

A COMPARATIVE ANALYSIS OF RECRUIT TRAINING AS PRACTICED
BY MICHIGAN STATE POLICE AND KENTUCKY STATE POLICE
WITH A PROPOSED MODEL PROGRAM FOR A STATE POLICE
ORGANIZATION WITH A SIMILAR POLICE PROGRAM

Thesis for the Degree of M. S.

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Robert Willie Posey

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AN ABSTRACT OF A THESIS

Submitted to
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1963

Approved

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ABSTRACT

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Police recruit training at the state level is a phase of police responsibility shrouded in mystery from one state to another. With contiguous states striving toward objectives that are practically synonymous, it is necessary that the concealing shroud be removed. There is not an effort made to administer police training at the state level stealthily; there is instead, a lack of effort to exchange information and training techniques between the different states. State police and state highway patrol training sections are not intimately familiar with the current training programs of adjoining states. This causes each one to pursue an individual program of recruit training without benefit of comparison with a very similar program operated in another state with the same objectives and only a few miles away. The training officers of Michigan, Ohio, Kentucky, and Indiana were not personally acquainted.

To compare the recruit training programs of the various states, the only available source of information was the comparative data publication of the International Association of Chiefs of Police. This comparison was superficial in that it posed only such questions as: is the training facility owned or rented; how many personnel are assigned to training; what are their ranks; how many weeks are spent on

recruit training; et cetera. There existed a need for closer examination of two or more recruit training programs with a comparison of their curriculums, duration, and administrative procedures.

This study compares the Michigan State Police recruit training program with the Kentucky State Police recruit training program with occasional references to the Indiana and Ohio programs.

The Michigan and Kentucky State Police Departments are first analyzed to determine the organizational structure of each, the police responsibility assigned by statute, the authority vested in each officer to be used in the discharge of this responsibility, the clientele to be policed, and the size and type of area to be policed. To prepare an officer for this job establishes the recruit training objectives.

The two training curriculums are then compared by breaking each into four areas of topics: traffic law, criminal law, procedures, and miscellaneous. The amount of training time spent on the topics of each area is compared. Where one topic requires a large number of training hours, it is compared with its counterpart in the other program if such counterpart exists. When a large training item in one program has no equal in the other, the reason is sought. Problems peculiar to each department are recognized and the necessary recruit training differences explained.

Differences of classroom administration, teaching techniques, use of training aids, and source of instructors are noted.

Weakness in either topic choice or utilization of training time is pointed out. Explanations and suggestions are interwoven.

The study determined that the police problem of Michigan and Kentucky is very similar with two exceptions. Michigan has complete statewide jurisdiction and responsibility while Kentucky does not. Michigan must train for water safety while Kentucky does not have this responsibility. The procedures to be followed and laws to be enforced are very similar. A graduate of either school should be adequately trained to perform police work in either state.

The curriculums correspond closely in traffic law and procedures. They vary understandably in miscellaneous subjects. They vary unrealistically in criminal law. With improvements in some areas, both states would have good recruit curriculums. Each school should be increased to fourteen weeks.

A model curriculum for a fourteen week training course with five subject areas of: traffic law, criminal law, procedures, miscellaneous, and personal skills is supplied.

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CHAPTER I

INTRODUCTION

When police service is the topic of conversation, regardless if the conversants be laymen or professionals, one particular phase of police service is sure to enter the conversation before it is terminated--police training. It has been the vogue in recent years to submit that policemen need to be better trained. Police leaders and their counterparts in political organizations and government appear unable to deliver a public address without inserting the ambitious remark "our police must be better trained to cope with today's modern criminal." Such remarks mirror the proper civic attitude, but just what is meant by "better training" is not made clear. The idea of a need for police training has been well sold; and rare indeed are those who dare suggest that training has become, in some instances, a fad without objective, and in other instances, exists as training for training's sake. The police training program is too often measured by such unrealistic standards as the length of weeks involved, the facilities being used, the students that fail to complete, and the training officer's report of his own program. The longest schools being held in the most modern facilities and eliminating the largest number of aspirants are rated best. This is not an indictment of the individual elements listed above, but it is a protest against the use of them as the primary evaluating criterion of a police recruit training school.

It is redundant to assert that police recruit training is

necessary. Only those departments handicapped by size, finance, or opportunity fail to avail themselves of recruit training in some form. The attitude of police administrators today is different from the early nineteenth century period when August Vollmer said: "No preliminary training was necessary and the officers were considered sufficiently equipped to perform their duties if they were armed with a revolver, and a club and wore a regulation uniform."¹ So the author will assume the necessity of such a program without further laboring the point.

The Problem

The problem confronted in this work is the similarity or dissimilarity of training programs from one department to another, the uniformity or lack of uniformity between recruit training programs. It is recognized that there exist at least three distinct classes of police departments, each having problems peculiar to its own class. Police departments can easily be separated into city or municipal departments, county departments, and state departments, each with different characteristics, organization, and problems. Since there are so many city departments of varied sizes and functions, this class should be at least further divided into large and small departments. Municipal police units range from the one or two man unit responsible for a small village to the large organization composed of several thousand men. The duties and responsibilities vary as widely as do the sizes. Since a recruit training program is designed to produce an officer qualified to perform

¹August Vollmer, "The School for Police as Planned at Berkeley," Journal of the American Institute of Criminal Law and Criminology, VII (May, 1916), 877.

the duties of the department of which he has become a member, it necessarily follows that a program will be tailored to satisfy the needs of the department it serves and, therefore, recruit training programs will vary from one department to another. If the new officer leaves recruit school capably trained to perform the duties required of him, his basic police education is satisfactory. No argument is offered against flexibility of curriculum in recruit training. It is, in fact, reasoned that universal standardization of police training is not logical.

This study is not concerned directly with the city and county police training programs but will be limited to the state level. Although some states have a criminal investigation unit responsible for the investigation of crimes and the enforcement of criminal law and a separate uniform division generally charged with enforcement of traffic laws, it is, for our purpose, accurate to say that by limiting the consideration to state police or highway patrol units, we limit it to fifty police organizations. It is reasonable to assume that the enforcement of law in one state does not vary appreciably from the enforcement of law in another state. This is especially true in enforcing traffic law. The same driver, vehicle, and load may pass through many states enroute from coast to coast. The speed laws, height limit, weight limit, passing regulations, parking, et cetera, will vary some from state to state, but generally, they are the same. Their enforcement requires very similar action from the police officer. If the officer's duties so closely coincide, even though they work in different states, why should their initial police training not be the same?

State police recruit training programs vary in length from three

to twenty-four weeks with the popular lengths being ten and twelve weeks.² The long range objective is the same in each school--to produce an officer that can perform the duties required of him by his superiors, his department, and his state. The cadet's needs are practically the same regardless of the state he chooses. Enforcement in Kentucky, Ohio, Indiana, or Michigan demands almost identical action. These state organizations, as do others, spend most of their time on traffic enforcement because this is the major, modern police problem. It is obvious that the traffic training curriculum of these recruit schools could approach near total uniformity--yet they do not. This can be interpreted to mean that some of these recruit programs are spending too much time on a particular item of subject matter or that their counterparts are spending too little time on the same item. This difference of time and topic allotment is the area we shall explore. A state police officer transferring from Kentucky to Michigan, or vice versa, would be required to attend recruit school again before going to work. He would not only be required to go through recruit school again, but he would actually need to attend. Although the work procedures correspond, the traffic patterns are the same, the statutes differ little, and the objectives are synonymous, the subject matter studied in the home state recruit training will not be the same as that offered in the adopted state; therefore, a need to attend recruit school again. This is not to challenge the validity or reliability of either recruit training program on the grounds of a starved or incomplete curriculum

²"Comparative Data," Annual Report, State and Provincial Section of the International Association of Chiefs of Police (Washington, D.C.: 1960), 32.

but purports to point out the differences and ask--why? Since personnel qualifications are very similar, the writer suggests that the time and methods sufficient to teach traffic law to recruits in one state will prove equally sufficient in the other. The problem then is (1) the topics designated to be taught in recruit school; (2) the amount of time allotted to the teaching of each topic; (3) the method of instruction or presentation; and (4) to a lesser degree, the placement of a topic in the curriculum in relation to length of time the school has been in progress.

Importance of the Study

"The direction in which education starts a man will determine his future."³ This bit of wisdom as expounded by Plato with reference to education in general is just as applicable to persons commencing a new career in police service. It is essential to the vocational health of embryonic policemen that their initial experiences with a police unit be constructive and challenging. Recruit training is his first set of experiences as a part of the official department, and it is here that his impressions and attitudes will begin. A strong recruit training program is mandatory.

This study will "pick apart" the curriculums of Michigan State Police recruit training and Kentucky State Police recruit training to locate the differences and explain why they exist or challenge their right to exist. This will constitute a contribution to the present literature in the field. A similar comparative analysis of any two

³Plato, The Republic, IV, 425 B, cited by Everett M. King, The Auxiliary Police Unit (Springfield, Illinois: Charles C. Thomas, 1960).

state police training programs cannot be found by the writer. A search for comparative studies of this nature has been most futile. Such information will be of value to all state police agencies and possibly, to some municipal and county agencies. Since both Michigan and Kentucky have permanently staffed, constant and active training programs, the data reported here can be accepted by the interested organization as having been appraised, tested, and found satisfactory. There is much need for comparative analysis of different state police training programs with an objective of greater uniformity in curriculum. An interchange of information and suggestions would prove beneficial to even the strongest programs. This work will be at least a small step in this direction. The writer has found training personnel generally to be a bit reluctant to discuss with non-departmental people the problems of training such as--calibre of instructors, methods of presentation, lesson plan outlines, consistency of instructors, how curriculum topics are decided upon, et cetera. The usual propaganda exchange between training departments is, "we have a concentrated training program of twelve weeks," or "we have one of the hardest training courses in the nation." The statement may be accurate, but its benefit to the inquirer is questionable. The number of "NA" answers found on the annual report of the Association of Chiefs of Police, under training, indicates the reluctance of police departments to exchange information on training practices.⁴ It would be hoped that even the weakest programs would have features to offer that would be beneficial in a general pooling of information.

⁴"Comparative Data," op. cit.

Limitations of the Study

This study is limited primarily to the initial training given a state police cadet upon his entering service with either Michigan or Kentucky. Occasional reference is made to other police departments, particularly Indiana and Ohio, when such is needed to clarify a position or to substantiate an assertion.

An observation of the police responsibility charged to these departments and the tailoring of training to produce officers capable of satisfying these responsibilities, the general organizational pattern of each and where training is oriented in the pattern, the number and quality of training staff, a brief statement of historical function of training and its present status, and the current curriculum, facilities, equipment, and instructional techniques used, is made.

Information was gathered by (1) a comparing of hour by hour curriculum material; (2) personal interviews with members of the Michigan State Police Training Staff; (3) studying recruit programs used for the last five years; (4) personal knowledge of the Kentucky State Police Recruit Training Program as the officer responsible for preparing the curriculum over the past five years; (5) visiting the Indiana State Police and the Ohio Highway Patrol for the purpose of observing the training practices, and personal interviews with the training officers; (6) a perusal of literature germane to the topic; and (7) conferences with the staff members of the School of Police Administration, Michigan State University.

Definition of Terms

Recruit training. Recruit training is that period and amount of

training provided for new policemen upon their initial entry into police service. The length varies, depending on the police department. It now seems customary to operate for twelve weeks. The actual length is restricted to that amount of time that the recruits are assigned to the training section and are directly under the supervision of the training personnel. If the recruit program is divided as--six weeks in school and then a period on the road working with an older officer or observing, after which they are reassembled for another six weeks of classroom work--the period of time spent in the field is not considered as part of recruit training unless the recruits are under the supervision of the training section personnel. The term implies the amount of direct teaching, instruction, and demonstration made available to the class before its members are permitted to participate in enforcement. The status of the student is not significant. He may be a trainee, may have submitted application but not be employed, or he may be a legal officer member of the organization. Recruit training is that amount of instruction essential to the student in qualifying him for satisfactory performance of the duties of a state policeman.

Cadet training. Cadet training denotes the same type of initial police education as recruit training, and the two are used interchangeably in this paper.

In-service training. In-service training is any training made available to the officers after they have become a member of the department and after they have completed recruit training. It is usually offered at department expense and on departmental time. It may be either classroom instruction or practical application of techniques.

It is under the supervision of the training section, either directly or indirectly. A typical in-service training program lasts one week and reviews topics taught in recruit school, brings the officers up to date on new laws, techniques or procedures, first aid practices, et cetera, and makes repair in the problem areas experienced. Attendance of the officers is mandatory.

Training officer. The officer charged with the responsibility of recruit training is the strict interpretation of the use in this paper. However, it is believed that the officer in charge of recruit training is also responsible for all mass training in the departments concerned. Where training is a subsection of a larger section, the officer spending full time or the majority of his time in training is the training officer. This officer is responsible for the operation and calibre of the training group. He should be experienced, interested, and qualified for the duty.⁵

Instructor. The instructor is any person who is lecturing or directing the class. He may be officer, civilian, resident, or visitor. A permanent member of the training staff is an instructor only when he is before the class. The term is used to identify the teacher of the hour regardless of his permanent attachment.

Curriculum. Curriculum is the body of topics or subjects selected to be taught during the regular course of the school. It is

⁵For more information of the qualifications and duties of a training officer, see Thomas M. Frost, A Forward Look in Police Education (Springfield, Illinois: Charles C. Thomas Publisher, 1959), pp. 3-32.

simply the list of topics to be taught, specifying the time and date of teaching, the nature of the instruction, and usually, the identity of the instructor. A very good definition is expressed by Puckett: "Curriculum is the selection or organization and administration of a body of subject matter designed to lead the pupil on to some definite objective."⁶

Organization of the Remainder of the Thesis

The remainder of the thesis is divided into seven chapters and presented as follows:

Chapter II, Review of Literature in the Field, is a perusal of the selected writings most closely related to the problem. Much writing in a remote sense, has been done concerning police training, strongly embracing the idea and offering sweeping, encouraging endorsement of better training programs. Few authors, however, bother to make specific suggestions of a curriculum topic to be incorporated. A number of these writings sufficient to reflect the general attitude and in some cases, specific attitudes, will be briefly synopsisized. No attempt is made to survey all writings in police training as this would include practically each writer that has chosen to put pen to paper on the subject of police administration. Such lengthy and valuable publications as the roll-call training series of the Los Angeles Police Department are not included here because roll-call training is not adaptable to a state police organization.

Chapter III, Departmental Problems and Procedures, is a limited description of the creation of the Michigan State Police and the Kentucky

⁶Russell Puckett, Making A High School Schedule of Recitations (New York: Longmans, Green, and Company, 1931), p. 6.

State Police, the enforcement need causing their creation, the areas and clientele to be policed, the laws to be enforced, the departmental interpretation of its function, and the resultant organization--where training is fitted into this organization and what is expected from training in preparing the new officer for the job.

Chapter IV, Traffic Law, is a "blocking out" or determining of the traffic statutes necessary to be taught. This includes the other subjects closely related to traffic. Since state police organizations are accurately considered to be primarily traffic law enforcers, this is one of the most important areas of curriculum.

Chapter V, Criminal Law, is the set of laws dealing with crime generally but separated from traffic law by seriousness of offense or by absence of references to motor vehicles; that body of laws of direct concern to the state police but not found in the vehicle code.

Chapter VI, Miscellaneous, is all those subjects not conveniently inclusive under Chapters III, IV, and V, but essential to the curriculum. Such subjects as: riot control, weapons training, first aid, et cetera, must be a part of state police training but do not group conveniently as a law subject or a procedure technique. This is the most flexible area in the curriculum and permits experimentation, satisfaction of temporary needs, and satisfaction of permanent needs peculiar to the department concerned.

Chapter VII, Instruction Methods, is an observation of the methods used to present material to the class, the lesson plan outlines required or encouraged, the extent to which visual aids are used, the amount of practical work or student participation used when the material

being taught permits its use, and the frequency and methods of testing and evaluating the students with emphasis on the consistency and validity of the implements used for such testing.

Chapter VIII, Model Curriculum, is the general core curriculum essential to a state police or highway patrol recruit training program, listing the four general areas or groupings of subjects as a basis from which to work. The required topics common to all departments are listed, but no definite length of teaching time is indicated as this may vary according to the needs of the department concerned. The curriculum is not intended to be complete for any one department but is offered as a minimum of essential subjects.

Chapter IX, Conclusions, is a summary of the findings with comments and recommendations.

CHAPTER II

REVIEW OF LITERATURE IN THE FIELD

O. W. Wilson said,

Recruit training is the foundation for good patrol service and for continuation and special training. A minimum of three months of recruit training seems justified and more time could be used to advantage. Shortage of man power and other considerations, however, may prevent some departments from devoting three months to recruit training.¹

Police Administration, O. W. Wilson

In his book, Police Administration, written in 1950, O. W. Wilson allocated only six pages to police training. In the space of six pages, he disposed of pre-employment training, recruit training, in-service training, and made some comment on advanced specialized training such as that offered at Northwestern Traffic Institute, Evanston, Illinois, Southern Police Institute, Louisville, Kentucky, et cetera.

His strong points concerning recruit training are: (1) a wholehearted endorsement of police training; (2) a recommendation that recruit training be at city (state) expense; (3) a recommendation that recruit training be on city (state) time; (4) that recruit training be the responsibility of the personnel officer; (5) the training day be not longer than eight hours; and (6) that outside instructors and authorities who are available be used to help teach the recruits. In regard to

¹O. W. Wilson, Police Administration (New York: McGraw-Hill Book Company, Inc., 1950), p. 383.

the actual administration of a training curriculum, Mr. Wilson said,

Decision must be made regarding subject matter to be presented and the time to be devoted to each; outlines of subject matter and lesson plans must be made to assure complete coverage and suitable co-ordination; schedules must be arranged fitting into the work programs of the officers and instructors; equipment and facilities for classroom, gymnasium, target range, and demonstrations must be provided; records must be kept of attendance and examinations scores; material must be prepared for classroom distribution; assistance must be provided department and outside instructors in preparation for their classes and instruction; interest and enthusiasm in the training program must be created and maintained; and orders to initiate the various phases of the program must be drafted.²

Although Mr. Wilson made no effort to treat recruit training in detail, he positioned himself in the affirmative as supporting a well organized active program. His suggestions apply primarily to municipal police departments, but many of them are adaptable to a state organization. To attract strong recommendations from a police administrator of O. W. Wilson's calibre leaves no doubt that recruit training is a vital part of any modern police department.³ It was further observed that, "the act is preceded by a decision; therefore training must provide a background of knowledge acquired through either actual or simulated experiences against which current situations may be related for judgment."⁴

A Forward Look in Police Administration, Thomas M. Frost

A Forward Look in Police Administration, by Thomas M. Frost, is

²Ibid., p. 379.

