502

(1) Drunk Driving.....4,154

(2) Reckless Driving.....4,708

4. A majority of the installations employed
RADAR.

5. A majority of the installations used the blood-alcohol test and sobriety report to determine if an individual was driving under the influence.

6. Most installations had vehicle inspection stations but less than half had an Automatic Data processing system to assist in handling traffic records.

7. Most installations had vehicle impoundment facilities.

8. Approximately one-half of the installations had not updated their Post Traffic Regulation since the Uniform Vehicle Code's revision was published in 1968.

Equally important as the traffic supervisory function is the field's obligation to provide meaningful input to the Military Police School concerning the requirements for contemporary and functional training. The training of military police officers is a task in which the entire Corps must participate. Each military police officer has the obligation to find new and more efficient methods of performing the traffic function, and to share these innovations for the betterment of the Military Police Corps and the United States Army. In the words of the Provost Marshal General of the Army, Major General Gustafson:

First, we have an obligation to the Army and to the Corps to listen attentively to comments offered in a constructive manner... Second, I have mentioned on many occasions that we need two-way communications between the field and my office. Frank, open communications are essential...Talk about your problems: offer solutions. The idea is to build a better Corps.¹

¹Letter, Department of the Army, OTPMG, Subj: "Letter From Former Military Police Officer", Washington, D.C., November 18, 1969.

Certainly a portion of the Provost Marshal General's desires could be implemented by automatic input to the Military Police School from the field. With instructional update and revision, graduating officers will be adequately forewarned of problem areas and provided remedial techniques.

In designing this guide, we have tried to place in the hands of the military police officer, a means to assess the direction and status of police traffic programs, and to provide suggestions for improvement. The thoughts and ideas promulgated are intended only as a guide, and should not be considered an inflexible measuring instrument for a programs success or failure. Few police organizations can function efficiently unless some form of continuing evaluation and assessment is conducted. Evaluation must be constantly employed to determine the effectiveness of the organization, and whether a program is accomplishing its goal, or if another method or program would be more effective.

Evaluative Situations

The Provost Marshal Evaluative Guide contains many evaluative situations, with each situation divided into three sections. The first section establishes a "scenario" type situation which the provost marshal may initiate to evaluate the status of military police

traffic services and the performance and knowledge of personnel working in these traffic service areas. This technique for evaluating traffic services was designed to accomplish the following objectives: (1) convenience for the person desiring the evaluation; (2) present an interesting and unique evaluative device; (3) maximize provost marshal interest; and (4) require a minimum amount of supervisory time to initiate. By instituting one or more of these evaluative situations daily, a provost marshal, over a minimum period of time, could evaluate a considerable portion of his traffic service system, and at the same time, instill in his subordinates the efficiency standards desired.

Some evaluative situations are complex and will require considerable response effort on the part of subordinates. Other situations are quite basic, often times requiring only a "yes" or "no" answer. Situations can be injected at the leisure of the initiator without adherence to any timetable. Many traffic operations will be so advanced as to make irrelevant the introduction of certain messages, but other situations will, for even the most advanced operation, generate responses and considerations not contemplated. The operational status of the traffic function, combined with the interest of the provost marshal, will in the final analysis, determine the

use or non-use of this evaluative technique.

Standards

The second part of each evaluative situation establishes a standard or goal to which remedial efforts can be directed and evaluative results measured. The rationale for each situation is also furnished. These standards have been designed from three primary sources: (1) National Highway Safety Standards; (2) review of existing literature; (3) authors experience. Established criteria cannot be considered all inclusive.

The Highway Safety Standards were issued by the Secretary of Transportation under authority of the Highway Safety Act, Public Law 89-564, of September 9, 1966. The first standards were disseminated to the States and local governments on June 27, 1967, with three additional standards being distributed on November 2, 1968. Section 402 of the Highway Safety Act provides in part that, "Each State shall have a highway safety program approved by the Secretary of Transportation, designed to reduce traffic accidents and deaths, injuries, and property damage resulting therefrom." These standards represent a major step in building the national effort to reduce the human and material damage that have become commonplace on America's highways. They are the framework for a partnership between the States and the Federal Government

to improve the safety of all Americans, whether on foot or riding in the many vehicles that crowd our roads.

Each standard has been redefined in scope for applicability to Army posts, camps, and stations located in the United States. Certain standards have applicability world-wide.

Certain evaluative situations have no direct correlation in the Highway Safety Program Standards, but are based on the researchers' exposure to military police traffic supervisory functions. This does not mean the rationale for certain evaluative situations emanate from two "experts", but are more fundamentally, reflections on exposure to problems of everyday police traffic operations.

Recommendations

The last section of each evaluative situation establishes techniques for implementing or attaining desired objectives. Some of the techniques and recommendations are interchangeable and mutually supporting and will be identified as such when this occurs. Background material has been included where appropriate for general knowledge of the provost marshal.

EVALUATIVE SITUATIONS, STANDARDS, AND RECOMMENDATIONS

Situation 1 - Periodic Motor Vehicle Inspection

Ask any individual working in your office (immediate

vicinity) for the license plate number (not post tag number) of his or her vehicle. Telephone (or go personally if time permits) the post vehicle inspection station and request the last date of inspection, make of vehicle, mileage reading, and defects observed during the last inspection of the automobile from which the license plate number was selected. (Check the response time and accuracy of the information obtained)

Standard. Motor vehicle inspections are required by Army Regulation 190-5, as a precondition to vehicle registration at a military installation. At different installations this function will be conducted by military or State authorities. The purpose of motor vehicle inspections is to reduce the number of vehicles with existing or potential conditions which cause or contribute to collisions or increase the severity of collisions which do occur, and to require the owner to correct such conditions.

Deterioration of vehicles with age involves rusting, rubber oxidation, mechanical failure, and metal fatigue causing inefficient performance. The Insurance Institute for Highway Safety, Background Report on Motor Vehicle Inspections, dated September 1968, provided the following statistics concerning vehicles rejected during inspections:

<u>AGE IN YEARS OF VEHICLES</u>	<u>PERCENT REJECTED</u>
0 - 1	25
2 - 5	40
6 - 10	51
11 - over	53

The overall rejection rate for this sample is 42 percent. Nationally, these results project that more than 44 percent of all vehicles would be rejected. Wayne State University Research estimated that between 1948 and 1960, if all States had experienced death rates as low as those with state-owned vehicle inspection stations, 168,381 lives would have been saved, some 15,000 per year.

Vehicle inspections should provide as a minimum that:

(1) Every vehicle registered on the post is inspected either at the time of initial registration or at least annually thereafter, or at such time as may be designated by the commander.

(2) Inspections must be performed by competent personnel, either civilian or military, specifically trained to perform their duties. If inspectors are not certified by the State, it is recommended the Post Transportation Officer or his designated representative certify the inspector's competency.

(3) The inspection must cover systems, subsystems,

and components relating to safe vehicle performance.

(4) Inspection procedures must equal or exceed criteria issued or endorsed by the National Highway Safety Bureau.

(5) The inspection station must maintain records which include at least the following information:

- (a) Class of vehicle
- (b) Date of Inspection
- (c) Make of the Vehicle
- (d) Model Year
- (e) Vehicle Identification Number
- (f) Defects by Category
- (g) Identification of the Inspector
- (h) Odometer Reading

(6) A report should be published which summarizes the activities of the inspection station at least annually, including tabulation by make and model of vehicle.

Recommendation. Provost marshals should insure that the Motor Vehicle Inspection Station obtains a copy of Federal Safety Standards with Amendments and Interpretations. A copy can be obtained by writing the U.S. Department of Transportation, Federal Highway Safety Bureau, Washington, D.C., 20591. This document is most valuable in defining common vehicle deficiencies, and establishing those areas on the automobile that

should be inspected closely.

The Federal Highway Administration has several regional offices. Liaison and coordination with these regional offices should be effected to insure that updated information is provided your office. Following are the addresses of the regional offices and the areas they serve:

No. 1 - 4 Normanskill Blvd., Delmar,
New York 12054; Connecticut, Maine, Massachusetts,
New Hampshire, New Jersey, New York, Rhode Island,
Vermont, and Puerto Rico.

No. 2 - 1633 Federal Building, 31 Hopkins
Place, Baltimore, Maryland 21201; Delaware,
District of Columbia, Maryland, Ohio,
Pennsylvania, Virginia, and West Virginia

No. 3 - 1720 Peachtree Road, N.W., Atlanta,
Georgia 30323; Alabama, Florida, Georgia,
Mississippi, North Carolina, South Carolina,
and Tennessee.

No. 4 - 18209 Dixie Highway, Homewood, Illinois
60430; Illinois, Indiana, Kentucky, Michigan,
and Wisconsin.

No. 5 - Civic Center Station, Kansas City,
Missouri 64106; Iowa, Kansas, Minnesota,
Nebraska, North Dakota, and South Dakota.

No. 6 - 819 Taylor Street, Fort Worth, Texas
76102; Arkansas, Louisiana, Oklahoma, and Texas.

No. 7 - 450 Golden Gate Avenue, Box 36096,
San Francisco, California 94102; Arizona,
California, Hawaii, and Nevada.

No. 8 - 412 Mohawk Bldg., 222 S.W. Morrison Street, Portland, Oregon 97204; Alaska, Idaho, Montano, Oregon, and Washington.

No. 9 - Denver Federal Center, Bldg. 40, Denver, Colorado 80225; Colorado, New Mexico, Utah, and Wyoming.

No.10- Apartado Q, San Jose, Costa Rica; Inter-American Highway, Costa Rica, Guatemala, Nicaragua, and Panama.

The following table depicts the scope of motor vehicle inspection programs in the United States, as of August 1, 1969. It was compiled from course material presented at a Motor Vehicle Administration Seminar, Michigan State University, Highway Traffic Safety Center. It can serve as a training aid, or as an operational guide for Provost Marshal Vehicle Registration Sections.

Tables commence on the following page and can be interpreted with the key or legend below:

DPS - Department of Public Safety

MVD - Motor Vehicle Department

REV - Department of Revenue

SP - State Police

CP - Country Police

* These are state operated inspection systems, all other periodic inspection systems are state appointed.

*** Voluntary program, except mandatory for used vehicles registered for the first time in the State.

**** Mandatory for used vehicles registered for the first time in the State or when registrant changes residence.

SUMMARY OF STATE MOTOR VEHICLE INSPECTION PROGRAMS

STATE	TYPE OF PROGRAM (PERIODIC, NONE, RANDOM)	INSPECTION FEE	INSPECTIONS PERIOD (ALL YEAR=AY)	FREQUENCY	ADMVD BY
Alabama	N	—	—	—	—
Alaska	R	—	R	R	—
Arizona	N	—	—	—	—
Arkansas	P	\$1.75	AY	1 Yr	SP
California	R	—	R	—	SP
Colorado	P	\$1.50	AY	6 mos	REV
Connecticut	R***	\$1.00	R	—	—
Delaware *	P	—	AY	1 Yr	MVD
D.C. *	P	\$1.00	AY	1 Yr	MVD
Florida	P	\$3.00	AY	—	DPS
Georgia	P	\$1.25	Jan - June	1 Yr	DPS
Hawaii	P	\$2.00	AY	1 Yr	CP
Idaho	P	\$2.00	AY	—	CP

STATE	TYPE OF PROGRAM (PERIODIC, NONE, RANDOM)	INSPECTION FEE	INSPECTION PERIOD (ALL YEAR= AY)	FREQUENCY	ADM'D BY
Illinois	P	—	A	—	—
Indiana	P	\$2.50	AY	1 Yr	MVD
Iowa	R	—	R	—	—
Kansas	N	—	—	—	—
Kentucky	P	\$2.00	AY	—	DPS
Louisiana	P	\$1.00	Dec-March	1 Yr	SP
Maine	P	\$1.00	AY	6 Mos	SP
Maryland	N****	—	—	—	—
Massachusetts	P	\$1.00	Apr - May Sep -Oct	6 Mos	MVD
Michigan	N	—	—	—	—
Minnesota	R	—	R	—	—
Mississippi	P	\$1.25	Jan - Mar	1 Yr	DPS
Missouri	P	\$2.50	AY	1 Yr	SP

STATE	TYPE OF PROGRAM (PERIODIC, NONE, RANDOM)	INSPECTION FEE	INSPECTION PERIOD (ALL YEAR=AY)	FREQUENCY	ADM'D BY
Montana	N	---	---	---	---
Nebraska	P	\$2.00	Det. by DMV	1 Yr	MVD
Nevada	N	---	---	---	---
New Hampshire	P	No Law	May - Oct	6 Mos	DPS
New Jersey	P	\$1.00	AY	1 Yr	MVD
New Mexico	P	\$1.00	Alt. Months Feb - Dec	6 Mos	MVD
New York	P	\$3.00	AY	1 Yr	MVD
North Carolina	P	\$2.00	AY	---	MVD
North Dakota	P	---	R	---	---
Ohio	R	---	R	---	---
Oklahoma	P	\$2.00	To Be Det.	---	DPS
Oregon	R	---	R	---	---
Pennsylvania	P	\$2.00-\$4.00	May - July Nov - Jan	6 Mos	REV

STATE	TYPE OF PROGRAM (PERIODIC, NONE, RANDOM)	INSPECTION FEE	INSPECTION PERIOD (ALL YEAR= AY)	FREQUENCY	ADM'D BY
Rhode Island	P	\$1.00	AY	1 Yr	MVD
South Carolina	P	\$1.75	To Be Det.	1 Yr	MVD
South Dakota	P	\$3.00	Not Set	1 Yr	CP
Tennessee	N	—	—	—	—
Texas	P	\$2.00	AY	1 Yr	DPS
Utah	P	\$2.25	AY	1 Yr	SP
Vermont	P	\$1.00	AY	6 Mos	MVD
Virginia	P	\$2.00	6 Mos	SP	MVD
Washington	R*	—	R	—	SP
West Virginia	P	\$3.50	AY	1 Yr	DPS
Wyoming	P	\$2.00	Det. REV	1 Yr	REV

Situation 2 - Motor Vehicle Registration

Select another license plate number and contact the desk sergeant requesting the name and current address of a vehicle owner (select the vehicle of an office employee). Also request that the desk sergeant furnish the make, model, year, and body type of the vehicle selected. (Check response time and accuracy of the information received).

Standard. The purpose of this standard is to insure that adequate record systems are developed and maintained so that vehicle ownership can be rapidly determined for investigative law enforcement and other operational and research purposes.

The following data should be readily available for each vehicle registered on post:

- (1) Make
- (2) Model and Year
- (3) Identification Number
- (4) Body Type
- (5) License Plate Number
- (6) Name of Current Owner & Address
- (7) Registered Gross Laden Weight of Every

Commercial Vehicle

- (8) All Other Requirements Set Forth in AR 190-5

The registration records system should provide at least the following services:

- (1) Rapid Entry of New Data
- (2) Controls To Eliminate Unreasonable Delay
- (3) Rapid Audio or Visual Response for Priority

Requests

- (4) Data for Statistical Computations
- (5) Data for Enforcement Purposes

Recommendation. Vehicle registration is a method of identifying vehicle owners in the event of involvement in a traffic collision or traffic law violation. As a deterrent to auto theft, nothing could be more important than a responsive records system. Additionally, important information concerning vehicle ownership is developed from registration files for use by government. Army Regulation 190-5, Motor Vehicle Administration, promulgates Department of the Army policy on vehicle registration procedures. An important and definitive source of registration information is the Uniform Vehicle Code, revised 1968 edition. Each registration section should maintain a copy of this document. Excellent definitions and registration requirements for all vehicles are established in the Vehicle Code.

The following table contains general motor vehicle registration information by State. This information is useful for registration and enforcement activity.

GENERAL MOTOR VEHICLE REGISTRATION INFORMATION

STATE	EXP. DATE	CERT. OF TITLE	PLATE TRANSFER	BASE FOR FEES	GRACE PERIOD	REG. APP.	NUMBER OF PLATES
Ala.	Sep 30th	No	Yes	Flat \$13.00	45 days	County	1
Al.	Dec 31st	Yes	Yes	Flat \$30.00	5 mths	State	2
Ariz.	Dec 31st	Yes	Yes	Flat \$ 6.25	2 mths	County	2
Ark.	Staggered Reg.	Yes	No	Weight	None	State & County	1
Calif.	Dec 31st	Yes	Yes	Flat \$11.00 + 2% market value	None	State	2
Colo.	Dec 31st	Yes	No	Weight	2 mths	County	2
Conn.	Staggered	Yes	No	Flat \$10.00	None	State	2
Del.	Quarterly	Yes	Yes	Flat \$20.00	None	State	1
D.C.	Mar 31st	Yes	No	Weight	None	- -	2
Fla.	May 31st	Yes	Yes	Weight	50 days	State	1
Ga.	Dec 31st	Yes	Yes	Weight	4 mths	County	1
Haw.	Dec 31st	Yes	Yes	Weight	3 mths	County	2
Idaho	Dec 31st	Yes	No	Age of Veh.	None	County	2
Ill.	Dec 31st	Yes	No	Horsepower	2 mths	State	2
Ind.	Feb 28th	Yes	No	Flat \$12.00	None	County	1
Iowa	Dec 31st	Yes	Yes	Weight +Val.	30 days	County	2

STATE	EXP. DATE	CERT. OF TITLE	PLATE TRANSFER	BASE FOR FEES	GRACE PERIOD	REG. APP.	NUMBER OF PLATES
Kans.	Dec 31st	Yes	No	Weight	3 mths	County	1
Ky.	Dec 31st	Yes	Yes	Flat \$11.00	2 mths	County	1
La.	Dec 1st	Yes	Yes	Flat \$3.00 Biannually	None	State	1
Me.	Dec 31st	No	No	Flat \$15.00	2 mths	State	2
Md.	Mar 31st	Yes	No	Weight	None	State	2
Mass.	Dec 31st	No	No	Flat \$6.00	None	State	2
Mich.	Feb 28th	Yes	No	Weight	None	State	2
Minn.	Dec 31st	Yes	Yes	Weight	2 mths	State	2
Miss.	Oct 31st	Yes	Yes	Weight	None	County	1
Mo.	Staggered	Yes	No	Horsepower	None	State	1
Mont.	Dec 31st	Yes	Yes	Weight	45 days	County	2
Nebr.	Dec 31st	Yes	No	Flat \$9.00	2 mths	County	2
Nev.	Dec 31st	Yes	No	Flat \$5.50 Biannually	30 days	County	2
N.H.	Mar 31st	Yes	No	Weight	None	State	2
N.J.	Staggered	Yes	No	Weight	30 days	State	2
N. Mex.	Dec 31st	Yes	Yes	Flat \$18.00 + weight	60 days	State	1
N.Y.	Staggered	No	No	Weight	None	County & State	2

STATE	EXP. DATE	CERT. OF TITLE	PLATE TRANSFER	BASE FOR FEES	GRACE PERIOD	REG. APP.	NUMBER OF PLATES
N.C.	Dec 31st	Yes	No	Weight	45 days	State	1
N. Dak.	Dec 31st	Yes	Yes	Weight + veh age	None	State	2
Ohio	Apr 15th	Yes	No	Flat \$10.00	None	State	2
Okla.	Dec 31st	Yes	Yes	Value	30 days	State	1
Oreg.	Staggered	Yes	Yes	Flat \$10.00	None	State	1
Pa.	Mar 31st	Yes	No	Flat \$10.00	None	State	1
R.I.	Mar 31st	No	No	Weight	None	State	2
S.C.	Oct 31st	No	No	Weight	None	State	2
S. Dak.	Mar 31st	Yes	Yes	Weight	None	County	2
Tenn.	Mar 31st	Yes	No	Flat \$17.75	None	County	2
Tex.	Apr 1st	Yes	Yes	Weight	None	County	2
Utah	Dec 31st	Yes	No	Flat \$6.00	2 mths	State	2
Vt.	Feb 28th	No	No	Flat \$32.00	None	State	2
Va.	Mar 31st	Yes	No	Weight	45 days	State	2
Wash.	Dec 31st	Yes	Yes	Flat \$8.60	None	State	2
W. Va.	Jun 30th	Yes	No	Weight	None	State	2
Wisc.	Staggered	Yes	No	Flat \$18.15	None	State	1
Wyo.	Dec 31st	Yes	No	Flat \$7.50	60 days	County	2

Because each vehicle registrant at a military installation must show proof of insurance, the Armed Forces operate under a "compulsory automobile insurance concept". Though the amount of insurance coverage required by the military may seem low (10/20/5), only three states have "compulsory automobile insurance" (Massachusetts, New York, and North Carolina). Provost marshals should be familiar with the financial responsibility laws, and understand the configuration of financial responsibility systems in general.

Every state has enacted some form of financial responsibility law, implementing the public policy that motorists involved in traffic collisions should be able to pay property damage and personal injury claims for which they may be legally liable. Since military installations have wide geographic distribution, it is important to understand the various financial responsibility systems to advise vehicle registrants properly.

Prior to 1923, there was an established and recognized need to deal with the physically or morally irresponsible motorist. Proposed solutions to the problem since that time have consisted primarily of the following:

- (1) Financial Responsibility Laws. These laws generally provide that failure to satisfy a judgement for personal injury or property damage arising from the operation of a motor vehicle shall result in loss of the

driving privilege by the defendant, together with surrender by such person of registration cards and license plates for all motor vehicles registered in his name until certain specified conditions are met. These laws also generally require that upon restoration of the driving and registration privilege, the person involved shall be required to furnish and maintain proof of financial responsibility in the future.

(2) Safe Responsibility Laws. This type law requires the owner or operator of an uninsured vehicle which has been involved in a collision causing personal injury, or property damage in a stipulated amount, to post security until certain conditions are met under pain of losing driving privileges. Today, most state laws require the owner or operator involved to furnish or maintain proof of financial security for the future.

(3) Impoundment Acts. These acts embrace provisions for removing a motor vehicle from the use or control of its owner if the vehicle was uninsured at the time of the collision, but provides for the vehicles return upon the occurrence of other specified conditions. Several Canadian provinces have strict impoundment laws.

(4) Unsatisfied Judgement Funds. This system refers generally to an accumulation of money, usually by the State. Such funds are derived from taxes on

registrations or licenses. This fund is used to pay unsatisfied judgements arising out of motor vehicle collisions.

(5) Compulsory Automobile Insurance. Under this system, the purchase of an automobile insurance policy covering bodily injury and property damage claims is a precondition to registration of a motor vehicle.

(6) Compensation Plan. This system is a drastic departure from the present concepts of the law of negligence. In addition to compulsory automobile insurance which imposes the rule of liability without fault upon all motorists, it provides for payment to persons injured as a result of a motor vehicle collision. These payments are disbursed according to a schedule similar to those found in Workman's Compensation Laws. This type of plan was introduced in the Canadian Province of Saskatchewan in 1947, but has not been enacted in the United States.

A complete explanation of financial responsibility can be found in the Procedural Guide for Administration of Financial Responsibility Laws, published by the American Association of Motor Vehicle Administration. It covers the following areas:

- (1) Receipt of Records
- (2) Suspension or Revocation Issued on Receipt of Conviction Record

- (3) Notices to Enforcement Agencies
- (4) Police Demand Orders
- (5) Proof of Financial Responsibility After
Convictions
- (6) Unsatisfied Judgements
- (7) Disposition of Certificates of Insurance
- (8) Notification of Termination of Certificates
of Insurance
- (9) Change of Vehicle Under Certificate of
Insurance
- (10) When Proof May Be Cancelled or Returned
- (11) Termination of Requirement of Future Proof

The Uniform Vehicle Code (Chapter 7, Section 7-213 (B) and (C), recommends cooperation among the States for effective enforcement of a driver's financial responsibility, by providing for the suspension of a driver license or vehicle registration in the home state of a person who has become involved in a collision in another or foreign state. The foreign state must however require suspensions of its own residents to invoke this reciprocity. The following states do not have reciprocity laws in the area of financial responsibility: Delaware, Hawaii, Indiana, Iowa, Kentucky, Michigan, Virginia, and West Virginia.

Situation 3 - Motorcycle Safety.

Contact the traffic section or person responsible for traffic supervision and ask for a list of safety equipment required for drivers and passengers on motorcycles and the safety equipment required for the cycle itself. (Compare his list against the one below, the post regulation, and quiz the next military policeman you see as to his knowledge of the requirements).

Standards. The purpose of this standard is to reduce significantly the deaths and injuries from motorcycle collisions.

(1) Each installation should have a program specifically related to motorcycle operations including requirements for licensing, inspection, and safety equipment.

(2) Each motorcycle operator must be especially licensed to operate that type of vehicle.

(3) Each motorcycle operator must wear an approved safety helmet and eye protection when operating the vehicle on the installation.

(4) Each motorcycle passenger must wear an approved safety helmet and be provided with a seat and foot rest.

(5) Each motorcycle must be provided with a rear view mirror and be inspected at the time it is

initially registered and at least annually thereafter or in accordance with State or installation requirements.

Recommendation. Criteria, as promulgated by the National Safety Council on equipment required on motorcycles and motor-driven cycles, can be used by the provost marshal in updating the Post Traffic Regulation on motorcycle operation. These requirements appear in Article V, page 211-214 of the Uniform Vehicle Code, revised 1968 edition. This information is a new feature of the Code.

Motorcycle collisions are often spectacular and severe, and little is offered to motorcycle operators and passengers in the way of protection. At the same time, the motorcycle, when properly used, offers miles of convenient transportation, and many hours of fun and recreation. With this dilemma facing the supervisor charged with regulating the use of motorcycles on the installation, he must be prepared to offer sound advice to the commander on mandatory safety procedures and precautions as a prerequisite for registration and operation of the motorcycle.

The provost marshal should recommend the wearing of the following items of clothing for motorcycle operators and passengers:

- (1) Safety Helmet (mandatory)

- (2) Goggles or Face Shield (mandatory)
- (3) Sturdy Trousers
- (4) Sturdy Boots or Shoes
- (5) Leather Gloves
- (6) Leather Jacket

The rationale for recommending or requiring these items of clothing are that 50% or more of all persons injured in motorcycle collisions receive some type of injury to the head; 90% of the serious non-fatal injuries involved the lower extremities; more than 80% of the motorcycle collisions result in personal injury; injuries to the head are the most frequent cause of death in motorcycle collisions; safety helmets can reduce the risk of fatal head injury to about one-third of the risk involved without a helmet.²

The most critical aspect of personal protection is the helmet. Its use is recommended by leading health, medical and safety organizations. The helmet should, as a minimum meet the standard Z90-1-1966, US Standards Institute.³

²U.S. Public Health Service Publication, No. 1632, U.S. Department of Health, Education, and Welfare, Wash., D.C..

³Ibid.

One of the major problems confronting provost marshals is the safety of bicycle riders. This is particularly true of installations having large family housing areas. Bicycle deaths resulting from collisions with motor vehicles have risen drastically.⁴ An outstanding bicycle safety pamphlet published by the National Safety Council, 425 N. Michigan Avenue, Chicago, Illinois 60611, is available to offer recommendations on improving bicycle safety on the installation. The pamphlet discusses the following:

- (1) Bicycle Collision Statistics
- (2) Collision Circumstances
- (3) Bicycle Operation
- (4) Bicycle Characteristics
 - (a) Proper Size
 - (b) Age Group Characteristics
 - (c) Proper Condition and Inspection Requirements
- (5) Community Role in Bicycle Safety

If the provost marshal desires to incorporate bicycle safety and inspection requirements into the Post Traffic Regulation, Article XIII of the Model Traffic Ordinance is recommended.⁵

⁴Safety Education Data Sheet No.1, "Bicycles", National Safety Council, Chicago, Illinois.

⁵Model Traffic Ordinance, National Safety Council, Chicago, Illinois, 1968.

Situation 4a and 4b - Traffic Codes and Laws

4a. Request from your operations officer the latest Post Traffic Regulation with any changes and have a comparison made with the State Traffic Code and the Uniform Vehicle Code of 1968. (Major areas of disparity should be noted and considered for incorporation into the regulation if such inclusion would improve on-installation operations.)

4b. Determine from vehicle registration personnel the methods used to insure that all registrants are aware of and have copies of the Post Traffic Regulation. (Each person registering their vehicle on-post should have a copy).

Standard. The purpose of these situations is to insure the update of the Post Traffic Regulation in accordance with the Uniform Vehicle Code of 1968, and to insure that methods are found for distributing copies of the Post Traffic Regulation to all vehicle registrants. A survey of 43 Army installations revealed many were operating under obsolete traffic regulations.

Recommendation.

(1) Situation 4a. All Post Traffic Regulations should be updated in accordance with the Uniform Vehicle Code and Model Traffic Ordinance. Although published together, they are separate documents and each has its own foreword, table of contents, and index. The Uniform

Vehicle Code is a specimen set of motor vehicle laws designed and advanced as a comprehensive guide or standard for traffic code construction. This is particularly true of the Model Traffic Ordinance. These documents are not based on theory, as they draw upon the experience of many State laws. The Code reflects the need for uniformity in traffic regulations throughout the United States therefore it can serve as a reliable guide for the provost marshal. Copies of the revised 1968 edition of the Code can be obtained through the National Safety Council.

(2) Situation 4b. The provost marshal should insure that procedures are established for the issuance of Post Traffic Regulations to vehicle registrants. Coordination with the Adjutant General's Office and the Post Printing Plant could result in the reproduction of miniature sized regulation booklets suitable for distribution. If the regulation is not too voluminous, laws and regulations can be printed on one side, with an installation map printed on the reverse side.

Each unit commander should be encouraged or required by regulation to inclose a copy of the traffic regulation and State traffic laws in the welcome packets sent to newly arriving personnel. In this manner, the unit commander can assure himself that his personnel are aware of the laws whether they own an automobile, rent a vehicle, or borrow one from a friend.

Situation 5 - State Notification of Traffic Offenses

Contact the vehicle registration section and request the address of the State Traffic Records Department, and also inquire into the State policy on receiving traffic violations committed by military personnel on the installation.