³O. W. Wilson is a recognized authority in the police administration field. He is at this time performing the difficult duty of Superintendent of the Chicago Police Department. He has written a number of books pertaining to Police Administration and has made numerous surveys of police departments in the United States. He was formerly Dean of the School of Criminology at the University of California located at Berkeley.

⁴Wilson, op. cit., p. 383.

one of the more complete works in the area of police education, especially police recruit training. Mr. Frost, an instructor in the Chicago Police Department Training Section, obviously writes from and of experiences in actual training situations, an advantage not apparent in the writings of most of the authors on the subject. His opinions are somewhat colored by the size of his own department. Many of the techniques suggested and much of the organizational arrangement indicated are those available to a large department while not always available or necessary to the small organization. Mr. Frost does, however, suggest that when smallness is a problem in maintaining a training section, two or more small departments could benefit from mutual maintenance of a training section.

Mr. Frost advocates the use of a curriculum committee to determine an appropriate course of study in the various fields of police education. This curriculum committee (called training committee by most departments) would draw its members from those people who are familiar with the techniques of police education and those who are close to the daily police operation and thus understand the realistic needs of the police officer. In case of a large police department, the committee members would consist of the following:

1. The Director of Police Education
2. A Commanding Officer of the Field
3. Unit Commanders of the Police Education Staff

In a small police department, the committee would consist of the following:

1. The Chief of Police
2. The Department Education Officer

3. A Commanding Officer of the Field
4. The City Attorney
5. The School Principal
6. A Community Leader⁵

There is no clear line of demarcation between a large department and a small one, but it seems to be implied that more is involved than just number of personnel. That is, a department might be small in ability or finance as well as in number of officers.

Mr. Frost assigns the curriculum committee the following duties:

1. Study the major functions of the police department and the community it serves. Use both job analysis and community analysis as the basis for establishing a curriculum.
2. Compare the findings with the present curriculum to determine what portions are satisfactory.
3. Determine what teaching improvements and teaching aids are required to improve the program.
4. Determine what portion of the education program is not satisfying the police department's needs.
5. Determine what teaching improvements and teaching aids are required to overcome the deficiencies discovered.⁶

The Curriculum Committee is required to resolve four problems:

(1) the curriculum, (2) the instructors, (3) time and place of the program, and (4) cost of the program.

A Forward Look in Police Education makes the very sound argument

⁵Frost, op. cit., pp. 22-23.

⁶Ibid., p. 23.

that a "statement of philosophy" must be agreed upon before the construction of a curriculum can be successfully attempted. As argued by Frost,

the initial step in curriculum construction is to define the specific goals of a police education program. This is known as the Statement of Philosophy. It serves as a constant guide by preventing the responsible person, i.e., police educators, curriculum committee members, etc., from diverging from the objectives of the education program and by insuring that each course in the total program is geared to the same purposes.⁷

The idea is expressed that more care need be exercised in the selection of those who teach in police schools. Teaching involves more than just lecturing. It is a matter of much preparation, good presentation and adequate examination or evaluation. Since recruit training is a continuation of the elimination process for recruits, the area of fair, adequate, and impartial evaluation needs to be emphasized.

Emphasis is placed upon the use of visual aids and audio-visual aids in a police training program. Space for discussion is allotted; motion film, film strip, the opaque projector, slide projector, objects, specimen or model, the chalk board, and various transparencies and the overhead projectors. He refers to such authorities as: Edgar Dale, Howard L. Kingsly, Walter A. Wittich and Charles F. Schuller for support of his reasons for using audio-visual aids in police training. The equipment needed to utilize these training aids can usually be borrowed from the local high school or school board.

Mr. Frost then turns to a discussion of police personnel qualifications and the evaluation of applicants.

⁷Ibid., p. 34.

The Auxiliary Police Unit, Everett M. King

Everett M. King, in The Auxiliary Police Unit, recommends a basic training period for all auxiliary police officers before they are permitted to participate in police work. Although the training of auxiliary personnel is superficial when compared to regular recruit training, Mr. King suggested that the training officer must be proficient in teaching techniques, able to get along with the pupils, and competent to judge the degree of reception his teaching is receiving. Contents of the training course should be very basic law enforcement subjects. The basic prerequisites of proficiency should be maintained at the usual level. Three primary needs should be satisfied: First, a prerequisite qualification for active membership in the unit; second, sufficient material to achieve a minimum standard of knowledge and proficiency; third, it must be adaptable to expansion and extension.

The auxiliary training program curriculum should be thoroughly and completely planned before it is initiated. It should not be started as a single subject class and then others added as the procedure continues; the entire program should be planned as a unit. Three elements must be considered at all stages: "First, the actual mechanics of the training process; second, the material content necessary to achieve the objective; and third, the measurement of proficiency at completion of the total course."⁸ Each auxiliary policeman should receive at least three hours instruction in all fields with which he may come in contact in the discharge of his duty. A minimum curriculum of one hundred and

⁸Everett M. King, The Auxiliary Police Unit (Springfield, Illinois: Charles C. Thomas, Publisher, 1960), p. 109.

four (104) hours distributed among fifteen subject areas is recommended.⁹

Municipal Police Administration, The International City Managers' Association

Municipal Police Administration, by the International City Managers' Association, discusses training in phases of: general considerations, basic recruit training, advanced in-service training, specialized in-service training, university training for police officers, and training methods. The writers obviously are thinking of training to satisfy the needs of a municipal police department rather than a state organization. Specific mention is made of the Berkeley, California Police Department techniques in providing training for the young officers. The "buddy system" is referred to as a desirable practice with recruits for apparently two reasons.¹⁰ First, it permits the recruit to work a half day with an older officer and observe the older officer in actual performance of police tasks. Second, it takes the recruit out of the classroom, thus preventing him from spending a long, tiring day at his studies. It must be noted here that the widely spaced units of a state police organization make such a practice undesirable, if not impossible. Spending the mornings in class and the afternoons on patrol is a technique of recruit training not available to a state police organization. An added problem of this technique is involving the recruit in arrest situations that later require his presence in court as a witness, thus causing him to be absent from class.

⁹Ibid., p. 112.

¹⁰The International City Managers' Association, Municipal Police Administration (Chicago: The Institute for Training, Fifth edition, 1961), p. 188.

The attitude of this publication concerning sound recruit training is expressed as follows:

Police officials cannot give too much attention to recruit training, for it is the first days or weeks in the department that the recruit forms attitudes and opinions of the service that may influence him for years and perhaps during his entire working life.¹¹

It is necessary that every police department provide its recruits with adequate training to perform the required task. This book points out that most reasons given for lack of recruit training, such as lack of time, finance and/or skill, are thin indeed when held to the light of reality.

A minimum recruit training curriculum for a municipal police department is suggested which consists of 180 classroom hours of basic police subjects.¹² It includes those fundamental subjects beginning with first aid and progressing through procedures, search, seizure, arrest, and includes fundamentals of civil process. It is pointed out that a curriculum must be carefully selected to fit the established objectives of the recruit school with emphasis placed on those subjects most needed and a lesser amount of time given to those subjects that contribute less to the recruit's preparation.

Police Organization and Management, V. A. Leonard

V. A. Leonard, in his book Police Organization and Management, said:

The first appearance in America of formal recruit training is not recorded in the available literature. This information

¹¹Ibid., p. 183.

¹²Ibid., p. 184.

awaits research into the archives and official reports of individual police departments. It is generally believed that instruction in the handling of firearms was the forerunner of police recruit training in America. From this beginning, the scope of instruction gradually expanded to include such subjects as the content of city ordinances, a limited amount of criminal law, elementary principles of criminal investigation and the departmental rules and regulations.¹³

He further comments that,

Today it is taken for granted that in every metropolitan police department, provision should be made for: organization and administration of a police training school within the department; organization of the faculty from among the most competent officers of the department; continuous operation of the school with compulsory attendance; establishment of an organized curriculum; and establishment of a school library.¹⁴

The recruit training suggested by Mr. Leonard is more nearly adaptable to municipal than to state departments. He suggests the "buddy system" as having proved itself satisfactory over the years in American police service. The recruit is exposed to the experience of the older officer, an advantage not available to him in the classroom training. This is called in-service training by Mr. Leonard which apparently simply implies that the recruit's training is done after he joins the department and is on city time and expense. This practice is now so common that the term in-service is no longer needed to indicate the recruit is on salary; in fact, the term in-service now usually connotes advanced training of veteran officers.

Mr. Leonard advocates the implementation of a recruit training program of one year's duration, separated into three general phases of: (a) beginning, (b) intermediate, and (c) advanced. The first phase

¹³V. A. Leonard, Police Organization and Management (Brooklyn: The Foundation Press, Inc., 1951), p. 138.

¹⁴Ibid., p. 138.

would consist entirely of classroom work with the recruit spending eight hours per day in class for a period of three months. He would be fed a steady diet of basic police courses and would face no other requirements except to study, listen, and learn. Upon satisfactory completion of the beginning phase, he would begin the second, or intermediate, phase of recruit training. The recruit is assigned to work with an older officer for the purpose of observing. He attends class part time. (Just how the time is divided between class and patrol is not clarified. This writer believes Mr. Leonard is, in reality, reflecting the practice of recruit training at Seattle, Washington, as developed by Chief George D. Eastman.)¹⁵ Three months is required to complete the second phase. This period is also referred to as a conditioning period. Upon satisfactory completion of the intermediate recruit training phase, the classroom work ceases. The recruit now enters the advanced phase which consists of on-the-job training in each of the divisions or bureaus of the department. He is kept in each bureau for one month to observe its function and operation. At the completion of a month in any bureau, he is moved along to the next until all have been observed. At the end of approximately one year, Mr. Leonard suggests that the recruit be a candidate for divisional assignment if he has survived the rigorous training program. This type of recruit training would extend the selection process from the customary three months period to one year. A training program so ambitious is most commendable.

¹⁵Ibid., p. 141.

Police Systems in the United States, Bruce Smith

Bruce Smith is of the opinion that frequent intervals of confusion and chaos are the outstanding characteristics of police training and that noise and disorder are more apparent than any striving to improve training. He dates the original state police recruit training to the Pennsylvania State Police and says recruit training did not become common until after 1920.¹⁶ He cites as a burden to training such practices as recruiting in small numbers or singly and at infrequent periods, and on a political rather than a merit basis. He suggested that federal, state, and local police vie with each other in producing new types of elementary and advanced courses for their own recruits. Collisions of interest and duplication of effort are rampant. Hence, a need for centralized training which will eliminate much duplication and wasted effort.¹⁷

After a rather severe indictment of police training generally, Mr. Smith suggests that all pre-employment training belongs to secondary schools, colleges, and universities. Recruit training is the problem of an individual department and must be kept there. If a department is too small to operate a training unit, then two or more small ones should band together for this purpose. Regulations and orders peculiar to a department make the interchange of recruits impractical, as in some

¹⁶Bruce Smith, Police Systems in the United States (New York: Harper and Brothers, 1960), pp. 282-290. This book has copyright dates of 1940, 1949, and 1960, so it is not possible to determine if any opinion offered is based on the era of early editions or if these opinions coincide with the latest or 1960 edition. They appear a little harsh for present conditions.

¹⁷Ibid.

cases the recruit would be taught procedures contrary to those of his department, and a damage rather than a benefit would be done. The procedures, rules, et cetera, taught in a recruit class are those of the sponsoring department. He does not condemn the system of zone or statewide training but contends that such training would have to be followed by the department's own school to properly fit the new officer into the ways and means of his chosen department.¹⁸

There is a favorable recommendation of such specialized schools as The Traffic Institute, The National Academy, and Southern Police Institute.

Police Personnel Management, A. C. Germann

A. C. Germann, in Police Personnel Management, recommends the "aide or cadet" program which involves the employment of young men just out of high school into police department positions usually occupied by civilians. These young men are rotated throughout the department to gain experience and are considered for police appointments upon satisfactory completion of their training.¹⁹ It is not possible to appoint directly to police positions at this time as a policeman is required by statute to be twenty-one years old. The British have developed the cadet program as a constant source of supply of new officers. These youths are used in limited police functions and serve what amounts to

¹⁸Ibid., pp. 282-290.

¹⁹A. C. Germann, Police Personnel Management (Springfield, Illinois: Charles C. Thomas, Publisher, 1958), pp. 116-141; Robert S. Seares, "The Police Cadet," The Annals of the American Academy of Political and Social Science, 291: 107-112, 1954.

an apprenticeship, gradually developing to officer status.

Mr. Germann does not endorse the "buddy system" completely unless the older officers are well trained, efficient, knowledgeable, and capable of passing on the proper information and attitudes to the recruit. It is recognized as an existing and sometimes very profitable technique, but also filled with hazards to the program and to the recruit unless carefully operated.

He endorses the departmental recruit training program and suggests the curriculum be established to allot time to topics as follows:

- 15 per cent--Orientation and General Background
- 15 per cent--Law
- 10 per cent--Criminal Investigation
- 10 per cent--Traffic Techniques
- 10 per cent--Auxiliary Services and Special Problems
- 30 per cent--Special Skills²⁰

He suggests that most recruit programs are too heavy for the recruit to retain much of the material, but believes the early orientation and indoctrination are necessary for a healthy start in the police service. He recommends that recruit training start with this early saturation procedure and that for a period of two or three years thereafter the recruit be alternated between periods of field service and training.²¹

²⁰Germann, op. cit., pp. 127-128. For a complete listing of topics to be taught in the time schedule listed above, see Table I, page 26, of this thesis.

²¹Ibid.

TABLE I
TIME ALLOTMENT RECOMMENDATION¹

15 per cent: Orientation and General Background

Notetaking; Issue and Care of Equipment; Organization of City Government; Geography; Functions of Other Law Enforcement Agencies; History and Organization of the Department; Policy and Procedures; Rules and Regulations; Personal Appearance and Conduct; Public Relations; Minority Group Relations; Psychology; Sociology; Criminology; Police History.

15 per cent: Law

Criminal and Court Procedure; Criminal Law; Rules of Evidence; State Penal Code; City and County Ordinances; Laws of Arrest; Search and Seizure; Civil Law.

10 per cent: Patrol Techniques

Foot and mechanized patrol; Preliminary Investigations; Techniques of Arrest and Search.

10 per cent: Criminal Investigations

Crime Scene Investigation; Collection and Preservation of Evidence; Identification Techniques; Interview and Interrogation; Case Preparation; Special Procedures for Homicide, Assaults, Burglary, Larceny, Rape, Robbery, Auto Theft; Vice Operations.

10 per cent: Traffic Techniques

State Vehicle Code; Traffic Engineering; Education; Enforcement; Accident Investigation; Pedestrian Control; Scientific Techniques for Drunk Driving Control.

10 per cent: Auxiliary Services and Special Problems

Booking and Care of Prisoners; Probation and Parole; Communications; Records; Property; Licensing--Drivers, Dogs, Bicycles; Mental Cases; Subversives; Civil Defense or Disaster Operations; Juvenile Control; Mob Control.

30 per cent: Special Skills

Spelling; Typing; Public Speaking; Report Writing; Firearms; Fire Fighting; First Aid; Life Saving; Gymnastics or Calisthenics; Drill; Defense Tactics.

¹A. C. Germann, Police Personnel Management (Springfield, Illinois: Charles C. Thomas, Publisher, 1958), p. 128.

State and Provincial Police, David G. Monroe

In 1940, David G. Monroe made a survey of State and Provincial Police Training to determine how many offered recruit training, the length of the course, and the content of the curricula. His investigation revealed that most state and provincial police departments offered recruit training to their new officers. The programs varied in length from the 80 classroom hours offered by North Dakota to 1824 hours offered by the Pennsylvania State Police.²²

Mr. Monroe raises the question: What should be the ultimate objective of the training program? He answers it as follows:

The object of training should be the presentation of those materials which will give the recruit a broad and fundamental knowledge of the police field. Thus, matters of criminal law, the enforcement of criminal statutes, motor vehicle law enforcement, police procedures and administration, physical training, use of firearms, self-defense, records and reporting, rudiments of military drill, and many others should be included on the curriculum. However, when time is at a premium, any course must necessarily be shortened. . . . Judged in this light, it seems clear that subjects dealing with criminal law enforcement are usually over emphasized to the exclusion of other subjects of exceptional importance to the policeman in every day enforcement.²³

Training for the Police Service, Orville Daniel Adams

In 1938, Training for the Police Service, by Orville Daniel Adams, was published in answer to a request from the International Association of Chiefs of Police for assistance in this field. This book points out the variety of work a police officer must do, how police training programs may be organized, and the manner in which

²²David G. Monroe, State and Provincial Police, State and Provincial Section (Evanston, Illinois: International Association of Chiefs of Police and Northwestern Traffic Institute, 1941), p. 93.

²³Ibid., p. 95.

police training programs may be operated.²⁴ Mr. Adams refers directly to training at the state level. He makes very few suggestions as to how a state police recruit training school should be operated; instead, he cites the Pennsylvania program, the California plan, and the Oregon plan as examples of state police training that might well be followed by others.²⁵

Mr. Adams suggests that a sound recruit training curriculum must be constructed to satisfy the objectives which are derived from job analysis.²⁶ He lists thirty-one areas or instructional units to be taught in a recruit school. There is also a suggestion of "method of handling" which is basically the type of teacher presentation to be used. Instructional units are divided into "knowledge or skills to be acquired." This is a listing of individual subjects to be taught with some indication of the direction to pursue in teaching them.²⁷

This recommended minimum recruit training curriculum is obviously prepared with a municipal police department in mind, but it can be used almost intact by a state police organization. Although this curriculum was suggested some twenty-five years ago, it is still a sound basis from which to build a current curriculum.

²⁴Orville Daniel Adams, Training for the Police Service (United States Department of the Interior, Office of Education) United States Government Printing Office, Washington: 1938, p. iii.

²⁵Ibid., p. 24-26.

²⁶Ibid., p. 43.

²⁷Ibid., p. 44-47.

CHAPTER III

DEPARTMENTAL PROBLEMS AND PROCEDURES

State Police Organizations came into being primarily to give the Governor's office an implement of enforcement that could be used to enforce needed or unpopular laws on a statewide basis. Beginning with the Texas Rangers in 1835, a group that served primarily at first as a border patrol, spreading to Massachusetts in 1865,¹ and being followed by other states until all have a state enforcement agency called most commonly a State Police or Highway Patrol.²

Michigan State Police

Michigan State Troops came into being April 17, 1917, as a result of Act 53.³ This organization was a forerunner of the Michigan State Police which was created March 27, 1919, by Act 26.⁴ Effective May 5, 1921, Act 123 created a Department of Public Safety. Effective May 17, 1935, Public Act 59 created the present Michigan State Police. This Act is composed of Sections 4.431 to 4.447 and is reproduced here in part.⁵

¹Smith, op. cit., p. 147.

²Weldon Cooper, "The State Police Movement in the South," The Journal of Politics, Vol. 1, No. 4 (1939), pp. 414-433.

³Michigan Public Acts, Act 53, Compiled in 1917.

⁴Michigan Public Acts, Act 26, Compiled in 1919, S 556-562.