Standard. An added incentive for proper driving behavior on the installation exists when vehicle operators are aware their on-post violations or collisions will become a matter of record in the state which issued their license. Highway Safety Standard No. 7 states that all convictions for moving traffic violations shall be reported to the State Traffic Records System. The commander can only revoke the on-post driving privilege. The off-post operation of an automobile remains independent of direct command action. If States are notified of violations and collisions, they can demand the surrender of that operator's permit under existing laws.

Recommendation. One of the provost marshals most important functions is the elimination of drivers from installation roadways because of poor driving habits. Point systems assist in detecting the poor driver or habitual traffic violator. Army Regulation 190-5 provides for revocation of on-post driving privileges under the point system. This eliminates only half of the problem

because the suspended or revoked driver can still operate a vehicle off-post. Provost marshals should exploit the existence of reciprocal agreements between states to maximize the effectiveness of enforcement programs. Since our society is such a transient one, this being particularly true of the military, the provost marshal should cooperate with and be extremely involved in notifying State agencies of military convictions for serious on-post moving violations and for collisions resulting from violations. Since some States entitle members of the Armed Forces to retain their license without renewing it as long as they remain in service and a resident of that State, the military has a special responsibility to insure that its members are mature and responsible drivers.

In compliance with this responsibility, each provost marshal should forward to the licensing State, a report of every conviction for serious moving violations or collisions resulting therefrom. If the individual is an irresponsible driver, who should not be driving a vehicle because of his attitude, habits or physical impairment, most States can revoke the license, which not only precludes legal on-post operation, but also prohibits off-post vehicle operation.

Another method of insuring that only responsible military personnel are licensed to drive is through

participation in the National Driver Register Program. On July 14, 1960, Congress passed Public Law 86-660 which stated: "The Secretary of Commerce shall establish and maintain a register identifying each individual reported to him by a State, or political subdivision thereof, as an individual with respect to whom such State or political subdivision has denied, terminated, or temporarily withdrawn (except a withdrawal for less than six months based on a series of non-moving violations) an individuals license or privilege to operate a motor vehicle.⁶ This public law was amended on September 9, 1966 and provides that any federal department or agency can be furnished information from the register.

The system works in this manner: States or agencies send the names of applicants for a driver's license to the Register in Washington, D.C.. which maintains a file of more than a million drivers whose licenses have been revoked for serious offenses. If the Register matches the name of an applicant the State or agency is notified. Applicants can be prevented from obtaining a new license, and in fact, may be prosecuted for making false statements on the license application. The response time for an inquiry to the Register is estimated at 24 hours.

⁶U.S. Department of Commerce, Bureau of Public Roads, "The National Driver Register", September 1965, p. 15, (Incorporated by the Department of Transportation).

To provide an example of the effectiveness of the Register, the State of Virginia recently checked 23,000 license applicants in a 60 day period. The Register revealed 65 names that were listed for serious traffic offenses. Without this check-up procedure, unscrupulous and potentially dangerous drivers would be operating vehicles on a valid license since the State had no other way of determining the applicants previous record.⁷

While the provost marshal is not responsible for licensing military personnel, he is responsible for on-post registration of those licensed elsewhere. An effective technique for preventive enforcement would be to actively participate in the National Driver Register Program and to check all personnel applying for on-post driving privileges. Information concerning this program may be obtained by writing the Department of Transportation, National Highway Safety Bureau, Washington, D.C. 20591.

Situation 6- Implied Consent Law

Check the Post Traffic Regulation and ascertain if a "implied consent" provision exists for determining blood-alcohol concentration of persons apprehended for operating a motor vehicle while under the influence of alcohol. Also ask for an explanation on the presumptive blood-alcohol level required to prove the offense

⁷Insurance Institute for Highway Safety, 20 Minute Speech -"Traffic Records", February 1968, p. 9.

of drunk driving. (The Post Traffic Regulation should contain an implied consent provision and the installation presumptive blood-alcohol level should not exceed .10 percent by body weight).

Standard. Statistics indicate that alcohol is a factor present to some degree in 50% of all traffic collisions.⁸ Each installation should have an implied consent provision written into its traffic regulation and the presumptive level, as established by Federal standards, should also be clearly stated and not exceed .10 percent by body weight.

Recommendation. The August 1968 Report of the Department of Transportation stated that the use of alcohol by drivers and pedestrians lead to some 25,000 deaths and a total of at least 800,000 crashes in the United States each year.⁹

The National Highway Safety Bureau has strongly endorsed and encouraged States to adopt statutes with implied consent authority. Under an implied consent law, any person arrested for driving while intoxicated

⁸House of Representatives, 89th United States Congress, Report Number 1700, July 15, 1966, p. 26.

⁹Insurance Institute for Highway Safety, 20 Minute Speech, "Alcohol in Relation to Highway Safety", October, 1960, p. 2.

is considered to have given his consent to a chemical test of his blood, breath or urine for the purpose of determining the alcohol content. Highway Safety Standards provide that blood alcohol concentrations of 0.10 percent by weight shall be the criteria for definition of "intoxication" or "under the influence of alcohol". The State of Utah has a presumptive blood-alcohol level of .08. A Canadian film, "Point 08", published by the Canadian Television Network, shows drivers with blood-alcohol levels of .08 operating vehicles on a measured course. These drivers were professional tournament drivers, but had extreme difficulty in operating their vehicles safely. Any provost marshal allowing a presumptive blood-alcohol level higher than .10 does so in contravention to established Federal policy.

Much controversy has arisen concerning implied consent laws, yet in the past three years, 26 states have passed such laws and only 5 States lack them. An excellent article by Andrew R. Hricko appears in the December 1969 issue of Traffic Digest and Review addressing the Constitutional implications of implied consent laws in the United States. The following information is a digest of that article.

(1) Fifth Amendment - Self Incrimination. The majority of the States Supreme Courts and the U.S. Supreme Court, have taken the position that the results of chemical tests of the type under consideration do not violate the

Fifth Amendment. In Schmerber v California (1966), the Supreme Court of the United States stated that the Fifth Amendment relates only to testimonial or communicative evidence, and the withdrawal of blood and its use in analysis did not involve compulsion to these ends.

(2) Fourth Amendment - Unreasonable Search and Seizure. The courts have held that the operation of a motor vehicle is a privilege, or a right subject to restrictions, and have granted more leeway in applying the search and seizure doctrine in cases involving vehicle operation than in cases involving a persons home or right to walk the streets. State statutes requiring a driver to display his license upon the request of a police officer have been uniformly upheld, even to the extent of permitting the use of roadblocks for this purpose, (City of Miami v Aronovitz, 1959). The court in this case stated, "The owner of such a license, exercises the privilege granted by it subject to reasonable regulations in the use of the highway common to all citizens...so long as the regulations themselves are reasonable and are reasonably executed in the interest of the public good, the courts should not interfere". The court concluded that any procedure lawfully directed toward the effective prevention of the negligent operation of the automobile and the imposition of requirements of competency on the part of the driver thereof, should meet the judicial approbation.

In Myricks v United States (1967), the court stated that, "The State can practice preventive therapy by reasonable road checks to ascertain whether man and machine meet the legislative determination of fitness, the purpose of the check is to determine the present, not the past; are the car, and the driver now fit for further driving?"

(3) Reasonableness. The Iowa Supreme Court in State v Heisdorffer, (1969), upheld a conviction where the defendant was observed operating a vehicle in an erratic manner and upon being stopped, alcohol was smelled on his breath. He was asked to get out of the car and attempt roadside sobriety tests, which he failed. He was then placed under arrest for DWI. The court stated, "The erratic path of the car and the smell of alcohol on defendant's breath furnished good cause to suspect defendant might be guilty of operating a motor vehicle while intoxicated. The tests were reasonably necessary to enable the patrolman to decide whether defendant should be arrested".

(4) Waiver. Constitutional privileges can be waived and this type of law could be sustained under an extension of the waiver of consent theory. Every person who operates or uses a motor vehicle must be regarded as exercising a privilege, and not an unrestricted right. It being a privilege granted by the Legislature, a person enjoying such a privilege must take it subject

to all proper restrictions, (Ule v State Ind, 1935). The Supreme Court of Nebraska (Prucha v Dept. of Motor Vehicles, 1961), stated, "The essence of the 'implied consent law' is that by driving a motor vehicle on the public highway, the operator consents to the taking of a chemical test to determine the alcoholic content of his body fluid. By the act of driving his car, he has waived his constitutional privilege against self-incrimination".

(5) Due Process. Due process is an elusive concept and its exact boundaries are undefinable. Put in the negative, due process prohibits conduct that denies fundamental fairness, shocking to the universal sense of justice. A narrowly drawn statute that requires such a test in specific and well-defined situations could overcome questions of vagueness and arbitrariness without difficulty. A law may be overbroad, and thus violate due process of law, although it is aimed at reaching lawfully punishable conduct. By focusing attention on drivers that the officer has reason to suspect is intoxicated, the problem of overbreadth can be overcome. Reasons to suspect are not difficult for an officer to substantiate. Such reasons as voice, speech, eyes, breath and gait are sufficient, (Rucker v State Ind, 1948). The following draft statute could easily be adopted for the Post Traffic Regulation:

Any person who operates a motor vehicle upon this installation shall be deemed to have given his consent to submit to a chemical test of his breath, for the purpose of determining the alcoholic content of his blood if he is either involved in any collision which results in property damage, personal injury or death, or is cited, charged or apprehended for a violation of any law relating to a moving vehicle, upon the request of a military policeman or officer who has reason to believe such person was driving a motor vehicle while under the influence of alcohol in violation of section _____ of this regulation. If such person refuses to submit to such a test, none shall be given, but such refusal shall constitute a violation of this section.

Every person convicted of a violation of this section shall automatically be assessed the traffic violation points appropriate for drunk driving as established in AR 190-5 or the provisions of this regulation, and be disciplined as the Commander may direct.

A complete copy of Hricko's article may be obtained by writing the Insurance Institute for Highway Safety, Watergate Office Building, Washington D.C. 20037.

Situation 7 - Identification and Surveillance of Collision Locations.

Select any busy intersection. Contact the traffic section and request the number of collisions that have occurred at that intersection in the past 12 months. (This situation is concerned with filing of collision reports for evaluation purposes).

Standard. The rationale for this situation is the identification of specific locations or sections of streets and highway which have high or potentially high

collision experience, as a basis for establishing priorities and improvement, collision prevention, and other operational practices that will eliminate or reduce the hazards at the location so identified. The procedure should provide as a minimum the following:

(1) There is a procedure for accurate identification of collision locations on all roads and streets:

(a) To identify collision experience and losses on any specific section on the road and street system.

(b) To produce an inventory of high collision locations, or locations where collisions are increasing sharply.

(c) To take appropriate measures for reducing collisions.

(d) To evaluate the effectiveness of safety improvements on any specific section of the road and street system.

(2) There is a systematically organized program:

(a) To maintain continuing surveillance of the roadway network for potentially high collision locations.

(b) To develop methods for their correction.

Recommendation. The following method is considered very effective for filing collision reports and for

identification and surveillance of collision locations. It was designed by the National Safety Council. For more information, write the National Safety Council, 425 North Michigan Avenue, Chicago, Illinois 60611 and request Traffic Safety Memo No. 40.

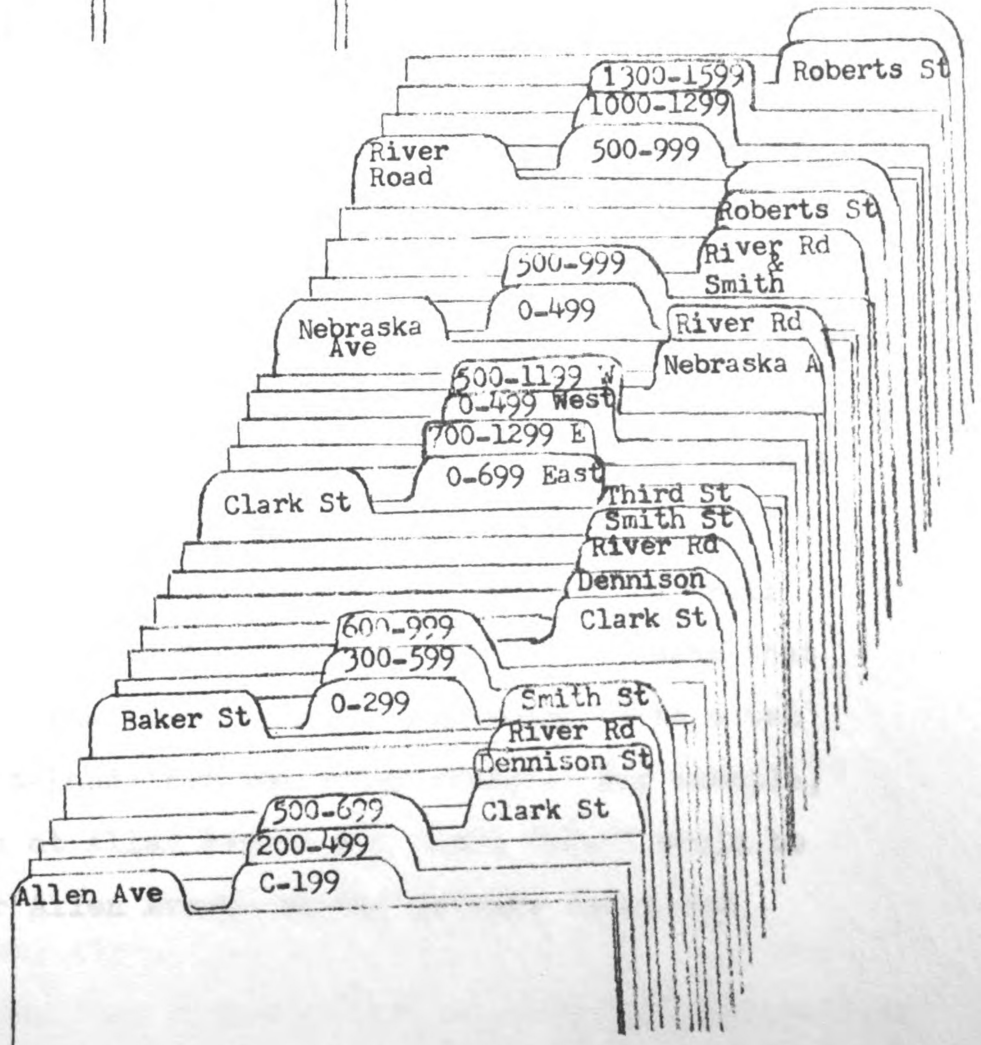
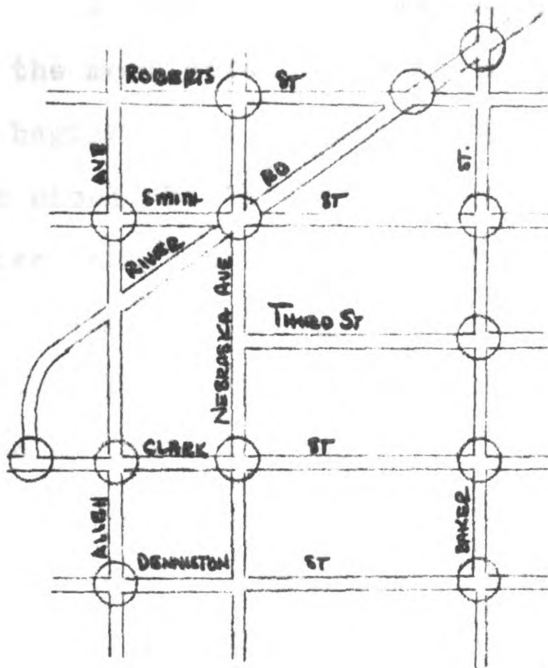
Without collision records, collision facts are likely to be based on opinion and guesswork. One of the most effective uses of collision reports is in preventing the occurrence of other collisions at the same location. Collision reports must be filed in such a manner that the collision experience at a single intersection or section of a street is immediately available for detailed study to develop prevention methods.

Collisions occurring between street intersections are filed by the name of the street as a primary index and the house numbers along the street as a secondary index. (See diagram on next page).

Collisions occurring at street intersections are indexed by the names of the two streets in alphabetical sequence, with the street name coming first alphabetically made the primary index, and the other street names, made the secondary index.

The files consist of a guide bearing the name of a street (primary index), followed by reports of between-intersection collisions occurring on that street, followed in turn by reports of collisions occurring at points intersecting that street.

FILING COLLISION REPORTS BY LOCATION



A location file may be started at any time, but for the most effective results, it should be started at the beginning of a quarter period. The primary index tabs should be to the left, secondary index folders with center tabs (for between-intersection collisions) and some folders with right hand tabs (for intersection collisions) as indicated on the diagram. Warning index cards should also have a right-hand tab. Cards and folders should be prepared only as they are needed.

Each collision that occurs between intersections will require a primary index for the street on which the collision occurred. For example, 408 East Clark Street would be filed directly behind a primary index marked Clark Street. As additional reports on Clark Street are received, secondary index folders (with center tabs) should be prepared to simplify the filing process, dividing East Clark Street into sections between certain streets depending on the number of collisions occurring on that street.

Collisions occurring at an intersection will require two indexes—a primary for the street name that comes first alphabetically and a secondary (with a tab at the right-hand) for the other street. For example, a collision at Allen Avenue and Clark Street would be filed under Allen Avenue as the primary index and

Clark Street as the secondary index. A collision at Nebraska Avenue and Clark Street would be filed under Clark Street as the primary index and Nebraska Avenue as the secondary index. All reports should be filed by date with the most recent one in front.

When more than two streets join at one intersection, the first two names alphabetically are used for filing and distinctively-colored warning cards are put in other places where reports might be filed by mistake. For instance, Smith Street, River Road and Nebraska Avenue meet at one intersection. File under Nebraska Avenue as the primary index and River Road and Smith Street as the secondary index. Then a warning card is filed behind the primary index Nebraska Avenue reading(Smith Street-see River Road),and another warning card is placed behind the primary index of River Road reading(Smith Street-see Nebraska Avenue). In this manner, if a report is received marked Nebraska and Smith, the file clerk will find the first warning card cautioning him that all reports for that intersection are filed under Nebraska Avenue and River Road. And if a report is received marked River and Smith, the clerk will find the second warning card River Road, directing him to the primary index of Nebraska Avenue.

If more than twenty streets are numbered consecutively (1st, 2nd, 3rd) spell them out. If less than 20,index them either before or after the alphabetical

files. Fifth Street would come before Fourth Street when spelled out alphabetically and A Street would come before Allen Street. Omit directions such as North, East, etc., except for between intersection collisions as previously discussed.

Location files are designed to collect collision reports according to the place of occurrence. Since many times the exact location of the collision is unknown, but the drivers name is known, maintaining a driver record file will greatly assist in obtaining the collision report from the location files. A driver record card should not show details of the collision, but be confined to a cross-reference to the collision location file.

Situation 8a - 8e - Traffic Records

8a. Select a vehicle license plate number. Telephone the vehicle registration section and request all available data on the owner and the vehicle. Tell the vehicle registration personnel it is imperative that you have the information immediately. Request he call you back direct and give you the information. (Check the response time, completeness of the information, and if all information was provided in accordance with the list outlined below).

8b. Select an intersection where you know a collision has recently occurred and send your traffic supervisor the following note:

"I would like to know not later than 0900 hours tomorrow, the following information on all collisions that have occurred at _____ intersection over the past 12 months:

(1) Identification of drivers and vehicles (name, rank, organization of drivers, make, model and year of vehicles involved).

(2) Type collision (fatal, personal injury, violations involved).

(3) What were the environmental conditions (day, night, weather conditions).

(4) Were safety belts in use?
(You are interested in the efficiency of collision filing and reporting systems).

8c. Call your traffic supervisor and ascertain if he knows what day of the week and hour of the day most traffic collisions occur, and if not, how long it would take to compile this data. (You are concerned with collision summary listings and trend analysis).

8d. Ask your operations officer to describe and explain the review procedures used to analyze DA Form 19-68 (Traffic Accident Investigation Report) to determine if a competent collision investigation has been accomplished.

8e. Write the following note to your operations officer or traffic supervisor:

(1) How many instances in the past have we released information contained on the DA Form 19-68 to non-government agencies?

(2) What information have we released, and is this release in accordance with Army Regulations?

Standard. The purpose of these situations is to evaluate the proficiency and completeness of traffic records maintenance. The records system should contain as a minimum:

(1) Information on vehicles and systems capabilities:

- (a) Make
- (b) Model Year
- (c) Identification Number (rather than motor number)
- (d) Type of body
- (e) License plate number
- (f) Name of current owner
- (g) Current address of owner
- (h) Registered gross laded weight of every commercial vehicle
- (i) Rapid entry of new data into the record
- (j) Controls to eliminate unnecessary or unreasonable delay in obtaining data
- (k) Rapid audio or visual response upon

receipt at the records center of any priority request for status of vehicle possession authorization

(1) Data available for statistical compilation as needed by authorized sources

(m) Identification and ownership of vehicles sought for enforcement action or other operational needs

(2) Information on drivers and systems capabilities

(a) Positive identification

(b) Current address

(c) Driving history

(d) Rapid entry of new data into the system

(e) Controls to eliminate unnecessary or unreasonable delay in obtaining data which is required for the system.

(f) Rapid audio or visual response upon receipt at the records center of any priority requests for status of drivers license validity

(g) Ready availability of data for statistical compilations as needed by authorized sources

(h) Ready identification of drivers sought for enforcement or other operational needs

(3) Information on types of collisions to include:

(a) Identification of locations in space and time

(b) Identification of drivers and vehicles involved

- (c) Type collision
- (d) Description of injury and property damage
- (e) Description of environmental conditions
- (f) Causes and contributing factors, including the absence of or failure to use available safety equipment

(4) Methods should be available to develop summary listings, cross tabulations, trend analysis and other statistical treatments of all appropriate combinations and aggregations of data items, and the basic minimum data record on drivers, and collision experience by specific groups.

One of the primary functions of the traffic supervisor should be the review of collision reports to determine the competency of field collision investigations. Excellent reference material is available to assist in rendering such determinations. One of the most thorough review procedures is contained in the January 1970 issue of the Military Police Journal. Major Joseph D. Cooke, United States Army, designed a "Traffic Accident Investigation Checklist" that should prove extremely useful for the supervisor in reviewing collision reports.¹⁰

¹⁰Major Joseph D. Cooke, Jr, "Traffic Accident Investigation Checklist", Military Police Journal, Vol. XIX, No. 6, January 1970, Fort Gordon, Georgia, p. 17-20.

There are specific information release requirements for DA Form 19-68. When information is released, it should be in accordance with instructions listed on the form itself, and in consonance with established legal policy. The important point here is that collision information release can never be considered routine. Provost marshals must constantly monitor this critical area, and emphasize to subordinates that release of this information can obligate the Army to payment of damages, and if not payment, many hours of litigation will be required to resolve the question of claims.

Recommendation. The significance of an effective traffic records system was emphasized by the 89th Congress in the Highway Safety Act of 1966. The report stated:

The most definitive, objective, and specialized accident investigation of which we are capable will be useless unless its results can be fed into a record system, correlated with other relevant data, and made to serve some purpose other than mere accumulation.

Uniform, complete, and accurate accident reports...can tell us not only how many accidents we have, but what kind of accidents they are, where and when they occur, the physical circumstances and the people, injuries, death, and damage they involve, what emergency services and enforcement agencies responded and how, and what judicial actions resulted, to mention only the most obvious possibilities.¹¹

¹¹Committee on Public Works, House Report Number 1700, 89th United States Congress, Washington, D.C..

The traffic records requirement of the Federal Highway Safety Act is aimed at developing data for several purposes. Implications for a military installation are:

(1) A reliable indication of the magnitude and nature of the installation traffic collision problem.

(2) A reliable means for identifying short-term changes and long-term trends in the magnitude and nature of traffic collisions.

(3) A valid basis for:

(a) The detection of high or potentially high collision locations and causes.

(b) The detection of health, behavioral and related factors contributing to collision causation.

(c) The design of collision, fatality, and injury counter-measures.

(d) Developing means for evaluating the cost effectiveness of these measures.

(e) The planning and implementation of selected enforcement and other operational programs.

Collision data has many uses. The maintenance of accurate and well-correlated collision information can be used as follows:

(1) Provost Marshal. Needs data for citations, adjudication assistance to commanders, trends for enforcement planning, and allocation and assignment of

manpower and other resources.

(2) Vehicle Registration. Needs driver information for actions relating to licensing, driver improvement, and financial responsibility; also needs vehicle information for compliance with Army Regulations concerning titling and inspection requirements.

(3) Post Engineer. Needs data for identifying potential high collision problem areas, checking design and maintenance standards, and scheduling improvements; data is also needed for related studies and actions.

(4) Post Safety Director and Public Information Officer. Needs general trends and statistics, plus specific problem information on highways, vehicles and drivers, for safety promotion to the Post population.

(5) Judge Advocate. Needs data for civil and criminal proceedings arising from collisions, violations, car thefts, contracts, suits and torts of various kinds. Data is also required for collision and injury claim settlements.

(6) Post Surgeon. Needs injury data for frequency rates, treatment techniques and abatement studies; planning data for adequate examination and treatment programs.

(7) Post Transportation Officer. Needs data for establishing operating policies, such as hours on the road, and vehicle data to suggest improvements in design

maintenance, vehicle modifications, and vehicle performance.

Traffic collision spot maps have long been recognized as valuable tools in collision prevention. The primary purpose of a spot map is to aid in identifying high collision locations and areas. It furnishes a quick visual index to concentrations of collisions which warrant detailed analysis. An adequate spot map is necessary for good traffic engineering, and it facilitates programs of selective enforcement. A spot map does not replace the location file, but serves as a supplement to it. It should never be used as the sole basis for studying danger spots in traffic.¹²

The most desirable map for a spot map is a type that (1) all the streets and intersections on the installation are clearly indicated, (2) will provide a contrast between the background and the pins, spots, or other signals to be used, and (3) can be readily photographed.

A black and white printed or lithographed map or a Van Dyke positive is perhaps the most satisfactory map. A blue-line print (blue lines on a white background) makes a good spot map, although it does not lend itself to photographic reproduction. The map should show streets, railroad lines, rivers, lakes, recreation areas and cemeteries, but should not show

¹²National Safety Council, Traffic Safety Memo No. 75, Chicago, Illinois.

buildings, or other data which would confuse the map.¹³

Traffic Safety Memo No. 75, published by the National Safety Council provides a detailed discussion of the traffic collision spot map. It addresses the following areas:

- (1) The Map - Type and Scale
- (2) Mounting the Map
- (3) Spotting Collisions
- (4) Period Covered by the Map
- (5) Special Collision Spot Maps for:
 - (a) Night Collisions
 - (b) Daytime Collisions
 - (c) Pedestrian Collisions
 - (d) School - Child Pedestrian Collisions
 - (e) Bicycle Collisions
 - (f) Others
- (6) Special Maps for Enforcement Purposes

Traffic Safety Memo No. 106, published by the National Safety Council discusses in depth, the planning of enforcement action based on collision records. In planning enforcement action based on collision records, the provost marshal is confronted by three questions:

- (1) How should available personnel be assigned?
- (2) How much enforcement should there be?

¹³Traffic Safety Memo No. 75.

(3) How can the quality of enforcement be measured?

In addition to procedures outlined in this guide, procurement of National Safety Council Traffic Safety Memo No. 75 and No. 106, will assist in answering these questions.

Situation 9a and 9b - Emergency Medical Services

9a. Ascertain from the operations officer, the amount of first aid training military policemen receive in the unit to which they are assigned, and further inquire on the procedures necessary for qualifying personnel to the extent they can be awarded the Red Cross First Aid Certificate. Also determine the procedures for requesting ambulance service and the communications available to direct the ambulance to the location where its services are needed. (You are concerned with emergency training and assistance).

9b. Ask your traffic supervisor to list the emergency equipment carried by the military police in their vehicles for possible use in rescue operations. Also determine how many military policemen are trained in emergency rescue procedures. How much reliance is placed on civilian rescue squads to assist in the event of emergency? What is their response time?

Standard. The purpose of these situations is to evaluate the emergency medical care system available to traffic collision victims. Such a system should

provide quick identification and response to collisions, sustain and prolong life through proper first aid measures, both at the scene and in transit. The system must also provide the coordination, transportation, and communications necessary to bring the injured and definitive medical care together in the shortest possible time, without simultaneously creating additional hazards.

The provost marshal, working with the Post Surgeon, can significantly contribute to the achievement of this standard. Military policemen should be qualified in first aid by the American Red Cross or by the Post Surgeon. Procedures should be mutually agreed upon by the surgeon and the provost marshal on dispatch and response procedures of medical assistance.

Many traffic collisions and other emergency situations involve people who are trapped in vehicles and require immediate rescue to mitigate injuries. Military policemen should receive training in emergency rescue operations and have the equipment available to assist in or effect rescues. Coordination with local rescue squads will provide some insight into the training requirements. Military policemen should know the response times of various civilian rescue units in order to select the most appropriate agency for rapid assistance.

Recommendation. Provost marshals have a responsibility to assist in minimizing the human loss

resulting from traffic collisions. Generally, the military policeman is the first to be summoned in the event of a collision, and are generally the first persons on the scene who are expected to know what to do and how to do it. Military policemen must be adequately trained in advanced first aid techniques. With approximately 46 million persons injured each year in the United States and approximately 50,000 hospital beds being occupied by collision victims, the importance of first aid cannot be downgraded.¹⁴

One highway safety expert has commented that American emergency care is in the Dark Ages. A special committee of the Division of Medical Science, National Academy of Science, said: "Expert consultants returning from both Korea and Viet Nam have publicly asserted that, if seriously wounded, a soldier's chances of survival would be better in the combat area than on the average city street in the United States. Excellence of initial first aid, efficiency of transportation, and energetic treatment of military casualties have proven to be major factors in the progressive decrease in death rates of battle casualties reaching medical facilities, from 8 percent in World War I, to 4.5 percent in World War II, to 2.5 percent in Korea, to less than

¹⁴Metropolitan Life Insurance Company, Pamphlet, Medical Care and Transportation of the Injured, p.1.