⁵Michigan State Police booklet, Act 59, P. A. 1935 Creating The Michigan State Police, 1949, 7 pages.

Section 4.432; Michigan State Police; creation; commissioner.

There is hereby created a department of the state government which shall be known and designated as the Michigan State Police which shall consist of a commissioner as its executive head, and of such officers and employees as may be appointed or employed in such department . . . Offices of said department shall be in the same county as the seat of government.

Section 4.435; department and offices placed under jurisdiction.

The following existing departments and offices are hereby transferred to and placed under the jurisdiction of the Michigan State Police, namely; The state oil inspector's department, the department of public safety and the department of the Michigan State Police, as now constituted, and the commissioner of the Michigan State Police ex-officio shall hereafter be the state oil inspector . . . The commissioner of the Michigan State Police ex-officio shall hereafter be the state fire marshal.

Section 4.436; same; powers and duties.

The commissioner and each officer of the department are hereby individually vested with the powers of a conservator of the peace. They may also apply to any judicial officer of the state for the issuance of search warrants. Warrants of arrest or any other criminal process or orders necessary where the institution of criminal proceedings for the discovery or punishment of a felony or a misdemeanor of any degree is ordered in writing by the attorney shall fail or refuse to act or give his approval there to. The said commissioner and each officer of said department are hereby granted all the immunities and matters of defense available or hereafter made available to conservators of the peace and/or sheriffs in any suit brought against them by virtue of acts done in the course of their employment.

. . . The commissioner and said department shall be under the immediate control and direction of the governor and any member thereof may be employed by the attorney general in any investigation or matter under the jurisdiction of his department.

The commissioner shall have authority, upon the order of the governor, to call upon any sheriff or other police officers of any county, city, township or village, within the limits of their respective jurisdictions, for aid and assistance in the performance of any duty imposed by this act and, upon being notified or called upon for such aid and assistance, it shall be the duty of the officer concerned to comply with such order to the extent requested. Refusal or neglect to comply therewith shall be deemed misfeasance of office and shall subject the officer so refusing or neglecting to removal from office.

. . . The commissioner and all officers of said department shall have and exercise all the powers of deputy sheriffs in the

execution of the criminal laws of the state and of all laws for the discovery and prevention of crime and shall have authority to make arrests without warrants for all violations of the law committed in their presence including laws designed for the protection of the public in the use of the highways of the state and to serve and execute all criminal process.* It shall be their duty to cooperate with other state authorities and local authorities in the detecting of crime, apprehending of criminals, and preserving law and order throughout the state.

Section 4.437; Commissioner's duties.

. . . It shall also be his duty to establish and maintain local headquarters in various places, and he is hereby authorized to do so by agreement, lease or otherwise, so as to best establish the department throughout the various sections of the state where it will be most efficient in carrying out the purpose of this act, to preserve peace and prevent crime. The commissioner shall fix the location of the various units of the department, prescribe the uniforms, equipment, rates of pay and increase thereof for all members of the department, the character of the training* and discipline and the general policy in respect to the use and employment of all members of said department.

Section 4.438; Officers; grades, duties, transportation.

. . . The officers shall be authorized to carry arms either openly or concealed. Every member of said department shall be subject to orders at any time, the officers shall be deemed to be on duty at all times for the purpose of apprehending criminals and preserving law and order.

Act 59 of the Michigan Public Acts determined the responsibilities and procedures of the organization it created. These are defined very broadly with the Commissioner given the responsibility of detailed Administration. The Department is charged with "the detecting of crime, apprehending of criminals, and preserving law and order throughout the state."⁶ Its members are given all the authority and immunity of conservators of the peace. This authority and immunity is effective throughout the width and breadth of the state without territorial limitations.

*Emphasis supplied.

⁶Michigan Public Act 59, Section 4.436.

A specific responsibility to enforce traffic law is assigned the State Police. A specific responsibility to train its members is likewise assigned.⁷

The organization and maintenance of a department designed to enforce law and maintain public peace is the responsibility of the Commissioner. He is required to assign a certain number of men to patrol the highways but is otherwise generally free to create sections, abolish sections, assign men, transfer men, or make other changes he believes will facilitate the police service. The dispersal of personnel throughout the state so as to provide uniform coverage or concentration in a certain area is a prerogative of the Commissioner. Enforcement techniques, investigative techniques, public policies, administrative policies, and other internal functions are not spelled out by law, thus giving the department considerable flexibility to adapt to growth, emergency situations, immediate and long range objectives, procedural changes or other situations affecting the department's operation. This flexibility permits the department to remain current on techniques and to adapt to swiftly changing police problems.

The Michigan State Police is at present divided into six divisions. The division of personnel and training is responsible for all training, including recruit training. This division is under the command of a captain, with a lieutenant in charge of the training section. There are four other officer personnel assigned as permanent staff to the training section.⁸

⁷Ibid., Section 4.437.

⁸See Michigan State Police Organization Chart, page 33, Figure 1.

The area to be policed varies from the densely populated sections near Detroit and other large Michigan cities to the sparsely populated sections found in some parts of the upper peninsula. The majority of Michigan's 7,823,997⁹ people are located in the southeastern and central part of the lower peninsula. Although the state police has statewide police power, it is not its policy to locate personnel inside cities that have their own police force unless that force is small and in need of help. The state contains 57,022 square miles of land area, crisscrossed by 93,983 miles of highways. Added to this problem is 2,208 miles of shore line; 38,575 square miles of Great Lakes water; 11,037 square miles of inland water.¹⁰ The population varies from heterogeneous in and near the population centers to homogeneous in the rural areas. This land area, surrounded by water on three sides, laced with highways, dotted with lakes, and occupied by almost eight million people, is the police responsibility of the Michigan State Police.

To effectively police the area, the state has been divided into eight police districts with fifty-four police posts. Among the fifty-four posts, eight districts, and the East Lansing Headquarters are distributed the 1,155¹¹ officer personnel of the Michigan State Police.¹²

Why is the foregoing information necessary? Because it blueprints the performance requirements of a Michigan State Police Trooper. The

⁹Information from Michigan State Police, Traffic and Safety Section; East Lansing, Michigan, 1962.

¹⁰Ibid.

¹¹Michigan State Police Annual Report, 1961, p. 51.

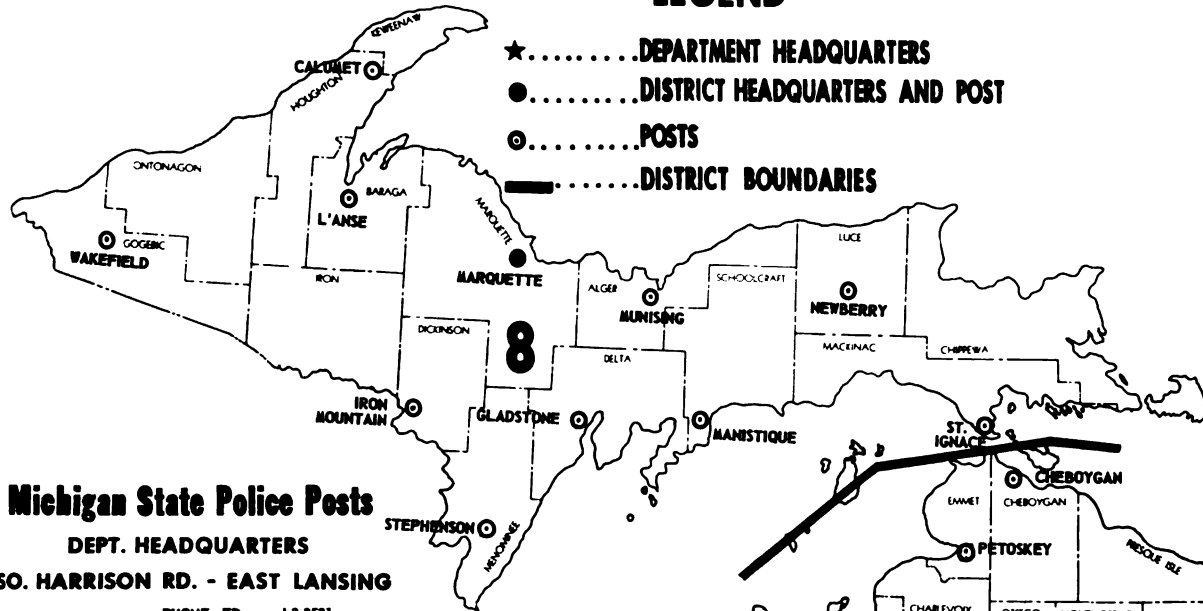
¹²See Michigan State Police Map, page 35, Figure 2.

MICHIGAN STATE POLICE

JOSEPH A. CHILDS, COMMISSIONER

LEGEND

- ★.....DEPARTMENT HEADQUARTERS
-DISTRICT HEADQUARTERS AND POST
-POSTS
-DISTRICT BOUNDARIES



Michigan State Police Posts

DEPT. HEADQUARTERS

SO. HARRISON RD. - EAST LANSING

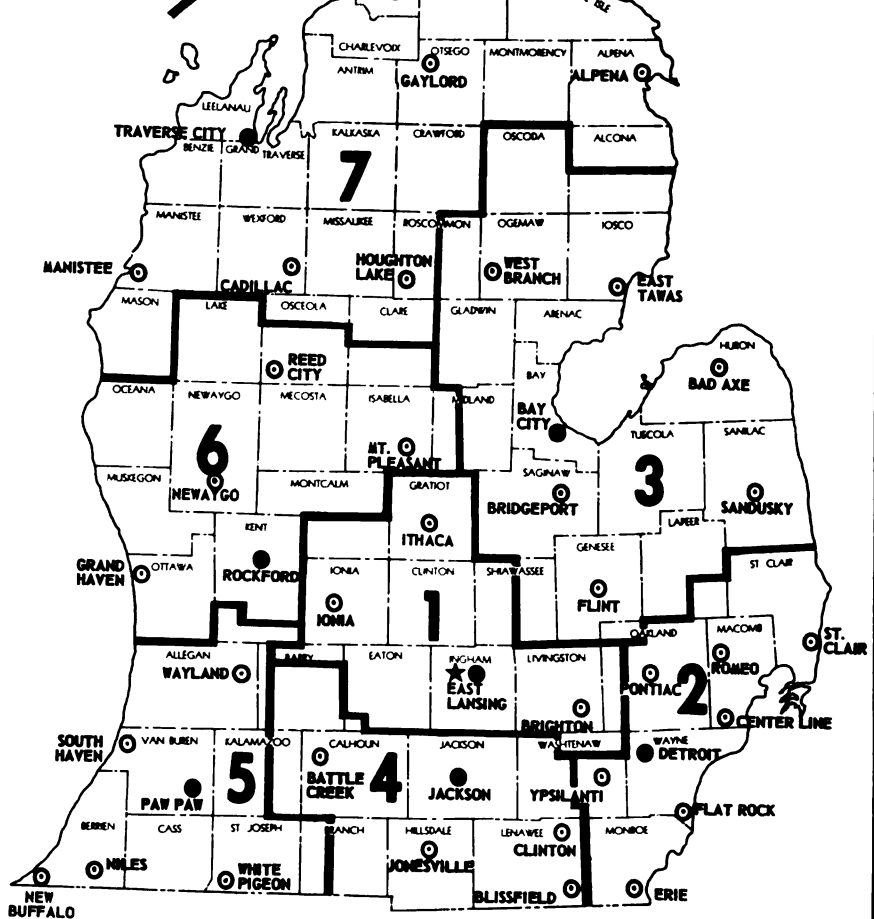
PHONE: EDgewood 2-2521

DISTRICT NUMBER	POST			PHONE NUMBER
	LOCATION	NO.	RADIO	
NO. 1	*EAST LANSING	11	KQA 258	EDgewood 2-2521
	BRIGHTON	12	KQA 261	ACademy 7-1051
	IONIA	13	KQF 371	1690
	ITHACA	14	KQG 610	875-4111
NO. 2	*DETROIT	21	KQA 262	KEawood 1-4100
	ROMEO	22	KQA 263	PLateau 2-3521
	ST. CLAIR	23	KQA 264	**Wash.-Stillwell 1-8661
	CENTER LINE	24	KQA 265	FAirview 9-2233
	FLAT ROCK	25	KQA 266	SLocum 7-2700
	YPSILANTI	26	KQA 267	STerling 2-2434
	PONTIAC	27	KQA 269	HUnter 1-2111
NO. 3	*BAY CITY	31	KQA 270	FWinbrook 5-5503
	EAST TAWAS	32	KQA 271	PForest 2-3434
	BAD AXE	33	KQA 272	COngress 9-6441
	SANDUSKY	34	KQA 268	400
	FLINT	35	KQA 273	CEder 5-3525
	WEST BRANCH	36	KQA 274	400
	BRIDGEPORT	37	KQG 577	PLessant 5-7750
NO. 4	*JACKSON	41	KQA 275	STate 2-9443
	CLINTON	42	KQA 276	GLadstone 6-4123
	BLISSFIELD	44	KQA 278	380
	JONESVILLE	45	KQA 279	Hilldale Victor 9-2111
	BATTLE CREEK	46	KQA 280	WOodward 8-6115
NO. 5	*PAW PAW	51	KQA 281	657-3551
	WHITE PIGEON	52	KQA 282	HUdson 3-2215
	NILES	53	KQA 283	MUtel 3-4411
	NEW BUFFALO	54	KQA 284	400
	SOUTH HAVEN	55	KQA 285	1055
	WAYLAND	56	KQG 296	PYramid 2-2213
NO. 6	*ROCKFORD	61	KQA 286	VOlunteer 6-9341
	REED CITY	62	KQA 287	TEmyson 2-4011
	MT. PLEASANT	63	KQA 288	SPring 3-6661
	GRAND HAVEN	64	KQA 289	842-2100
	NEWAYGO	65	KQG 964	9521
NO. 7	*TRAVERSE CITY	71	KQA 290	Windsor 6-4646
	CHEBOYGAN	72	KQA 291	MAdison 7-9973
	GAYLORD	73	KQA 292	732-5141
	ALPENA	74	KQA 293	ELawood 4-4101
	HOUGHTON LAKE	75	KQA 294	422-5101
	CADILLAC	76	KQA 260	PRospect 5-2433
	MANISTEE	77	KQA 296	PArtview 3-3535
	PETOSKEY	78	KQG 525	DIamond 7-8101
	*MARQUETTE	81	KQA 297	CAnel 6-6511
NO. 8	NEWBERRY	82	KQA 298	481
	ST. IGNACE	83	KQA 259	400
	MANISTIQUE	84	KQA 299	100
	GLADSTONE	85	KQA 300	GArlfield 5-2711
	IRON MOUNTAIN	86	KQA 301	774-2121
	WAKEFIELD	87	KQA 295	224-9691
	L'ANSE	88	KQA 302	L'Anse 4-6161
	STEPHENSON	89	KQG 526	PLymouth 3-2275
	CALUMET	90	KQG 527	742
	MUNISING	91	KQG 977	EVergreen 7-2517

NOTE: *ALSO LOCATION OF DISTRICT HEADQUARTERS.

**Any calls placed from Lansing or Detroit should use "Washington" exchange as there will be a savings in toll charges

***Temporary License



Michigan State Police Map

recruit training program bases its objectives on the police program. The training section must take a young, usually inexperienced, applicant and develop him into a perceiving, acting, dependable policeman in a few short weeks. The recruit graduate will have some breaking-in time to spend with an older officer, but his transition to full-fledged performance must be fast to limit expense and waste of time.

Kentucky State Police

Prior to July 1, 1948, the state law enforcement agency in Kentucky was a part of the highway department with responsibilities of traffic law enforcement plus other violations of law that occurred on the highways and was called a Highway Patrol. This organization was subject to prevailing political whims, used to supply jobs instead of to enforce the law. It employed unrealistic recruiting and training practices, harbored some officers with criminal records, and was, in general, not respected. In some instances, it was actually abhorred by the general public. There were some good officers on the force and others who could have been good officers.¹³ The soiled reputation and ineffectiveness of the Kentucky Highway Patrol made reorganization, purging, and renaming unavoidable. Further discussion of the Highway Patrol is not essential to this paper. The above remarks should be sufficient to condition the reader toward an understanding of the jurisdictional restrictions placed on the present Kentucky State Police.¹⁴

¹³Records of the Kentucky Highway Patrol are sketchy. The writer has heard many people outside the organization and some of the officers who served with it describe the conditions stated here. Many members of this organization are still living. It seems the organization's reputation will never die.

¹⁴Kentucky Revised Statutes. Chapter 16, Section 120, (Powers within cities).

This restriction of jurisdiction is a perpetual echo of a predecessor successful only in creating an inglorious history and passing on a stigma.

Effective July 1, 1948, a Department of Kentucky State Police was created by Sections 16.010 to 16.990 of Chapter 16 of the Kentucky Revised Statutes. In 1956, the Department of State Police was made a division of the new Department of Public Safety created at that time. Except for a reduction in status from a department to a division, little change occurred within the police structure. The functions, responsibilities, procedures, et cetera, of the former Department of State Police remained with the division. A part of the creative statute is reproduced here.

Kentucky Revised Statutes, State Police. Chapter 16: Section 16.010 Definitions.

Section 16.020 Department of State Police created; appointment of Commissioner as Head.

There is hereby created a statutory administrative body of the state government within the meaning of KRS Chapter 12 which shall be known and is hereby designated as the Kentucky State Police. The head of the department shall be the commissioner, who shall be appointed by the Governor and who shall hold office at the pleasure of the Governor.

Section 16.040 Organization of Department Qualifications of Officers.

(1) The Department shall consist of the Commissioner and such number of officers and civilians, and shall be organized in such manner and into such divisions or sections as the Commissioner shall from time to time determine.

Section 16.060 Power and Duties of Commissioner and Officers.
It shall be the duty of the Commissioner and each officer of the Department to detect and prevent crime, apprehend criminals, maintain law and order throughout the state, to collect, classify and maintain information useful for the detection of crime and the identification, apprehension and conviction of criminals and

to enforce the criminal, as well as the motor vehicle and traffic laws of the Commonwealth.* To this end the Commissioner and each officer of the Department is individually vested with the powers of a peace officer and shall have in all parts of the state the same powers with respect to criminal matters and enforcement of the laws relating thereto as sheriffs, constables and police officers in their respective jurisdictions, and shall possess all the immunities and matters of defense available or hereafter available to sheriffs, constables and police officers in any suit brought against them in consequence of acts done in the course of their employment. Any warrant of arrest may be executed by the Commissioner or any officer of the Department. The powers and duties referred to in this section shall be subject to KRS 16.120.

Section 16.070 Uniforms, Equipment and Facilities; Inventory; Agreements with Highway Department for Lease of use of Equipment and Facilities: Acquisition and use of Motor Vehicles; Local Headquarters.

(4) The Commissioner shall establish local headquarters so as to best distribute the officers and employees of the Department throughout the various sections of the Commonwealth where they will be most efficient in carrying out the provisions of KRS 16.010 to 16.180.

Section 16.080 Rules and Regulations Governing Officers and Department; Bonds of Employees; Oath; Acquisition of Real Estate.

(1) The Commissioner shall adopt, formulate, alter and repeal rules and regulations for the enlistment, training, discipline, and conduct of officers of the Department; for the promotion of such officers on the basis of seniority of service, qualifications being equal, and he may make any other rules and regulations for the governing and operation of said Department as shall appear to him reasonably necessary to carry out the provisions of KRS 16.010 to 16.180.

Section 16.090 Training School.

The Commissioner is authorized to organize and maintain a training school or schools for officers of the Department, and in connection therewith to provide by regulation the course and conduct of such training and the period of time for which any officer, or any applicant therefor, shall attend such school.* The Commissioner, under such regulations as he may adopt, is further authorized, but shall not be required, to make such training facilities available to any governing unit within this Commonwealth.

Section 16.120 Powers within Cities.

Neither the Commissioner nor any officer of the Department shall exercise the powers conferred by KRS 16.010 to 16.180

*Emphasis supplied.

within the limits of any incorporated city of the first to the fifth class, inclusive, except

- (a) when in hot pursuit of an offender or supposed offender, or
- (b) when in search of an offender or supposed offender wanted for a crime committed outside of the corporate limits of a city, . . .

Section 16.130 Cooperation with other Agencies, Local Officers; other States and Federal Government.

(1) The Commissioner shall cooperate and exchange information with any other department or agency of this Commonwealth, or with other police forces, both within and without the Commonwealth and with the Federal Government. . . .

(2) All peace officers of the various political subdivisions of this Commonwealth shall cooperate with the Department and the Commissioner, and all officers thereof in the enforcement of the laws of this Commonwealth.

Section 16.140 Discipline and Removal of Officers; Grounds and Procedures; Removal of Civilian Employees; Probationary Period.

(11) Any officer appointed to the Department shall be considered on probation for a period of one year from and after the date of his appointment, and during such period may be discharged or suspended or reduced in rank or pay with or without cause, by said Commissioner. . . .

The statute creating the Kentucky State Police in 1948 reads similar to the Michigan Public Act 59 and to other creative laws in surrounding states that had already created a state police organization. Apparently, the Kentucky legislators had availed themselves of these other laws and had benefited therefrom. The Commissioner was given extensive authority in designing the organization, selecting the personnel, and arranging locations of operational centers throughout the state. This similarity to other existing state police organizations is intentional and not accidental. State Police organizations such as: Michigan, Pennsylvania, Virginia, Indiana, and many others had established a respected and formidable name as law enforcement agencies. Kentucky could hope for the same by building upon the foundation proved to be sound by the successful concurrents. Because of some fear or

unpleasant experiences, the people of Kentucky did not desire their new state police to have complete statewide jurisdiction. Jurisdiction was withheld in all cities of the first five classes. This, in effect, made it a rural police force with all the larger cities and much of the population choosing to seek protection and law enforcement from some other source. The inglorious reputation of the Highway Patrol, sprinkled with the natural inclination for home rule, was persuasion enough for the legislators to place a very crippling restriction on the state police that has not yet been removed. Although seemingly insignificant, this limitation has permitted such crime centers as Newport, Kentucky to operate openly within the state's borders while the state police stands by embarrassed but unable to take corrective measures.

Each officer of the Kentucky State Police is vested with the powers of a peace officer and has equal authority in criminal matters as sheriffs, constables, and other police officers. They are charged to detect and prevent crime, apprehend criminals, maintain law and order throughout the state. . . to enforce the criminal as well as the motor vehicle and traffic laws of the Commonwealth.¹⁵

The area to be policed varies from the rough, sparsely settled mountain section of eastern Kentucky to the rolling bluegrass section of the central part of the state to the highly active areas surrounding the larger cities of: Louisville, Lexington, Covington, and others. The Trooper acts on any violation, and his division of time between criminal and traffic enforcement will depend largely upon the area where

¹⁵Kentucky Revised Statutes, Chapter 16, Section 060.

he works. The state has a land area of 40,395 square miles, crisscrossed by 44,857 miles of state and federal highways. There is a shore line of 14,000 lineal miles including rivers and lakes.¹⁶ The state has a population of 3,038,156 people who drive the 1,200,000 registered vehicles.¹⁷ The populace tends to be homogeneous, predominantly Anglo Saxon, especially in rural areas, with mixed nationalities more in evidence at points of concentration in and around the larger cities.

To police this land area, the state police is divided into eight troop areas, sixteen post areas, and the general headquarters at Frankfort.¹⁸ The Division of State Police is first divided into line and staff. The line includes those officers doing actual field enforcement duties and the staff being, generally, headquarters personnel and those who function to service the line. Headquarters or staff is divided into bureaus.¹⁹ Training is a bureau under the command of a captain and responsible for all state police training.

It is apparent from the descriptions and statistics with reference to Michigan and Kentucky that the two states offer very similar problems to a state police organization. Michigan is a larger state with more miles of roads, more people, and more vehicles. They have a

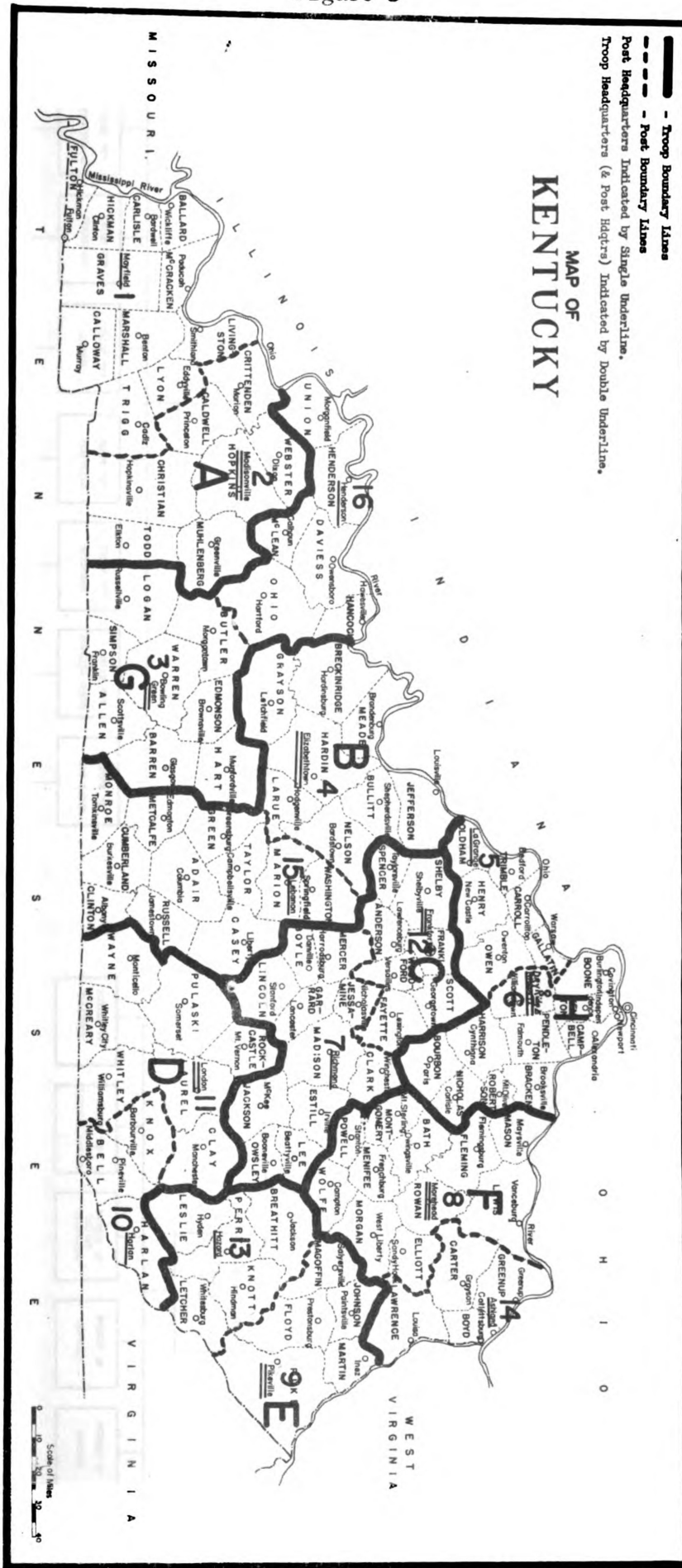
¹⁶Information from Department of Public Safety, Division of Boating, Frankfort, Kentucky, 1962.

¹⁷Information from Department of Public Safety, Division of State Police, Bureau of Records, Frankfort, Kentucky, 1962.

¹⁸See Figure 3, Kentucky State Police Map, p. 42.

¹⁹See Figure 4, Kentucky State Police Organization Chart, p. 43.

Figure 3



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correspondingly larger state police organization. The two police units are similarly organized with Michigan being a department of state government while Kentucky is relegated to the status of a division of the Department of Public Safety. The training units are similarly located within each organization with the Kentucky training unit having bureau status and occupying a more favorable position in the table of organization. Each training unit has a permanent staff of five officers with the necessary supplement of civilian help. The responsibility of recruit training in each organization is the same--to produce an officer who can perform satisfactorily within the organization, under the working conditions, with an understanding of the police problem. Toward this objective, recruit training functions.

Kentucky State Police operates a recruit training program of thirteen consecutive weeks. The recruit day begins at 6:30 a.m. with preparation for breakfast and inspection and concludes at 11:00 p.m. with lights-out.²⁰ The curriculum includes a total of 536 1/2 fifty minute periods of instruction. The State Police Academy is equipped to accommodate a maximum of fifty cadets with thirty-five to forty being the most desirable number for a class. The resignation and/or termination rate for cadets during the last three schools has been about five percent. Upon satisfactory completion of the recruit school, the cadet is administered the oath of peace officer and becomes a probationary trooper, being assigned to a particular post area in the state. After one year of satisfactory service as a probationary trooper, plus

²⁰See an Average Recruit Day, Kentucky State Police, Table 10, Page 92.

recommendations from his superiors and from an interviewing board of senior officers, he becomes a trooper with tenure as a member of the state police merit system.²¹

Procedures

Differences of organizational structure, differences in the clientele to be served, differences in laws enforced, changes in leadership objectives, et cetera, cause each organization to establish and pursue certain policies that are not identical with other police organizations. These procedures are of an internal nature and may not be apparent, or scarcely so, to the casual observer. They tend, however, to color an entire organization and are responsible for the working characteristics that enable one police unit to perform more effectively than another. Procedures usually reflect the thinking of the current leadership but may, on the other hand, be old, time tested, and identified with the organization generally. It may represent both, being an established method subscribed to by the current leader. Although procedures are not always good, their complete absence is indicative of an organization floundering in confusion and suffering from weak, ineffective leadership. Procedures are the methods employed by a police unit in the performance of its duties.

Procedural differences between state enforcement organizations manifest themselves in several work areas. The handling of out-of-state violators will vary some from state to state. Such violators may be permitted to make bond and proceed in one state while he is taken directly

²¹Kentucky Revised Statutes, Chapter 16, Sections 140-150.

before a court in another; still others will issue a citation and permit the violator to proceed with no assurance or guarantee of his return to answer the charge before the proper court.

Report writing, accident investigation, operation of the cruiser, accident arrest, off duty weapon, court appearance, wearing of the uniform, applicant minimum requirements, affiliation with other enforcement units, press releases, and many, many other segments of job performance will differ from one state police organization to another. This difference may be small or pronounced, but regardless of its magnitude, its effects parallel differences in the training program.

The placing of certain topics under the major grouping of "procedures" or some other, such as, "traffic law" is arbitrary with the writer. It is recognized that many topics would adjust as well to one group as another. For example, patrol techniques would involve the use of concealed or in view (open) positioning of cruisers. The writer considers this closely affiliated with traffic law and consequently, carried under this heading; however, it is recognized that concealed or in view patrol techniques can be a matter of procedure. For the purposes of training, both should be taught in connection with traffic law, and it is hoped a progressive organization would employ both techniques.

Departmental procedures have been subdivided or grouped into the following.

1. Procedures that affect personal conduct.
2. Procedures that affect care and use of departmental equipment.
3. Procedures that affect discipline of personnel.
4. Procedures that affect supervision of personnel.
5. Procedures that affect job performance.

Personal conduct of each individual officer is an area of grave concern to a conscientious police administrator and to the entire department as well. It is the above average conduct of each officer that supplies a police department with the public support and admiration so essential to favorable working conditions. On the other hand, it is the below average conduct of police officers that effects a disrespect, distrust, and often contempt of police by the public. One police officer--or two, does not destroy the prestige level of a department. He can be fitted into the philosophy of "one bad apple in every barrel," but when many officers in the same department become participants, either actively or passively, in crimes of violence or stealth, then individual personal conduct has destroyed the department's public relations and simultaneously, its effectiveness. Recent years have seen excessive police problems resulting from personal conduct as typified by the Denver Colorado scandal,²² the Owosso, Michigan scandal,²³ and the Illinois State Police scandal,²⁴ to mention a few. The Denver scandal, which sent officers to prison, involved at least fifty-two officers; the Illinois State Police scandal (the first major one involving a state police organization in recent years) has, at the time of this writing, twenty-one officers involved.

A recruit training curriculum weakness in the procedures area

²²"I Was A Burglar With A Badge," The Saturday Evening Post, article by Bobbie G. Whaley, February 10, 1962, p. 86. The State Journal, Lansing, Michigan, Sunday, October 29, 1961.

²³Owosso Argus Press, October 21, 1961.

²⁴Chicago' American, Daily, Wednesday, August 1, 1962.

cannot be isolated as the cause of such scandals. Supervision, discipline, morale, esprit de corp, et cetera, are either lax or non-existent when such things happen. But the initial breast work of defense is in the recruit training curriculum.

Subject matter dealing with public relations, courtesy of speech and bearing, conduct both on duty and off duty, wearing of the police uniform, locality of residence, and social and business affiliations cannot be excluded from the curriculum. This area is well covered by both Michigan and Kentucky recruit schools. Both departments have lengthy rules and regulations defining what an officer cannot do, supported by penalties ranging from reprimand to termination.²⁵

Handling department equipment is a procedural problem similar in each department but differing because of type and kind of equipment and methods of issue. This is an area of vital concern to budget as well as to supervision, morale, public relations, and individual character building. To abuse and/or destroy tax purchased equipment is at least sinful, if not criminal. Uniforms, firearms, cruisers, buildings, office equipment, and incidental supplies constitute a responsibility of maintenance and protection that tests the ability of all officers. Police cruisers and gasoline constitute the second largest item of expenditure in the Kentucky State Police annual budget.²⁶ It is surpassed only by salaries. The situation can be ameliorated by adequate recruit

²⁵See Table 2, Topics, 6, 7, 9, 10, 21, 24, and 25, page 55. Also Table 3, Page 56.

²⁶Information from Kentucky Department of Public Safety, Division of Administrative Services, Frankfort, Kentucky, 1962.

training supplemented by strict supervision. It is interesting to speculate on the amount of gasoline and tire wear wasted by unnecessary acceleration of powerful cruisers. Parsimony is not suggested, but frugality seems advisable.

The recruit curriculum can best prepare the embryonic policeman for careful exercise of his trust with state equipment by instructing him in the following topics: care and maintenance of uniforms, leather, brass, and handcuffs; care and cleaning of firearms; operation and use of the cruiser; care of office equipment; care of the building and sleeping quarters. Small issue items such as clipboards, envelopes, and paper are a budget problem when ill-used by many employees. This subject receives adequate attention in both the Michigan and Kentucky recruit schools. The information is included in such topics as uniform patrol regulations or policies, inspection, firearms training, and rules and regulations.

Discipline of personnel is an area that must be included in the recruit curriculum.

The problem of discipline is common to all departments of government. In police service it is similar to that found in all other government functions, except that the relative importance of discipline may be somewhat greater because of the special requirements of trust imposed by the mission of suppressing crime. An employee who has difficulty in abiding by regulations himself is of doubtful value in enforcing regulations on others.²⁷

The subject area must be covered beginning with do's and don'ts and continuing through inspections, fines, suspensions, dismissals, commendations, and awards. The amount of time allotted to the rules

²⁷Municipal Police Administration (Chicago: The International City Managers' Association, 1954; fourth edition), p. 179.

and regulations will depend on the number of rules and regulations involved and the complexity of each. They should be read and explained to the recruits with time allotted for questions and answers. It is the practice at Kentucky State Police Academy to teach rules and regulations in a two hour period with a review period of one hour or more, if needed. This has proven satisfactory over the years. The department's inspection system should be clearly explained to the recruits so that its disciplinary values are known and appreciated. The type of infractions and the corresponding fines must be covered. The recruit must be apprised of the violations that are punishable by fines and the extent of those fines, the violations that result in suspensions, and those infractions of rules or malfeasance of duty that will result in dismissal from the force.

The positive side of the discipline procedure dealing with commendations and awards needs to be emphasized. Over-emphasis of negative discipline in recruit instruction tends to color the training with a harshness that causes an undesirable resistance in the form of resentment. Disciplinary procedures are applicable to the entire personnel of the organization and not just the recruits--this should be made plain.

Disciplinary procedures are surreptitiously injected into recruit training through many subjects. Such topics as chain of command, rating system, et cetera, contain information in this area. If, on graduation day, the recruit knows what is expected of him, what he should and should not do, what the results of failure to comply will be, and why these standards are established, then discipline has been well taught.

Supervision of personnel is the fourth division of procedures that needs attention from the curriculum committee. Supervisory techniques vary some from one organization to another. The table of organization will be peculiar to the department it serves. The working environment of each man differs to some degree, but the basic principle of supervision is (or should be) the same. The recruit should be thoroughly versed on departmental table of organization, chain of command, authority of supervisors at different levels of grade, and the merit rating system. The recruit has little problem of supervision since he is, during recruit training, placed on a pedestal of zero height and subjugated to the whims of all above him. But upon graduation from cadet school and assignment to the field, he encounters men of equal rank representing different branches of the organization. He should know his primary chain of responsibility and his secondary chain of responsibility. Often, conflicting orders are inadvertently given to the same officer at a time when he cannot receive corrective information. His decision on whom to obey and whom to ignore should be based on knowledge received in recruit training school. The officer should always be aware of just where he fits in the chain of command.

The recruit must learn the authority of his supervisors at the different levels of rank. He needs to know how much authority a senior trooper has; he needs to know how extensively a corporal of police controls his destiny. The authority of a supervisory sergeant; can he suspend, can he fine, can he take pass days away, and can he terminate? What authority has a post commander? What authority has a lieutenant of police, a captain, a major, and on to the top? These questions

should be resolved in recruit school to the extent that a graduate is cognizant of his welfare in the supervisory procedures at all times.