2 percent in Vietnam. In Vietnam, a wounded soldier is in a hospital within an average of 30 minutes. On highways, this is an exception rather than a rule."¹⁵

All military policemen should complete the American Red Cross Advanced First Aid Course and receive a qualifying certificate. The Michigan State Police proudly display the American Red Cross First Aid Symbol on the rear of their police cars, because each of their troopers is qualified in advanced first aid. In many localities throughout the United States, Red Cross agencies have offered their first aid courses to military policemen free of charge. If this course is not available in your area, adequate training can be given by the Post Surgeon and his staff. After a five year survey of collision victim treatment at a Memphis hospital, it was found that virtually none of the seriously injured automobile victims had received adequate or effective pre-admission first aid.¹⁶ This situation has become so critical that many states are considering giving a first aid examination to all applicants for a drivers license.

¹⁵Insurance Institute for Highway Safety, Pamphlet, Background Report on Emergency Medical Services, September, 1968.

¹⁶Ibid.

A second factor to consider, even though it is not a military police function, is a coordinated plan for emergency medical treatment. Communication is needed to mobilize additional rescue equipment, to clear traffic lanes, advise ambulance attendants on hospital enroute patient treatment, render directions to ambulances attempting to reach a collision scene, or rendering instructions on how to treat unusual wounds until a hospital attendant arrives. A fully coordinated plan can save many lives. Ambulance service should be responsive when notified of a collision, wrecker service should be on standby in the event victims are trapped in a vehicle or vehicles are blocking the roadway causing and additional hazard. Fire trucks should also have a communications capability for immediate response without having to relay requests for instructions through the engine company dispatcher. The U.S. Department of Health, Education and Welfare has made a rough national estimate that effective emergency medical care for traffic accident victims could, over a four year period, save 16,000 lives, reduce work-day losses by 8,180,000 and reduce hospital days by 2,401,000.¹⁷

¹⁷Insurance Institute Pamphlet, Background Report on Emergency Medical Services, September 1968, p. 6.

Situation 10a - 10f - Highway Design, Construction and Maintenance.

10a. While driving to work, or during mobile inspectional surveillance, identify several safety features that are lacking along the roadway, (debris, dirty or turned signs, non-operative traffic signals, etc.). Also observe situations that need safety improvement (guard rails around playgrounds, signs directing traffic to hospitals, etc.). Contact the operations officer and ask if any of these defects have been reported by military policemen, or how many suggestions for improvement of traffic safety have been submitted.

10b. Determine from your traffic supervisor the number of signs on post that would assist motorist or emergency vehicles in reaching the hospital, military police station, post headquarters, or information center.

10c. Determine from your traffic supervisor the procedures used to clear debris from an accident scene and what problem areas are encountered in accomplishing this task.

10d. Determine from your traffic supervisor if any traffic signals are suspended over or located on State highways offering ingress or egress to the installation. Ask if any military policemen manually control these lights, and if so, by what authority.

(Interest here is with possible violations of the Posse Comitatus Act).

10e. Determine the procedures in effect to keep traffic flowing in the event of a malfunction of traffic signals. Also determine who repairs these signals and how long it takes to obtain such repairs.

10f. Advise your operations officer that you desire to know the procedure he would use to raise or lower the speed limit on a certain street. (Select a street or roadway).

Standard.

10a. Military police patrols should be consistently reminded of their role in road maintenance. Road hazards and suggestions for eliminating hazards must be made an integral portion of the patrol function. Sign maintenance and reporting is but one function readily performed by military police patrols. Roadway debris and obstacles likewise can be reported. Suggestions for improvement in the safety of streets and roads must be encouraged and vigorously pursued (i.e. guardrails and other features which protect individuals from out-of-control vehicles at locations of special hazard, such as playgrounds, school yards, and commercial areas).

10b. The provost marshal should be the prime movant for a sound post-crash policy which includes at least the following:

(1) Signs at intersections and at other critical points, directing motorists to the post hospital or medical care facility.

(2) Maintenance personnel trained in procedures for summoning aid, protecting others from hazards at collision sites, and removing debris.

(3) Emergency access and exit instructions for emergency vehicles where such instruction would significantly reduce travel time without reducing the safety benefits of access control.

10c. Post-crash debris clean-up poses a special problem for the military policeman. On many occasions, the resulting debris and wreckage is so large that support is required to effect the clean-up. Procedures for engineer and wrecker support must be firmly established in order to quickly restore the roadnet to full traffic capacity.

10d. The manual operation by military police of traffic signals located on State property places the military policeman in the position of enforcing State law unless some form of concurrent jurisdiction is present. If military policemen do effect such control, the Staff Judge Advocate should be contacted to determine its legality.

10e. Military policemen must be aware of the preventive maintenance, repair and inspection requirements

for traffic control devices. Effecting such maintenance, repair, and inspection is not a military police responsibility, however the military police function of traffic control and direction can be adversely affected by poor signal maintenance and tardy control device repair. Supervisory personnel should know who is to be contacted for signal maintenance and emergency repair.

10f. This situation is used to evaluate the proficiency of traffic personnel in conducting limited traffic improvement studies. The response you receive should, as a minimum, include the procedures outlined in Department of the Army Technical Manual 19-251, Section V, pages 25-28. This manual should be maintained by the Provost Marshal's Office for reference in the procedural conduct of traffic control studies.¹⁸

Recommendation. The provost marshal's responsibilities in this area are:

- (1) Reporting hazardous situations presented by the roadway.
- (2) Conducting limited traffic studies to improve direction of traffic and eliminate congestion.
- (3) Participate meaningfully as a member of the Installation Planning Board, offering advice and recommendations on traffic control and direction.

¹⁸DA Technical Manual 19-251, Traffic Control Studies, Hq. Department of the Army, June 1966, Wash, D.C..

Department of the Army Technical Manual 19-251 offers a thorough discussion of limited traffic surveys for remedial purposes. The Uniform Manual on Traffic Control Devices establishes the justification for implementing results of surveys.

Situation 11a - 11c - Traffic Law Enforcement, Collision Prevention, and Speed Measuring Devices

11a. Determine how often military police vehicles are calibrated. (Speedometer calibration for accuracy in pace method clocking of speeding violators is essential). Also request an operational policy statement on how long a military police vehicle should maintain an equi-distant pace behind a vehicle suspected of speeding.

11b. Determine the procedures used to calibrate and repair speed measuring devices. How long does it take to effect delivery and return of this equipment when it is inoperative and in need of repair?

11c. Ask your operations officer if there is a published policy on the operation of speed measuring devices used in conjunction with traffic law enforcement, collision prevention, and traffic control studies.

Standard.

11a. Department of the Army Field Manual 19-25 establishes the necessity for calibration of military police vehicles. However, this procedure is overlooked

and often becomes a point of controversy on certain traffic violation reports. "It is important that military policemen keep a valid record of calibration with the vehicle."¹⁹

11b. Calibration, maintenance, and repair of speed measuring devices should be continually monitored by supervisory personnel. With proper use and maintenance, speed measuring equipment repair can be reduced. Upkeep of this type of equipment is essential to fair and effective enforcement. Controversy will inevitably arise as to the accuracy of speed measuring devices, and traffic supervisory personnel must be prepared to justify to commanders, the accuracy of the equipment. A damaged tuning fork for calibrating RADAR equipment can cause error in the adjustment of the set. All operators should be governed by an established policy when employing speed measuring devices. For instance, RADAR should never be employed on a downhill grade where a vehicle would normally increase its speed, or employed in the vicinity of air fields or construction sites without approval.

11c. The employment of speed measuring devices must be governed by a well documented standing operating procedure. A sample program for using RADAR effectively is located below, however, any operational policy must

¹⁹Department of the Army Field Manual 19-25, Military Police Traffic Control, Washington D.C., 1964 U.S. Government Printing Office 744-282/10108.

include as a minimum, the following:

(1) License requirements by the Federal Communications Commission for RADAR.

(2) Operational instructions for various types of speed measuring devices.

(3) RADAR radiation (x-band).

(4) Employment criteria for military

policemen:

(a) Selection of proper sites for speed surveillance

(b) Antenna positioning

(c) Recognition of RADAR interference

(d) Equipment malfunction detection

and remedial action

(e) Identification of speeding vehicles

(f) Court or adjudication requirements

(g) Functional limitations and

compensation

(h) Counter-measures used by drivers

to defeat RADAR

Recommendation. Obtain a copy of RADAR Training Publication No. 7330 241-103 from Northwestern University, Traffic Institute, Evanston, Illinois.

Discussion. All RADAR speed meters currently manufactured use a frequency of 10,525mc (megacycles).

Predecessor RADAR units used a frequency of 2,455mc. Since each RADAR set is a radio transmitter, it must be licensed by the Federal Communications Commission and is subject to their regulations. A RADAR unit consists of an antenna, a speed indicator, and a control and adjustment cabinet. Most units now are fully transistorized resulting in smaller components and less power drain on the vehicle electrical system. Antennas are of two types--rabbit ears and parabolic (spot light). The antenna generally mounts on a special window bracket. A permanent fused power connector should be provided. The control box should be mounted in a location that is well ventilated, accessible, and offers secure mounting. The indicating speed meter should be mounted in a location where the military policeman can read it directly. The police vehicle should be placed exactly parallel with the road and the antenna aimed directly at the traffic to be surveyed.

Before violation checks are made, the RADAR unit meter should be checked for erratic readings and ghost readings (no vehicles present). If such indications are present, the set should be moved to a new location. Calibration checks with the tuning fork should be made at the beginning and several times during the duty tour. A RADAR log should be kept of the tour operation, noting the following information:

- (1) Date
- (2) Location
- (3) Time operation began
- (4) Time operation ended
- (5) Time and type of calibration check

conducted and results

- (6) List of violators (Very important)

It has been suggested that the police RADAR beam presents a potential radiation hazard to human life. Such a charge appeared in the March 6, 1964 issue of Autocar, a British magazine. There have, however, been no reported instances of injury to police personnel resulting from exposure to speed RADAR.²⁰

To obtain the maximum value from RADAR, the provost marshal should follow a three-point program:

- (1) Train RADAR personnel.
- (2) Maintain equipment.
- (3) Plan and schedule RADAR operations.

With reference to the training of personnel for RADAR operations, a military policeman should know how to:

- (1) Select a proper site for speed surveillance:
 - (a) Do not employ on a down slope
 - (b) Do not employ near an airfield without

²⁰Northwestern University, Traffic Institute
Training Publication No. 7330-241-103, March 1965,
Evanston, Illinois.

clearance from air field officials

(c) Do not employ near construction sites without clearance from work crew supervisor or other construction officials

(d) Do not employ near missile positions

(2) Position antenna for maximum effectiveness

(3) Determine operating range at each location

(4) Recognize equipment trouble and understand the remedial actions for such difficulty

(5) Recognize various forms of RADAR interference both natural and man-made

(6) Identify the speeding vehicle

(7) Meet adjudication requirements

(8) Know the functional limitations of RADAR and how to compensate for them

(9) Know the countermeasures used by some drivers to defeat RADAR.

Well maintained equipment is essential to an effective RADRA operation program. Since RADAR is a special type of combined radio-transmitter and receiver, and must be licensed by the Federal Communications Commission, one of the licensing requirements is that the device be calibrated every six months by a licensed technician and that a record be kept of this calibration. Adjustments to the transmitter must be made by a licensed

technician, and adjustments and repairs to other circuitry should be made by a qualified technician.

A planned operational program provides the provost marshal with a basis for measuring results of RADAR operation. With such a program, he can be certain that the RADAR is being operated correctly and efficiently used. A planned program specifies the objective of enforcing posted speed limits and the method of enforcement. Such a program wins public support, providing the public is aware of the program and its objectives. To this end, the provost marshal should enter in the daily bulletin, a notice that RADAR operations will be in effect, and encourage motorist to comply with the posted speed limits. The establishment of speed calibration lanes is a popular way of winning the support of the military community. Invite the public to drive their vehicles through such a lane, where their speed will be measured by RADAR, thus providing the motorist with an idea of the accuracy of his speedometer.

Situation 12 - Pedestrian Safety

If the installation has on-post schools, determine what procedures were used to select walking routes for the children. Also determine the bus loading and unloading procedures used in the school area, and the school crossing protection plan currently in use by post personnel to include military police participation in that plan.

Standard. Pedestrian safety must be emphasized and recognized as an integral, constant, and important element in installation planning and police traffic services. The provost marshal should continually inventory pedestrian motor vehicle collisions, identifying specifically:

- (1) The location and time of all such collisions
- (2) The age of all the pedestrians injured or killed
- (3) Where feasible, determine whether the exterior features of the vehicle produced or aggravated an injury
- (4) The color and shade of clothing worn by the pedestrian when injured or killed, and the visibility conditions which prevailed at the time of the collision.
- (5) The extent to which alcohol is present in the blood of fatally injured pedestrians (if appropriate)
- (6) Where possible, determine the extent to which pedestrians involved in collisions have physical or possibly, mental disabilities

Of special concern to the provost marshal is the safety of school children. The provost marshal must determine if the installation has a plan for the protection of children walking to and from school, entering and leaving school buses, and in neighborhood play. A school walking survey and plan should have

been conducted at the installation if on-post schools are present, or if local schools are immediately adjacent to the installation.

Recommendation. The problem of the pedestrian in traffic has always been a serious one, but today, it is acute. Because of more and faster cars, pedestrians must be more conscious of traffic dangers; they must adjust to the greater speed of cars, and must be more careful to observe pedestrian regulations. Younger children and elderly persons, whose sensory responses and physical coordination are less acute should be made aware of the dangers and be informed of the safety precautions needed to overcome these hazards.

Each year, 9,000 or more pedestrians are killed in the United States, with 150,000 or more injured. About one-fifth of all motor-vehicle deaths are pedestrians and 1,800 of these are children from the age 5 to 14.²¹ From the facts, it is evident that pedestrian safety, especially for children living in government on-post quarters, should receive special consideration by the provost marshal.

Statistics show that pedestrian deaths are most numerous in the early hours of darkness, especially in the fall and winter months. Special precautions should

²¹ National Safety Council, Education Data Sheet No.10, Pedestrian Safety, revised 1968, p. 1.

be taken in the housing areas and recreation and playground spots. Whenever a military police patrol observes children playing in the streets, jaywalking, walking on the wrong side of the road, waiting in the street for traffic to pass instead of on the curb, they must be required to stop and explain the hazards. In a large metropolitan area, this is often impractical, however on a military reservation, this action would not impair the patrol function to a large degree.

Immediately prior to the opening of schools located on-post, the Provost Marshal's Office should distribute to each parent with children attending these schools, a map of the housing area and all areas from the housing areas to the school. Parents should be requested to indicate on the map, the route their children will walk to and from school. The map is then returned to the Provost Marshal's Office by the parent. Through coordination with school officials, several routes can be determined which will be the safest for the children to follow. A letter should then be sent to the parents over the signature of the installation commander, requesting that children follow the designated routes.

As an added precaution, the school should be encouraged to institute a program specifying that if a child is more than 15 minutes late for school, the school automatically telephones the parent to determine

if the child is home or departed for school. Parents should be requested to telephone the school if their child will be absent. If a search is conducted for the child, the pre-planned walking route serves as an ideal start-point in looking for the child. Similar procedures should be instituted for bus pick-up locations when children are bussed to off-post schools.

Situation 13 - Traffic Direction

Determine from the operations officer, the methods used to provide directions to motorists requesting assistance in reaching an installation facility (Post maps, etc.)

Standard. One of the primary police traffic services is direction. This direction cannot be restricted to the standard traffic control post because more often than not, the military policeman is called upon to provide personal instruction. Furnishing motorists with a post map on which directions are clearly charted, is an excellent and well-organized means of conveying to the public, that the military police operation is efficient and directed toward assisting personnel. Nothing is more frustrating to a motorist than to ask a policeman for directions and receive a negative, incoherent, or inaccurate reply. Fort Gordon, Georgia, has an excellent color coded directional system for providing the motorist with timely information

concerning the route to key installation facilities. Such a system reinforces personal military police direction, and is worthy of any installation.

Recommendation. The direction and control of traffic on the streets are traditional police traffic functions. Essential functions of the police in traffic direction are:

(1) Answer questions, especially about installation traffic rules, and how to reach places or routes.

(2) Indicate to drivers and pedestrians what to do and not to do, especially at congested points or where hazards make streets and highways dangerous or difficult to use.

(3) Make emergency rules for the flow of traffic when the usual regulations prove inadequate to meet unexpected traffic conditions.

The major directional problem for the provost marshal is congestion. Unlike the traffic collision, it rarely threatens life and property. However, it exacts an enormous economic toll. It is a source of constant aggravation and complaint to the provost marshal and the commander. The basic causes of traffic congestion are simply too little road space and too many conflict points. Most installations were not designed for their present traffic volumes. The problem is further aggravated by

bad drivers and pedestrian practices, and poor driver regulation. Training publication, "Traffic congestion", published by the Traffic Institute, Northwestern University, Stock No. 0019, Classification No. 050.4, November 1962, presents an excellent analysis and discussion of the problem of congestion and the control principles and procedures that may be used for remedial action.

Situation 14 - Collision Investigation

If specially marked traffic vehicles are not used on the installation, request your operations officer to determine the feasibility of such specially marked vehicles and the procedures used to effect the required special markings.

Standard. The use of specially marked traffic vehicles has gained wide approval by police administrators and provost marshals throughout the United States. These vehicles, normally white in color, with green cross safety markings are used to emphasize the traffic safety consciousness of a community or an installation. Especially noteworthy is the use of a specially equipped collision investigation van.

Recommendation. The use of specially marked vehicles for collision investigation is not new to the military. Some installations, in addition to specially marked sedans, use collision investigation vans. The traffic collision van (similar in appearance to the VW bus)

has several important and meaningful uses.²²

For the most part, persons involved in motor vehicle accidents—whether visibly injured or not—are, in some degree, in a state of shock. Whether it be a mild case of nervousness or an advanced case of hysteria, it is important to the investigator to place that person in a position where he is at ease as much as possible under the trying circumstances. Sensible, progressive and modern police thinking along these lines would be to separate those involved from the spectators. Of course the ideal way to do this would be to bring the parties and witnesses involved into the police station to a office and in such a quiet and comparatively relaxed atmosphere, conduct the investigation. This of course is impractical because of the distance, number of accidents, etc. Accident investigation, then, must be accomplished as swiftly, yet as efficiently as possible — at the scene. The obvious answer appeared to be — if you can't bring the people to the office, then bring the office to the people.²³

Besides the apparent rationale and justification above, other benefits for using such a vehicle are:

(1) The TCI unit need not return to the station since all administrative equipment is located on the van.

(2) Upon arrival at the collision scene, investigation teams quickly free units which initially responded.

²²Harold W. Brewster, "Mobility for Accident Investigation", Traffic Digest and Review, January 1970, Vol 18, No. 1, Northwestern University, Evanston, Ill, p. 13.

²³Brewster, p. 13.

(3) The roving office, during slack periods, can contact other patrols who can use the office facilities afforded by the van for report completions and remain in radio contact within their assigned patrol areas.

(4) Such a vehicle is approximately \$700.00 cheaper than the conventional sedan or station wagon used for the same purpose.²⁴

(5) Public relations and military police esprit will be enhanced.

Situation 15 - Traffic Law, Search and Seizure

Write the following note to your operations officer or traffic supervisor:

1. What are our procedures on the search of vehicles that are stopped because the occupants are suspected of criminal activity?

2. Once we have apprehended the occupants of a vehicle and removed the vehicle to the Military Police Station, do our policies provide for another search of the vehicle after the occupants have been removed and are in custody inside the station?

3. If once a vehicle has been impounded, and during the process of security inventory of that vehicle, evidence is found linking the owner with the commission of a crime, do our impoundment and inventory policies allow for the seizure of that evidence?

²⁴Brewster, p. 15.

4. How extensive a search can be conducted of a vehicle whose occupants have been arrested?

5. Can our military policemen seize contraband observed in a vehicle without technically having conducted a search of the vehicle?

Standard. All military policemen must know and understand the principles behind the search and seizure of vehicles. The Supreme Court of the United States has ruled that special consideration must be given to law enforcement personnel in searching and seizing property from vehicles because of its mobility. Military policemen must know what these special considerations are, how to employ them, and the underlying principles.

Recommendation. Military policemen must be given extensive classes concerning traffic law. These classes should reference existing military and Constitutional Law as derived from the following cases:

(1) Carrol v United States, 267 U.S. 132, 45 Sup. Ct. 280, 69 L. Ed. 543 (3/25/25)

(2) Preston v United States, 376 U.S. 364, 84 Sup. Ct. 881, 11 L. Ed. 2d 777 (3/23/64)

(3) Cooper v California, 386 U.S. 58, 87 Sup. Ct. 788, 17 L. Ed. 2d 730 (2/20/67)

(4) Harris v United States, 390 U.S. 234, 88 Sup. Ct. 992, 19 L. Ed. 2d 1067 (3/5/68)

The search of automobiles is dominated by the Carrol element of the Carrol-Preston-Cooper Doctrine. First, the Carrol element permits the search of an automobile without a warrant because of its mobility, but this by no means eliminates the requirement of probable cause. It is simply that the search may be conducted without a warrant whereas in other instances a warrant might be indispensable. The reasoning behind an arrest of a person in an automobile, without a warrant, is that the officer must protect himself, prevent escape due to the mobility of an automobile, and secure evidence that would or could be destroyed during the period of time the police need to secure a warrant.

The Preston element is somewhat of a limitation in that the search must be accomplished when the automobile has recently been stopped (on the street). Once the vehicle has been impounded or otherwise immobilized (occupants removed and taken to MP Station) then a warrant would be essential, except insofar as the Cooper element modifies Preston. Cooper permits the search of an automobile which is impounded as having been forfeited by statute because of its use in the commission of a crime. Cooper may recognize the automobile as an instrument of crime, such as where the automobile was used for rape or robbery and thus impounded similar to the confiscation of a weapon, the

automobile being subject to examination as a gun is subject to a ballistics test. For the present however, the Supreme Court in Harris v United States has bypassed such a ruling. Related to the actual automobile search is the observing of evidence through the automobile window. This does not amount to a search. In such instances a warrant should not be required for a valid seizure (United States v Callahan, 256 F. Supp. 739, Minn, 1966); (State v Hill, 422 P. 2d 675, Oregon, 1967). Also, to be considered is the caretaking operation or pre-impoundment security procedures (Harris v United States) as a necessary permissible function.²⁵

Since the Military Court of Appeals may have promulgated more stringent requirements than those set forth in the above cases, the provost marshal must constantly coordinate automobile search and seizure policies with the Staff Judge Advocate. Since law is in a constant state of flux, today's accepted procedures may be obsolete tomorrow. It is the responsibility of the provost marshal to maintain current operational policies in the area of traffic law. While the policies of the Provost Marshal's Office may be up-to-date, each military policeman must understand the rationale supporting such policies in order to effectively implement them.

²⁵ Duane R. Nedrud, The Supreme Court and the Law of Criminal Investigation, L.E. Publishers, Inc (Chicago, 1969, p. 57-65.

Situation 16a - 16c - Traffic Law Enforcement and Collision Prevention.

16a. Ask your operations officer or traffic supervisor to provide you the current traffic enforcement index. (This is a management tool used to measure the relationship of traffic law enforcement to traffic collisions).

16b. Ask your operations officer to provide a policy summary on the issuance of warning tickets. At the same time, request a breakout of those receiving the traffic tickets (warning) by rank, unit and by sex.

16c. Request a policy summary on the transportation of females to the Military Police Station or elsewhere.

Standard.

16a. The enforcement index is sometimes known as the enforcement rate. It is simply the number of convictions with penalty for hazardous traffic law violations per motor vehicle traffic collision resulting in injury or death.²⁶

"Penalty is the action taken by the commander or supervisor in disciplining the violator. This discipline may range from an oral reprimand to a courts martial.

²⁶J. Stannard Baker and William R. Stebbins, Dictionary of Highway Traffic, (Evanston, Illinois, Northwestern University, Traffic Institute, 1960), p. 69.

The severity of the disciplinary action is not important for purposes of the index. If no action is taken by the commander or supervisor, then that violation cannot be considered as part of the computable index. Parking violations or other non-hazardous traffic violations cannot be entered into the formula:

$$\text{Enforcement Index} = \frac{\text{Number of Hazardous Traffic Law Violations with Penalty (Disciplinary Action of Any Type)}}{\text{Number of Motor Vehicle Collisions With Injury or Death}}$$

"The enforcement index is used by many departments to measure their enforcement efforts. It is a rough measure of enforcement which is valuable only when restricted to use within one department."²⁷ The amount of enforcement necessary to control collisions cannot be precisely charted. On some installations an index of 10 is sufficient, however other posts may find an index of 30 or 40 necessary before results are obtained. The index is affected by the type of command emphasis on traffic safety. For example, if a post has an enforcement index of 10, commanders may be very consistent in dealing with traffic violators, while at another post, which has an index of 30 or 40, command emphasis may be so lax as to justify the necessity of a high index.

²⁷James M. Gleason, "Elements of Selective Enforcement in Traffic Regulation", Traffic Quarterly, January 1950, p. 214 - 224.

The provost marshal must experiment by raising the enforcement index gradually until collisions show a reduction. The index is only a rough administrative tool and should never be substituted for the judgement of the provost marshal. The index is primarily a measure of the quality of enforcement, but can reflect enforcement efficiency.²⁸ As a guide, it has been established that in order to control the traffic problem, traffic enforcement should be proportionate to the number of collisions involving death or personal injury. This proportion or ratio (enforcement index) to be effective should range between 15 and 25 convictions for moving hazardous violations to each fatal and personal injury collision.²⁹

16b. The purpose of this situation is to determine whether the policy on issuance of warning tickets is being adhered too. By receiving a breakdown of warning tickets with respect to rank, unit and sex, the provost marshal can observe disciplinary trends.

²⁸Franklin D. Roberson, Quantity and Quality as Indices of Police Traffic Supervision, A Graduate Research Paper, Michigan State University, 1967, p. 1-3.

²⁹Florida Judicial Council, A Summary of a Florida Traffic Court Study, Prepared by the American Bar Association Traffic Court Program, 1965, p. 7.

Are only officers and females receiving warning tickets? Has undue command influence been exerted? The maintenance of such records can admittedly become an administrative burden, but can pay great dividends when disciplinary or discriminatory trends are questioned.

16c. On occasion, it becomes necessary to transport females to the Military Police Station or elsewhere on the reservation. It is essential that policies be delineated that provide an accurate reflection of elapsed transportation time. Odometer readings and frequent positional reports via the police communications system is important as a supplement to odometer readings.

Recommendation. Development of enforcement programs require determination of the proper amount of enforcement which serves to provide for a measurable increase in general compliance with traffic laws, and at the same time, decrease the number of collisions. The most desirable level of enforcement must be a matter of experimentation at each installation.

The need for quantity in enforcement depends upon the quality of action. Selective enforcement is the police management process which provides for analysis and evaluation of these two elements. Provost marshals have recognized that traffic law enforcement is not conducted for the purpose of apprehending and convicting

drivers and pedestrians, but rather to create a deterrent effect upon drivers and pedestrians which will result in voluntary obedience to the traffic law. The most desirable level of traffic law enforcement is therefore one which will produce the greatest deterrent effect and consequently the greatest decrease in collisions.

The evaluation of an enforcement program must include careful attention to many other factors that determine ultimate success. Several indices established by the International Association of Chiefs of Police may be useful as general guides in determining whether the traffic law enforcement situation at a given post is a healthy one. This technical information is available from the IACP, Washington, D.C. upon request.³⁰

Regardless of its basic soundness, an enforcement program sometimes fails to produce desired results. The reasons may include:

- (1) Inadequate Post Traffic Regulation
- (2) Influence on the military policeman at the time of the violation
- (3) Pressure subsequently brought to bear to "fix" the ticket
- (4) Poor unit commander support in disciplining the traffic violator

³⁰National Safety Council, "More and Better Police Traffic Supervision Now", Chicago, Illinois, 1969.

- (5) Poor ticket or report preparation by the military policeman
- (6) Lack of command understanding of enforcement objectives
- (7) Lack of installation understanding and support
- (8) Low military police morale because of operational policies and other personnel matters (time-off, etc.)
- (9) Ineffective management
- (10) Inadequate manpower

It is imperative that the provost marshal have a written policy on the following:

- (1) Discretionary power of the military policeman
- (2) Issuance of warning tickets
- (3) Transportation of females -Citing Females
- (4) Military police contact procedures in the issuance of the traffic ticket (MP-Violator Relationships)

Situation 17a and 17b - Military Police -Violator Relationships.

17a. Ask the operations officer to provide a policy statement on approach techniques used in issuing traffic citations. (This question is concerned with MP-Violator relationships)

17b. Ask your operations officer to provide a

summary of the number of instances in which routine traffic stops for violations have resulted in apprehensions for disorderly conduct and resisting apprehension. Also specify that the names of the military policemen involved be included in the report.

Standard. The importance of military police approach procedures cannot be emphasized enough. A thousand good deeds, a smooth traffic operation, indeed the reputation of the Military Police Corps is at stake every time a military policeman confronts the public in an interpersonal situation. The importance of tact, diplomacy and courtesy on the part of police officers was summarized by Bruce J. Terris:

The point is that 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 a stereotyped Irish policeman. Instead, they demand knowledge of human beings, and the personal, as opposed to the official, authority to influence people without the use of force. These characteristics are not commonly found in police officers because police departments do not consider these values paramount.³¹

The Military Police Corps stresses upon its personnel, the requirement for "tact". Indeed, the military policeman, being a soldier first and then a policeman, understands the necessity for military

³¹ Bruce J. Terris, "The Role of the Police", Basic Criminal Procedure, by Livingston Hall, et al, (American Casebook Series, West Publishing Company, St. Paul, Minn, 1969), p. 133-134.

courtesy. He should set the example, but on occasion does not. When the military policeman stumbles in the area of courtesy, his fall is twice as loud because the entire Military Police Corps falls with him. To ensure that every military policeman understands his responsibilities in this area, a policy must exist and be constantly reinforced at every opportunity.

17b. This situation provides a technique for disclosure of military policemen who are aggressive or authoritarian to a defective degree. In most routine traffic stops, a military policeman should be able to process the violation without resorting to an arrest. Whenever a routine stop results in a forceful arrest, the military policeman involved should be required to detail his actions as well as the actions of the violator. A sample blotter entry to which every provost marshal must be alert, follows:

DISORDERLY CONDUCT-RESISTING APPREHENSION-
SPEEDING

Doe was observed operating his vehicle south on Main Avenue at a high rate of speed (45MPH in a 20MPH zone). He was stopped and became belligerent, cursing the MPs and refusing to cooperate. He was apprehended and charged with the above offenses. (MPs McNamara and Strecher)

The provost marshal must inquire into this type of situation, and make known his desire for a review of all such occurrences. The same military policemen may be involved repeatedly. If so, they need counseling.

A common fallacy among military policemen is the feeling that the approached violator must "accept his fate". The military policeman should not expect the violator to "like" receiving a ticket. Most individuals will try to explain away their action and present extenuating circumstances. They may do this in a calm manner, but more often, will react with indignity over being stopped and cited. Military policemen must recognize and accept these arguments without being drawn into a debate. In other words, a "thin-skinned" person is not well suited for police work. The provost marshal must employ every means at his disposal to ferret out the overly aggressive or authoritarian military policeman for counseling, or as a last resort, elimination from the Corps.

Recommendation. All military policemen have been trained at one time on the courtesy requirements for handling violators. However, over a period of time, these guidelines and rules seem to fade into the background and must be constantly reinforced. After confronting violators day after day, and hearing excuse after excuse, it is natural for a military policeman to become hardened in his relationship with violators. It is natural and understandable, but not acceptable by any supervisor. The following guidance, which can be presented to military policemen on this subject, has been extracted from the

pamphlet, "Officer-Violator Relationships", published by the Traffic Institute, Northwestern University. Many of these statements will not be new, but they need to be reinforced periodically.

An important part of dealing with the violator lies outside the area of formal authority, and the reaction the military policeman receives will often be determined by his appearance and conduct, and what he says, rather than the enforcement action taken. A sincere interest in people, and recognition that all people differ in mental and physical abilities, will assist the MP and the provost marshal in accomplishing the traffic mission.

When dealing with violators, the military policeman should consider the following motives that are almost always present in people:

(1) Most people like to feel important and worthwhile

(2) People like to be treated with respect

(3) People want other individuals to listen to their opinions and explanations

(4) People like to feel their way of doing things is the best

(5) People like to feel free and secure from arbitrary actions which may be unpleasant

(6) People like to feel they are free agents and can do as they want and say what they please

Whenever a military policeman stops a motorist, he is interfering with one of these motives and the possibility of frustration arises. What the MP says and does will have an important bearing on how much frustration is created.

The attitude of the violator and the attitude of the military policeman will always be in conflict. The violator may believe the MP enjoys making people suffer and the MP may believe the violator to be irresponsible. The violator may think military policemen are arbitrary and unreasonable, while the MP thinks the violator is arrogant and disrespectful. The violator feels that his rights are being infringed upon, while the MP feels the violator is trying to get away with something. A military policeman must constantly guard against the relief of emotional tension by taking his frustrations out on the violator.

The military policeman's attitude and first comments will set the stage for the entire interview, therefore the MP must bring his emotions under control. Let the violator talk, because talking helps to relieve emotional tension and will in the long run, increase the violator's tolerance to instructions received from the MP. The military policeman must never argue, berate, or threaten the violator. This will only increase the emotional tension of the violator. Any remarks made by

the MP must be neutral in nature and as few as possible. The MP must be courteous and business-like, and control must be maintained over voice tone, demeanor, and facial expressions. These things are important in showing real courtesy and respect.³²

Situation 18 - Collision Reports As A Base For Enforcement Planning

Ask you operations officer to describe the procedures used in the implementation of selective and preventive enforcement for the reduction of traffic violations and collisions. Pay particular attention to the assignment of personnel at critical times.

Standard. The most serious problem faced by most provost marshals is the heavy demand on available manpower. So much time is spent meeting routine daily requirements that little time remains for planning, including the study of new and changing problems, and the re-allocation of manpower to deal with these problems. The following procedures, obtained from the National Safety Council, Traffic Memo Number 107, offers a method for the pre-selection of time, places, and types of activity based on collision experience. Through the use of collision reports, the following questions can be answered:

³²The Traffic Institute, Northwestern University, Traffic Law Enforcement Series, "Officer-Violator Relationships", Evanston, Illinois. p. 1-8.

- (1) How should available personnel be assigned?
- (2) How much enforcement is required?
- (3) How can the quality of enforcement be measured?

Recommendation. The two primary areas of assignment consideration are TIME and PLACE. The assignment of personnel should follow the pattern of traffic collisions by hour and location. Information concerning the time of traffic collisions are available in the collision report. Location of collisions are also available from collision reports, spot maps and location files.

Two methods are recommended in determining the proper hours that enforcement personnel should be employed. The first method is obtained by calculating percentages of collisions occurring each day and hour, and the second by drawing graphs of collisions by day and hour. Each method is illustrated below.

(1) Percentage Method. Determine how many collisions occurred each day of the week. Use all collisions, and not just those involving injuries or fatalities. Percentages are calculated to the closest whole number. (See tables on following page).

DAY OF WEEK	ALL COLLISIONS	%
Monday	33 (33 ÷ 217 = .152)	15
Tuesday	31 (31 ÷ 217 = .)	14
Wednesday	28 (28 ÷ 217 = .)	13
Thursday	28	13
Friday	33	15
Saturday	39	18
Sunday	25	12
Total	217	100%

Next prepare a similar table for the hours of the day.

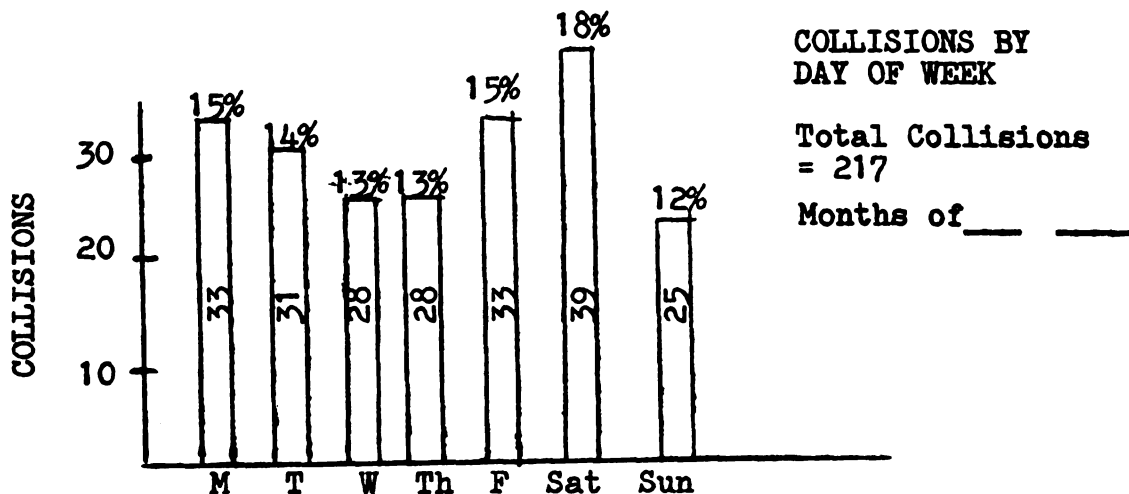
HOURLY PERIOD	ALL COLLISIONS	%
Midnight to 0059	7 (7 ÷ 217 = .031)	3
0100 to 0159	4 (4 ÷ 217 = .)	2
0200 to 0259	2	1
0300 to 0359	1	*
0400 to 0459	1	*
0500 to 0559	1	*
0600 to 0659	3	1
0700 to 0759	13	6
0800 to 0859	7	3
0900 to 0959	8	3
1000 to 1059	10	5
1100 to 1159	10	5
1200 to 1259	10	5
1300 to 1359	11	5
1400 to 1459	13	6
1500 to 1559	17	8
1600 to 1659	26	12
1700 to 1759	23	11
1800 to 1859	13	6
1900 to 1959	11	5
2000 to 2059	9	4
2100 to 2159	7	3
2200 to 2259	6	3
2300 to 2359	6	3
Total	217	100%

* Less than 0.5%

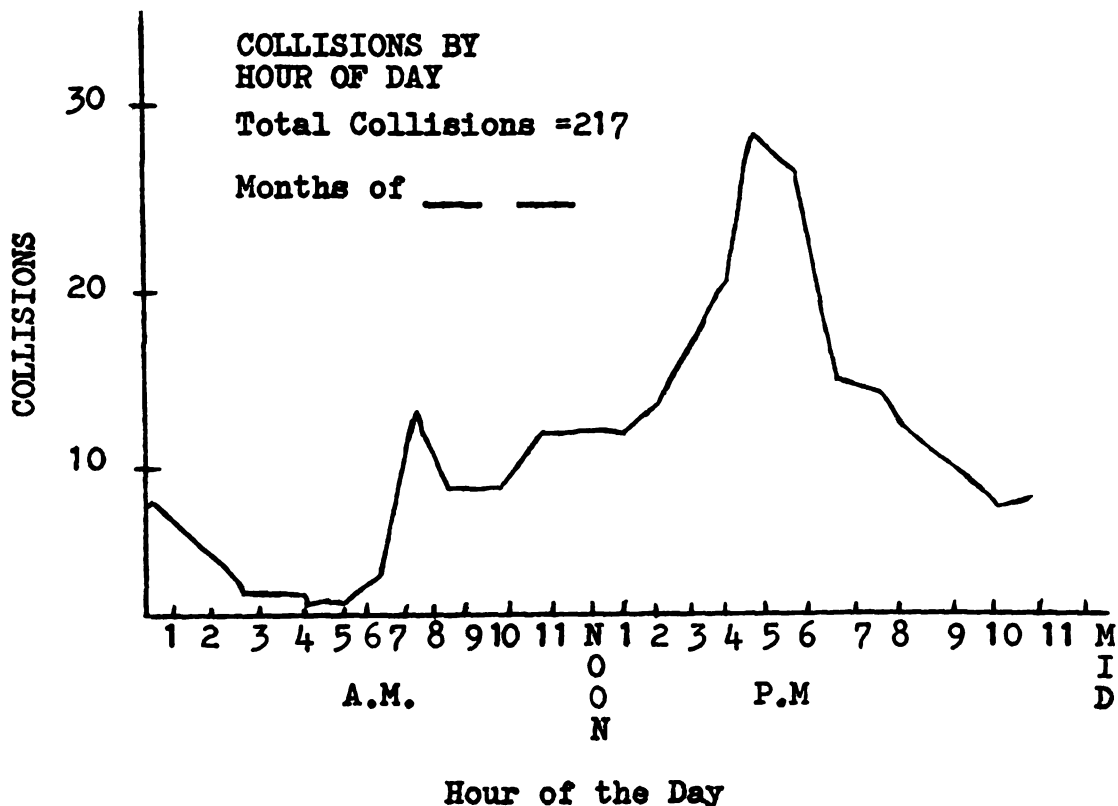
If the total collisions are less than 200, the daily and hourly figures will be too small to be meaningful. A longer time period should be assigned or selected to increase the total number of collisions.

The second, or GRAPH METHOD can be used to supplement

the Percentage Chart to make it more meaningful on view graphs. Plot collisions by the days of the week on a bar chart using the same data.



Now plot the hour of the day information on a line chart.



The peaks indicate the need for concentration of enforcement efforts just as do the high percentage figures in the tabular method.

ASSIGNMENT METHOD

The above tabulations can be computed for a month, three months, six months, or perhaps a year. Carefully select the period of time so that predictions of the collision experience for some similar period ahead will be similar. (e.g. Christmas period, summer vacation, etc.) The most logical plan, however, is one in which the preceding year is divided into quarters, and each quarter is used to predict the experience of the same individual months of the following year.

Once the previous calculations are made, the task becomes one of assigning men to meet the estimated needs. Let us assume 30 MPs are available for assignment. This represents a total of 180 man days per week assuming that each man has one day off per week. Fifteen percent of this 180 man-days available, or 27 man-days should be worked on Monday, 14 percent on Tuesday, etc., as shown below.

DAY OF THE WEEK	ALL COLLISIONS	%	MAN-DAYS
Monday	33	15 (180 x .15)	27
Tuesday	31	14 (180 x .14)	25
Wednesday	28	13	23
Thursday	28	13	23
Friday	33	15	27
Saturday	39	18	33
Sunday	25	12	22
Total	217	100%	180

Saturday indicated that you need 3 more men than you have available. ($33 - 30 = 3$). Put all 30 men to work on Saturday and distribute the other three man-days to each of the next three highest days needing enforcement personnel. (Monday, Tuesday and Friday) Now complete the chart located on the following page.

DAY OF THE WEEK	MEN ASSIGNED	MEN ON BREAK
Monday	28	2
Tuesday	26	4
Wednesday	23	7
Thursday	23	7
Friday	28	2
Saturday	30	0
Sunday	22	8

Now comes the problem of assigning these men to the hours of each individual day. The objective is to assign men so that the actual man-hours parallels the distribution based on predicted needs. The graphic method previously depicted, is of particular help in visualizing the matching of collisions and enforcement.

It becomes immediately apparent that the conventional three-shift, three equal groups, each working eight hours, would not produce the desired matching. Since it is not generally satisfactory to work shifts less than eight hours, a compromise must be developed. On Saturday, when all 30 MPs are available, the following assignment schedule is suggested as meeting the need for enforcement effort on an hourly basis. On other days, the shifts must be reduced in proportion to the reduced total number of men available on that particular day.

SHIFT	NUMBER OF MEN AVAILABLE
0600 to 1400	7
1300 to 2100	13
1500 to 2300	5
2000 to 0400	5
Total	30

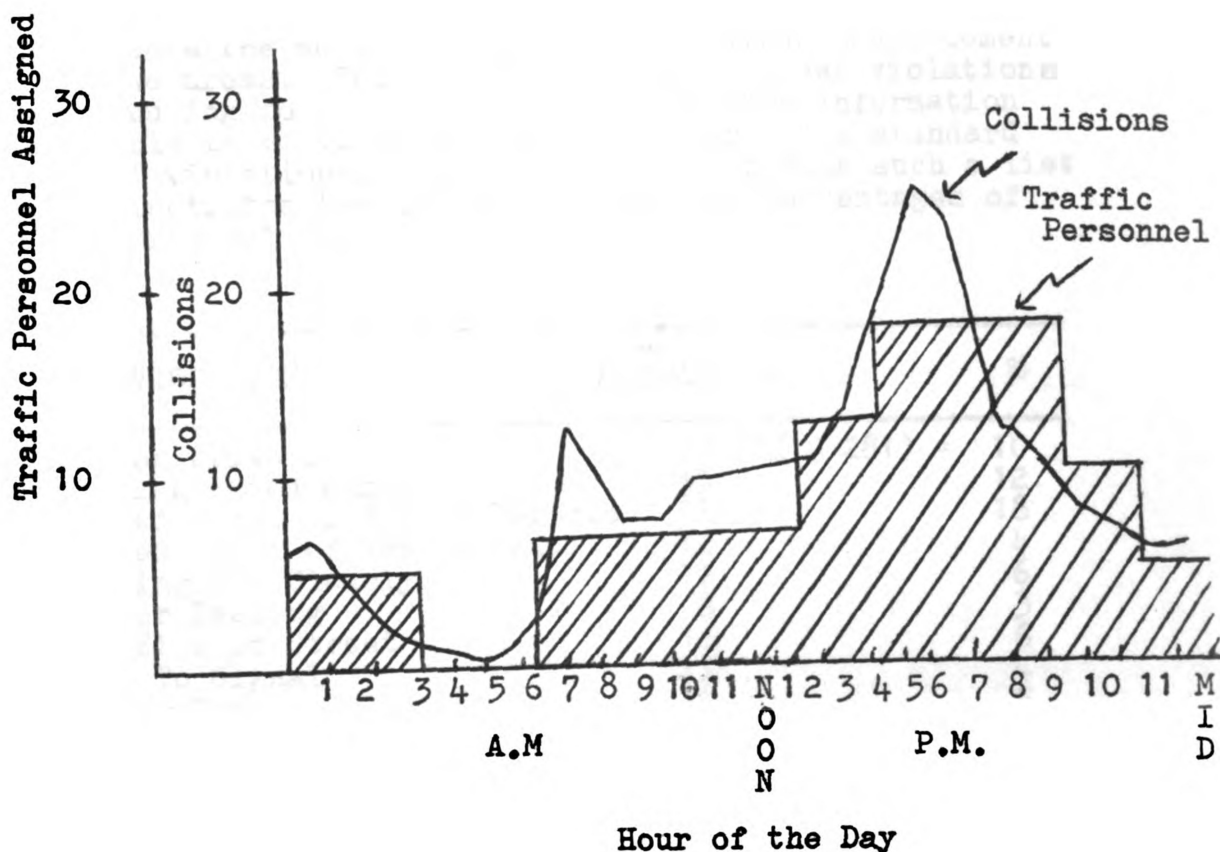
Recognizing that a patrol is not effective during the first half-hour or the last half-hour, the chart on the following page shows this distribution on the graphic scale. Remember that excessive time used in shift changes is a threat to effective planned enforcement and should be guarded against.

Thirty minutes at the beginning and at the end of each shift is sufficient. As shown on the curve below, the assignment indicates fairly good coverage when accidents are frequent and not an excessive amount of hours spent when traffic is light and moves with few collisions.

**COLLISIONS AND TRAFFIC PERSONNEL
BY
HOUR OF DAY**

Total Collisions = 217

Total Personnel = 30



ASSIGNMENT AREA

Now that we know how many men it takes per day and what shifts they will work, we have to find the location where they will be employed effectively. On Monday, we know that 33 collisions occurred and that we have available 28 men to enforce the traffic during this period. Let us assume we have five patrol areas. Compute the number of collisions (33) that occurred in each patrol area. We can now determine how many of the 28 men should be employed in each of these areas.

PATROL AREA	COLLISIONS	%	ASSIGNMENT
1	9 (9 - 33)	= 28 (.28 x 28)=	8
2	8	24	7
3	4	12	3
4	6	18	5
5	6	18	5
Total	33	100%	28 Men

VIOLATIONS

We must now determine those violations which contribute the most to collisions and direct enforcement to those areas. This involves listing driver violations contributing to collisions and making this information available to military policemen. Establish a standard list of violations. The table below contains such a list and illustrates the method of computing percentages of the individual violations.

VIOLATION	ALL VIOLATIONS	%
Drinking Drivers	28 (28 ÷ 281) =	10
Exceeding Speed Limit	33	12
Violated Right of Way of Vehicle	51	18
Violated Right of Way of Ped.	12	4
Following Too Closely	17	6
Improper Passing	8	3
Wrong Side of Street	18	6
Failed To Signal	11	4
Improper Turn	14	5
Railroad Grade Violation	1	*
Disregard Stop and Go Light	6	2
Disregarded Stop Sign	10	4
Disregarded Other Sign	2	1
Improper Start	28	10
Other Driving Violations	8	3
Defective Brakes	8	3
Headlight, Taillight Violation	6	2
Other Defective Equipment	1	*
Drinking Pedestrian	5	2
Other Pedestrian Violations	14	5
Total	281	100

* Less than 0.5%

The deterrent value of traffic law enforcement is not fully realized unless disciplinary action is taken. The quality of traffic enforcement thus becomes the number of convictions secured for traffic violations which are of a type contributing to collisions.

By comparing the collision experience and enforcement applied on a percentage basis, you can determine if your enforcement is directed at the type of violations causing the majority of the collisions. The greatest amount of enforcement should be directed at the type of event or violation causing the majority of the collisions. If failure to stop at a stop sign causes 10% of your collisions, but 50% of the enforcement effort is directed against this offense, it is apparent that other violations are being neglected.

Situation 19 - Debris Hazard Control and Cleanup

Ask your operations officer to provide a procedural statement on the handling of traffic collisions or roadway incidents involving the spillage of materials that are radioactive, flammable, poisonous, explosive in nature, or otherwise hazardous.

Standard. The necessity for removing debris from the road is recognized as an integral part of the post-crash policy. Highway Safety Program Standards place great emphasis on the safe handling of spillage

or potential spillage of materials that are:

- (1) Radioactive
- (2) Flammable
- (3) Poisonous
- (4) Explosive
- (5) Otherwise hazardous

Handling this type of crash situation requires installation-wide coordination, planning and training of adequate forces for rescue and salvage operations. Some installations will have a greater need for operational policies in this area, but all installations should have a policy.

Recommendation. Prompt restoration of the collision scene to a safe condition is essential to lessen the probability of additional hazards and dangers, to relieve congestion, and assure prompt resumption of traffic flow. The likelihood of collisions increases where roadways are blocked or restricted by debris, or disabled vehicles. Crash debris, such as wrecked vehicles, attract the attention of passing motorists, thus creating a traffic impediment which often leads to multiple or chain reaction collisions.

A well coordinated program for the prompt detection, reporting, and removal of disabled or damaged vehicles and other articles foreign to the highway

environment must be available for immediate implementation, day or night. Hazardous substances, flammables, and exotic fuels, if not removed quickly, are threats to the troop billets, housing areas, passers-by, and other motorists in the surrounding areas.

Since the Military Police Station is operated on a 24 hour basis, and military policemen are generally the first to be called or the first on the scene, they should have at their immediate disposal, the personnel and equipment necessary to render aid and clear the scene. If equipping every patrol with emergency equipment is not appropriate, then perhaps a special patrol could be designated to carry emergency rescue and debris clearing equipment.

SUMMARY

Additional situations could be drafted by the provost marshal using available material, literature, and situations. The situations contained within this guide are designed to provide a catalyst for evaluation of the traffic program, and to measure the readiness of personnel committed to traffic supervisory functions.

CHAPTER VI

SUMMARY AND CONCLUSIONS

The objective of this study was to collect, organize, and evaluate pertinent and available evidence and data concerning the functionality of traffic instruction presented to United States Army Officers attending the Military Police Corps Officer Advanced Course. If the training was found to be non-functional, a recommended traffic curriculum would be promulgated to correlate MPOA traffic instruction with the operational needs of the field.

A second major objective of this study was to provide an evaluative tool for use by installation provost marshals in evaluating the status of police traffic services. Convinced that the age old check list approach to evaluation would not capture the interest or attention of provost marshals, we channeled our efforts toward designing an evaluation device that would project the supervisory concern of the provost marshal into the traffic supervisory area without placing an inordinate demand on his time, but simultaneously offer a comprehensive and logical assessment of military

police traffic services. Another consideration for structuring an evaluative guide was to offer expertise and knowledge to provost marshals in the traffic supervisory area that could only be acquired through laborious research and inquiry either on his part or by his subordinates.

Lastly, it was imperative that highly fragmented military police traffic services be grouped into a functional and manageable system that would serve as a backdrop for instruction of officers, operational traffic services, and educational level identification. Police traffic service is the only military police functional area lacking definition. This delineation void is considered a major contributor to apathy and misunderstanding of the police traffic function.

SUMMARY

Chapter I of this study contains an introductory discussion of the objectives, background, and scope of the thesis to include methods of data gathering. Two groups of military police officers were studied. One group consisted of officers attending the Military Police Officer Advanced Course, and the other consisted of military police serving at installations throughout the United States. A total of 173 officers completed

questionnaires. While this number of officers represents only 7% of the total officer strength of the Military Police Corps, they represent a broad base of experience and training. In addition to obtaining information concerning the functionality of training, data was collected to depict the current status of military police traffic services.

In reviewing the literature, we searched for information on command level traffic supervisory training but found very little. Other literature research was designed to support the provost marshal evaluation guide. The most significant result of our literature review was the discovery of Edward Fennessy's study on the status of police traffic services in the United States. It proved invaluable to the completion of this study. We recommend his effort to the Army and particularly to the Military Police School for consideration as a base for doctrinal and instructional update.

Chapter II discussed in very general terms, the Military Police School and the Military Police Officers Advanced Course. Of primary interest was the allocation of instructional time to the military police functional areas of corrections, traffic, CID, physical security, and discipline law and order. We found the Course is not geared to producing functionally competent

officers. As evidenced by the study, the authors disagree with the educational philosophy and orientation of the course. Since the bulk of our officers perform in functional areas, this is where the instructional emphasis must be placed. One cannot ignore the necessity for training in tactical operations, for this is the area in which the majority of the Military Police Corps progress has occurred, however, even in tactical operations, the majority of officers perform in highly functional areas. Succinctly, all MPOA instruction where possible, must revolve about the primary military police functional areas, to include tactical instruction.

Common subjects dictated by higher headquarters affect the design of the MPOA Course, however the Commandant is provided some latitude in determining the amount of time allocated to each common subject. Some common subjects do not fit into military police functional orientation, however others will. For example, instead of teaching the complexities of division, corps, and army operations, the time could better be used in teaching military police support of the division, corps and army, regardless of tactical configurations. Is this not the position most military police officers will find themselves in - supporting these operational echelons?

The lack of functional training becomes evident when instructional allocations are viewed. Of the total 1,195 academic hours in the MPOA Course, only 70 hours is devoted to traffic instruction. Other military police functional areas have approximately the same percentages in instructional allocations, however two of these areas have specialized courses that can be attended by officers.

If no additional hours are allocated for traffic instruction during the MPOA Course, available time must be used more effectively. Research revealed major operational problems existed in the area of traffic control planning studies, allocation of manpower resources, and motor vehicle administration. Plainly, the existing curriculum does not parallel the needs of the operational environment. The bulk of instructional hours under the existing traffic curriculum is devoted to the investigation of collisions (33.1%). Traffic control planning studies occupies only 14.8% of the allotted hours, with motor vehicle administration not being taught at all.

Chapter III, Research Findings, is divided into four main sections. The first two sections provides an analysis of respondent backgrounds and contain a discussion of their attitudes toward military police traffic functions. The third section discusses the

status of police traffic services and the motor vehicle collision experience of reporting Army installations. The last section describes the methodology used in the design of a proposed MPOA traffic curriculum.

Most of the military police officers in both study groups had little previous experience in traffic operations, though the field respondents did reflect more experience than students. Despite this lack of experience, most students were willing to rate themselves competent to supervise traffic functions. One explanation for this is their possible perception of traffic supervision as a very simple and non-pressurized function. Students when asked specifically if their competency was derived from MPOA traffic instruction, emphatically rejected this contention. Only 30% of the students admitted to any degree of competency as a result of instruction received.

A majority of students and field respondents were interested in the area of military police traffic services and thought the Military Police Corps should take a more active role in this area. Among the field respondents and student respondents, 86% of each group felt a specialized traffic course should be established for officers. The greatest areas of student dissatisfaction with MPOA traffic instruction were in the areas of subject matter allocation, organization of the

curriculum, and subject matter content. Students felt more time should be allowed for traffic instruction, particularly in traffic control planning.

Installation data collected revealed the magnitude of the traffic problem. The economic loss to the Army as a result of traffic collisions exceeded 34 million dollars (a very conservative estimate). Human losses to these installations were 533 killed, and 3,686 injured. The majority of deaths occurred off-post as did injuries, however the difference between off-post injuries and on-post injuries was not that large (1,599 on-post injuries as opposed to 1,812 off-post injuries). Alcohol was a factor in approximately 35% of the traffic deaths with one installation reporting alcohol a factor in 80% of traffic deaths.

While the enforcement index must be measured in light of individual installation characteristics and command influence, the number of reported moving violations with penalty was divided by the number of fatal or injury collisions, revealed an enforcement index of 16. Most jurisdictions consider 20 a normal index. Chapter V offers a detailed explanation of the enforcement index.

In analyzing student responses, this group perceived high traffic supervisory competency in traffic

law, administrative processing of the collision report, MP-Violator relationships, allocation of enforcement personnel, and traffic safety education functions. Low proficiency levels were observed in motor vehicle administration, and review of the collision report for prevention purposes. Field respondents voiced the greatest concern over emergency traffic flow procedures, allocation of enforcement personnel, motor vehicle administration, and coordination requirements for collision investigation and prevention programs.

Chapter IV, contains the recommended traffic curriculum, and describes the methods used in determining that curriculum. They are summarized at Chapter IV and will not be repeated here. In addition to establishing priorities for instructional emphasis, this chapter describes the perceptions of various subgroups with reference to what they perceived as important for traffic instruction. Among field respondents, Colonels and Lieutenant Colonels felt the most important areas were MP-Violator relationships and traffic control planning studies. Field officers possessing educational background in traffic operations perceived education as the most critical area, and former civilian police officers placed more emphasis in the tactical operational area.

Among student sub-groups, those officers having previous traffic assignments when compared with their fellow students reflected increased knowledge in only one area - traffic safety education. Former civilian police officers displayed a lower degree of self-assessed competency in all areas except an administrative area dealing with collision reports. These officers enjoyed traffic instruction the least and were generally more critical of the course.