The merit rating system or supervisors' rating or monthly rating, regardless of what it is called, is an item of extreme concern to the trooper being rated. Who will rate him and how? This question is very important to the person being rated. The instruction in recruit school should cover the design of the rating system. It should clarify the particular traits that are considered and the amount of value attached to each. It should specify who rates the individual and who reviews the rating before it is forwarded to the personnel office. It should further identify the use to which such ratings are put in relation to salary increments or promotion. If the officer is fully informed, he will have less reason to question the decision of supervision. The supervisory problem is increased or decreased correspondingly with the amount of clear instruction on supervisory procedures in recruit school.

Job performance procedures involves many areas to a small degree and some areas to a large degree. Practically any job, the performance of which is not defined by law, will involve some choice of performance procedure. The procedure itself is not overly significant as long as it is efficient and is consistent throughout the department. This consistency is possible only when the performing personnel are well informed. The beginning of an informed officer must be in the recruit school.

Some topics that have pronounced departmental procedure characteristics are: reporting, both oral and written; traffic accident

arrests; communications by telephone, radio, letter, and vocal; tolerance on speeding violations; interrogation methods; and many others. The procedures relative to these may be taught when the subject proper is taught and may not appear as a separate topic in the procedure curriculum, but it is, nevertheless, an item of concern to the training committee.²⁸ For example, speed tolerance is best taught in traffic law, but the training committee should make sure it is not omitted. Report writing is emphasized in both the Michigan and Kentucky curriculums. A similar emphasis is made in the Indiana and Ohio curriculums.²⁹ Communications, especially via radio, is emphasized as a departmental procedure and receives adequate teaching time in the curriculums checked.

Departmental procedures of job performance involves the function of specific offices related to the officer such as the office of: commissioner, director, personnel, detectives, business administration, records, supply, and the governor. The different techniques employed by each office and how the officer may avail himself of their special service is information that must be disseminated to insure smooth operation. It is standard procedure to allot one classroom hour to a representative from each office to explain its function and to answer any questions from the cadets. Justifying this much time for these topics with exceptions for supply, personnel, and detectives (investigation) would be difficult. It is not easy to schedule a topic for

²⁸See Tables 2 and 3.

²⁹Information from personal conversation with Lieutenant Frank Roberts, Indiana State Police Training Officer, Bloomington, Indiana, July 30, 1962, and with Captain P. S. Kinsey, Training Officer, Ohio Highway Patrol, Columbus, Ohio, August 1, 1962.

less than one clock hour and expect smooth transition from one subject to another within this time. It is doubtful that training time is at such a premium as to justify parsimony in its allotment.

TABLE II

MICHIGAN STATE POLICE DEPARTMENTAL PROCEDURES
TOPICS BY TITLE AND TIME

Topic	Hours
1. Personnel	2
2. Report Writing	29
3. Typewriting	33
4. Communications	6
5. Post Routine	3
6. Appearance	1
7. Uniform Division Policies	4
8. Problems Confronting Probationary Troopers	2
9. Conduct	1
10. Character	3
11. Tours	1
12. Disaster Control	1
13. Office of the Commissioner	1
14. Office of the Detective Bureau	1
15. Office of Business Administrator	1
16. Office of Fire Marshal Division	1
17. Communications Panel	2
18. Office of the Superintendent	1
19. Office of Records and Statistics	1
20. Personnel	2
21. Rules and Regulations	9
22. Blockade System	2
23. Communications Panel	2
24. Morale	1
25. Character	1
26. Remarks (Commissioner)	1
TOTAL	112

TABLE III

KENTUCKY STATE POLICE DIVISIONAL PROCEDURES
TOPICS BY TITLE AND TIME

Topic	Hours
1. Rules of the School	1
2. Note Taking	2
3. Rules and Regulations	2
4. Code of Ethics	1
5. Property Accounting	1
6. Policy on Politics	1
7. News Releases	1
8. Incident Reports	2
9. Radio Communications	6
10. Printing	1
11. Daily Reports	2
12. Departmental Correspondence	2
13. Use of Guns	3
14. Accidents Involving SP's	1
15. Case and Criminal Reports	8
16. Automobile Maintenance	4
17. Packaging and Handling	2
18. Automotive Reports	1
19. Use of KSP Telephone	1
20. Care and Wearing of Uniform	1
21. Organization of State Police	3
TOTAL	46

CHAPTER IV

TRAFFIC LAW

State Police organizations, because of their area distribution of personnel, their statewide authority, their tendency toward rural enforcement, their communications equipment, a fusion of leadership opinion, and the forceful influence of Northwestern University Traffic Institute,¹ have become the primary traffic law enforcers of America, especially outside corporation limits. Most cities of appreciative size handle their own traffic enforcement. Some sheriffs' departments police traffic in their counties; and some county governments have their own patrol that handles the problem. Basically, rural traffic enforcement, nationwide, is now a state problem being policed by the state police or highway patrol. As the name indicates, highway patrols were designed to combat primarily the highway traffic problem. This was not the primary reason for creation of some state police forces as indicated by Governor Pennypacker of Pennsylvania, when he said:

In the year 1913, when I assumed the office of chief executive of the state, I found myself thereby invested with supreme executive authority. I found that no power existed to interfere with me in my duty to enforce the laws of the state, and that by the same token, conditions could not release me from my duty so to do. I then

¹Northwestern Traffic Institute, a part of Northwestern University, Evanston, Illinois, offers advanced training in traffic control. They now have many graduates among the state police organizations. It is the writer's opinion that this heavy traffic training of key state police personnel has tended to make, in practice, highway patrols of many state police organizations. Traffic law enforcement is emphasized at the expense of criminal law enforcement.

looked about me to see what instruments I possessed wherewith to accomplish this bounden obligation--what instruments on whose loyalty and obedience I could truly rely. I perceived three such instruments--my private secretary, a very small man; my woman stenographer; and the janitor, a Negro. So I made the state police.²

The problem of general law enforcement is still at the door of state police units, but criminal enforcement has been subjugated to the traffic phase. Kentucky State Police operates on the theory of eighty percent of law enforcement effort on traffic and twenty percent on criminal.³ Michigan State Police is directing about sixty-five percent of its effort toward traffic law enforcement and the remaining thirty-five percent toward criminal law enforcement.⁴ This amount of traffic law enforcement makes it mandatory that cadets be well trained in traffic law and related subjects before graduation from recruit school.

Motor Vehicle Statutes

The assignment of recruit training time to the area of traffic law and related subjects is pronounced in both the Michigan and Kentucky programs. The Michigan curriculum lists a total of seventeen subjects with an accumulation of 122 hours.⁵ With a total recruit training program of 578 hours, this represents twenty-one percent of the total curriculum spent in the concentrated area of traffic law and related

²Smith, op. cit., quoting Mayo, Justice to All, pp. 5-6.

³Personal knowledge of the administrative philosophy in this regard. Probably a carry-over philosophy from the time when the highway patrol received its monies from the highway department. The eighty-twenty reasoning is not supported by the creative statute in Chapter 16, KRS.

⁴Michigan State Police Annual Report, 1961, p. 71.

⁵See Table IV, Michigan State Police, Traffic Law and Related Subjects, Page 66.

subjects. The present Kentucky recruit training curriculum contains a total of fourteen subjects representing a total of 104 hours in this area.⁶ With a total recruit training program of 536 hours, this figure represents nineteen percent of the training curriculum dedicated to the traffic law area. It must be pointed out here that the Kentucky curriculum contains a forty hour subject on driver training that would fit as aptly under traffic law as under miscellaneous where it is carried in the breakdown of curriculum and that a switch of this topic would increase the amount of time in the traffic law area to twenty-seven percent of the total curriculum.

A major item is the individual traffic statutes. These are the working tools of a trooper and must be known reasonably well by him before progressing from the classroom to the highway. Courts assume the officer to know the law, and toward this ultimate goal, he must be started in recruit school. With the enforcement emphasis on traffic, as already indicated, the entire thirteen weeks of recruit school could well be spent in this one area and still not produce a knowledgeable and finished graduate. Enforcement officers with fifteen and twenty years of experience in traffic law policing still find situations that call for a researching of the statutes so that the violation may be hung on the proper statutory peg. Ideally, a state trooper, before he is permitted to practice enforcement of traffic law, would know the traffic code as well as a soldier is required to know the general orders

⁶See Table V, Kentucky State Police, Traffic Law and Related Subjects, Page 67.

for a guard when serving on a military guard post. This accomplishment would involve a great deal of time and much rote learning. The very least a recruit training program can do is take enough time on the statutes to teach each one individually and state its application, purpose, and the department's policy in reference to enforcement of it.

Police traffic accident reports are frequently evaluated as not portraying an accurate picture of the causes and violations involved at or immediately before the occurrence. The reason for the complaint is too frequent checking of one particular causative item, such as--wrong side of the road--or failure to check violations that become obvious on close study of the accident report. The trooper is usually accused of slovenly work habits or of not understanding what is sought in the accident report. Never has the writer heard the complainants suggest that the trooper does not know traffic law well enough to recognize all causative violations. The writer suggests that this problem could be better attacked and permanently solved by a more thorough preparation of the officer in traffic law. This preparation should be largely done in recruit school with some follow-up training shortly after graduation when he has had some practical experience. An officer may believe a violation to have been committed but not be sure in his own mind just what constitutes the violation. Unless his knowledge of the traffic statutes removes all doubts that a violation was present, he will judiciously hesitate to act. For this same reason, he does not check them as having occurred on the accident report form or he checks one about which he is sure--on the wrong side of the road.

The Kentucky recruit school curriculum allots thirty-three hours

of classroom time to the motor vehicle laws or statutes. This time is spent entirely on the four chapters of the Kentucky Revised Statutes that relate directly to the manufacture, ownership, sale, registration, and operation of a motor vehicle upon the highway within the state. Coverage of statutes reference manufacture, sale, and registration is complete but too fast. The recruit is exposed to each subsection in these chapters to give him some familiarity with them, but time is rationed carefully so that discussion in any one area is at the expense of a related area. Coverage of vehicle operation and licensing of the operator is much more thorough. Each subsection of the statute is taught with situations developed and questions and discussion encouraged. Complicated laws such as: speeding, right-of-way, and reckless driving are emphasized at time of initial teaching with students being informed to study them carefully and develop questions for presentation in the review periods that follow later in the schools. If confusion is noted among the recruits, a review session or lecture session is scheduled at night to clarify the situation.

In actual subject matter material, the motor vehicle laws of Kentucky constitute 106 pages of printed material.⁷ With thirty-three hours allotted to the teaching of this material, it requires coverage of three pages of the code per hour. Such speed is too slow in some areas while it is ridiculously fast in others.

Patrol techniques deal with practices and problems of working modern traffic. The trooper spends most of his working day in his

⁷Motor Vehicle Laws (Frankfort, Kentucky: Department of Motor Transportation, Public Safety, and Revenue, 1960).

cruiser, observing traffic from a parked vantage point or from within the flow while driving with it. To spend long hours in moving traffic without becoming involved in difficulty is in itself a problem. But to be responsible for observing and apprehending violators while operating the cruiser safely demands training and skill far above that possessed by the average driver. Patrol techniques involve operation of the cruiser, spotting violators, overtaking and stopping, approach to violator, citing and/or arresting, plus conducting violator to court and presentation of charge to the court. Departmental procedures with regard to speed tolerance, type of patrol, and similar problems are necessarily interwoven with this instruction. Kentucky presently spends six hours on patrol techniques, preferably in the sixth or seventh week of school. The subject is reviewed in panel discussion after a few weeks pass.

The Michigan recruit curriculum allots twenty-seven hours exclusively to motor vehicle laws with an additional twenty-five hours of patrols that is spent primarily on traffic law. This amounts to a total of roughly fifty-two hours of instruction in the area of motor vehicle statutes. The total volume of motor vehicle laws regulating the buying, selling, owning, registering, and operating of motor vehicles in the State of Michigan constitutes 214 pages. To provide teaching coverage of the material that should be taught in recruit school necessitates covering 200 pages.⁸ This requires the instruction to move at a speed of four pages per hour. Such speed is not a problem

⁸Michigan Vehicle Code (Lansing, Michigan: Secretary of State, State Printing Office, 1961).

in certain areas of the material while it is unrealistic in others. Patrol panels, at later dates in the school, provide review for strengthening any weak spots and answering any queries. There is an additional four hours spent entirely on traffic law review.

Michigan utilizes fifteen hours for patrol panels. The panels are scheduled for three hour periods, and each one is chaired by a different officer. If the officers chairing these panels are knowledgeable and capable, this is a very effective method of teaching patrol techniques. Here is one of the two areas of time difference between the Michigan and Kentucky schools; the other is in safe driving. Michigan spends nine more hours on patrol panels than does Kentucky; Michigan spends seven hours on safe driving as compared to two hours of emergency driving techniques offered Kentucky recruits. In viewing the overall area of traffic law and related subjects, the differences between the two curriculums are not appreciable. The similarity of the topic titles and the number of hours allotted to each indicates the two training staffs have been following almost parallel lines of thinking, or some unevidenced medium has effected a correlation of the two programs.

Accident Investigation

Accident investigation is a major item in recruit training and is even more pronounced when evaluated in relation to traffic law and related subjects. The writer believes this to be one of the strongest topics in state police training at present and one of the most uniform from state to state--comparable to first aid and firearms training.

The allotment of time to this subject is very similar with Michigan spending twenty-seven hours on original accident investigation plus a four hour review period later in the school. This places thirty-one hours on accident investigation, not considering the time spent in panels answering questions that invariably arise on the subject.

Kentucky allots thirty-five hours to accident investigation with some additional time being spent on the subject when questions are raised to a panel or symposium. Both schools have, in effect, devoted one week to accident investigation. This uniformity reflects the extensive work done by Northwestern Traffic Institute in the preparation and sale of the Traffic Accident Investigator's Manual⁹ and its general acceptance and use by the departments. The manual is used in both schools. One week has become the popular amount of time devoted to accident investigation in state police recruit training. This has proved satisfactory for both Kentucky and Michigan.

It is not the intent of this paper to perform a minute examination of the particular topics and compare the point by point presentation of information by the instructor. Time and space would not permit. A preparation of teaching outlines for traffic alone would be voluminous. Such a work would be an excellent second step following this paper. It would reveal the small differences that exist in lesson plans on the same subject. It would spotlight effectiveness of arrangement and presentation by instructors. It would make possible the weighing and comparing of one hour of instruction at the Michigan recruit school with

⁹Traffic Accident Investigator's Manual for Police (Evanston: Northwestern University Traffic Institute, 1957).

one hour of instruction at the Kentucky recruit school. It would be interesting to know how nearly alike the speed laws are taught, how nearly alike the parking laws are taught, and how nearly alike the right-of-way laws are taught. (There is basically little difference in these laws in the two states.) This investigation has revealed that a similar amount of time is allotted this topic in both schools. A similarity that is surprising and gratifying to the writer.

TABLE IV

MICHIGAN STATE POLICE TRAFFIC LAW AND
RELATED SUBJECTS

Topic	Hours
1. Motor Vehicle Laws	27
2. Prosecution in Accident Cases	2
3. Patrols	25
4. Accident Investigation	27
5. Safe Driving	7
6. Traffic Control	4
7. Police Role in Traffic Accident Prevention	1
8. Patrol Panel	3
9. Driver License	2
10. Review of Accident Investigation	4
11. Patrol Panel	3
12. Review Motor Vehicle Law	4
13. Safety and Traffic Panel	2
14. Patrols Panel	3
15. Expressway Patrol	2
16. Patrols Panel	3
17. Patrols Panel	3
TOTAL	122

TABLE V

KENTUCKY STATE POLICE TRAFFIC LAW
AND RELATED SUBJECTS

Topic	Hours
1. KRS Chapters 186, 187, 189, and 190	33
2. Driver Improvement Program	3
3. Financial Responsibility Law	3
4. Citations and Equipment Violations	3
5. Point and Area Control of Traffic	2
6. Accident Investigation	35
7. Road Rules Test	1
8. Emergency Driving Techniques	2
9. Police Demand Orders	1
10. Manual Direction of Traffic	2
11. Truck Weighing	5
12. Truck Laws	2
13. Techniques of Patrol	6
14. Panels (discussing traffic)	6
TOTAL	104

CHAPTER V

CRIMINAL LAW

The area of criminal law and related subjects vary considerably in subject content and amount of time allotted to the teaching of a subject.¹ There is no evidence of a guiding medium for establishing the curriculum such as Northwestern Traffic Institute appeared to be in traffic law. Although some difference exists in the listing of topics under criminal law, that is, Michigan lists functions of the Secret Service, crime scene search, and some other topics here that Kentucky lists under miscellaneous or procedures, but this difference is not sufficient to explain the wide variance between the two. It is obvious that Michigan recruit training, in the area of criminal law and related subjects, is much more extensive than the Kentucky curriculum. The additional instruction in critical areas such as arrest, search and seizure, and rules of evidence creates a basis of knowledge from which the trooper can operate that supplies invaluable insurance against false arrest, illegal search and seizure, and the attempt to present incompetent evidence in court.

Criminal law cannot be as well taught in recruit school as traffic law; that is, the very volume of criminal law makes such task impossible. As noted in Chapter IV, the effort is to expose the recruit to all traffic statutes with emphasis on those areas that regulate

¹See Tables VI and VII at end of this chapter.

operation of vehicles and control moving hazardous violations. Such is possible because traffic statutes, though complicated, are not numerous. With criminal law, which is intended here to include procedural law, the situation differs. The statutes are extensive, with the word "volumes" being common in law student parlance. This condition makes a choice of what criminal statutes to teach and what not to teach in state police recruit training school axiomatic.

The typical state police cadet will have had very little training in traffic law, procedural law, constitutional law, or criminal law. It would be more accurate to say the typical cadet will have absolutely no training in these areas with the possible exception of a course in civics or government as taught in secondary education. Entrance requirements do not specify any prerequisite of law training or any specific course in this general area. The requirement is high school graduation or the equivalency. Law courses in secondary school, when available, are difficult and do not lead the popularity list. This recruiting system brings to state police recruit training a young police aspirant who has mosaic ideas about traffic law, and his knowledge of criminal law is a faint image of the Ten Commandments garnered from his teenage attendance at Sunday School. In assisting with the training of near three hundred recruits over a period of six years, the writer has known only one recruit who came to class prearmed with a bachelor's degree in police administration. These facts make criminal law teaching a greater burden to the recruit school. Having obtained an operator's license and having probably been checked through a traffic blockade or stopped for a citation, the recruit has had reason to learn some traffic

regulations; but since police do not recruit people with criminal records, the recruit has not been exposed to criminal law procedures in any desirable way.

In thirteen weeks (Indiana eight weeks) this graduating recruit may be expected to take the oath of office, don the trooper uniform, belt on the uncomfortable sidearm, and go forth to enforce a set of criminal laws that, until recently, he hardly knew existed. He is expected to make arrests, searches and seizures, but is not permitted to pressure the fickle line of "reasonable or unreasonable." The possibilities of difficulty are frightening. The amazing thing about litigations against police for false arrest is the smallness of their number. It is not intended to belabor this point but rather to build a mirror against which the traffic law sections of Michigan and Kentucky curriculums can be observed.