Of major significance in the design of a proposed curriculum was the structuring of the Military Police Traffic Service System. In the authors' judgment, this system is a most significant instructional and operational tool for police traffic services. All CONUS traffic instruction should address the system and prepare officers to assume managerial and supervisory positions within it. Implicit in the adoption of the traffic service system is the requirement for upgrading enlisted, NCO and junior officer traffic instruction.

No accurate assessment could be made of a functional design for theater of operations traffic instruction. We recommend restricting instruction in this area to traffic control planning and convoy escort and support functions. Instruction in these two areas will necessitate incorporation of many aspects of current

instruction.

Chapter V provides a technique for provost marshal evaluation of traffic operations proficiency on CONUS installations. Certain techniques may be applicable to overseas operations. In designing the guide, consideration was given to its use as an independent document, therefore it can be removed from the body of the thesis without loss of organizational integrity.

CONCLUSIONS

The Military Police Officer Advanced Course does not adequately prepare student officers to supervise CONUS military police traffic operations. No conclusion can be reached concerning preparative instruction for theater of operations traffic functions. It is clear, that the existing CONUS traffic instruction is non-functional when compared with the needs of the operational environment. Collision investigation occupies the majority of instructional space under existing subject configurations. Research revealed this is not a primary area of interest.

The primary areas of concern for instructional emphasis must be centered in the areas of traffic control

planning studies and collision prevention. The most functional element of the existing curriculum is instruction presented in traffic control planning studies. This must be expanded upon and extensive coverage given to devising traffic flow procedures for emergency conditions.

The concept of collision prevention as defined in this study is the next most critical area for instructional emphasis. While we can say that performance of all traffic functions is directed at safe, efficient, and rapid movement of traffic, reduction of collisions can best be accomplished through a well-conceived plan for employment of resources. We have presented one such planning method in this thesis.

Provost Marshals are vitally concerned with preventive methods while the instructional system is apparently geared to investigation of collisions. Admittedly, sound collision investigation is essential to a well-structured program of prevention, however we train enlisted personnel to investigate collisions. As one student officer said in his questionnaire, "I don't need to know how to investigate accidents". An immediate reversal in instructional emphasis is required in the area of collision investigation. Officers must receive more instruction in the analyzation of reports for prevention purposes.

Providing a functional curriculum will require extensive research and effort. Lesson plans must be upgraded or completely rewritten. Portions of this thesis will assist in accomplishing necessary revisions. Before this can be accomplished however, a major shift must occur in the philosophy of instruction for the Officers Advanced Course. Simply stated, the course must become functionally oriented.

Our opinion, which is supported by the opinions of many military police officers, is that the OA Course must concentrate on those functions that the majority of the students will perform upon graduation. These functions rest in five major areas: corrections, criminal investigations, traffic supervision, physical security, and general enforcement. These functions are performed in both peace and war, therefore all instruction in combat operations should address these five functional areas when possible.

Whatever approach is taken with regard to the instructional philosophy for the advanced course, and whether or not any recommendations contained within this study are implemented, all officer instruction must be geared at the administrative level of planning, programming, budgeting and managing.

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APPENDICES

Appendix A

THE MILITARY POLICE TRAFFIC SERVICE SYSTEM

The Military Police Traffic Service System is based on a model of police traffic services designed by Edward F. Fennessy Jr., in his work, The Technical Content of State and Community Police Traffic Services Programs. Modifications and redefinitions were made by the authors in structuring a similar version for the Military Police Corps. For instructional purposes, we know of no better way to initiate CONUS military police traffic instruction than with a thorough discussion, critiques, and analysis of the service system. Students will for the first time be capable of viewing the traffic supervisory role against the backdrop of a functional and operating system. The system collects many fragmented and diversified services performed by military police and supporting agencies on a daily basis and weaves them into a comprehensible pattern of functions. As an instructional aid and foundation for training, the authors feel the traffic service system will increase student motivation, enhance learning, and prove invaluable to an understanding of the supervisor's role in traffic operations. Our research revealed high officer interest in the traffic supervisory area, with most officers stating the Military Police Corps should take a more active role in Army traffic operations. This cannot be accomplished until

the Military Police Corps improves its proficiency in traffic areas recognized as Military Police Corps responsibilities. The traffic service system provides a base for such improvement. We urge the Military Police School to obtain copies of Fennessy's work. It represents the most up-to-date and complete discussion of police traffic services known to the researchers, and can serve as a vehicle for immediate upgrading and updating of Military Police traffic supervisory doctrine. This thesis does not permit a full discussion of the traffic service system, however a brief explanation of salient features follows.

Installation and Jurisdiction Characteristics

The factors considered here are the types of jurisdictions under which the installation operates. Most installations operate under some type of federal (exclusive) or concurrent (federal-state) jurisdictions. Installation characteristics include the mission, size, terrain, street and road systems, bordering communities, and other similar considerations.

Long Term Demands for Police Service

This area considers the demands for all police services, not only traffic services. Long term demands are divided in two areas, non-traffic functions and traffic functions. While the performance of other functions such as correction and rehabilitation, physical security, discipline, law and order, and criminal investigation, weigh heavily on the ability to perform traffic services, only

traffic functions will be discussed in this study. Other military police functional areas must be considered in planning for traffic services. Even though the traffic problem is a serious one and must receive more emphasis than it now enjoys, we must recognize that other areas are subject to "pressurized interest". This fact reinforces the need for careful planning to accomplish the traffic mission. Arbitrary allocation of resources for traffic as a result of "crisis management" must be eliminated.

PMO and MP Organization/Command and Control

Most military police officers are aware of the many difficulties arising from conflicts over command and operational control. If such conflicts are present, they must be considered for planning, as they have a direct bearing on the availability of resources and their management.

Available Resources

This includes all personnel and equipment available for allocation.

Management

Military police officers must be trained to assume managerial positions in the traffic service system. Knowledge on the effective and efficient use of available resources, and the formulation of policies and procedures requires managerial skills. Understanding the functioning of the system and its components should be the instructional

goal for military police advanced officers. To accomplish this, officer instruction must be immediately upgraded, not only at the advanced course level, but also at the officer basic level. By raising operational proficiency levels for our officers, standards are automatically raised for non-commissioned officers and other enlisted personnel. Advanced course instruction should be geared to providing students with planning, programming, budgeting, and managing skills. Anything less than this weakens the entire supervisory structure, and destroys potential, morale, and efficiency, not only among our officers, but among our enlisted personnel as well.

Management Resource Deployment

Planned allocation of personnel and equipment to perform recurring functions best defines this area. Designation of patrol areas, patrol methodology and organization, and general resource planning, are considered management resource deployments. They are based on the nature, character, and command interests of the installation.

Operational Resource Deployment

This involves commitment of personnel to accomplish specific operational tasks such as RADAR operations, special events, mounting special details (abandoned vehicle clean-up, safety checks, collision prevention operations, public service projects, etc.) are areas of operational resource deployment. This is a junior officer responsibility and

they should be trained to operate at this level. This requires upgrading of officer basic instruction or the establishment of an Officers Traffic Specialist Course.

Operational Supervision

Operational supervision is a senior non-commissioned officer function. The Military Police Supervisors Course or a Traffic Specialist Course should provide the required expertise. Rather than discuss in detail the functions or services involved, perusal of the Military Police Traffic Service System diagram should be sufficient for an understanding of the duties involved. A Traffic Specialist Course for Non-Commissioned Officers is recommended to insure competency in supervising applicable portions of the traffic service system.

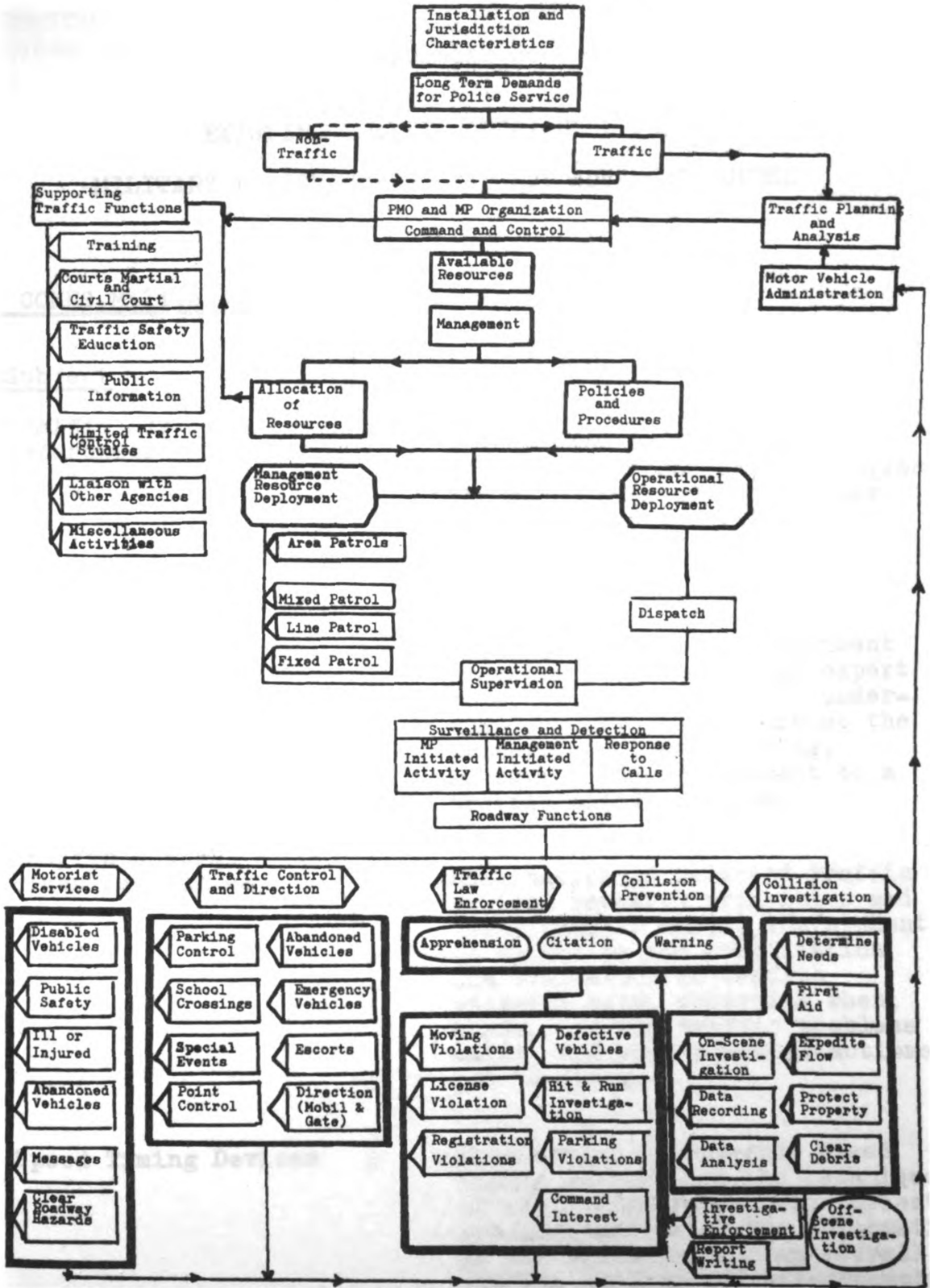
Inputs to the System

There are five basic inputs to the traffic service system. They are motorist services, traffic control and direction, traffic law enforcement, collision prevention, and collision management/investigation. These inputs are outlined in heavy bordering on the attached diagram.

Summary

The Military Police Traffic Service System is a blue print for the training of military police personnel in CONUS military police traffic functions. It can also be used as an operational guide.

MILITARY POLICE TRAFFIC SERVICE SYSTEM



Appendix B

EXISTING TRAFFIC CURRICULUM FOR MILITARY POLICE CORPS OFFICERS ADVANCED COURSE

CONUS Military Police Traffic Instruction

<u>Subject</u>	<u>Hrs</u>	<u>Scope</u>
Traffic Law Enforcement	6	Examination of the traffic policies, procedures, principles, and techniques of traffic law enforcement on a military installation
Traffic Safety Education	4	Discussion of traffic accident prevention by a civilian expert to enable the student to understand, apply, and supervise the principles of engineering, education and enforcement to a traffic safety program.
Traffic Control Planning Studies	7	Examination of selected traffic control research principles and techniques to enable the student to supervise the compilation and evaluation of traffic research data, determine when, where, and why traffic problems exist, and what remedial actions can be taken.
Speed Timing Devices	3	Examination of selected speed timing devices and the techniques of their employment, the collection and analyzation of the information in the betterment of an overall traffic section and enforcement of regulations.

Subject	Hrs	Scope
Traffic Accident Investigation	10	Review of traffic accident investigation methods, techniques, and principles to enable the student to supervise and analytically diagnose results of investigation for prevention purposes.
Traffic Accident Reconstruction	6	Examination by a civilian expert of accident reconstruction methods, procedures, and techniques.
Traffic Analysis	12	Review of traffic problems inherent to a post, camp, or station environment, emphasizing the examination of traffic data to enable the student to analyze, evaluate, and recommend solutions as a provost marshal operations officer.
Sub-total	<u>48</u>	

Theater of Operations Traffic Instruction

Traffic Control	6	Examination of traffic problems within a theater of operations to enable the student to understand and apply tactical traffic control principles, methods, and techniques under TASTA 70 doctrine.
Motor Movements	8	Review of motor movements planning to enable the student to plan the movement of units, in understanding the principles, terminology, and responsibility, and to apply the concepts in planning the movement of units to include convoy security.

Subject	Hrs	Scope
Traffic Reconnaissance	8	Examination of traffic reconnaissance/intelligence procedures. Based on the instruction, the student will be able to analyze, evaluate, and interpret route reconnaissance reports and compile engineer data, through liaison with traffic headquarters, for traffic control planning in a theater of operations.
Sub-total	<u>22</u>	
Total	<u>70</u>	

Appendix C

RESEARCH QUESTIONNAIRE - MPOA

(This cover sheet was attached to each questionnaire sent out)

The attached questionnaire is part of a study being conducted by Military Police Corps officers at Michigan State University. It has the approval of the School of Police Administration, Michigan State University; the Commandant, United States Army Military Police School; the Provost Marshal, United States Continental Army Command; and the Commander, United States Army Combat Developments Command, Military Police Agency. This study has as its objective the development of instructional priorities for Military Police Corps officers in the area of traffic supervision. This study will not benefit, impede or have an immediate impact on present operations. Through your cooperation in responding to this questionnaire, certain recommendations and valid conclusions will be offered on the educational status of future Military Police Corps officers in the area of traffic supervision, thus providing a base for their improved performance and professionalism in traffic operations.

9. Civilian Traffic Experience:

a. Police Officer	(11)
b. Administrative	(0)
c. Other _____	(4)
d. None	(95)
No response	(2)
	<u>112</u>

10. I think the Military Police Corps should take a more active role in military traffic operations:

a. Strongly Agree	(33)
b. Agree	(63)
c. Uncertain	(13)
d. Disagree	(2)
e. Strongly Disagree	(1)
No response	(0)
	<u>112</u>

11. Special traffic courses of 2-4 weeks duration should be established for Military Police Officers:

a. Strongly Agree	(46)
b. Agree	(50)
c. Uncertain	(7)
d. Disagree	(8)
e. Strongly Disagree	(1)
No response	(0)
	<u>112</u>

Place any comments in this area and continue with Part II.

PART II. CURRICULUM EVALUATION

When responding to questions posed in this part of the questionnaire, the following question is to be considered a preface for each item:

AS A MILITARY POLICE OFFICER CHARGED WITH THE RESPONSIBILITY OF SUPERVISING TRAFFIC OPERATIONS OR RESOLVING CERTAIN TRAFFIC PROBLEMS, DOES THE EXISTING TRAFFIC PROGRAM OF INSTRUCTION PROVIDE THE BACKGROUND NECESSARY TO ACCOMPLISH THIS SUPERVISORY MISSION?

QUESTION OR STATEMENT	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	No Response
12. I consider the current program of traffic instruction with regard to subject matter allocation, to be excellent.	1	33	16	47	13	2
13. I believe too much time is spent on certain traffic subjects while not enough time is spent on others.	14	47	17	26	5	3
14. I feel myself to be competent to supervise traffic operations using as my only qualification, the instruction received at the MP School.	1	33	27	34	14	3
15. I feel that more time should be allocated to the presentation of traffic instruction.	17	45	20	22	5	3
16. I enjoyed the traffic instruction received.	9	37	8	34	21	3
17. I find most areas of military police traffic operations to be interesting.	16	66	3	22	3	2
18. The traffic POI should be revised.	35	36	26	11	1	3

QUESTION OR STATEMENT	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	No Response
19. Of all the areas in which I have received instruction, I believe traffic to be the most important.	0	8	8	64	30	2
20. I feel more competent to perform in a traffic assignment as a result of the instruction received.	10	58	18	19	5	2
21. I feel the Military Police Corps should assume a much larger role in traffic operations.	22	56	24	8	0	2

Please indicate whether you feel the instructional time allocated to each of the following areas should be greatly increased, increased, remain the same, decreased, or eliminated from the POI in its current structural format.

SUBJECT AREA	Greatly Increased	Increased	Remain The Same	Decrease	Eliminate	No Response
22. Motor Veh. Administration	5	32	57	8	1	9
23. Traffic Analysis	8	50	37	10	1	6
24. Traffic Control Planning Studies	3	51	38	10	2	8
25. Traffic Law Enforcement	14	49	40	3	0	6
26. Traffic Accident Investig- ation	18	42	29	15	1	7
27. Motor Movements	7	44	46	6	2	7
28. Traffic Reconnaissance	7	28	60	8	2	7
29. Traffic Circulation and Control	12	56	35	3	0	6

PART III. FUNCTIONAL EVALUATION

This portion of the questionnaire has been designed to assist in comparing the instruction presented to Military Police Corps officers and the knowledge required to effectively perform traffic supervisory functions in the field. IT IS NOT INTENDED TO PROVIDE A VEHICLE FOR THE EVALUATION OF ANY INDIVIDUAL, MILITARY ACTIVITY OR AGENCY. Your responses, when coupled with other research and information will provide the basis for recommendations for future training of Military Police Corps OFFICERS in the area of TRAFFIC SUPERVISION. Answer all questions based on instruction received at USAMPS.

TRAFFIC LAW

30. I have an operational understanding of the U.S. Supreme Court decision in the Carroll, Preston, and Cooper cases as they affect automobile searches:
- Yes (56) No (54) No response (2)
31. I have an operational understanding of the U.S. Supreme Court decision in Schmerber v. California, as it affects compelled non-testimonial evidence: (blood samples, etc.)
- Yes (81) No (29) No response (2)
32. I am aware of the extent to which a search can be conducted of a vehicle stopped for a traffic violation:
- Yes (107) No (4) No response (1)
33. I am aware of the legal conditions under which property can be seized from an automobile stopped for a traffic violation:
- Yes (104) No (6) No response (2)
34. I have an operational understanding of the conditions under which items found in an impounded vehicle may be used as evidence in court:
- Yes (96) No (13) No response (3)

TRAFFIC ACCIDENT INVESTIGATION

(Continue on next page)

TRAFFIC ACCIDENT INVESTIGATION STATEMENT	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	No Response
35. I was provided the knowledge to analyze DA Form 19-68 (TAI Report) to determine if a competent investigation has been conducted.	8	49	13	20	6	16
36. I know to whom I may release all or a portion of DA Form 19-68 ESPECIALLY WHEN SUCH RELEASE INVOLVES the filing of a claim, adjudication, or general investigation.	14	69	15	7	4	3
37. I am aware of the coordination requirements for the development and implementation of an effective traffic accident investigation and prevention program.	11	76	10	10	3	2
TRAFFIC ENFORCEMENT						
38. I was provided sufficient information enabling me to furnish guidance and instruction to Military Policemen in the area of MP-Violator relationships. (Approach techniques)	8	70	9	17	5	3
39. I can review traffic enforcement reports to determine if the overall enforcement policy is being adhered to. (Quantative v. Qualatative enforcement)	8	69	19	11	2	3
40. I am adequately prepared to determine critical traffic enforcement areas and allocate and employ personnel and equipment to reduce traffic accidents and congestion.	14	65	13	14	2	4

TRAFFIC ENFORCEMENT (CON'T)	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	No Response
41. I know what courses and literature (both military and civilian) are available to assist me in the training and education of enlisted MP's in traffic enforcement.	11	53	23	19	4	2
MOTOR VEHICLE ADMINISTRATION						
42. I know what regulations (AR and DOD) govern motor vehicle administration.	8	59	23	15	4	3
43. I have received detailed knowledge of salient points contained within traffic regulations. (Impoundment procedures, revocation of state licenses, point systems, etc.)	2	30	24	44	9	3
44. I am prepared to inspect the operation of motor vehicle administration files and make a determination on efficient file maintenance.	6	25	27	42	9	3
45. I am adequately informed of the legal aspects of motor vehicle administration. (Reciprocity agreements, double jeopardy, etc.)	2	34	30	35	8	3
46. I have been provided an orientation on the applicability and implementation of automatic data processing for traffic administration.	6	57	15	24	6	4
47. I feel capable to complete the traffic portion of the Provost Marshal Statistical Report.	8	54	25	15	5	5
TRAFFIC SAFETY AND EDUCATION						
48. I am aware of the DA Safety Program. (Circulars, regulations, films available, etc.)	5	67	25	10	1	4

TRAFFIC SAFETY AND EDUCATION (CON'T)						
STATEMENT	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	No Response
49. I can intelligently assist local commanders in the preparation of accident report forms.	10	66	20	8	4	4
50. I am aware of the coordination necessary for the establishment of an effective safety program.	13	77	13	4	2	3
51. I am aware of the various programs that could be instituted to gain installation and command support for traffic safety.	9	74	20	4	2	3
TRAFFIC CONTROL AND PLANNING STUDIES						
52. I can construct emergency procedures for traffic flow.	7	65	28	6	3	3
53. I am aware of and can select appropriate traffic studies to resolve specific traffic control problems. (Parking, speed limit designations, justification for control devices, etc.)	11	69	20	7	2	3
54. I am familiar with procedures used to procure traffic control devices.	9	57	26	14	3	3
55. I am aware of the coordination requirements for implementing results of traffic control planning studies.	7	65	26	7	3	4
56. I am capable of reviewing installation planning proposals with respect to the impact these plans would have on traffic control and land use patterns.	10	50	34	8	6	4

THEATER OF OPERATIONS

(Continue on next page)

THEATER OF OPERATIONS STATEMENT	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	No Response
57. If I were given a traffic circulation plan with maps and overlays, I could effectively prepare a traffic control plan for any tactical operation.	12	31	33	21	10	5
58. If I were called upon to coordinate with other agencies involved in motor movements and route classifications, I am capable of offering meaningful recommendations to support their planning.	8	51	21	20	7	5
59. I understand the capability, functions and responsibilities of a highway traffic headquarters.	5	39	21	35	7	5
60. I can effectively perform military police functions in support of convoy movements. (Air and artillery support, coordination, counter-ambush and communications, etc.)	16	52	13	18	8	5
61. I understand military police responsibilities for the circulation and control of individuals and can effectively plan for the implementation of these responsibilities.	10	48	21	21	6	6
62. I feel it is more important to understand and be capable of supporting motor movements than to know the technical aspects of planning and conducting the motor movement of a unit.	6	36	16	42	7	5

(Continue on next page)

THEATER OF OPERATIONS (CON'T)	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	No Response
STATEMENT						
63. I feel it is more important to know the MP functions in support of route reconnaissance than it is to know the technical aspects of conducting such a reconnaissance or classification.	7	37	17	37	9	5
64. I am aware of the various traffic control functions and responsibilities under the Rear Area Protection concept.	3	32	27	33	12	5
<p>ANY ADDITIONAL COMMENTS CONCERNING ANY AREA ADDRESSED IN THIS QUESTIONNAIRE WOULD BE GREATLY APPRECIATED.</p>						

Appendix D

STUDENT COMMENTS EXTRACTED FROM
MILITARY POLICE SCHOOL QUESTIONNAIRES

- Comment 1. "The real need is for highly trained enlisted specialists. Officers need not be experts."
- Comment 2. "Military Police need a part of traffic operations and should help solve problems, but leave the design and construction to the engineers."
- Comment 3. "When referring to a recommended increase in instructional time allocated for motor vehicle administration, traffic law enforcement, and traffic circulation and control, these subjects were not taught, or if taught, they were very limited in degree."
- Comment 4. "There is no uniformity in traffic instruction."
- Comment 5. "Possibly more training, or specialized instruction on the NCO level would be more advantageous than an officer specialist traffic course."
- Comment 6. "MPOA traffic instruction given at USAMPS was not sufficient, however the limitation of the course may play a part."
- Comment 7. "Traffic accident investigation, motor movements, and traffic reconnaissance should be increased on the officer basic level, remain the same on the officer advanced level."
- Comment 8. "Based on the questions in law, I should recommend more questions on law. I don't remember the decisions mentioned in the questionnaires."
- Comment 9. "Motor vehicle administration was not covered as a separate subject."
- Comment 10. "Quality of instruction directly related to experience and qualification of the instructor. A good POI doesn't result in good instruction."

- Comment 11. "Most of my experience came from practical experience at a major facility while serving as PM operations officer. Instruction in MPOA reinforced my experience. Instructors . . . were poor. Class carried the instructor. Interpretation of questionnaire questions by various persons may make survey invalid."
- Comment 12. "Traffic Analysis, control planning studies, and circulation and control can all be cut through integration. Too much time is spent on repetitious work. Accident investigation, too much time spend here to include that of guest speaker. Comments are based on presentation. Scopes are fine, however too much time is allotted."
- Comment 13. "The total number of hours of traffic instruction may have been satisfactory, but quality of instructors and scheduling negated any positive value from the subject."
- Comment 14. "I have the knowledge to analyze DA Form 19-68 (Traffic Accident Investigation Report) but it was not learned through traffic instruction."
- Comment 15. "Traffic specialists officer courses should be based on established need in CONUS or similar situation. Best example is USAREUR and O'Gau TAPS." (O'Gau TAPS is in reference to the Traffic Accident Prevention School taught in Oberamague Germany by the U.S. Army)
- Comment 16. "The Military Police must be elevated from the mundane restricted missions gained by default or lack of interest on the part of other services. Traffic is just one area where we can develop expertise and gain missions--not inherit them."
- Comment 17. "I am not a traffic supervisor, have no traffic expertise, and chances are will never work in a traffic assignment. In construction of this questionnaire, the fact that many MP's never are involved in traffic was apparently not considered."
- Comment 18. "No program of instruction is ever excellent."
- Comment 19. "I don't need to know how to investigate accidents."
- Comment 20. "I can perform many of the functions listed on the questionnaire, but not as a result of any courses received here at USAMPS."

- Comment 21. "At the Military Police School, more time should be spent in teaching the subject, and not showing a series of traffic accident films."
- Comment 22. "Officer traffic specialist courses should only be offered to officers assigned to a job in traffic."
- Comment 23. "The Traffic Analysis study should be completely eliminated."
- Comment 24. "First aid should be included in traffic courses."
- Comment 25. "The courses of instruction now being offered only enables the student to be able to read the Field Manual at its completion."
- Comment 26. "The instruction provided too much on traffic accident investigation and not enough on planning traffic patterns and supervision."
- Comment 27. "A traffic accident investigation course of approximately 4 weeks should be conducted to professionalize Army traffic accident investigation."
- Comment 28. "Specialist Schools should be established for both officers and enlistedmen who are assigned to traffic accident investigation."
- Comment 29. "Specialization should be made available within the MP Corps for officer personnel in Traffic Planning and Management."
- Comment 30. "Civilianize instruction, with reduced instruction on combat operations."
- Comment 31. "Some of my answers conflict because of exceedingly poor traffic instruction at USAMPS. This is not due to the School itself, but just poor instructors who did not teach material although this material was contained in well written lesson plans."
- Comment 32. "All law concerning traffic was taught by Law Division, USAMPS."
- Comment 33. "The traffic control instruction is of very little value to anyone going to a supervisors position. This is due to the lack of teaching any principles or elaborating on them. Tools are taught, not ideas."

- Comment 34. "Regardless of what the POI may say, traffic subjects are not taught."
- Comment 35. "The traffic instruction, although very good, could be improved by allotting more time to different types of traffic studies individually."
- Comment 36. "Traffic law instruction was obtained from JAG and was not taught by the traffic section."
- Comment 37. "Installation traffic planning and management is a technical field. We must specialize to be successful in it."
- Comment 38. "The actual approach should be from a traffic engineering point of view."
- Comment 39. "Most legal and procedural knowledge was obtained from law division. MP instruction and traffic instruction did not present this. Traffic instructor presented films such as "Signal 30" and high school driver education films."
- Comment 40. "Your entire traffic survey will be extremely biased as there is a strong student resentment against the way the traffic instruction was presented."
- Comment 41. "I feel there should be a special traffic course for MP officers involved in traffic or those to be specialized in traffic enforcement."
- Comment 42. "Traffic is not the only area in the Military Police Corps. In my 5 years in the Corps, I have had only four months experience in traffic. The rest of the time has been spent in other fields of police work."
- Comment 43. "Traffic law enforcement instruction should be greatly increased in order to inform all officers what their duties and responsibilities will be (when and if) they are involved in traffic law enforcement."
- Comment 44. "All traffic law knowledge was gained through Law Division, not traffic division."
- Comment 45. "Prior to my attendance at the MP School, I was a PM. I had almost no traffic experience. Since receiving the traffic instruction, I feel I have gained some knowledge. I would like to see the MP School and the MP Corps require officers to attend a regular traffic course of some kind."

- Comment 46. "I feel the traffic analysis portion of the POI was not that necessary."
- Comment 47. "The current traffic instruction at USAMPS is the poorest I have ever seen."
- Comment 48. "I feel that instruction given has presented me with enough knowledge on the field manuals and traffic code. Using that, I could supervise a traffic section."
- Comment 49. "Law instruction on traffic received from Law Division, not traffic."
- Comment 50. "I feel the MP School should take a more active role in having the student officer take an active part in actually applying principles taught, rather than just sitting in class and listening to instruction."
- Comment 51. "I believe that a 2-4 week traffic course would be very helpful to all Military Police Officers."
- Comment 52. "I feel that more time should be devoted to the Traffic Analysis problem, in which the class makes studies of existing problems on the installation."
- Comment 53. "The traffic instruction presented too much material in too little time. There is an imbalance between detail and pertinent information. There was poor handling of limited time by instructors in some areas. In most areas, I enjoyed what was discussed by the instructor during time allotted to traffic."
- Comment 54. "Having never had a traffic assignment, I know little about it so I'm not qualified to answer the above questions. I don't think the MP School has fully prepared me for such an assignment, but then that would be impossible. To be honest, I loath this field of traffic."
- Comment 55. "The traffic courses presently offered in conjunction with basic and advanced officer training are sufficient for the MP Officer."
- Comment 56. "I do not feel that the overall problems connected with traffic supervision warrants additional training of MP Officers. The additional training should be given to drivers and their supervisors. The reason I did not enjoy the traffic instruction I received was because of the manner and content of the presentations by the instructor."

- Comment 57. "The MP officer doesn't actually investigate accidents therefore instruction in this area should be curtailed."
- Comment 58. "We should train our enlisted men in AIT (Advanced Individual Training) better."
- Comment 59. "I am competent to supervise police traffic operations because I read a lot and maintain liaison with civilians on latest techniques."
- Comment 60. "We need more on accidents and special events, plus much more on convoy and VIP escorts."
- Comment 61. "I learned all traffic law in OA Course. I was ignorant of these areas before."
- Comment 62. "The most important of all training in the traffic field, disregarding accident investigation, should be police pursuit driving and driving instructions."
- Comment 63. "I am uncertain what traffic POI should include because I have not had even a remote connection with traffic. Consequently, I have no idea of where problems usually arise or areas that rarely result in problems."
- Comment 64. "More time should be allocated to traffic control under combat conditions. Our instruction was primarily concerned with post, camp, and station situations which can more easily be learned while on the job than the hazards of combat traffic control. I do not recall one mention of "clearing the hill zone", counter-ambush procedures, etc.."
- Comment 65. "Traffic operations are an MP function. No one else should be involved."
- Comment 66. "We should use more specialized traffic courses in the community."
- Comment 67. "Traffic POI does not need more time, but a new one is definitely needed."

Appendix E

RESEARCH QUESTIONNAIRE - FIELD

(This cover sheet was attached to each questionnaire sent out)

The attached questionnaire is part of a study being conducted by Military Police Corps officers at Michigan State University. It has the approval of the School of Police Administration, Michigan State University; the Commandant, United States Army Military Police School; the Provost Marshal, United States Continental Army Command; and the Commander, United States Army Combat Developments Command, Military Police Agency. This study has as its objective the development of instructional priorities for Military Police Corps officers in the area of traffic supervision. This study will not benefit, impede or have an immediate impact on present operations. Through your cooperation in responding to this questionnaire, certain recommendations and valid conclusions will be offered on the educational status of future Military Police Corps officers in the area of traffic supervision, thus providing a base for their improved performance and professionalism in traffic operations.

FIELD RESEARCH QUESTIONNAIRE

The attached questionnaire is part of a study being conducted by Military Police officers at Michigan State University. This study has as its objective the development of future instructional priorities for Military Police officers in the area of traffic supervision. Through your cooperation in responding to this questionnaire, certain recommendations and conclusions will be made concerning the educational needs of Military Police officers in the area of traffic supervision, thus providing a base for improved performance and professionalism in traffic operations.

PART I. (Circle the appropriate letter or fill in applicable blanks) DO NOT PLACE YOUR NAME ON THE QUESTIONNAIRE.

- | | | |
|------------------|------------------|------------------------|
| 1. Age: | 2. Rank: | 3. Yrs Active Mil Svc. |
| a. 21-25 (9) | a. Lt (4) | a. 1-3 (11) |
| b. 26-28 (11) | b. Cpt (24) | b. 4-7 (13) |
| c. 29-32 (10) | c. Maj (12) | c. 8-10 (4) |
| d. 33-over (31) | d. Ltc (19) | d. 11-over (33) |
| No response (0) | e. Col (2) | No response (0) |
| 61 | No response (0) | 61 |
| | 61 | |
-
- | | |
|------------------------------|---------------------|
| 4. Yrs Commissioned Service: | 5. Yrs in MP Corps: |
| a. 1-3 (16) | a. 1-2 (13) |
| b. 4-7 (12) | b. 3-4 (8) |
| c. 8-10 (6) | c. 5-9 (10) |
| d. 11-over (27) | d. 10-over (30) |
| No response (0) | No response (0) |
| 61 | 61 |
-
- | | |
|----------------------------------|----------------------------|
| 6. Previous Traffic Assignments: | 7. Traffic Schools: |
| a. Post, Camp, Station (37) | a. Northwestern Univ. (8) |
| b. Combat Theater (20) | b. New York Univ. (0) |
| c. Major Headquarters (8) | c. Army Schools (27) |
| d. Other _____ (8) | d. Civilian Educ. (4) |
| e. None _____ (14) | e. Other _____ (10) |
| (multiple choices) | f. None _____ (19) |
| | (multiple choices) |
-
- | | |
|---|-----------------------|
| 8. I would rate my operational proficiency as a traffic supervisor: | |
| a. Poor (0) | d. Above Average (23) |
| b. Fair (10) | e. Excellent (8) |
| c. Satisfactory (20) | f. No response (0) |
| | 61 |

9. Civilian Traffic Experience:

a. Police Officer	(7)
b. Administrative	(3)
c. Other _____	(3)
d. None	(51)
No response	(0)
(multiple choices)	<u>64</u>

10. I think the Military Police Corps should take a more active role in military traffic operations:

a. Strongly Agree	(33)
b. Agree	(23)
c. Uncertain	(1)
d. Disagree	(4)
e. Strongly Disagree	(0)
No response	(0)
	<u>61</u>

11. Special traffic courses of 2-4 weeks duration should be established for Military Police Officers:

a. Strongly Agree	(38)
b. Agree	(19)
c. Uncertain	(2)
d. Disagree	(2)
e. Strongly Disagree	(0)
No response	(0)
	<u>61</u>

Place any comments in this area and continue with Part II.

PART II. GENERAL INSTALLATION INFORMATION

12. This installation is a:
- | | |
|----------------|-------------|
| a. Open Post | (39) |
| b. Closed Post | <u>(11)</u> |
| | 50 |
13. The jurisdiction for this installation is:
- | | |
|--------------------|------|
| a. Exclusive | (41) |
| b. Concurrent | (14) |
| c. Proprietary | (5) |
| d. Other | (1) |
| (multiple choices) | |
14. What is the approximate size of the installation in square miles?
- (40,281) square miles
15. How many civilians work at this installation?
- (187,416)
16. What is the military population of the installation?
- (674,526)
17. What is the primary mission of the installation?
- | | |
|-----------------------|------|
| a. Depot | (2) |
| b. Arsenal/Ammo Plant | (3) |
| c. Training or School | (26) |
| d. Headquarters | (11) |
| e. Other | (6) |
| Not stated | (2) |
18. How many registered vehicles are there at your installation?
- (756,274)

-
19. What was the installation accident experience for 1969?
- | | | | |
|--------------------------|-----------------|--|-----------------|
| a. Nr. traffic accidents | <u>(22,990)</u> | d. Nr. of moving violations with penalty | <u>(69,502)</u> |
| b. Nr. traffic fatals | <u>(533)</u> | | |
| (1) Passengers | <u>(508)</u> | | |
| On Post | <u>(66)</u> | | |
| Off Post | <u>(442)</u> | (1) Drunk Driving | <u>(4,154)</u> |
| (2) Pedestrians | <u>(25)</u> | | |
| On Post | <u>(6)</u> | | |
| Off Post | <u>(19)</u> | (2) Reckless Driving | <u>(4,708)</u> |
| c. Nr. injury accidents | <u>(3,686)</u> | | |
| (1) On Post | <u>(1,599)</u> | | |
| (2) Off Post | <u>(1,812)</u> | | |
| No indication | <u>(275)</u> | | |

-
20. What percentage of the injury accidents involved alcohol?

(Average 23% Extreme 80%)

PART II. GENERAL INSTALLATION INFORMATION (CON'T)

21. What percentage of the fatal accidents involved alcohol?

(Average 35%)

22. What percentage of the fatal or injury accidents involved narcotics?

(Only one installation responded)

23. Does the Provost Marshal Office have a separate traffic section?

Yes (31)

No (15)

24. Does the Provost Marshal Office have a specially designated Traffic Accident Investigation Unit?

Yes (23)

No (23)

25. Which of the following speed measuring devices are employed on your installation?

- a. Aircraft (7)
- b. VASCAR (8)
- c. RADAR (38)
- d. Enoscope (2)
- e. Other (9)

26. What method is employed for determining whether an individual is driving under the influence of alcohol?

- a. Blood Alcohol Test (37)
- b. Breathalyzer (3)
- c. Other (9)

27. Is the MP Sobriety Report employed at your installation?

Yes (40)

No (7)

30. Does the PMO or Property Disposal Office maintain an on-post vehicle impoundment facility?

Yes (29)

No (17)

28. Does your installation have on-post inspection facilities?

Yes (29)

No (18)

31. How many military policemen are assigned to enforcement duty of any kind?

(3,759)

29. Is Automatic Data Processing employed in the maintenance of driver records and other vehicle registration information?

Yes (23)

No (24)

32. What is the date of your Post Traffic Regulation to include the latest change?

(1968-70 = 34)(1967(-) = 11)

PART III. FUNCTIONAL EVALUATION

This portion of the questionnaire has been designed to assist in comparing the instruction presented to Military Police Corps officers and the knowledge required to perform supervisory functions in the field. It is NOT intended to provide a vehicle for the evaluation of any military activity or agency, or to measure the competence or efficiency of any individual or organization. Your responses, when coupled with other research and information will provide the basis for recommendations on the training of Military Police OFFICERS in the area of traffic SUPERVISION.

In answering these statements, indicate your level of agreement with each item presented, or reflect a positive or negative response.

TRAFFIC LAW

33. The officer responsible for traffic supervision is aware of the justification for the search of automobiles as established by the U.S. Supreme Courts decisions in Carroll, Preston, and Cooper.

Yes (43) No (10) No response (8)

34. The officer responsible for traffic supervision is aware of the circumstances under which a person suspected of driving a vehicle under the influence of alcohol can be compelled to provide a blood sample or other non-testimonial evidence as justified by the U.S. Supreme Courts decision in Schmerber v. California (1966).

Yes (43) No (9) No response (9)

35. If one of your Military Policemen observed contraband in a vehicle that has been stopped for a traffic violation, can he immediately seize the contraband without an arrest?

Yes (28) No (19) No response (14)

36. Are regulations in effect at your installation concerning the conditions under which an impounded vehicle may be searched?

Yes (37) No (13) No response (11)

(Continue on next page)

TRAFFIC ACCIDENT INVESTIGATION	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	No Response
STATEMENT						
37. The Military Police School should present more instruction to officer students in the analyzation of DA Form 19-68. (TAI Report)	25	26	5	3	1	1
38. The Military Police School should present more instruction to officer students on who the DA Form 19-68 can be released too, especially when such release involves the filing of claims, adjudication, investigation and general information.	24	27	3	4	2	1
39. The Military Police School should present more instruction to officer students concerning the coordination requirements for developing and implementing an effective traffic accident investigation and prevention program.	28	26	5	1	0	1
TRAFFIC LAW ENFORCEMENT						
40. The Military Police School should present more instruction to officer students which would enable them to furnish guidance and instruction to MP's in the area of MP-Violator relationship.	23	31	2	3	1	1
41. The Military Police School should present more instruction to officer students in techniques of determining whether the overall enforcement policy is being adhered too. (Quantative v. Qualatative enforcement)	11	40	6	3	0	1

TRAFFIC LAW ENFORCEMENT (CON'T)	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	No Response
42. The Military Police School should present more instruction to officer students concerning the determination of critical traffic law enforcement areas and in the allocation and employment of personnel and equipment to reduce traffic accidents and congestion.	24	32	2	2	0	1
43. The Military Police School should be providing Provost Marshal Offices with lists of courses and literature (civilian and military) that are available to assist in the training and education of MP's in traffic enforcement.	25	29	3	3	0	1
MOTOR VEHICLE ADMINISTRATION						
44. The Military Police School should provide all officer students, lists of AR's and DOD regulations governing motor vehicle administration.	18	27	8	7	0	1
45. The Military Police School should provide more instruction to officer students on salient points contained within traffic regulations. (Impoundment procedures, revocation of state licenses, point system, applicability of the Assimilative Crimes Act, etc.)	25	28	5	2	0	1
46. The Military Police School should provide more instruction to officer students on inspecting the operation of motor vehicle administrative files and how to determine if efficient files are maintained.	10	39	6	5	0	1

MOTOR VEHICLE ADMINISTRATION (CON'T) STATEMENT	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	No Response
47. The Military Police School should provide more instruction to officer students on the legal aspects of motor vehicle administration. (Reciprocity agreements, release of military traffic offenders to civil authorities, double jeopardy, etc.)	29	25	5	1	0	1
48. The Military Police School should provide more instruction to officer students on the applicability and implementation of Automatic Data Processing for traffic administration.	16	34	7	3	0	1
49. The Military Police School should provide more instruction to officer students on the completion of the traffic portion of the Provost Marshal Statistical Report.	12	28	10	10	0	1
TRAFFIC SAFETY AND EDUCATION						
50. The Military Police School should provide more instruction to officer students concerning the DA Safety Program. (Publications, films available, etc.)	7	25	11	16	1	1
51. The Military Police School should provide more instruction to officer students concerning accident report forms so they can assist commanders in the preparation of these forms.	7	26	9	18	0	1
52. The Military Police School should provide more instruction to officer students concerning the necessary coordination for the establishment of an effective safety program.	8	31	9	12	0	1

TRAFFIC SAFETY AND EDUCATION (CON'T) STATEMENT	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	No Response
53. The Military Police School should provide more instruction to officer students concerning various programs that would gain installation and command support for traffic safety programs.	12	32	8	8	0	1
TRAFFIC CONTROL AND PLANNING STUDIES						
54. The Military Police School should provide more instruction to officer students on procedures that would enhance traffic flow during emergency conditions.	25	31	0	4	0	1
55. The Military Police School should provide more instruction to officer students concerning selecting appropriate traffic studies to resolve specific traffic control problem areas. (Parking, speed limit designations, justification for traffic control devices, etc.)	27	26	1	5	1	1
56. The Military Police School should provide more instruction to officer students concerning the availability of modern traffic control devices and necessary procedures in procuring these devices.	21	30	6	2	1	1
57. The Military Police School should provide more instruction to officer students concerning the coordination requirements for implementing results of traffic control planning studies.	19	26	7	7	1	1

TRAFFIC CONTROL AND PLANNING STUDIES (CON'T)	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	No Response
58. The Military Police School should provide more instruction to officer students on how to review installation planning proposals with regards to the impact on traffic control and land use patterns.	19	26	7	6	2	1
THEATER OF OPERATIONS						
59. The MP School should provide more instruction to officer students concerning the preparation of traffic control plans for any tactical operation.	18	30	5	6	1	1
60. The MP School should provide more instruction to officer students on coordination required with other agencies involved in motor movements and route classifications.	11	32	8	8	1	1
61. The MP School should provide more instruction to officer students on the capabilities, functions and responsibilities of a highway traffic headquarters.	10	35	9	6	0	1
62. The MP School should provide more instruction to officer students on the police functions in support of convoy movements. (Coordination for air and artillery support, counter-ambush, communications, etc)	23	25	4	6	2	1
63. The MP School should provide more instruction to officer students on MP responsibilities for the circulation and control of individuals.	10	35	6	9	0	1

THEATER OF OPERATIONS (CON'T)	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	No Response
STATEMENT						
64. I feel it is more important for an MP officer to understand and be capable of supporting a motor movement than to know the technical aspects of planning and conducting the movement of a unit.	9	16	8	21	5	2
65. I feel it is more important for an MP officer to know police functions in support of route reconnaissance than to know the technical aspect of conducting such a reconnaissance or classification.	9	15	13	16	6	2

ANY ADDITIONAL COMMENTS CONCERNING ANY AREA ADDRESSED IN THIS QUESTIONNAIRE WOULD BE GREATLY APPRECIATED.

Appendix F

COMMENTS EXTRACTED FROM FIELD QUESTIONNAIRES

Comment 1.

"One of the problems facing many Provost Marshals is the loss of officers on TDY to attend special schools to qualify them for an assignment. For instance, we send officers to Northwestern University for traffic instruction, we send officers back to the Military Police School for confinement supervision instruction and criminal investigation supervision instruction and also other similar courses of instruction. When I receive an officer from the Military Police School, particularly a graduate of the Career Course, I would like to think he can qualify in police work and that I can assign him to anyone of my functional activities and have him at least know the theory and doctrine without additional schooling. It seems to me that our officers spend too much time at the Military Police School being instructed in areas that are of little value to them. For instance, in the Career Course a great deal of time is spent working on combined arms problems. While I recognize that Hq, CONARC requires a certain amount of this instruction, it has been my feeling for years that we have gone overboard in this area. My recollection of the advanced course is that the instruction on how to be a provost marshal at any level and in any kind of situation was from poor to unsatisfactory. Much time was spent, however, working out problems as the Division G-3 and I know of no MP officer who is likely to be a Division G-3. Along these same lines, I would like to have Lieutenants come out of the basic course who know more about police subjects and company administration. There is no reason to tell a Lieutenant much about battalion headquarters, group headquarters and brigade headquarters or other such organizations and it is unlikely that he will be required to perform duty at those echelons for a long time. It would be far better if he knew more about how to supervise police shifts while he was Military Police Duty Officer, how to run the police station and how to fill out all the various forms that are required when we investigate accidents or investigate other types of incidents and book suspects. I think really what I am saying is that we need to turn out higher technically qualified police officers and not an officer who knows how to maneuver a technical unit.

Another area I think should belong to the Military Police Corps is the Traffic Engineer Group, now connected with the Transportation School at Fort Eustis. These people are imminently connected with our traffic control problems and every installation relies heavily on their studies and findings to develop the local traffic control plan. This activity in my opinion should be part of the MP School and our officer, while in the school as students should receive heavy doses of instruction to teach them to conduct similar studies. The local Post Provost Marshal finds himself in the position of having to go outside of the police profession for advice on traffic and the installation must pay a rather substantial fee to the Transportation School for this service which should be our responsibility and we should try to get control of it."

Comment 2.

"VASCAR not only "works" but is generally a less offensive police tool to the numerous commanders who simply cannot believe their personnel would ever exceed the posted speed limit."

Comment 3.

"I agree that the Military Police Corps should get more involved in the planning of military traffic operations."

Comment 4.

"Special courses of instruction are now established for physical security, confinement and CID supervision. Although traffic is well covered in the officer basic course and the officer advanced course, specialized training, if nothing more than a review, would greatly contribute to the development of a professional officer."

Comment 5.

"I suggest that the Military Police Corps increase the degree of standardization and efficiency of current instruction in traffic supervision rather than expand traffic operations and jurisdictional responsibility."

Comment 6.

"Far too many Army agencies rely on the Post Engineer or Transportation Officer to furnish expert traffic support. The Military Police Corps should provide all traffic support. I recommend a traffic course similar to the Physical Security Course. I don't think any more instruction needs to be added to the MPOA Course."

Comment 7.

"Traffic supervision has and continues to be of paramount importance and insufficient attention is devoted to this area."

Comment 8.

"Don't understand fixation on 'officers'. If MP School is to become the Traffic Institute for the Armed Forces, then certainly the EM and NCO must be trained at the level of their competency and operational requirements. If your questions included Officer, NCO and enlisted men, my answers in most instances would have been different."

Comment 9.

"I feel that a separate course in traffic operations would be more beneficial to the officer than to include it within the Advanced Course."

Comment 10.

"Northwestern is excellent, however we need more on traffic supervision."

Comment 11.

"The MP School should give more consideration to the utilization of the Manual on Uniform Traffic Control Devices for Streets and Highways as an additional text."

Comment 12.

"Separate traffic courses for MP officers are essential."

Comment 13.

"The installation commander looks to the PM to control, regulate and supervise traffic flow. Expert knowledge and technical proficiency is essential to enable the PM to accomplish his mission in the area of traffic supervision."

Comment 14.

"Instructors at USAMPS should provide officers 'type situations' involving problem areas, solutions, ideas, general policies, etc., concerning traffic in order to provide the officers with a basic understanding and feeling for traffic operations and to educate him as to where he can go for help."

Comment 15.

"I recommend that TO & E's for certain types of military police units include positions for traffic personnel to include traffic accident investigators."

Comment 16.

"Because of my lack of experience in the field of traffic, I feel very strongly about a special traffic course for myself and others like me having little or no experience."

Comment 17.

"We should have available at USAMPS any required police training. The Advanced Course Student should get in traffic all subject matter taught at Northwestern. It is unsatisfactory to a PM to get an MP School graduate and then have to send him TDY to learn a specialized area of police work."

Appendix G

LIST OF INSTALLATIONS PROVIDING INPUT FROM CONUS

<u>Installation</u>	<u>No. Questionnaires</u>
Fort Monroe, Virginia	1
III Corps and Fort Hood, Texas	3
Fort Benning, Georgia	3
Fort Bliss, Texas	1
Fitzsimmons General Hospital	1
Fort Sheridan, Illinois	1
Fort Dix, New Jersey	1
Fort Campbell, Kentucky	1
Fort McNair, Washington, D.C.	1
Armed Forces Police, New York	1
Fort Sill, Oklahoma	1
Fort Jackson, South Carolina	1
Fort Riley, Kansas	1
Fort Irwin, California	1
Indiantown Gap, Pennsylvania	1
Fort MacArthur, California	1
Fort Monmouth, New Jersey	1
Fort Leavenworth, Kansas	1
Fort Eustis, Virginia	1
Fort Lewis, Washington	1
Fort Ord, California	1

<u>Installation</u>	<u>No. Questionnaires</u>
Fort Hamilton, New York	1
Fort Holabird, Maryland	1
Fort Meyer, Virginia	1
Fort Lee, Virginia	1
Atlanta Army Depot, Georgia	1
Fort McPherson, Georgia	3
XVIII Corps and Fort Bragg, N.C.	5
Edgewood Arsenal, Maryland	1
Fort Gordon, Georgia	1
Fort Rucker, Alabama	3
Frankfurt Arsenal, Pennsylvania	1
Fort Leonard Wood, Missouri	1
Fort Benjamin Harrison, Indiana	1
Fort Carson, Colorado	1
Picatinny Arsenal, New Jersey	1
Presidio San Francisco, California	1
Carlisle Barracks, Pennsylvania	1
Fort Meade, Maryland	2
Blue Grass Army Depot, Kentucky	1
Fort Stewart, Georgia	2
Fort Sam Houston, Texas	1
White Sands, New Mexico	1
Anonymous Installations or officers	4
RECAPITULATION:	
Installations Identified	= 43
Activities Represented	= 50
MP Officers Represented	= 61

Appendix H

RECOMMENDED FORMS IN EVALUATING TRAFFIC PERFORMANCE

Forms shown in this appendix are recommended for use by the Provost Marshal's Office or operational military police unit in evaluating traffic operations. One form is designed for roadway function evaluation for military police traffic services, and is based on the Military Police Traffic Service System (Appendix A). This form should be used by operational patrol units, but compiled by supervisory and management echelons. The second form is used to request that the Military Police School present instruction in a given area. Such requests need not be accomplished via the use of a form, however a standardized format would facilitate compilation by the MP School.

Military Police Daily Traffic Operations Report

Each military police patrol should be issued this form at the beginning of the duty tour or shift. Analysis of this form should yield valuable information useful for improving traffic functions.

Date. Enter the date on which the patrol activity or assignment begins.

Time Starting Duty. Self-Explanatory

Number of Traffic Hours Proposed. The number of hours designated by supervisory elements for the patrol to accomplish its mission.

Patrol Area. Self-explanatory

Shift. Self-explanatory

Special Detail. If the patrol is scheduled for RADAR operations or other specific missions, it should be mentioned in this block.

Type Patrol. Self-explanatory

Equipment Summary. Self-explanatory. New terminology "TCI" refers to Traffic Collision Investigation which is in keeping with our recommendation that the term "accident" be dropped.

Traffic Services Performed. Self-explanatory

Traffic Law Enforcement. Indicate the number of violation notices or apprehensions as a result of routine patrol contacts. Do not use this section for planned enforcement action such as preventive enforcement, selective enforcement, or similar scheduled enforcement actions.

Collision Prevention. Enter the results of scheduled enforcement actions.

Collision Management/Investigation. Patrols should indicate only those collision for which they render a collision report. Assisting in collision management will be entered under "Traffic Services Performed".

Request for Instructional Area Emphasis By MP School.

The Military Police Traffic Service System should be used as a guide in the preparation of this form. As previously mentioned, the form need not be used, however a standardized format would facilitate compilation by the MP School.

The only MP School courses of instruction affected by instructional area emphasis requests are the advanced course, the basic officer course, and the military police supervisors course.

Instructional Areas. Check the block opposite the major area in which the instructional emphasis is required, or write in the appropriate area. Perusal of the Military Police Service System diagram (Appendix A) or use of the Provost Marshal Evaluative Guide will be helpful in determining specific instructional areas not listed.

Describe Problem Encountered. Relate the general problem encountered, (i.e. - Officers have little knowledge concerning the search of vehicles).

Specific Area of Emphasis. Relate exactly what you feel should be covered to correct the deficiency (i.e officer students should receive instruction sufficient to - - - - -).