Michigan has allotted 151 hours to criminal law and related subjects.² This represents twenty-six percent of the entire recruit training program of 578 hours. The largest item is the twenty hours allotted to actual coverage of the criminal statutes. The naming and defining of specific crimes; the difference between theft and robbery; the difference between first degree murder and second degree murder; to name a few; and a clarification of the elements involved in the separate crimes. The more common offenses can be covered individually with explanations of how to detect them and what type individual is most prone to commit these offenses. Offenses such as breach of the

²See Table VII, Page 77.

peace and breaking and entering are a daily experience of police officers, making a sound fundamental knowledge of these crimes and how to handle them very essential. If only one offense per hour could be taught, this curriculum would permit coverage of twenty separate offenses.

The laws of arrest, search and seizure have a combined time allotment of fifteen hours plus three hours of review periods. These topics are listed separately in the Michigan curriculum with arrests claiming ten hours and search and seizure laws claiming five. This time arrangement would give opportunity for some exploration of arrest laws with reference to misdemeanor, felony, in view arrests, arrest under warrant, permissive force, deadly force, and amount of resistance the arrestee may legally exhibit under certain circumstances. Arrest, search and seizure laws are designed in some publications for coverage in twenty-seven hours or a regular college quarter and could be given satisfactory treatment in fifteen.³ It is not inferred that questions of reasonableness in relation to search could be clarified in such superficial treatment; in fact, it is doubtful if clarification exists in this area.

Certain groups of laws dealing with current problems require attention over and above routine treatment. Some of these are: juvenile laws, laws with reference to sex crimes, liquor laws, and laws that are generally concentrated on by a specially trained unit or by a separate enforcement group of either state or federal government. Narcotics, aliens, untaxed whiskey, and automatic weapons are offenses that are

³Howard M. Smith, Arrest, Search and Seizure (Springfield: Charles C. Thomas Publisher, 1959); and Raymond Dahl and Howard H. Boyle, Jr., Arrest, Search and Seizure (Milwaukee: Hammersmith-Kortmeyer Co., 1961).

best prosecuted by the specialist in that particular enforcement field. This does not provide the trooper immunity from enforcing these laws. Just the opposite is true. The mobile policing technique of a trooper and his many contacts with the motoring public make him the officer most likely to have initial contact with the perpetrators of these crimes. Often an agent of Immigration and Naturalization is not immediately available; an agent of the Alcohol Tax Unit or the Narcotics Bureau is not immediately available to act on these offenses after they have been discovered by the trooper. This forces the trooper to make the case alone. Such possibilities require that recruit training adequately prepare the young officer for efficient arrest, search and seizure preparation and prosecution of these cases--else law be not properly enforced.

Other related topics that are germane to criminal law education are the methods utilized by the department in crime scene search, securing and processing of evidence, and the laboratory facilities and techniques for chemical examination of this evidence. The recruit needs to be taught how to secure a crime scene area; how to methodically search the area; how to recognize and preserve salient articles of evidence; and how to properly route this evidence through departmental channels so that it may be preserved, examined, and presented in court without the coloring of improper police handling, thus reducing or destroying its evidentiary value to the prosecutor. This requires an introduction to crime laboratory techniques, identification and lifting of fingerprints and similar objects.

The Kentucky recruit curriculum assigns ninety-two hours, spent on twenty-seven subjects, to the problem of acquainting the cadet with

criminal law and related areas. The greatest shortage of presentation is in the vital areas of criminal law statutes and the laws of arrest, search and seizure. The definition and description of crimes has only three hours. Laws of arrest, search and seizure are covered in a three hour period. This compares to seventeen hours spent on the same subject by Michigan.⁴ The rules of evidence are taught in three hours compared to six hours utilized by Michigan. The law of arrest has only minute differences between the two states; not enough to justify any variance between the amount of time allotted to its teaching in either school. The search and seizure laws are slightly different, but as all search and seizure must be based primarily on the "reasonableness or unreasonableness" of the constitutional qualification, the differentiation of these specifics would not appreciably affect the time needed to teach search and seizure. To group arrest, search and seizure into one three hour period and expect the cadet to gain a working knowledge of the subject is unrealistic indeed. The three hours spent on criminal statutes is supplemented by instruction in problem areas of juvenile laws, liquor laws, breaking and entering, homicide, auto theft, and gambling laws.⁵

The unbalanced assignment of time in evidence and arrest, search and seizure, with Michigan using twenty-three hours while Kentucky uses six, can be interpreted only as an unrealistic treatment of these subjects by the Kentucky curriculum. One factor that is undoubtedly

⁴See Table VII, Page 77.

⁵See Table VI, Page 76.

responsible for some of Michigan's progress in this area is the presence of an attorney on the training staff. The training section is fortunate to have the full time efforts of a member of the bar (Sergeant John M. Brown) permanently assigned to training with an opportunity to apply his special skills in strengthening the criminal law and related subjects area of the recruit curriculum. If authoritative instruction is to be had, the use of an attorney to teach most of the criminal law topics is axiomatic. There is not an attorney assigned to the Kentucky training bureau, and the practice of using the divisional legal officer for long hours in the classroom is most exasperating. The demands on his time for divisional legal problems makes his appearance for classroom lecture uncertain and practically prohibits preparation time. The writer does not subscribe to the idea that a lecture can be prepared by one person and given by another with anything approximating the same effectiveness as a lecture prepared and given by the same person.

The justifiable differences that exist between these two curriculums in the area of criminal law is a slight inconsistency of topic assignment which involves only five hours (see items 15, 34, and 37 of Table VII). These topics are assigned to the major grouping of Procedure or Miscellaneous in the Kentucky arrangement. A second item is fire investigation. It is a responsibility of the Michigan State Police resulting from the commissioner being also the state fire marshal.⁶ This item involves only three hours. Fire investigation is not a principal responsibility of the Kentucky State Police but is handled by

⁶Act 59, Michigan Public Acts of 1935, Section 4.435.

a separate division of fire prevention. Excepting these differences, there still remains a variance of 143 hours (Michigan) as compared to ninety-two hours (Kentucky). Thus, Kentucky is spending only sixty-five percent as much time on criminal law subjects as Michigan utilizes. Only one conclusion seems logical; the Kentucky curriculum needs to be strengthened in this area.

TABLE VI

KENTUCKY STATE POLICE CRIMINAL LAW AND
RELATED SUBJECTS TOPICS

Topic	Hours
1. Crimes, Definitions, Elements, and Proof	3
2. Arrest to Disposition	3
3. Rules of Evidence	3
4. Juvenile Laws	3
5. Interrogation of Witnesses and Suspects	3
6. Techniques of Lie Detector	3
7. Rights Under the Fifth Amendment	1
8. Liquor Law Violations	3
9. Breaking and Entering	3
10. Raids and Gambling Laws	2
11. Homicide Investigation	4
12. Laws of Arrest, Search and Seizure	3
13. Auto Theft	6
14. Bank Robberies	2
15. Jurisdiction of Federal Agencies	1
16. Civil Rights	1
17. Confidence Men	1
18. Fingerprinting	16
19. Photography	14
20. Crime Laboratory Techniques	8
21. Collection, Preservation, and Identification of Evidence	3
22. Techniques and Mechanics of Arrest	3
23. United States Constitution	2
24. F.B.I. Laboratory Aids	3
25. Functions of Alcoholic Tax Unit	2
26. Testifying in Court	2
27. Riot Control	4
TOTAL	92

TABLE VII

MICHIGAN STATE POLICE CRIMINAL LAW AND
RELATED SUBJECTS TOPICS

Topic	Hours
1. Law of Arrest	10
2. Law of Evidence	5
3. Law of Search and Seizure	5
4. Constitutional Law	5
5. Criminal Law	3
6. Courtroom Conduct	1
7. State Police Crime Lab.	1
8. Health Department Crime Lab.	1
9. Juveniles	1
10. Riot Control	9
11. Fingerprints	3
12. Latent Prints	1
13. Fire Investigation	3
14. Aircraft Laws	2
15. Aircraft Accident Investigation	2
16. Criminal Law	20
17. Constitutional Law Review	1
18. Law of Evidence Review	1
19. Law of Search and Seizure Review	1
20. Law of Arrest Review	2
21. Civil Government	4
22. Criminal Interrogation	8
23. Criminal Investigation	12
24. Crime Scene Search	2
25. Fingerprint Identification Review	2
26. Latent Prints	12
27. Crime Laboratory	12
28. Duties of Racket Squad	2
29. Check File and Sex Deviate File	1
30. Polygraph Interrogation	1
31. Alcohol Tax Unit	2
32. Liquor Law Investigation	2
33. Sex Crimes	2
34. Jurisdiction of Federal Bureau of Investigation	2
35. Interviews, Confessions, Descriptions of Persons	2
36. Game Law Violations	2
37. Responsibility of U. S. Secret Service	1
38. Juvenile Code	2
39. Probate Court	2
40. Security Squad	2
TOTAL	151

CHAPTER VI

MISCELLANEOUS

In arranging a police recruit training curriculum in four major sections of procedure, traffic law, criminal law, and miscellaneous, the latter must necessarily be large. It embraces all of those subjects that are essential to the successful operation of a school but do not classify under the other sections. For this reason, miscellaneous has been held to the last in this presentation. The choice of topics placed under the miscellaneous section in the Kentucky curriculum was the responsibility of the writer and was largely arbitrary. Those topics found listed under miscellaneous in the Michigan curriculum was the decision of Sergeant John M. Brown of the Michigan training staff, excepting first aid, which was assigned to traffic by Sergeant Brown and transferred to its present position by the writer. An effort has been made to place identical topics in corresponding sections of the two curriculum breakdowns. That is, first aid, firearms training, physical training, and similar topics have been placed opposite each other so a comparative analysis can be made. These topics will differ mostly in time allotted to them. On the other hand, topics such as mock trial and others, although bearing the same name in either curriculum, do not serve the same purpose and are, therefore, listed under different sections. This causes askewness in arranging the two curriculums by sections, making comparative analysis very difficult, but it illuminates

the problem of difference in subject matter assigned to the same topic title in the two schools. Lack of standardization between the title and the instructional material the title introduces is apparent. A comparison of topic titles would have been less accurate and revealing than the use of section grouping.

The miscellaneous section permits flexibility in curriculum building. Subjects outside the domains of traffic law, criminal law, and procedures may be chosen if they appear capable of strengthening the course. The tendency of the training sections to utilize this opportunity is indicated by the fact that fifty-four percent of Kentucky's curriculum is listed under miscellaneous while Michigan has thirty-two percent in this category.

The miscellaneous section is subdivided into four parts to permit a more homogeneous grouping of topics.¹ They are: orientation, history, interagency cooperation, and preparation. These are examined separately.

Orientation

When a group of young men is called together for the purpose of attending a state police recruit training school, many problems arise. If these problems are intelligently handled, much confusion is avoided, and school progress starts sooner. The recruits range in age from twenty-one to thirty. The twenty-one to twenty-five group probably will not have had any military training. Their initial experiences in living away from home and mother or wife are at the training academy. The writer has not experienced any trouble with recruits because of home

¹See Tables VIII and IX, Pages 89 and 90.

sickness. The problems arise because of inability to adjust to new and strange living environment. Seemingly, juvenile problems such as: how to handle personal laundry, how to make a bed, and how to hang clothing in the wardrobe cause many wasted hours of confusion and frustration unless instruction is furnished the group beforehand. The non-service recruits may be experiencing regimentation for the first time. Their reaction, if uncontrolled, may be undesirable while, if it be controlled and informed, should lead to quick adjustment. It is better to inform the cadet what not to do than to permit him to commit a wrong act and then correct him.

The number and kind of topics necessary to successful orientation depend on several factors. The physical layout of the academy and grounds will determine certain needs. The Indiana recruit training program is operated at Indiana University by using different buildings on the campus. Recruits eat in the cafeteria with other students--though in a group and separated from the other students to some degree. They move to another building for class and to still another for sleeping quarters. Kentucky and Michigan have training academies which means that the recruit need not leave the immediate area. He may eat, sleep, and attend class in the same building, going outside only for physical training and this under the supervision of a staff member. Such contrast between state training facilities causes a corresponding need in student orientation.

Another factor that effects orientation is the department's policy in furnishing or not furnishing the necessary supplies of a student. If paper, pencil, notebook, and other supplies are furnished

the student, then some arrangement must be made for issue. If these items are to be furnished by the student, then some arrangement must be made to make them available for purchase or let the cadet leave the premises to find them.

Some personnel work needs to be done during the first few days, making new or remaking bungled photographs; signing "missed" personnel forms; getting departmental group insurance and expense accounts arranged, if such is involved.

Orientation involves meeting the people of the department that will have immediate effect on the cadet's life; the commissioner, headquarters personnel, and local officers that may be meeting or supervising the cadet.

An important factor in early orientation is to acquaint the cadet with the "rules of the school." These rules and regulations are not the same as the general rules and regulations but deal exclusively with what the cadet may and may not do while in such school, such as: the school grade requirements, conduct during study periods, how to report problems, and how to get assistance. The recruit is militantly controlled while in school and needs early orientation to permit his adjustment without too much friction.

Michigan utilizes twenty-five hours of training time to orient the recruit. The outstanding items as far as consumption of hours is concerned is medical examination and chest x-rays which uses seven hours. A nine hour topic entitled "Instruction and Assignment" aligns the cadet for adjustment to the schedule procedures.

Kentucky uses nineteen hours for orienting the new recruit in the

police training program. There are some differences in topics listed in this area by the two curriculums, but it is interesting to note that both spend exactly the same amount of hours on this problem if the six hours of medical examinations and chest x-rays are removed from the Michigan curriculum. The Kentucky recruit receives his medical examination and x-ray before being hired--it is a condition of employment.

It is apparent that the same information is given both recruit groups under orientation, but the information is carried under different topics. The similarity of physical plants and training programs calls for very similar orientation material to satisfy the recruit's needs. The amount of hours devoted to this problem indicates that such is the case. A comparison of lesson plan outlines as used by the two schools, covering the entire nineteen hours, would be most interesting.

History

Although police history and state history is interwoven with many subjects taught in police recruit school, the Kentucky curriculum allots ten hours for the exclusive purpose of furthering the recruit's knowledge in history. As pointed out in Chapter V, the reporting cadet has very little knowledge of police history or police purposes. His acquaintance is usually limited to short reports of unrealistic police valor in some single incident or to groups of disparaging remarks made by persons with less than friendly feelings toward police. He has very little knowledge of police organization and administration or of the primary duties of police. A course in police history enables him to more accurately evaluate the present position of police and why it came about.

Since the graduating recruit takes an oath to uphold the laws of state government, he should know some of the official history of the state he represents. Knowing state history is advantageous to the trooper in pointing out places of interest to inquiring tourists. Knowing state history develops pride in the citizen and pride is an irreplaceable element in a policeman. The officer can never know enough about the history of the state he serves.

A difference exists here between the two curriculums as Kentucky spends ten hours on the topic while Michigan does not offer state history or police history. The writer suggests that ten hours is a minimum amount of time to spend on this subject and that to operate a recruit school without offering it in the curriculum at all is unrealistic. To properly appreciate where we are, we need to know where we have been.

Interagency Cooperation

Functioning policemen must work together. This is not limited to state police working with other state police, or with county police, or with the Federal Bureau of Investigation, but emphasizes that all police must work together in the fight against crime if the police potential is to be realized. There are some agencies that, because of their responsibilities, are often in contact with the state police; these are: Federal Bureau of Investigation, Immigration and Naturalization, Narcotics Bureau, the Alcohol and Tax Unit, and the Secret Service. These organizations should be included in the recruit curriculum. Usually one hour is sufficient to identify the organization, explain its specialty, and advise the recruit how he may contact the nearest agent if needed.

Although they are listed under different sections and the time allotted varies, there is not an appreciable difference here between the two curriculums. Both appear satisfactory.

Preparation

Preparation claims the lion's share of training time under miscellaneous. Teaching the recruit special skills that he needs to perform in exercising his responsibilities is the task most difficult. Into this area of preparation fall some more or less standardized topics. First aid has been standardized by the American Medical Association for the American Red Cross. The standard and advanced courses should be taught in state police recruit school with the instructor passing over those parts of the course that are not necessary. Michigan spends twenty-five hours on first aid, and Kentucky spends twenty-seven. Both schools use the American Red Cross course with needed variations. This is one of the better standardized areas in police training. There is no reason why all police departments could not avail themselves of first aid texts for use in training. The writer feels that first aid is not a standardization problem in state police any longer, thanks to the Red Cross Manuals.

Firearms training is a second large item under preparation. It is necessary that a policeman be proficient in the use of firearms. This is no longer limited to his sidearm but includes rifle, shotgun, gas gun, and any other weapon the department may be using. To gain this proficiency, the officer must be instructed in the fundamentals of shooting, followed by practice until he has mastered the art to a satisfactory level of proficiency. Again, police agencies have a

stabilizing factor--the army. The range habits and procedures of the military are very much in evidence on state police ranges. The practical pistol course is widely used by police as the sidearm training medium. Then the question should be asked, "Why does Michigan designate sixty-five hours to firearms training while Kentucky uses forty?" The answer is in facilities. Sixty-five hours is desirable. Michigan has firing range facilities immediately behind the training building. This makes possible the scheduling of firearms training at staggered times in the schedule and for only portions of a day. Kentucky has range facilities that are located some two miles away from the training academy. Use of the range involves a transportation problem. The firearms training is scheduled to accommodate this situation. All cadets are scheduled on the range for one week of concentrated firing. This has proved satisfactory for qualifying all cadets at a minimum score of seventy, but it is not a desirable training arrangement. Steps in firearms training, with some minor deviations, are universally standard. The difference between curriculums is a difference of time.

Physical training requires a number of hours from the schedule. Physical training can be a side benefit reaped from other topics that require physical activity. Kentucky spends sixty-four hours on physical training in the form of precision drill and calisthenics. The writer holds mental reservations about the benefit of concentrated military drill and physical training. There is no follow-up to this training. On graduation day, physical activities stop, but the eating habits that have been developed by weeks of hard training continue. This leads to early obesity. State police personnel are a mounted group that has no

occasion to move en mass on foot. The purpose served by spending long hours of training time learning a drill routine that is permanently discarded on graduation day is questionable. If it builds morale, the writer suggests that it is the morale of the watchers, not the participants. Physical training should be employed to the extent of encouraging good health and locating the physical misfits but should not be exaggerated.

The physical training program at Michigan is not nearly so pronounced. Physical exercise is surreptitiously administered through other topics. Water safety is allotted thirty-six hours of training time. This permits the training program to administer physical exercise while it prepares the cadet for a vital need. Such multiple benefits are commendable. Nineteen hours of personal combat is provided and three hours of military drill. The personal combat (or self-defense) training is included in the Kentucky physical training program. The difference between the overall physical training programs of the two schools is only six hours. The subtle difference is in the use of the allotted hours. It is commendable that Michigan uses thirty-six hours to prepare their cadets in water safety while reaping the incidental benefit of physical conditioning. Such practices might well be increased.