MILITARY POLICE DAILY TRAFFIC OPERATIONS REPORT

Date					Time Starting Duty				
Number Trf Hours Proposed					Equipment Summary				
Patrol Area			Shift		Veh w/VASCAR		TCI Van		
Special Detail			Type Patrol		Veh w/RADAR		Patrol Car		
			Area Fixed Line Mixed Oth		Aircraft		Patrol Wagon		
					TCI Car		Other		

TRAFFIC SERVICES PERFORMED	TOTAL	Traffic Law Enforcement	No.
1. Stalled Motorist Assisted		Traffic Violation Ticket	
2. Abandoned Vehicles Checked		Traffic Warning Ticket	
3. TCP's Worked (Unplanned)		Reckless Driving (19-32)	
4. TCP's Worked (Pre-planned)		Drunk Driving (19-32)	
5. Road or Traffic Hazards Rpt		TOTAL	
6. Directions Provided Motorist		Collision Prevention	No.
7. Ambulance Trips		Moving Traffic Violation	
8. Escorts		Other Traffic Violation	
9. School Safety Assignments		Moving Violation Warning	
10. Public Safety Service		Other Violation Warning	
11. Assisting Ill or Injured		RADAR Operations	
12. Traffic Control Study		VASCAR Operations	
13.		Collision Management	No.
14.		Property Damage Collision	
15.		Injury Collision	
		Fatal Collision	
		Property Damage Col(Alcho)	
		Injury Collision (Alcohol)	
		Fatal Collision (Alcohol)	
		TOTAL	

COMPLETE AT END OF TOUR		FOR OFFICIAL USE ONLY	
Mileage for Traffic Purposes		(Continues on reverse side)	
Total Mileage Traveled			
Time Ending Duty			
Apprehension Required As A Result of Traffic Violations			
Hours Spent in Traffic Opns			
MP Signature			
MP Signature			

REQUEST FOR INSTRUCTIONAL AREA EMPHASIS BY MP SCHOOL

**TO: Commandant, US Army Military Police School
Attention: Director of Instruction
Fort Gordon, Georgia 30905**

FROM:

Date:

INSTRUCTIONAL AREA	DESCRIBE PROBLEM ENCOUNTERED
1. Traffic Collision Investigation	
2. Traffic Law Enforcement	
3. Collision Prevention	
4. Motor Vehicle Administration	
5. MP-Violator Relationships	
6. Traffic Law	
7. Traffic Control Planning Studies	
8. Traffic Control and Direction	
9. Traffic Safety Education	
Other	
	<p>SPECIFIC AREA OF EMPHASIS</p>

ADDITIONAL COMMENTS

(Continue on reverse side)

Signature

Appendix I

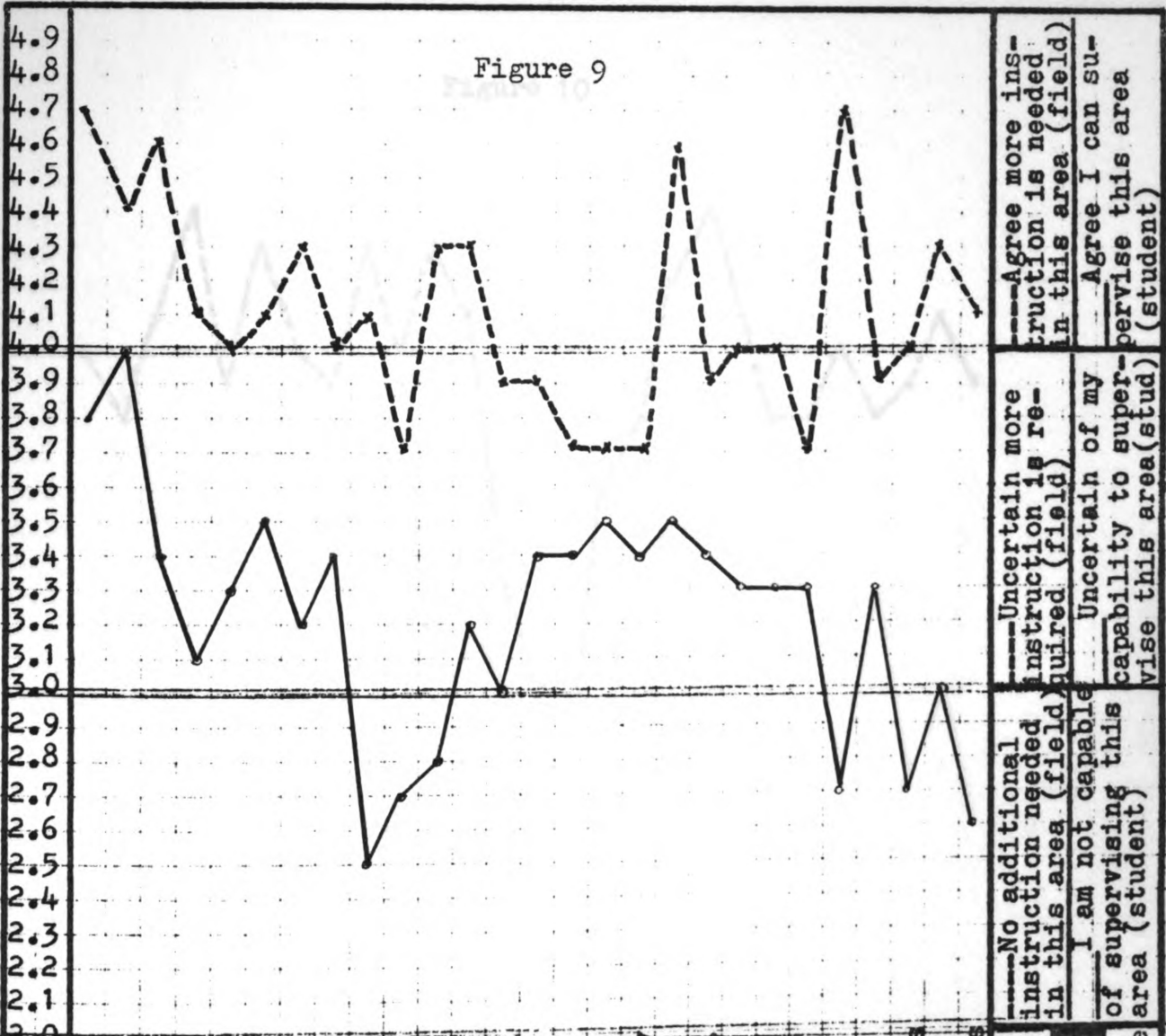
KNOWLEDGE GAP COMPARISONS

<u>Figure</u>	<u>Comparison</u>
9	Field military police officers with former civilian police experience vs. officer students with former civilian police experience
10	Field Colonels and Lt. Colonels vs. officer students with former civilian police experience
11	Field Colonels and Lt. Colonels vs. officer students with two or more traffic assignments and who rated themselves satisfactory or above in traffic supervision
12	All field military police officers vs. officer students with two or more previous traffic assignments and who rated themselves satisfactory or above in traffic supervision
13	All field military police officers vs. officer students with former civilian police experience
14	Field military police officers with specialized traffic training vs. all officer students
15	Field military police officers with former civilian police experience vs. all officer students
16	Field military police officers with specialized traffic training vs. officer students with former civilian police experience

FigureComparison

- 17 Field military police officers with specialized traffic training vs. officer students with two or more previous traffic assignments and who rated themselves satisfactory or above in traffic supervision
- 18 All field military police officers vs. all officer students
- 19 Field military police officers with former civilian police experience vs. officer students with two or more previous traffic assignments and who rated themselves satisfactory or above in traffic supervision
- 20 Field Colonels and Lt. Colonels vs. officer students

Figure 9



----- Agree more ins-
truction is needed
in this area (field)

----- Agree I can su-
pervise this area
(student)

----- Uncertain more
instruction is re-
quired (field)

----- Uncertain of my
capability to super-
vise this area(stud)

----- No additional
instruction needed
in this area (field)

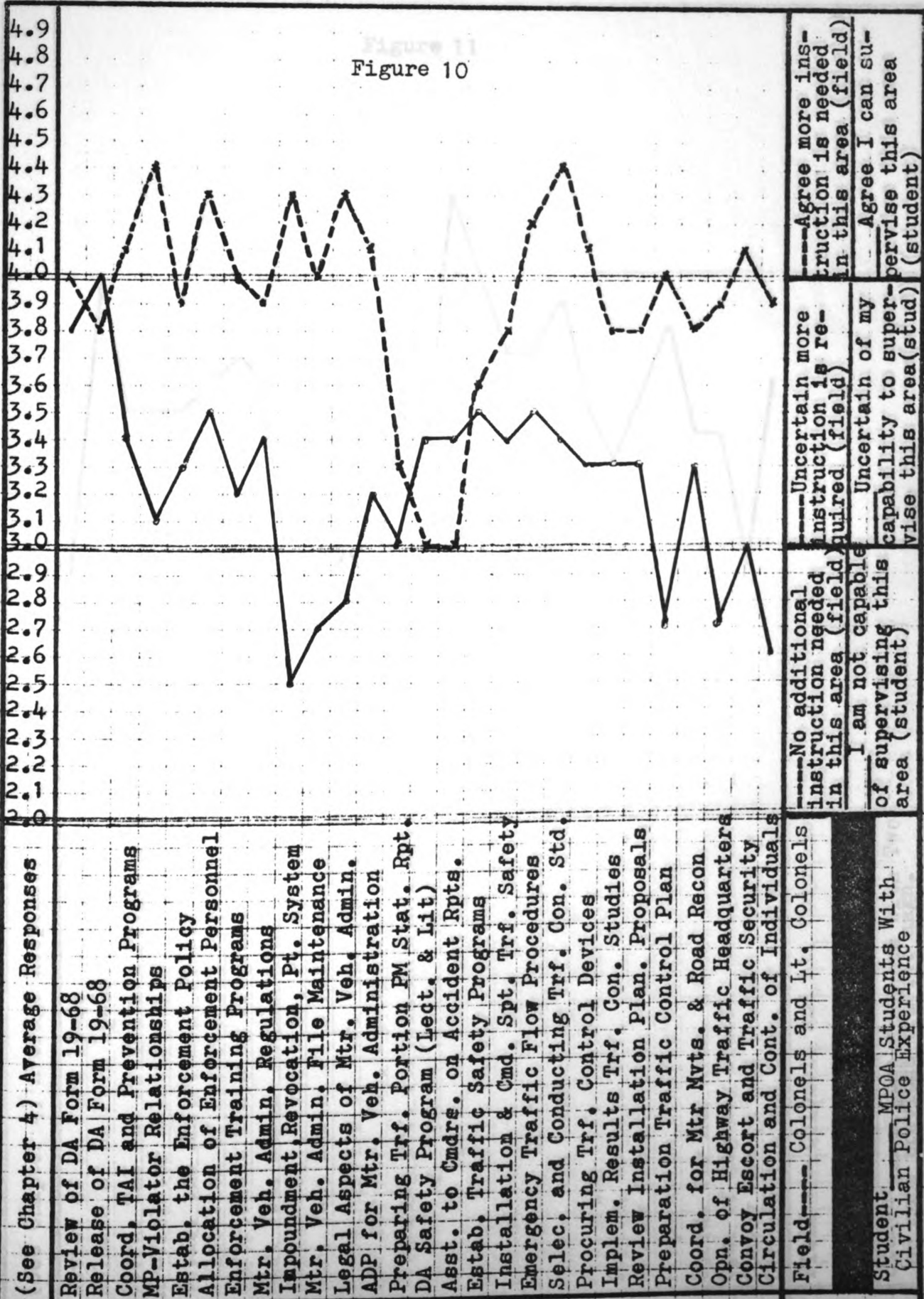
----- I am not capable
of supervising this
area (student)

- (See Chapter 4) Average Responses
- Review of DA Form 19-68
 - Release of DA Form 19-68
 - Coord. TAI and Prevention Programs
 - MP-Violator Relationships
 - Estab. the Enforcement Policy
 - Allocation of Enforcement Personnel
 - Enforcement Training Programs
 - Mtr. Veh. Admin. Regulations
 - Impoundment, Revocation, Pt. System
 - Mtr. Veh. Admin. File Maintenance
 - Legal Aspects of Mtr. Veh. Admin.
 - ADP for Mtr. Veh. Administration
 - Preparing Trf. Portion PM Stat. Rpt.
 - DA Safety Program (Lect. & Lit)
 - Asst. to Cmdr. on Accident Rpts.
 - Estab. Traffic Safety Programs
 - Installation & Cmd. Spt. Trf. Safety
 - Emergency Traffic Flow Procedures
 - Selec. and Conducting Trf. Con. Std.
 - Procuring Trf. Control Devices
 - Implem. Results Trf. Con. Studies
 - Review Installation Plan. Proposals
 - Preparation Traffic Control Plan
 - Coord. for Mtr Mvts. & Road Recon
 - Opn. of Highway Traffic Headquarters
 - Convoy Escort and Traffic Security
 - Circulation and Cont. of Individuals

Field----- Officers With Former
Civilian Police Experience

Student----- MPOA Students With
Former Civilian Police Experience

Figure 10



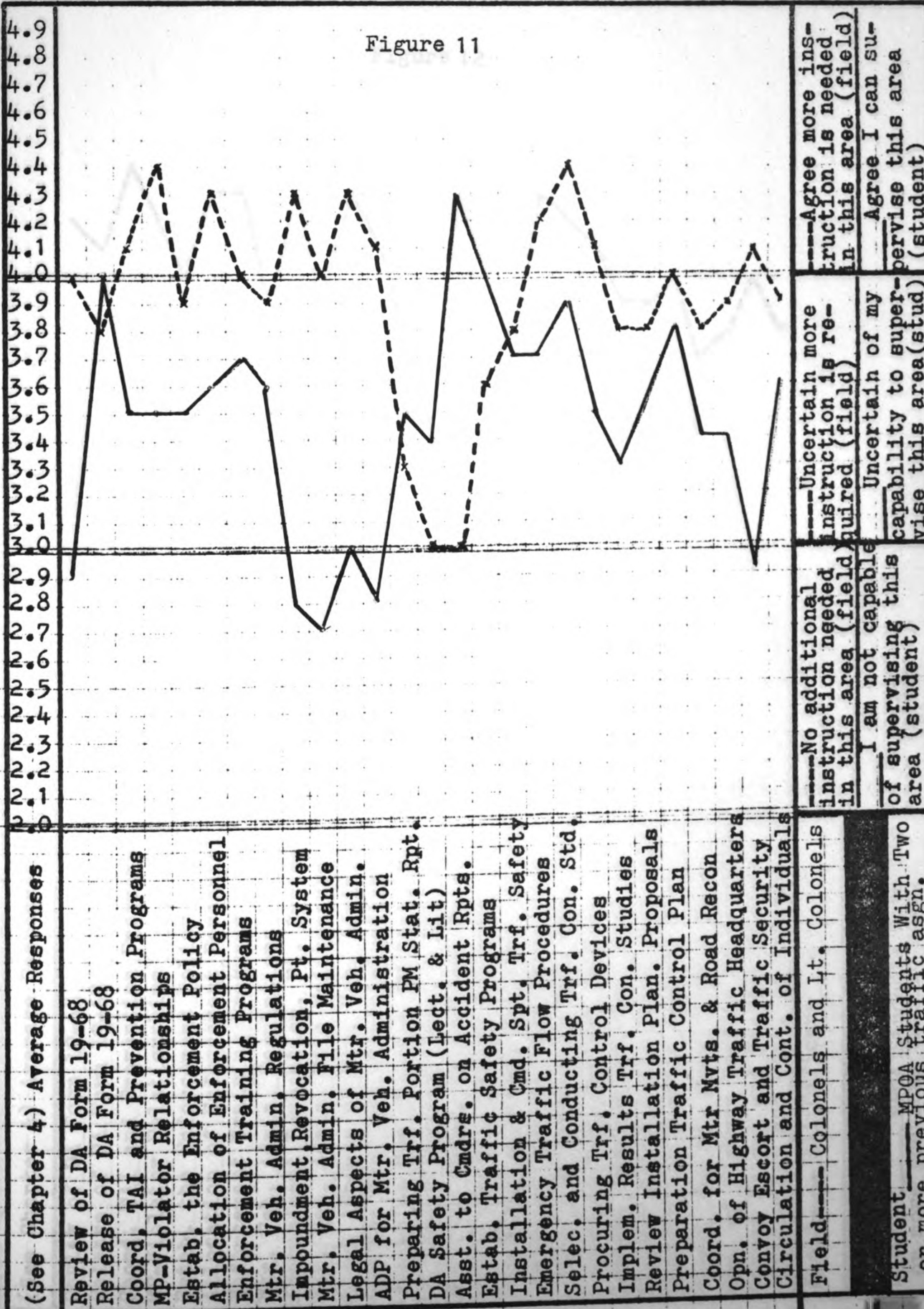
(See Chapter 4) Average Responses

-----No additional instruction needed in this area (field)
I am not capable of supervising this area (student)

-----Uncertain more instruction is required (field)
Uncertain of my capability to supervise this area (student)

-----Agree more instruction is needed in this area (field)
Agree I can supervise this area (student)

Figure 11



(See Chapter 4) Average Responses

Review of DA Form 19-68
 Release of DA Form 19-68
 Coord, TAI and Prevention Programs
 MP-Violator Relationships
 Estab, the Enforcement Policy
 Allocation of Enforcement Personnel
 Enforcement Training Programs
 Mtr, Veh, Admin, Regulations
 Impoundment, Revocation, Pt. System
 Mtr, Veh, Admin, File Maintenance
 Legal Aspects of Mtr, Veh, Admin.
 ADP for Mtr, Veh, Administration
 Preparing Trf, Portion PM Stat, Rpt.
 DA Safety Program (Lect, & Lit)
 Asst. to Cmdrs, on Accident Rpts.
 Estab, Traffic Safety Programs
 Installation & Cmd, Spt, Trf, Safety
 Emergency Traffic Flow Procedures
 Selec, and Conducting Trf, Con, Std,
 Procuring Trf, Control Devices
 Implem, Results Trf, Con, Studies
 Review Installation Plan, Proposals
 Preparation Traffic Control Plan
 Coord, for Mtr Mvts, & Road Recon
 Opn, of Highway Traffic Headquarters
 Convoy Escort and Traffic Security
 Circulation and Cont, of Individuals

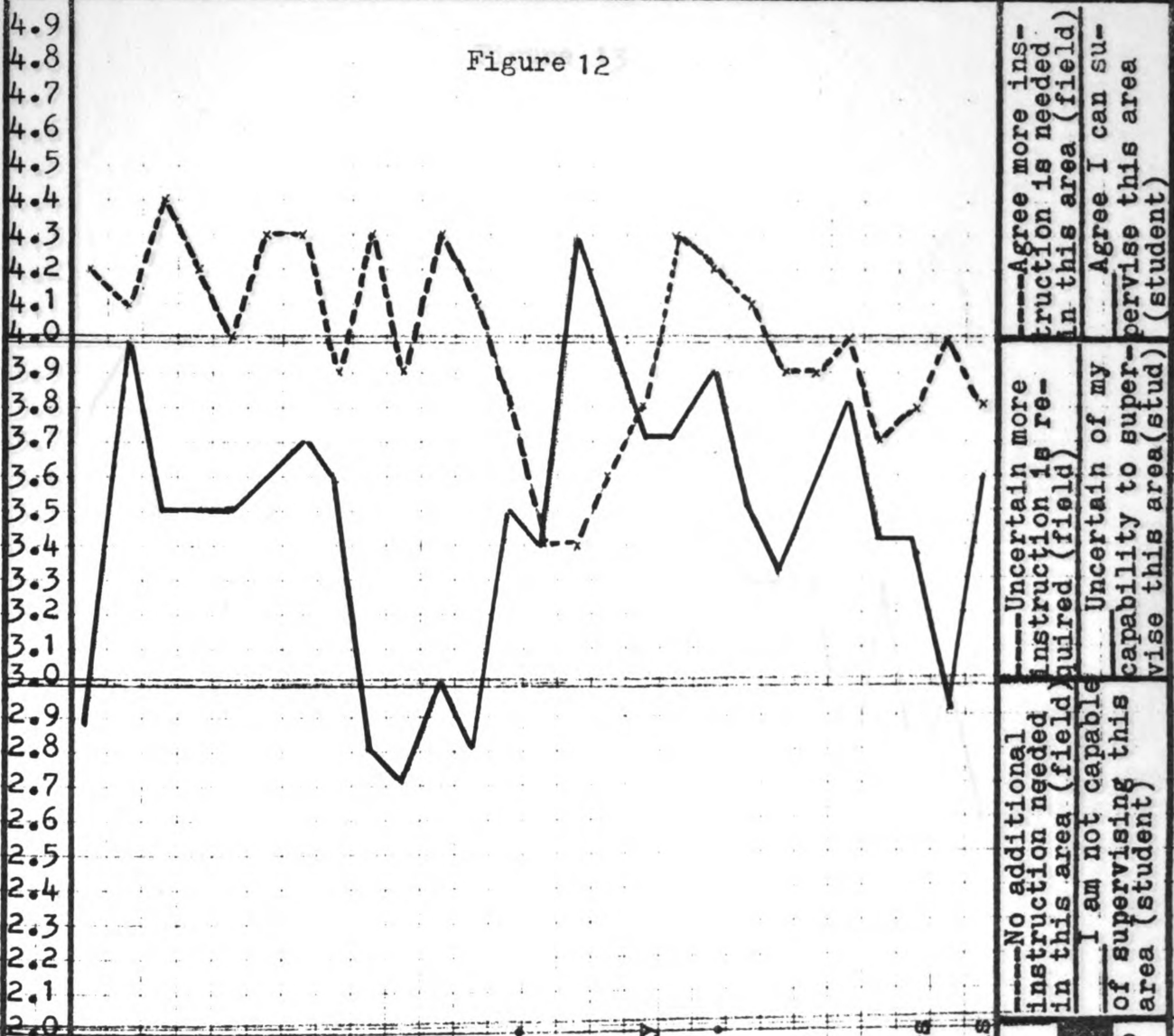
Field----- Colonels and Lt, Colonels
 Student----- MPOA Students With Two
 or more previous traffic asgn.

-----No additional instruction needed in this area (field)
 I am not capable of supervising this area (student)

-----Uncertain more instruction is required (field)
 Uncertain of my capability to supervise this area (stud)

-----Agree more instruction is needed in this area (field)
 Agree I can supervise this area (student)

Figure 12



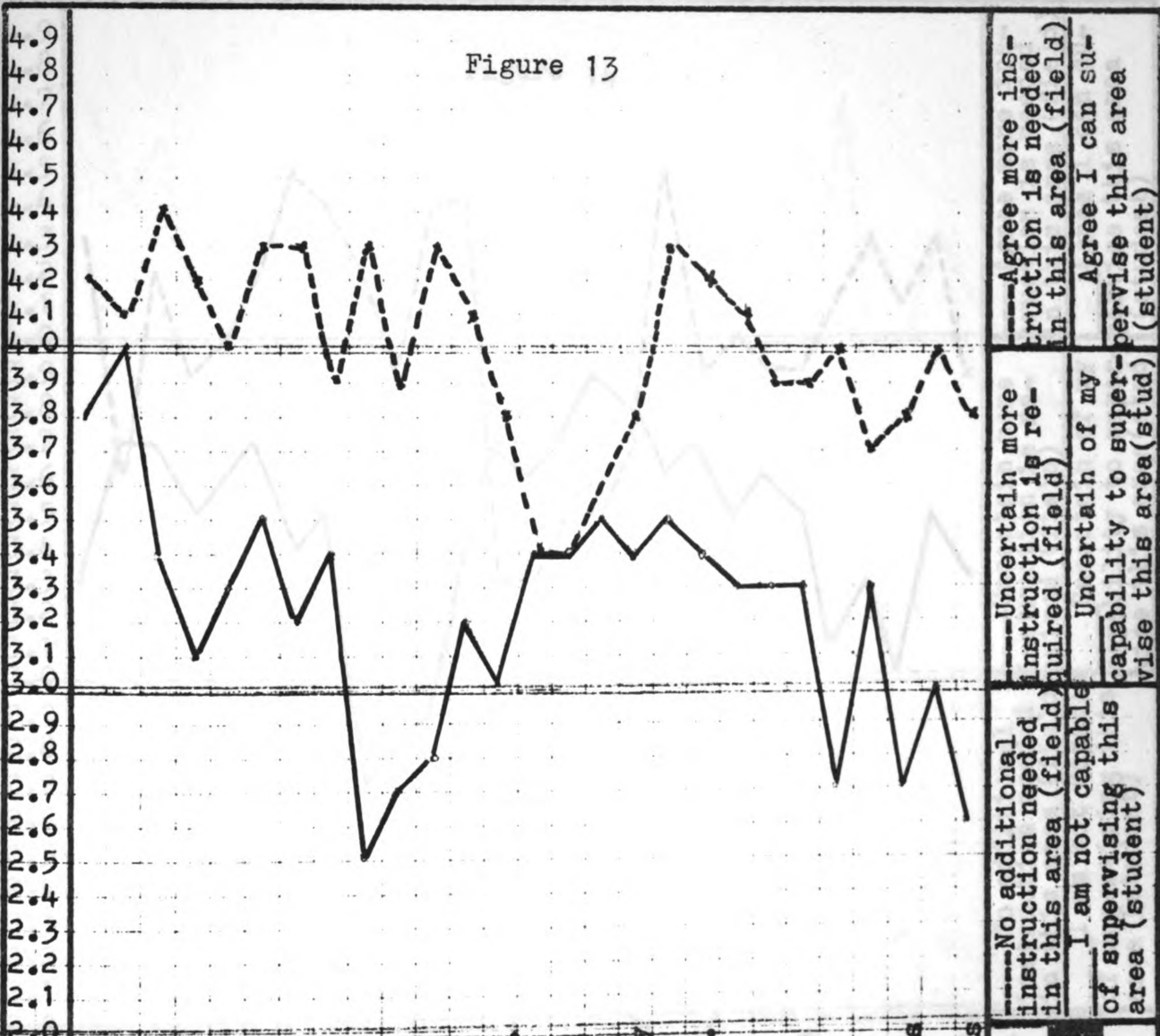
(See Chapter 4) Average Responses

- Review of DA Form 19-68
- Release of DA Form 19-68
- Coord, TAI and Prevention Programs
- MP-Violator Relationships
- Estab, the Enforcement Policy
- Allocation of Enforcement Personnel
- Enforcement Training Programs
- Mtr, Veh. Admin, Regulations
- Impoundment, Revocation, Pt. System
- Mtr, Veh. Admin, File Maintenance
- Legal Aspects of Mtr, Veh, Admin.
- ADP for Mtr, Veh, Administration
- Preparing Trf, Portion PM Stat. Rpt.
- DA Safety Program (Lect, & Lit)
- Asst. to Cmdrs, on Accident Rpts.
- Estab, Traffic Safety Programs
- Installation & Cmd, Spt, Trf, Safety
- Emergency Traffic Flow Procedures
- Selec, and Conducting Trf, Con, Std.
- Procuring Trf, Control Devices
- Implem, Results Trf, Con, Studies
- Review Installation Plan, Proposals
- Preparation Traffic Control Plan
- Coord, for Mtr Mvts, & Road Recon
- Opn, of Highway Traffic Headquarters
- Convoy Escort and Traffic Security
- Circulation and Cont. of Individuals

Field----- All Officers
 Student----- MPOA Students With Two or more previous traffic asgn.

-----No additional instruction needed in this area (field)
 I am not capable of supervising this area (student)
 -----Uncertain more instruction is required (field)
 Uncertain of my capability to supervise this area (student)
 -----Agree more instruction is needed in this area (field)
 Agree I can supervise this area (student)

Figure 13



(See Chapter 4) Average Responses

- Review of DA Form 19-68
- Release of DA Form 19-68
- Coord. TAI and Prevention Programs
- MP-Violator Relationships
- Estab. the Enforcement Policy
- Allocation of Enforcement Personnel
- Enforcement Training Programs
- Mtr. Veh. Admin. Regulations
- Impoundment, Revocation, Pt. System
- Mtr. Veh. Admin. File Maintenance
- Legal Aspects of Mtr. Veh. Admin.
- ADP for Mtr. Veh. Administration
- Preparing Trf. Portion PM Stat. Rpt.
- DA Safety Program (Lect. & Lit)
- Asst. to Cmdrs. on Accident Rpts.
- Estab. Traffic Safety Programs
- Installation & Cmd. Spt. Trf. Safety
- Emergency Traffic Flow Procedures
- Selec. and Conducting Trf. Con. Std.
- Procuring Trf. Control Devices
- Implem. Results Trf. Con. Studies
- Review Installation Plan. Proposals
- Preparation Traffic Control Plan
- Coord. for Mtr Mvts. & Road Recon
- Opn. of Highway Traffic Headquarters
- Convoy Escort and Traffic Security
- Circulation and Cont. of Individuals

Field----- All Officers

Student----- MPOA Students With
Civilian Police Experience

-----No additional instruction needed in this area (field)

-----I am not capable of supervising this area (student)

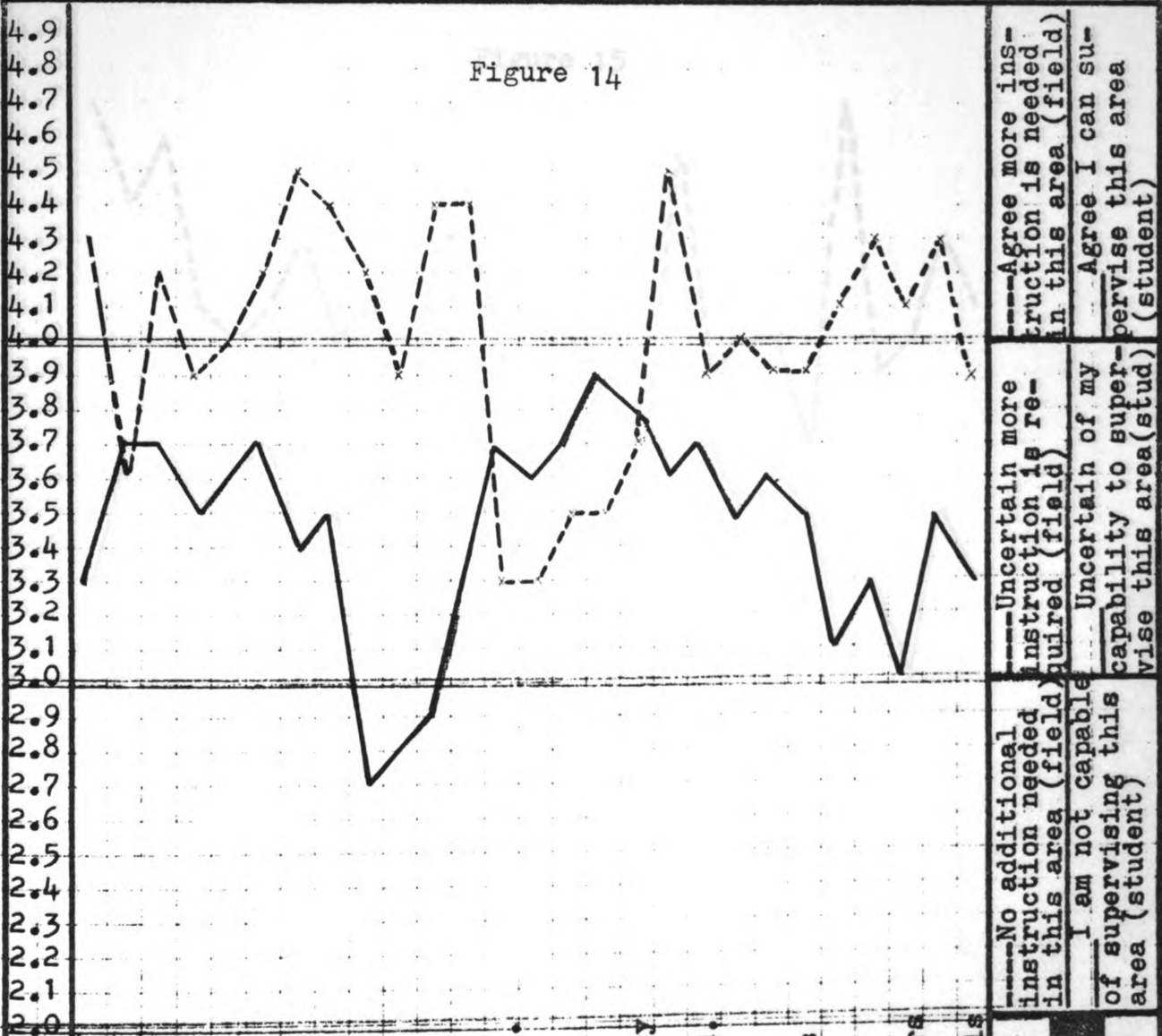
-----Uncertain more instruction is required (field)

-----Uncertain of my capability to supervise this area (stud)

-----Agree more instruction is needed in this area (field)

-----Agree I can supervise this area (student)

Figure 14



(See Chapter 4) Average Responses

- Review of DA Form 19-68
- Release of DA Form 19-68
- Coord. TAI and Prevention Programs
- MP-Violator Relationships
- Estab. the Enforcement Policy
- Allocation of Enforcement Personnel
- Enforcement Training Programs
- Mtr. Veh. Admin. Regulations
- Impoundment, Revocation, Pt. System
- Mtr. Veh. Admin. File Maintenance
- Legal Aspects of Mtr. Veh. Admin.
- ADP for Mtr. Veh. Administration
- Preparing Trf. Portion PM Stat. Rpt.
- DA Safety Program (Lect. & Lit)
- Asst. to Cmdrs. on Accident Rpts.
- Estab. Traffic Safety Programs
- Installation & Cmd. Spt. Trf. Safety
- Emergency Traffic Flow Procedures
- Selec. and Conducting Trf. Con. Std.
- Procuring Trf. Control Devices
- Implem. Results Trf. Con. Studies
- Review Installation Plan. Proposals
- Preparation Traffic Control Plan
- Coord. for Mtr Mvts. & Road Recon
- Opn. of Highway Traffic Headquarters
- Convoy Escort and Traffic Security
- Circulation and Cont. of Individuals