There are three basic differences between the two curriculums, each involving considerable training time. A fourth item (typing) of difference is carried under the procedure section because it is required in Michigan report writing procedure. The three appearing in this section are: driving training and spelling and grammar offered by Kentucky and water safety offered by Michigan.

The water safety training is aimed at the need for policing and protecting the enormous shore line and the numerous inland lakes of Michigan. This is a Michigan State Police responsibility. Water safety is not offered in the Kentucky recruit school because the state police is not responsible for policing the state's water area. It is the responsibility of a separate division--the division of boating. Water safety is not, at present, an important need in Kentucky recruit training.

Spelling and grammar is offered as an individual daily subject in the Kentucky curriculum because of past experiences with written reports. The cadet is familiarized with a vocabulary of words frequently used in police work. They are schooled in the fundamentals of report writing and use of correct grammar. Unless these fundamentals are within the typing program, Michigan does not offer a parallel course. Such training is essential.

Driving training is the third area of significant difference. The Kentucky program offers forty hours of driving training based on natural and man-made laws, knowledge of vehicle, and driver attitudes.² The course contains classroom work and behind the wheel driving. It is an important area of recruit training and should be increased, not reduced. This training is separated from pursuit driving. A similar topic is not found in the Michigan schedule.

Other topics appearing in this section differ in name and time between the two schedules, but such difference is not pronounced.

²Center of Traffic Safety, Man and The Motor Car (Englewood Cliffs: New York University, 1954).

Unit experience has determined the time allotment on these various short topics, and the experience seems to have been somewhat parallel.

TABLE VIII
KENTUCKY STATE POLICE MISCELLANEOUS TOPICS

Topic	Hours
1. Seating and Issue of Supplies	2
2. Welcome	2
3. Notebooks	1
4. Courtesy and Honesty	1
5. How to Study	2
6. Course Content	1
7. Kentucky Films	1
8. Expense Accounts	1
9. Merit System	2
10. Our System of Law Enforcement	2
11. Group Insurance and KSP Retirement	2
12. Open Periods	2
13. History of Policing	6
14. History of Policing in Kentucky	1
15. History of Kentucky	3
16. Immigration and Naturalization	2
17. Functions of Secret Service	2
18. Spelling and Grammar	20
19. First Aid	27
20. Emergency Obstetrics	2
21. Kentucky Geography	8
22. Drill Formation	31.5
23. Physical Training	33
24. Review of Tests	5
25. Tests	9
26. Current Events	1
27. Public Speaking	9
28. Range	40
29. Driver Training	40
30. Mock Trial	3
31. Graduation	8
32. State, Federal, and Local Government	3
33. Safety Education	3
34. Writing	5
35. Emergency Supplies	3
TOTAL	284.5

TABLE IX
MICHIGAN STATE POLICE MISCELLANEOUS TOPICS

Topic	Hours
1. Introductory Remarks (Commissioner)	1
2. Purpose of School	1
3. Remarks (Training Officer)	2
4. Notetaking	1
5. Rules of School	1
6. Inspection Procedure	1
7. Interview with Recruits	2
8. Medical Examinations	6
9. Chest X-rays	1
10. Instructions and Assignments	9
11. Personal Combat	1
12. Loyalty Oath and Signing Forms	1
13. Firearms	36
14. Pistol Qualification	4
15. Heavy Weapons	7
16. Personal Combat	18
17. Military Drill	3
18. Water Safety	20
19. Public Speaking	5
20. Outline of Purpose of the School	1
21. Water Safety	16
22. Firearms	18
23. Search, Handcuffing, Transportation of Prisoners	2
24. First Aid	25
TOTAL	182

CHAPTER VII

TEACHING PROCEDURES

Introduction

Both cadet schools are operated in a highly military or regimented atmosphere. The discipline does not relax during the entire stay at the academy. The same situation exists at Indiana and Ohio. The cadet is told when to get up, what to do throughout the day, and when to go to bed.¹ Classes start and stop at precise intervals and the cadet must be in his proper place. A high degree of courtesy and a correct demeanor is maintained at all times on the academy area. Failure to comply will attract attention.

The majority of instruction is done by the training staff, but outside help must be obtained in certain areas. Instructors, other than the training staff, are encouraged to follow certain procedures while lecturing but are not pressured to do so. Handout or pass-out material is prepared on many subjects and passed out at the time of the lecture or before. The cadet is required to take notes on all lessons and maintain a notebook that is randomly inspected. The instructor may choose his own method of presentation.

Lecture

The lecture method of presentation is the one most often found

¹See Tables X and XI, also XII and XIII.

TABLE X
A TYPICAL RECRUIT SCHOOL DAY AT
KENTUCKY STATE POLICE ACADEMY

Time	Item
6:30 A.M.	Each day, recruits are awakened by the building's clock alarm system.
7:00 A.M.	<p>Breakfast is served in the academy cafeteria.</p> <p>After breakfast, the recruit prepares his room for inspection. Books are properly arranged; clothes are properly hung; all leather and brass is shined and placed as specified; the floor, tables, window area, etc., must be immaculate. (Detailed instructions are furnished each cadet on how his room is to be kept, where each item goes, and how each item is placed in its particular position.) Rooms are subject to inspection any time from 8:00 A.M. to 5:00 P.M. Monday through Friday.</p>
8:00 A.M.	<p>The recruit reports to the classroom, in uniform, for class, unless otherwise instructed.</p> <p>Classes begin on the hour and break ten minutes before the hour. Attendance is required.</p> <p>Each Monday morning at 8:00 A.M., the recruit stands by his bed for personal inspection. Position and demeanor during inspection are specified.</p>
12:00 Noon	Lunch is served in the academy cafeteria.
12:30--1:00 P.M. P.M.	Close order drill is held on the drill area immediately behind the academy.
1:00--4:00 P.M. P.M.	Afternoon classes.
4:00--6:00 P.M. P.M.	Running and calisthenics Monday through Thursday. Self-defense and personal conditioning.
6:00 P.M.	Supper is served in the academy cafeteria.

TABLE X (continued)

Time	Item
7:00--9:00 P.M. P.M.	Study period Sunday through Thursday. The recruit is restricted to his room or the library. Quiet is observed.
11:00 P.M.	All room lights are out. Bed check is made.

Recruits are dismissed after examination on Friday evenings until 6:00 P.M. the following Sunday unless restricted to the academy.

TABLE XI
A TYPICAL RECRUIT SCHOOL DAY AT
MICHIGAN STATE POLICE ACADEMY

Time	Item
5:45 A.M.	Each day, a recruit monitor awakens all recruits.
6:00 A.M.-- 6:30 A.M.	An officer directs calisthenics.
7:00 A.M.	An officer takes the recruits to breakfast. After breakfast, the recruits return to their quarters and prepare for inspection. Except for the individual work to be done by each recruit, the quarters are cleaned by the group assigned; this assignment is on a weekly basis. Additional fatigue is required Saturday and Sunday afternoons approximately every other week.
7:45 A.M.	Daily inspection is made by members of the Recruit School Staff. (There is no 7:45 A.M. inspection on Saturdays, which is examination day. The quarters are completely cleaned after the examinations, following which inspection is made.) Following the daily inspection, sick call is announced, and all those recruits with ailments of any kind which require attention or medical aid are directed to come forward and report to the inspecting officer.
8:00 A.M.-- 12:00 Noon	Recruits are in their seats for the start of the first class at 8:00 A.M. These are lecture type instruction. Recruits are given a 10 minute break between each hour.
12:00 Noon	Lunch is served.
1:00 P.M.	Recruits are assembled in groups for the afternoon activities. (Recruits themselves go to and from the different locations of instruction in military order, led by the group leader.) Afternoon activities are demonstration and practice type of instruction.
5:00 P.M.	Supper is served.
6:00 P.M. 8:00 P.M.	Swimming and water safety class is conducted on week days.

in use in recruit training. The average police instructor is not of professional calibre in his lecturing; he tends to talk rather than lecture. This does not infer that he cannot and does not do an acceptable job of imparting information to the recruit class. The officer who designs to become a police instructor should acquaint himself with the principles upon which successful instruction is contingent. The remark "they have been told" is indicative of an instructor who parrots information without the benefit of a true teacher's perception of student learning. Some pseudo police instructors appall the class with unrelated filthy jokes, voracious oaths, excessive use of "eh, and, and so," colossal ineptness and a frugality of effort.

There are, however, many capable police instructors. The people permanently assigned to the training staff, with ample time and interest to prepare, can and should attain a commendable proficiency in police teaching.

Lecture is defined as "a discourse read or pronounced on any subject, especially a formal or methodical discourse used for instruction."² This is the pure lecture that abounds on high academic levels of universities and among professional people. It is carefully prepared, well organized, and is the product of meticulous research and a fertile, knowledgeable mind. It should not be confused with the usual "talk" of a police instructor while he rambles through past experiences and departmental procedures. To upgrade the police talk toward the lecture level, the instructor needs to have an understanding of four

²Funk and Wagnalls, New Standard Dictionary of the English Language (New York: Funk and Wagnalls, 1957), p. 1409.

fundamentals of teaching:

1. Preparation
2. Presentation
3. Evaluation
4. Recapitulation

Preparation requires research and arrangement of material. Presentation involves the elements of public speaking; rapport with the class; emphasis at the proper points in the lecture; and application or demonstration when practicable. Evaluation is the measurement of student learning on the topic taught. Recapitulation is a strengthening of the weak areas revealed by evaluation.

The strong points of lecture presentation as expressed by Thomas M. Frost are:

1. It presents a minimum number of administrative problems.
2. It is the most readily and quickly adaptable of teaching methods.
3. It is an ideal method of introducing and summarizing subject matter.
4. It is an ideal method to establish need or to motivate a class.
5. It allows for a continuous flow of information from the instructor to the class.³

Some weak points as listed by Frost are:

1. It places the entire work burden on the instructor. The class merely sits and listens.
2. It requires the instructor to have exceptionally good delivery, a good speaking voice, and a highly interesting presentation.

³Thomas M. Frost, A Forward Look in Police Education (Springfield, Illinois: Charles C. Thomas Publisher, 1959), p. 87.

3. It seriously limits class participation.
4. Instructor is apt to present too much material.
5. It places considerable pressure on the instructor's ability.⁴

A strong point of lecture, according to Kenneth T. Sowers, is "it is an excellent way to supply point by point information."⁵

Lecture is the major method of presentation at both Michigan and Kentucky (also Indiana and Ohio). Discarding physical training, water safety, and range, eighty to ninety percent of the remaining subjects are taught by the lecture method. Some reduction in this amount of time could be accomplished although lecture will continue to dominate police instruction. The improvements should be made in the lecture itself. Lecture is a good teaching method when properly used. The pure lecture method is not conducive to good learning as the student usually will retain only thirty percent of what he hears.⁶

Discussion

Discussion, as a teaching technique, is in limited use at both schools. The size of a cadet class makes discussion undesirable as the recommended maximum per group is twelve people.⁷ The nature of the physical plant and the type of subjects taught is not conducive to extensive use of this method of instruction. The buzz group practice

⁴Ibid.

⁵Kenneth T. Sowers, Group Discussion Technique for Driver Education (New York: University Press, 1961), p. 3.

⁶Howard L. Kingsley and Ralph Garry, The Nature and Conditions of Learning (Englewood Cliffs: Prentice-Hall, Inc., second edition, 1957), p. 375.

⁷Sowers, op. cit., p. 4.

requires more classroom space than is available in a state police academy. "Discussion does not seek merely discussion, but the fruits of discussion--the clarifying of individual opinions, the general understanding of the points of view, some approach to common understanding."⁸

The instructor controlled discussion method can be used with the large group and is employed for review work and other situations of a similar nature. The instructor lays out the area to be discussed and sees that the questions and answers do not wander too far afield. He is prepared to insert questions if it appears a vital area is not being introduced by the cadets. This type of teaching is destined for wider use in the subject areas of traffic law, criminal law, and individual rights than it is presently enjoying in recruit training. Cleverly handled discussion lends itself well to the altering of attitudes and to the retention of knowledge.

Panels

The use of panels is favored by both schools with Michigan scheduling fifteen hours and Kentucky scheduling eleven hours of this type presentation. Training problems have a way of occurring during the school that need the attention of a panel, so it may be assumed that more time is actually spent in panel discussion than the schedules indicate. Occasionally, two or more members of the training staff will work as a panel to clarify some problem for the class.

These panels are organized around people who have special

⁸J. V. Garland and Charles F. Phillips, Discussion Methods (New York: The H. W. Wilson Company, second edition, 1940), p. 19.

knowledge in some area. If the topic is traffic law, the key people on the panel will be a traffic supervisor and an attorney. Where several capable traffic supervisors are available, as is true in a state police unit, it is advisable to utilize as many of these people as possible so that the recruit benefits from their experiences. This means that the personnel of the panel changes from time to time. Experience at both academies has indicated the most desirable number of people to use on a recruit training panel is three to five. Less than three tends to let the members be harassed, while more than five makes the panel bundlesome.

Success or failure of a panel depends on the preparation made by the training staff. If a knowledgeable person is a member of the panel, it is the responsibility of the panel planners to see that this knowledge is made available to the class. The class is briefed beforehand on the panel membership with some mention of the special skills of each member. The class members are instructed to prepare questions in writing so that they may ask them when the situation permits. If vital questions are not asked by the class members, the training staff member who is with the panel will pose the question. There should always be a member of the training staff on the panel. Use of panels in state police training is expensive because it utilizes three or more high salaried people, but it should be used more often.

Training Aids

Training aids in a broad sense may include everything that assist in training. However, training aids should be distinguished from training equipment and training facilities.⁹

⁹Department of The Army, Techniques of Military Instruction, Field Manual FM 21-6 (Washington, D.C.: Government Printing Office, 1954), p. 61.

On this premise it becomes obvious that the instructor is not limited to his training aids but that the training aids are limited by the instructor. All about the instructor are various and numerous objects that are susceptible to use as training aids. The extent to which such objects can be put to use is limited only by the imagination and ingenuity of the instructor. As police instructors, we are apparently insensitive to the tremendous value of even a simple item used to demonstrate or illustrate a point in the lesson plan. A dull lecture is given life; a difficult point to teach is simplified; and cadet learning is vastly increased by use of training aids. Good teaching is made better. "Training aids are essential to effective instruction. In the hands of good instructors they are powerful tools."¹⁰

The use of training aids are incidental to some topics. Firearms training will always involve the showing or demonstrating of a weapon. This demonstration is often poorly planned and presented, but it still has some good effect. First aid training, driver training, and similar topics have "built in" training aids that the instructor uses often without careful preparation and thus reaps only a part of the teaching assistance available to him. It is a paramount responsibility of the training director to develop a hypersensitivity to training aid value in his instructors.

Both Michigan and Kentucky recruit schools follow a similar pattern in use of training aids inside the classroom. Outside the classroom, training usually involves models or the actual items that are

¹⁰ Ibid.

being discussed, so it can be said that the greater need for advancement in training aids is inside the classroom and thus involves visual aids or audio-visual aids.

The chalk board is the most often used visual aid by both schools. It is immediately available, and the instructor will automatically turn to it for listing of complicated steps or spelling of a word. When the possibility of chalk board uses are explored, it becomes obvious that this is a virgin area for development in recruit instruction. Wittich and Schuller describe many chalk board techniques "which are easily and effectively used and which are within the ability of any teacher."¹¹ To estimate a percentage of instruction associated with use of the chalk board in either school would be unmitigated conjecture--it is sufficient to say, not nearly enough.

Some other items of value in visual aid usage that are available to both recruit schools and that enjoy limited use in each are: flat pictures, graphs, charts, diagrams, posters, cartoons, wall maps, and three dimensional items such as objects, specimens, models, and mock ups. These are used especially in teaching such topics as: fingerprints, first aid, road blocks, raids, riot control, and similar subjects. Their use needs to be expanded.

Both schools employ the use of several projecting machines. One of the most popular is the 16 mm sound motion picture projector. This audio-visual aid is easy to use because film may be made or purchased

¹¹Walter A. Wittich and Charles F. Schuller, Audio-Visual Materials (second edition; New York: Harper and Brothers, 1954), pp. 47-70.

and the operation simply involves setting up the projector and letting it do the work. Such procedure is not good use of the motion picture projector. The film should be carefully introduced, then shown, and then evaluated. To show a film out of its context is a doubtful training measure. The motion picture projector has tremendous possibilities in police recruit training.

Of the many manifestations of twentieth-century genius the 16 mm sound motion picture film is one of the greatest. The motion picture camera can record what it hears. Thus two of man's primary avenues of awareness, seeing and hearing, can be appealed to simultaneously.¹²

Other projectors in use at both academies are: the opaque projector, the slide projector, the film strip projector, and the overhead projector. The overhead is the most popular of this group. The writer estimates that this projector is adaptable to twenty percent of recruit school instruction. It makes use of transparencies that are very inexpensive to prepare and have a relatively long life. Modern methods of lifting desired material from its source onto the transparency is fast, inexpensive, and efficient. This machine permits the use of versatile overlaps. It is, in reality, the "work horse" of recruit training visual aid equipment. The Michigan training section has recently acquired the new Thermofax overhead projector which is efficient and portable.

There are two problems associated with the equipment referred to above--it is expensive, and it requires storage space. A solution to either of these is difficult in a state police academy.

¹²Ibid., p. 362.

Practical Work

Demonstration by the instructor of the subject being taught and participation by the cadet is practiced where possible by both schools. Such topics as physical training, water safety, firearms, drill, and typing require actual participation by the cadets. In other topics as first aid, accident investigation, arrest and search, driving training, traffic control, and motorist contacts, the instructor develops student participation exercises that color the teaching with realism and interest. Cadets in both schools write facsimile citations and warnings; they fill out accident reports from a mock scene or hypothetical situation. They are taken to the traffic routes to observe truck weighing and violator stops. This is one of the stronger points apparent in both schools; however, it has room for improvement. A problem to be overcome is space. It requires more free area than is available to either academy to develop good tactical problems for the cadets to solve. It is doubtful if poor practical work is more beneficial than harmful.

Evaluation

Testing follows the same procedures in each school. It is a weekly occurrence, usually on Friday at Kentucky and Saturday at Michigan. Some areas of curriculum have a minimum proficiency that must be attained as firearms, driving, physical adeptness, and speech. Knowledge must be shown in the law and procedures areas. Such intangibles as attitudes, desires, honesty, consistency, personality, and capacity are measured, estimated, and observed by the staff. Anecdotal records are kept by staff members and are used in the total evaluation of the cadet. This record is usually of a derogatory nature only, recording

those incidents that the staff member considers to be indicative of conduct not desirable in a state police officer. "It is not easy to know what is significant and worth recording."¹³ If incidents become frequent, the cadet is observed very closely. He becomes the subject of staff discussion, and his counseling is intensified. He may be arbitrarily terminated at any time. Unless his total evaluation is satisfactory at all times, he is terminated. The termination is based on grades, anecdotal records (demerits), effort, perusal of total record, desire, rate of improvement, attitude, and collective staff opinion.