Field-----All Officers With Special Traffic Training

Student-----All MPOA Students

-----No additional instruction needed in this area (field)

I am not capable of supervising this area (student)

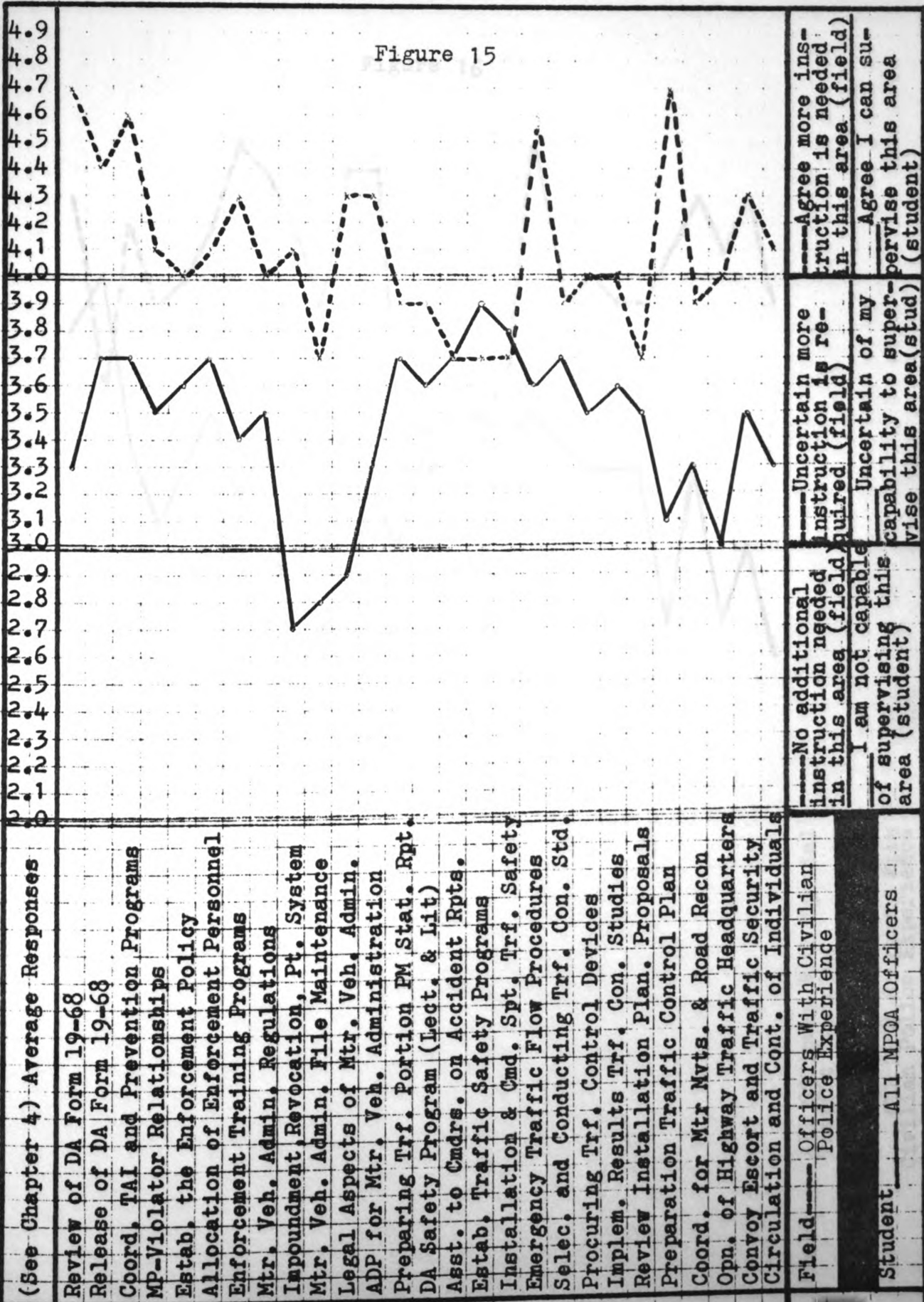
-----Uncertain more instruction is required (field)

-----Uncertain of my capability to supervise this area (stud)

-----Agree more instruction is needed in this area (field)

-----Agree I can supervise this area (student)

Figure 15



----- Agree more ins-
truction is needed
in this area (field)

----- Uncertain more
instruction is re-
quired (field)

----- I am not capable
of supervising this
area (student)

----- Agree I can su-
pervise this area
(student)

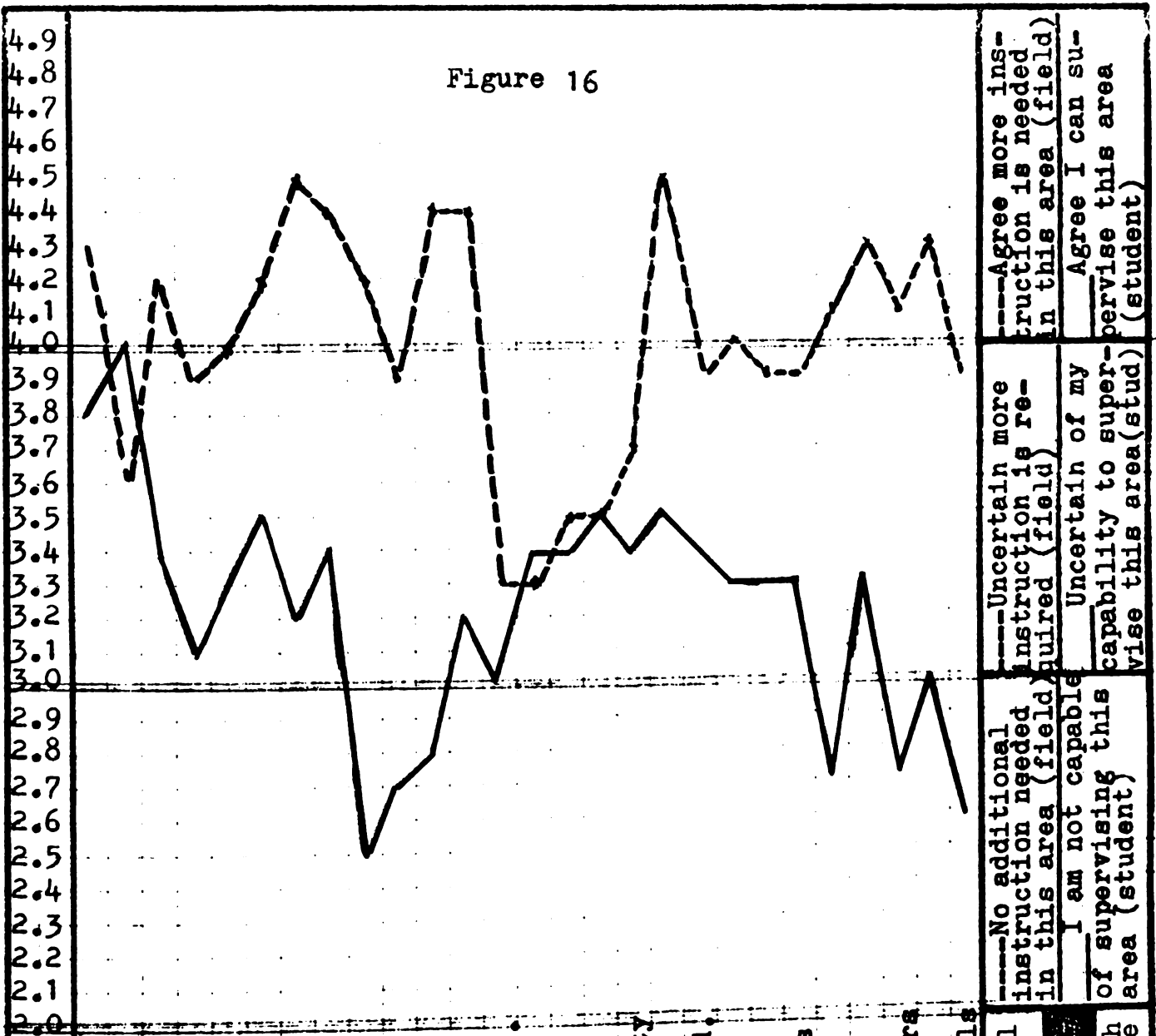
(See Chapter 4) Average Responses

- Review of DA Form 19-68
- Release of DA Form 19-68
- Coord. TAI and Prevention Programs
- MP-Violator Relationships
- Estab. the Enforcement Policy
- Allocation of Enforcement Personnel
- Enforcement Training Programs
- Mtr. Veh. Admin. Regulations
- Impoundment, Revocation, Pt. System
- Mtr. Veh. Admin. File Maintenance
- Legal Aspects of Mtr. Veh. Admin.
- ADP for Mtr. Veh. Administration
- Preparing Trf. Portion PM Stat. Rpt.
- DA Safety Program (Lect. & Lit)
- Asst. to Cmdrs. on Accident Rpts.
- Estab. Traffic Safety Programs
- Installation & Cmd. Spt. Trf. Safety
- Emergency Traffic Flow Procedures
- Selec. and Conducting Trf. Con. Std.
- Procuring Trf. Control Devices
- Implem. Results Trf. Con. Studies
- Review Installation Plan. Proposals
- Preparation Traffic Control Plan
- Coord. for Mtr Mvts. & Road Recon
- Opn. of Highway Traffic Headquarters
- Convoy Escort and Traffic Security
- Circulation and Cont. of Individuals

Field----- Officers With Civilian
Police Experience

Student----- All MPOA Officers

Figure 16



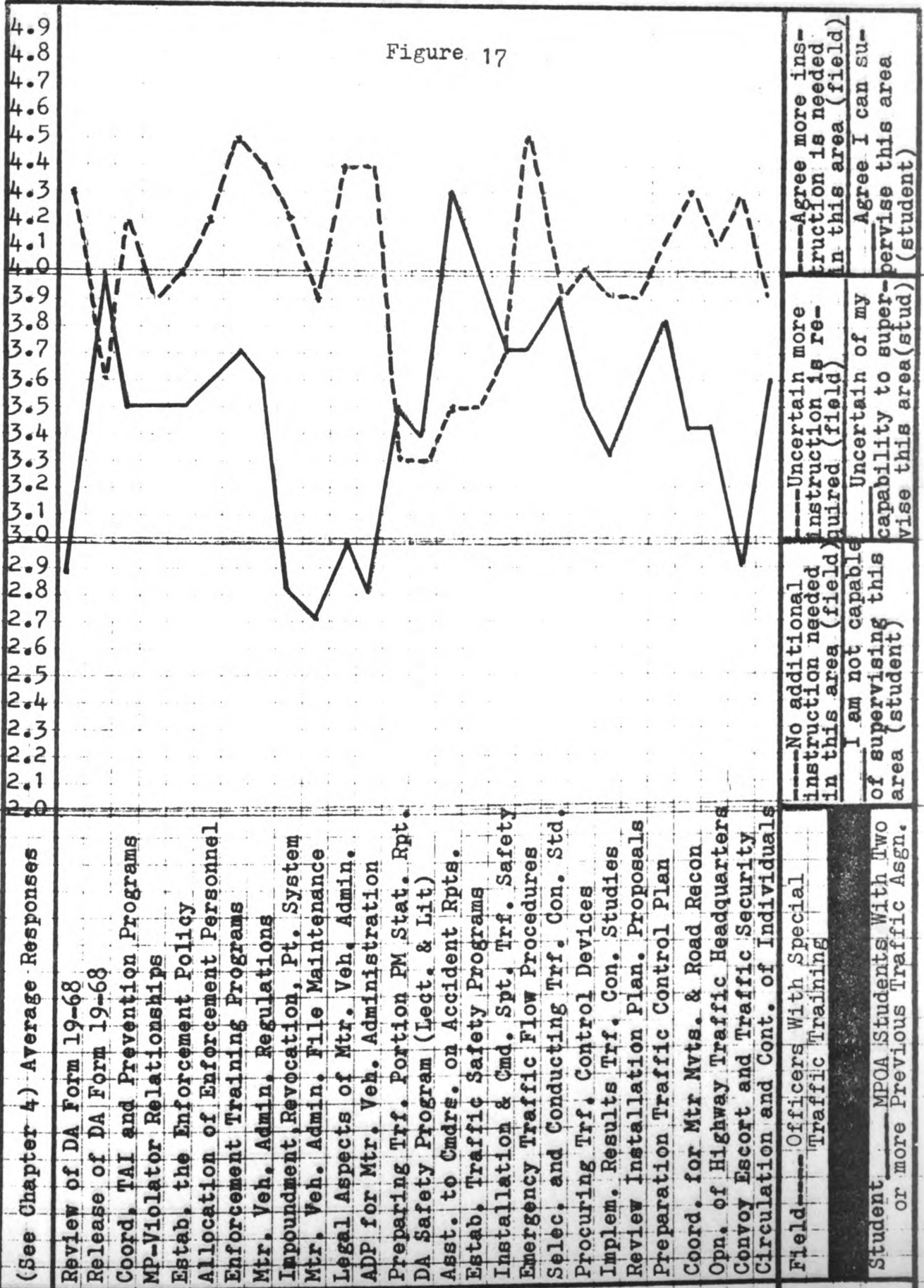
(See Chapter 4) Average Responses

Review of DA Form 19-68
 Release of DA Form 19-68
 Coord. TAI and Prevention Programs
 MP-Violator Relationships
 Estab, the Enforcement Policy
 Allocation of Enforcement Personnel
 Enforcement Training Programs
 Mtr. Veh. Admin, Regulations
 Impoundment, Revocation, Pt. System
 Mtr. Veh. Admin, File Maintenance
 Legal Aspects of Mtr. Veh. Admin.
 ADP for Mtr. Veh. Administration
 Preparing Trf. Portion PM Stat. Rpt.
 DA Safety Program (Lect. & Lit)
 Asst. to Cmdr. on Accident Rpts.
 Estab, Traffic Safety Programs
 Installation & Cmd. Spt. Trf. Safety
 Emergency Traffic Flow Procedures
 Selec. and Conducting Trf. Con. Std.
 Procuring Trf. Control Devices
 Implem. Results Trf. Con. Studies
 Review Installation Plan. Proposals
 Preparation Traffic Control Plan
 Coord. for Mtr Mvts. & Road Recon.
 Opn. of Highway Traffic Headquarters
 Convoy Escort and Traffic Security
 Circulation and Cont. of Individuals

Field----- All Officers With Special Traffic Training
 Student----- All MPOA Students With Civilian Police Experience

-----No additional instruction needed in this area (field)
 I am not capable of supervising this area (student)
 -----Uncertain more instruction is required (field)
 Uncertain of my capability to supervise this area (student)
 -----Agree more instruction is needed in this area (field)
 Agree I can supervise this area (student)

Figure 17

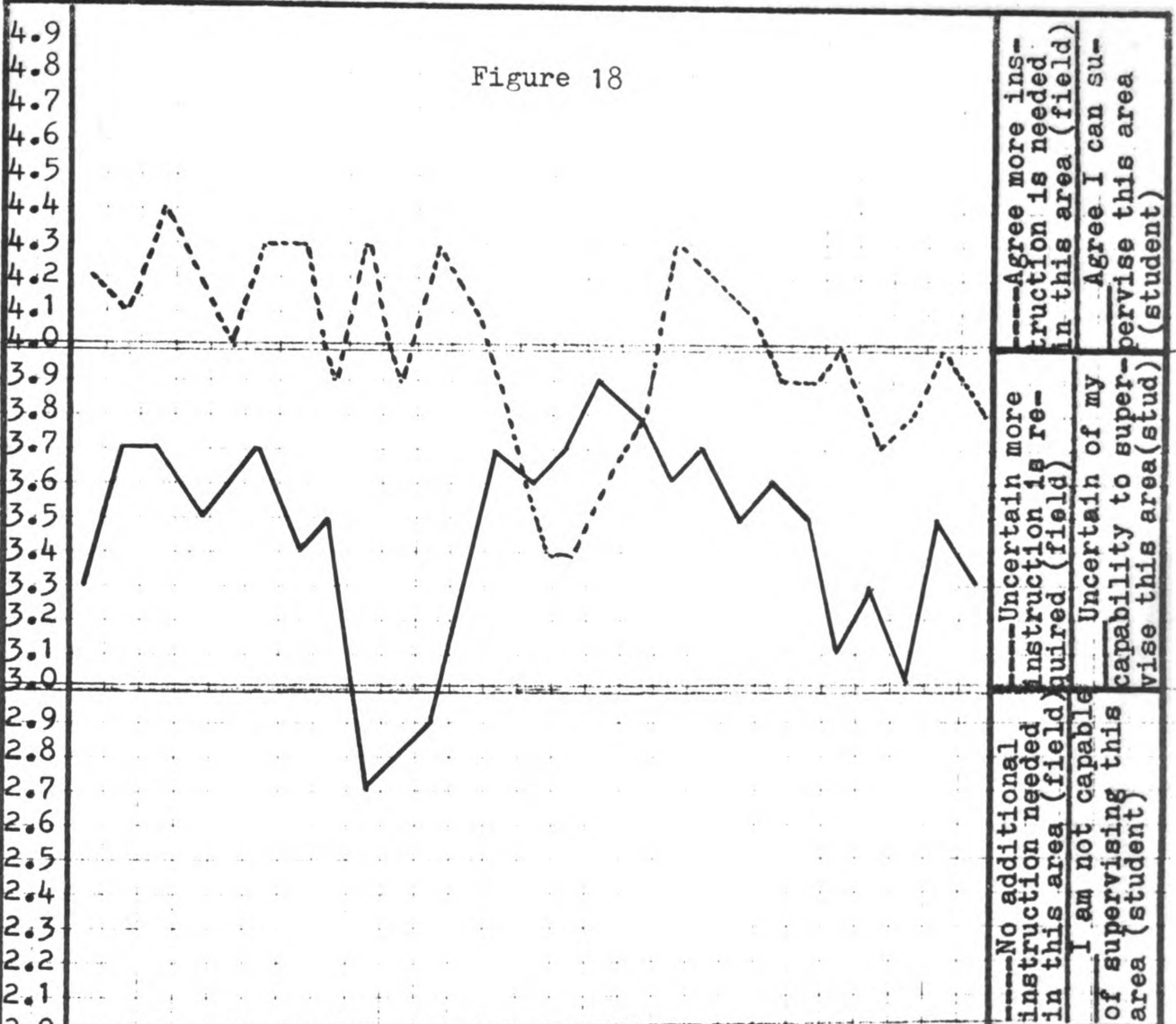


-----No additional instruction needed in this area (field)
I am not capable of supervising this area (student)

-----Uncertain more instruction is required (field)
Uncertain of my capability to supervise this area (student)

-----Agree more instruction is needed in this area (field)
Agree I can supervise this area (student)

Figure 18



(See Chapter 4) Average Responses

Review of DA Form 19-68

Release of DA Form 19-68

Coord, TAI and Prevention Programs

MP-Violator Relationships

Estab. the Enforcement Policy

Allocation of Enforcement Personnel

Enforcement Training Programs

Mtr. Veh. Admin. Regulations

Impoundment, Revocation, Pt. System

Mtr. Veh. Admin. File Maintenance

Legal Aspects of Mtr. Veh. Admin.

ADP for Mtr. Veh. Administration

Preparing Trf. Portion PM Stat. Rpt.

DA Safety Program (Lect. & Lit)

Asst. to Cmdrs. on Accident Rpts.

Estab. Traffic Safety Programs

Installation & Cmd. Spt. Trf. Safety

Emergency Traffic Flow Procedures

Selec. and Conducting Trf. Con. Std.

Procuring Trf. Control Devices

Implem. Results Trf. Con. Studies

Review Installation Plan. Proposals

Preparation Traffic Control Plan

Coord. for Mtr Nvts. & Road Recon

Opn. of Highway Traffic Headquarters

Convoy Escort and Traffic Security

Circulation and Cont. of Individuals

Field-----All Officers

Student-----All MPOA Students

-----No additional instruction needed in this area (field)

I am not capable of supervising this area (student)

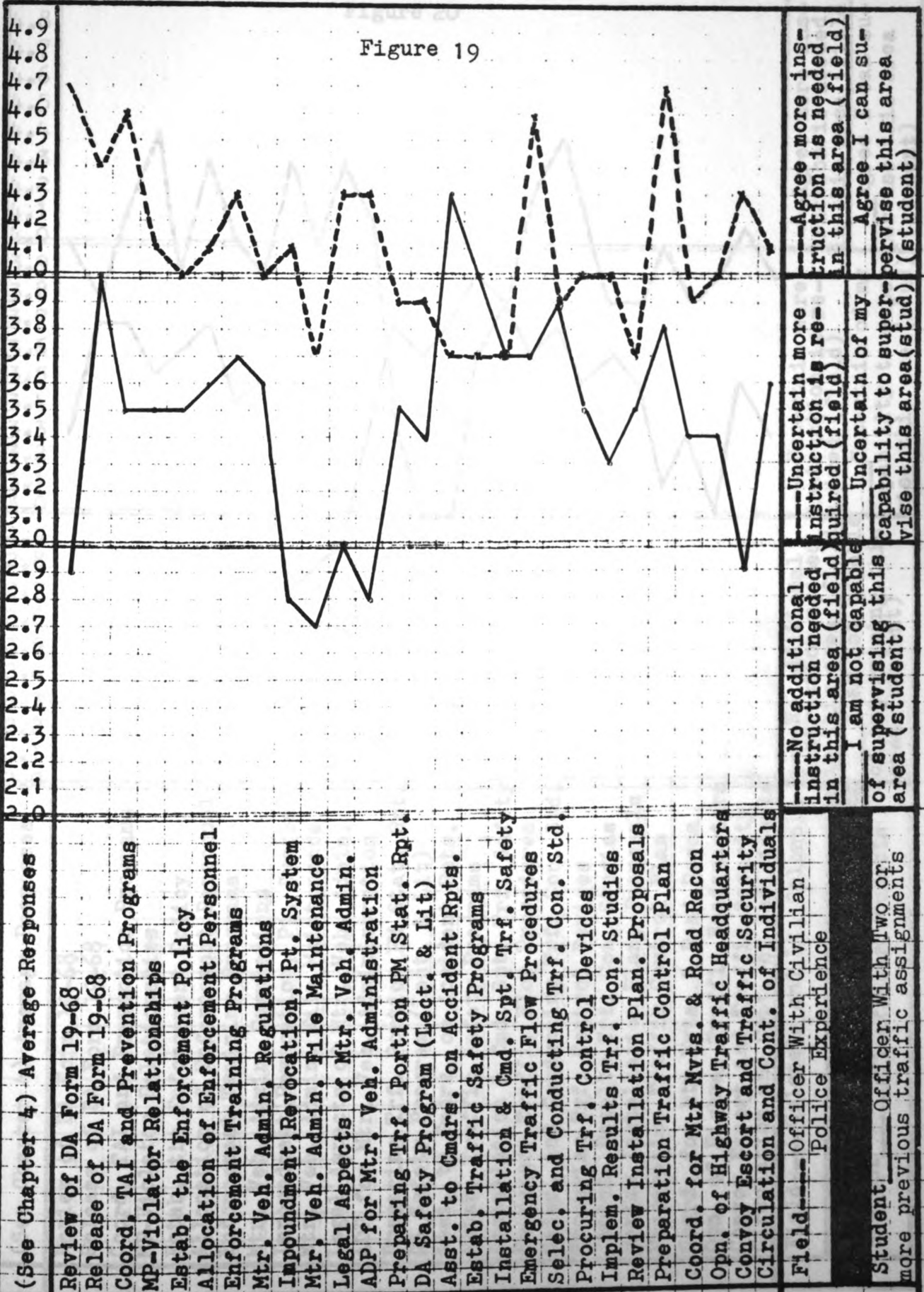
-----Uncertain more instruction is required (field)

Uncertain of my capability to supervise this area (stud)

-----Agree more instruction is needed in this area (field)

Agree I can supervise this area (student)

Figure 19



(See Chapter 4) Average Responses

Review of DA Form 19-68
 Release of DA Form 19-68
 Coord, TAI and Prevention Programs
 MP-Violator Relationships
 Estab, the Enforcement Policy
 Allocation of Enforcement Personnel
 Enforcement Training Programs
 Mtr. Veh. Admin, Regulations
 Impoundment, Revocation, Pt. System
 Mtr. Veh. Admin, File Maintenance
 Legal Aspects of Mtr. Veh. Admin.
 ADP for Mtr. Veh. Administration
 Preparing Trf. Portion PM Stat. Rpt.
 DA Safety Program (Lect. & Lit)
 Asst. to Cmdrs. on Accident Rpts.
 Estab, Traffic Safety Programs
 Installation & Cmd. Spt, Trf. Safety
 Emergency Traffic Flow Procedures
 Selec. and Conducting Trf. Con. Std.
 Procuring Trf. Control Devices
 Implem. Results Trf. Con. Studies
 Review Installation Plan. Proposals
 Preparation Traffic Control Plan
 Coord. for Mtr Mvts. & Road Recon
 Opn. of Highway Traffic Headquarters
 Convoy Escort and Traffic Security
 Circulation and Cont. of Individuals

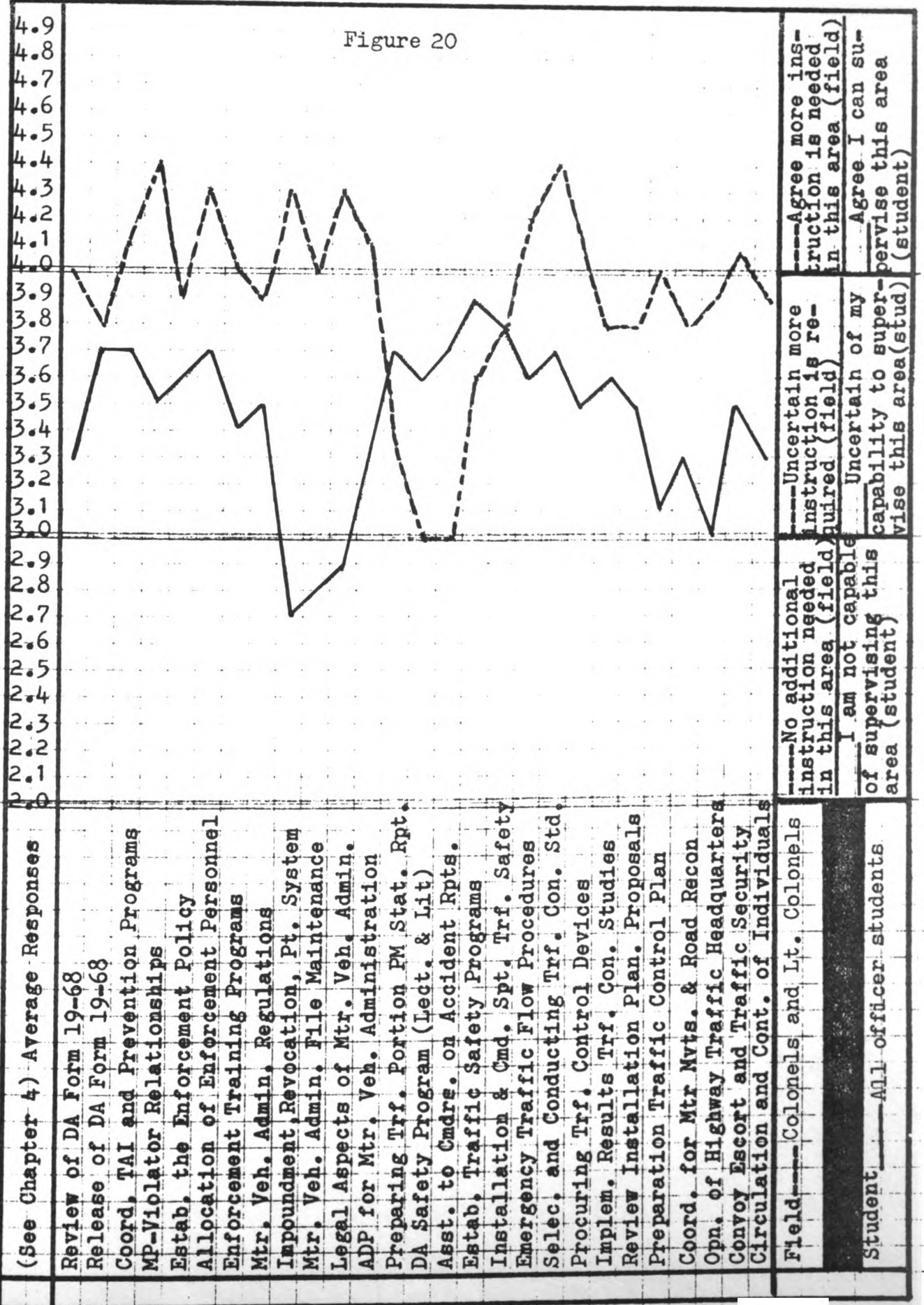
Field Officer With Civilian Police Experience
 Student Officer With Two or more previous traffic assignments

-----No additional instruction needed in this area (field)
 I am not capable of supervising this area (student)

-----Uncertain more instruction is required (field)
 Uncertain of my capability to supervise this area (stud)

-----Agree more instruction is needed in this area (field)
 Agree I can supervise this area (student)

Figure 20



(See Chapter 4) Average Responses

---Agree more instruction is needed in this area (field) Agree I can supervise this area (student)

---Uncertain more instruction is required (field) Uncertain of my capability to supervise this area (student)

---No additional instruction needed in this area (field) I am not capable of supervising this area (student)

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