The weekly tests are prepared to cover the material taught that week. Tests may vary in number of questions used from fifty to over two hundred. Time allowed for taking the test is adjusted accordingly. Questions may be either essay, true-false, multiple choice, short answer, completion, or matching. Some material requires the essay type question, but the objective type question should be used when possible.¹⁴

Preparing a test that is reliable and valid is one of the most difficult jobs in recruit training. The material taught is carefully evaluated with teaching objectives being clear and specific. The content of the material is tested for knowledge, skill, and attitude. These objectives of teaching are essential to proper recruit training. When the objectives have been established and are properly related to the content of material taught, a test blueprint is developed and

¹³Victor H. Noll, Introduction to Educational Measurement (Boston: Houghton-Mifflin Company, 1957), p. 308.

¹⁴Ibid., p. 134.

questions are prepared to satisfy the indicated need.¹⁵ Objective type questions are used. Two or more kinds of questions are used. Accuracy in testing is possible only when tests are carefully prepared. An ill-prepared test cannot evaluate properly.

A cadet's position in class is based on a mean average and not on a minimum score. If he locates in the lower twenty percent of the bell curve for two successive weeks, he attracts attention.

¹⁵See Table XII "A Blueprint for a 100 Objective Type Test Covering Traffic Law." Page 106.

TABLE XII
A BLUEPRINT FOR A 100 OBJECTIVE TYPE QUESTION TEST COVERING TRAFFIC LAW

	Objectives			
	Knowledge of Traffic Law 60%	To Develop Skills in Detecting Violations of the Law 30%		To Acquire Proper Attitude 10%
	Elements of a Violation--30%	Venue of the Law Involved--10%	Enforcement Action to be Taken--20%	How to Interpret an Action of a Vehicle--15%
			Locating Violation Prone Areas--5%	Recognizing Char- acteristics of a Deviant Driver--10%
				Be Impartial, Fair-- Unemotional, Fair-- 10%
Safety Equipment Required on Vehicles--15%				
1. Automobile				
a. Lights front, flashing				
b. Lights rear				
c. Brakes				
d. Muffler				
2. Trucks	4	2	3	2
a. Lights front, flashing				
b. Lights side				
c. Lights rear				
d. Mirrors				
e. Brakes				
3. Trailer				
a. Lights				
b. Brakes				
4. Other				
a. Wrecker				
b. Car in tow				
c. Chains and lugs				

Maximum Weight, Height, and
Length--10%

1. Automobiles 3 1 2 2 0 1 1

2. Truck

3. Trailer

a. Type of road

Regulations for Operation of

vehicles on Highway--50%

1. Right-of-way

a. Uncontrolled intersection

b. Open road

2. Passing

a. Other traffic

b. School bus

3. Signals

a. Mechanical

b. Arm

4. Speed

a. Basic speed law

b. Prima facie

c. Maximum

15 5 10 7 3 5 5

Miscellaneous Regulations of

Traffic--25%

1. Racing on the highway

a. Motor vehicle

b. Horse races

2. Damaging road surface

a. Dragging logs or stones

on roadway

b. Use of lugs or cleats

3. D. W. I. A.

4. D. W. I. D.

a. Use of tests

5. Reporting accidents

a. Amount

b. To whom

c. Responsibility

8 2 5 4 1 3 2

TABLE XIII

KENTUCKY STATE POLICE ACADEMY RULES AND REGULATIONS

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1. Each man will be issued bedding, towels, textbooks, and other equipment, and he will be held responsible for each item issued to him. All equipment will be turned in at the completion of training, and any loss or damage resulting from negligence shall be charged against the responsible person.
 2. Each Cadet will be assigned specific quarters and will be responsible for the proper policing of those quarters. All extra gear such as shoes, suitcases, shower shoes, and house slippers will be kept in the lockers and in neat arrangement.
 3. Corridors, rest rooms, and bedrooms will be ready for inspection at all times during classroom attendance or at any other time the room or bed is not being occupied. Beds will be made in the manner prescribed by the Academy.
 4. Personal appearance will be subject to inspection at all times whether in uniform or civilian clothes. All Cadets will pay particular attention to haircuts and will be clean shaven at all times.
 5. Classroom attendance, field studies, and other assemblies will be attended by all Cadets, and they will be on time for all assemblies. Excuses for being absent from any assembly will be obtained from the school commandant.
 6. Seating arrangements for classroom attendance will be made by the academy personnel, and no change will be made without permission.
 7. All private automobiles will be parked in designated parking area.
 8. All private automobiles will conform to the Kentucky Motor Vehicle Laws in the strictest interpretation.
 9. Each man will be required to take notes during lectures, and notebooks will be subject to examination and grading at any time.
 10. Weekend leave of absence will be granted to those whose conduct and scholastic standing is acceptable to the school commandant.
 11. Smoking in the classroom, in formation, and in bed is forbidden.
 12. Permission for visiting must be obtained from the Duty Officer, and all visiting will be done in the lounge or recreation room.
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TABLE XIII (continued)

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13. If any equipment is broken or becomes unusable, the Academy Office will be notified, and no attempt will be made by the Cadet to repair such equipment.
 14. All telephone calls will be made from the pay phone in the corridor. Only those calls considered to be of an emergency nature will be received on the office phone. Each person should keep his phone calls to a minimum and should limit each call to not more than five minutes. The dormitory phone number is CA 7-9209. The office phone is CA 3-8221, Ext. 72. All mail should be addressed to you in care of Kentucky State Police Training Academy, Louisville Road, Frankfort, Kentucky.
 15. No phone calls will be made or received after lights out except in cases of an emergency.
 16. Cadets will log out and in as they leave and enter the Academy. Log book entries will require the signature of each Cadet that leaves or enters the building.
 17. All lights will be turned out at 11:00 P.M. No radios will be played after lights out, and each man will be in his bed sharply at 11:00.
 18. All persons attending the school will refrain from the use of profanity.
 19. No intoxicating beverage of any kind will be brought into, or drunk on Academy premises.
 20. All Cadets are restricted from the office area of the Academy except on express permission and are not to enter the Laboratory or Post 12 areas.
 21. Cadets will address all members of the department by rank or title.
 22. Cadets will not ride with Troopers on their off-duty hours.
 23. No firearms will be permitted above the first floor at any time; and except during instruction periods, all firearms will be stored with the armorer.
 24. The building will be secured at 11:00 P.M., and bed check will be held at that time by the Duty Officer.
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TABLE XIV

MICHIGAN STATE POLICE ACADEMY RULES AND REGULATIONS

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1. 5:45 A.M. all Recruits will arise for the day's activities.
 2. Full recruit uniforms must be worn at all times unless otherwise specified.
 3. Inspection will take place each day at 7:45 A.M. Quarters must be in order at all times. Leather must be well shined.
 4. There will be sick call every morning after inspection. All injuries and illnesses must be reported as soon as detected and again at each subsequent sick call until complete recovery is achieved.
 5. Recruits will be quiet and orderly at all times.
 6. Beds must be made up in regulation style when not in use.
 7. No smoking will be permitted in the classroom or during outside activities unless the instructor gives permission. Smoking will be permitted in the locker room, toilet, and back stairway of the gym.
 8. Card playing of any kind is prohibited.
 9. Radios, television, phonographs, and musical instruments are prohibited except as authorized by the school commander.
 10. Personal photographs must be out of sight.
 11. The swimming pool or other sports equipment will not be used except under the supervision of a member of the school staff.
 12. All personal cars will be parked only in designated area.
 13. Recruits will assemble in appropriate formation upon hearing one blast of a whistle or the classroom bell.
 14. The order for dismissal from all classes and assemblies will be given by the officer in charge.
 15. Notebooks must be immediately available for use in any class and inspection by any member of the school staff.
 16. A Recruit will be appointed each day to awaken the other Recruits and answer the telephone and turn out the lights.
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TABLE XIV (continued)

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17. Telephones will not be used without permission of a member of the school staff except in emergencies.
 18. Recruits will avoid extended conversation with people not associated with the school unless otherwise authorized by a member of the school staff.
 19. Recruits will have no visitors during training hours unless permission is given by the school commander. Visitors may be received in the lobby of Mapes Hall from 5:30 P.M. to 6:00 P.M.
 20. When entering the classroom while a class is in progress, the back door should be used.
 21. All personal business with the Quartermaster must be done in the evening from 5:15 P.M. to 6:00 P.M.
 22. There will be no loitering at the Quartermaster.
 23. There will be no exchange or training of issued equipment without approval of the school commander.
 24. There will be no passes or time off to any Recruit except by approval of the Commanding Officer of the Training Bureau.
 25. If, for any reason, a Recruit wishes to resign or leave the school, he shall immediately notify the immediate supervisor and the school commander or the Commanding Officer of the Training Bureau.
 26. Leaving the school unauthorized, or failure to return from pass at the specified time, will result in dismissal.
 27. All verbal orders and directives, issued in accordance with departmental policy by any member of the school staff, will be complied with.

Signed _____

Commander Training Bureau

CHAPTER VIII

A MODEL CURRICULUM

This curriculum was designed for a state police organization with a police problem similar to that of Kentucky and Michigan. It was designed for a fourteen week training period. There are characteristics of flexibility cached in every subject area and every week.

The training day was broken into the following six parts:

1.	6:00 A.M. to 6:30 A.M.	Calisthenics	0.5 hours
2.	8:00 A.M. to 12:00 Noon	Classes	4.0 hours
3.	12:30 P.M. to 1:00 P.M.	Drill and/or exercise	0.5 hours
4.	1:00 P.M. to 4:00 P.M.	Classes	3.0 hours
5.	4:00 P.M. to 5:00 P.M.	Physical training	<u>1.0</u> hours
			9.0 Total
6.	8:00 P.M. to 10:00 P.M.	Study Period	

This provides a training day of nine hours with two additional hours assigned as study time. Thus, the recruit day goes from 6:00 A.M. to 11:00 P.M. five days per week. The recruit is given leave on Friday evening following weekly examination and is free until 6:00 P.M. on Sunday evening. The total actual training hours per week is forty-five. The total hours of the fourteen week program is 630.

An effort was made to divide subject hours into numerals that tended to combine in a total of seven. That is, a topic of three hours and a topic of four hours fit nicely into a day schedule.

The California Basic Officers' Training Course is a minimum amount

of topics to be taught and time to be spent on each topic. It is not considered sufficient for minimum state police training but is reproduced here for the reader's reference, (see Table XV). This is the only minimum curriculum for recruit training the writer was able to find.

A period of fourteen hours is left vacant to permit scheduling of topics that solve a training need peculiar to the department. Other areas may be altered to fit more exactly the training need. The basic program, however, should be kept. It is strong in criminal law, traffic law, and personal skills.

Although topics such as firearms and first aid are scheduled in a "block" if the facilities are available to permit teaching these topics in small amounts, daily, this would be preferred.

Topics	Hours
I. Miscellaneous Subjects	70 Total
A. Orientation Welcome	1
Purpose of the School	1
Assignment and Issue	2
School Regulations	1
Notetaking and Arrangement	1
Personnel Processing Problems	1
Individual Counseling	2
Recommended Study Techniques	2
Merit or Civil Service System	1
Make-up or Emergency Issue	2
B. Familiarization	
History of Policing (general)	6
History of Policing in This State	1
State History	3
A Philosophy of Law Enforcement	4
State Geography	7

Topics	Hours
C. Preparation	
Writing and Spelling Preparation	14
Grammar	
Spelling	
Typing	
Et cetera	
Public Speaking	7
Mock Trial	4
State, Federal and Local Government	3
Safety Education	3
Current Events	2
Lectures by Chaplains	2
II. TRAFFIC LAW AND RELATED SUBJECTS	105 Total
A. Traffic Statutes	35
Owning, Buying, and Selling Statutes	
Licensing Statutes	
Financial Responsibility Statutes	
Motor Vehicle Operating Statutes	
Review	
Panel	
B. Accident Investigation	35
Motor Vehicle Accident Investigation	
Airplane Accident Investigation	
Review	
Practical Work	
C. Traffic Law Related Subjects	35
Citation and Warning Violations	4
Point and Area Control of Traffic	2
License Pick-ups	1
Techniques of Speed Driving	2
Manual Directing of Traffic	2
Laws Controlling Trucks	3
Truck Weighing	4
Techniques of Traffic Patrol	7
Review	3
Panel	4
III. CRIMINAL LAW AND RELATED SUBJECTS	140 Total
Law of Arrest	7
Law of Evidence	7

Topics	Hours
Law of Search and Seizure	7
Definitions of Crimes, Elements, and Proof	4
Constitutional Law	3
Juvenile Laws	4
Liquor Law Violations	3
Polygraph Interrogation	3
Interrogation Techniques	4
Breaking and Entering	4
Bank Robberies	2
Civil Rights	1
Homicide Investigation	4
Sex Crimes	2
Confidence Men (M. O.)	1
Automobile Thefts	7
Functions of the Narcotics Bureau	1
Gambling Laws and Police Raids	3
F. B. I. Jurisdiction	1
Functions of A.T.U.	1
Functions of Immigration and Naturalization	1
Functions of Secret Service	1
Procedure From Arrest to Final Disposition	3
Criminal Arrest Techniques	3
Criminal Law Statutes	7
Crime Laboratory Techniques	7
Photography (Police)	14
Fingerprints (Locating, lifting, and using)	14
Criminal Investigation	7
Confessions, Statements, and Admissions	3
Game Law Violations	1
Crime Scene Search	2
The Fifth Amendment	1
Review-Law of Arrest, Search and Seizure	3
Review-Law of Evidence	1
Panel (Criminal Law)	3
IV. PROCEDURES	84 Total
Rules and Regulations	2
Incident Reports	2
Use of Weapons on and off Duty	3
Riot Control	4
Courtroom Conduct	2
Criminal and Case Reports	8
Care of Departmental Equipment	14
Automobiles	
Uniforms	
Guns	
Other Items of Issue	

Topics	Hours
Police Code of Ethics	1
Correspondence	2
Participation in Politics	1
Patrol Policies	3
Communications	7
News Releases	1
Accidents Involving Cruisers	1
Use of Telephone	1
Department Organization--Chain of Command	2
Functions of Separate Departmental Offices	2
Special Problems such as Duties Peculiar to the Organization	14
Weekly Examinations	14
V. PERSONAL SKILLS	231 Total
A. Firearms Training	40
Bull's Eye Target	
Practical Pistol Course	
Shot Gun	
Rifle	
Gas Gun	
Machine Gun	
B. Driver Training	35
Natural Laws	5
Man Made Laws	5
Knowledge of the Automobile	5
Attitudes of Drivers	5
Behind the Wheel Driving	14
C. First Aid	35
A.R.C. Standard Course	
A.R.C. Advanced Course	
Special Problems	
Emergency Obstetrics	
Review	
D. Physical Training	121
Precision Drill	35
Calisthenics	35
Self-Defense, Personal Combat, Taking Weapons	51
GRAND TOTAL	630 Hours

TABLE XV

CALIFORNIA BASIC PEACE OFFICERS' TRAINING COURSE¹

Subjects	Hours
Public Relations	6
Introduction and Miscellaneous Subjects	3
Notebooks--Note taking (school and field)	5
Race Relations	2
Firearms	12
Self-Defense	12
Court Appearance and Conduct	2
Care and Use of Departmental Equipment	1
Crowd Control: Civil Disturbances and Riot Control	4
First Aid	18
Patrol Procedures and Observations	8
Fundamentals of Penal Code and Related Laws	10
Report Writing, Modus Operandi Report	8
Juvenile Procedures	4
Transportation of Prisoners and Insane Persons	1
Mechanics of Arrest	6
Searches and Seizures	2
Law of Arrest	4
Rules of Evidence	6
Value of Scientific Aid	4
Police Procedures	18
Principles of Investigation	12
Traffic	12
Interview and Interrogation	8
Fundamentals of Civil Process	8
Powers and Duties of Sheriff	4

¹Report of Conference for the Development of a Peace Officer Training Curriculum (Sacramento: California State Department of Education, 1948).

CHAPTER IX

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This study represents an examination and comparison of the recruit training program of the Michigan State Police and the Kentucky State Police. It is of value if it serves as a basis for change in either current program, provides a guide for the establishing of future programs, or presents questions that may incite further investigation.

The examination revealed a close similarity between the two police organizations in police responsibility, authority, problems, and organizational structure, with Michigan being larger in area to police, road miles, personnel, registered vehicles, and clientele. The training objectives practically coincide. Although they affect the training curriculum in only one area, these basic differences exist:

1. The Michigan State Police is charged with policing its vast water area and coast line. Kentucky does not have this responsibility.
2. The Michigan State Police has complete statewide jurisdiction. The Kentucky State Police does not have jurisdiction inside cities of the first to the fifth classes, inclusive.
3. The Commissioner of Michigan State Police is also the State Fire Marshal. Kentucky does not have this responsibility.
4. The Kentucky State Police is charged with administering the operators' license program. Michigan does not have this responsibility.

These differences in responsibilities do affect state police training, but the effect is at the in-service training level rather than

at the recruit training level with the exception of water safety (number one).

In view of the conclusions drawn as a result of his study, the following recommendations for change in the present programs are made:

Michigan Recruit Training Program

1. Increase the length of the recruit school to fourteen weeks.
2. Provide a thirty-five hour driving training program.
3. Increase use of visual aids in classroom instruction.
4. Re-evaluate the physical training program with an effort toward combining tactical problems with body conditioning.
5. Increase instruction on grammar and spelling.
6. Establish and use a training committee to critique and recommend curriculum.

Kentucky Recruit Training Program

1. Increase the length of recruit school to fourteen weeks.
2. Improve the elements of topics and time in the criminal law area.
3. Adopt the divided school program with a break of two to six months between the tenth and eleventh weeks. (The practice presently followed by Michigan.)
4. Re-evaluate the physical training program with an effort toward combining tactical problems with body conditioning.
5. Increase use of visual aid training in the classroom instruction.
6. Increase use of panels as a method of instruction.

Both training sections should maintain a much closer liaison with the training sections of surrounding states. There should be a continuous interchange of information, visits, and suggestions toward the ultimate goal of standardization of recruit training and the establishment of a minimum curriculum for all state police.

There should be a further examination made into a single area of curriculum such as traffic law or criminal law. It would be a meticulous investigation of hour by hour instruction with close attention to lesson plans used, point by point presentation, use of training aids, examinations, and evaluations; then compare with its counterpart in another program. Such information would be invaluable to directors of recruit training.

There should be a further examination and comparison of recruit training as practiced by all fifty states, seeking the answer to questions such as: How well do officers police with only four weeks of recruit training? How well-knit is a recruit training program that extends over a period of six months?¹

If a reader should be encouraged to attempt these examinations, then the effort expended on this study will have been well invested.

¹Alabama and Arkansas have four week recruit training programs, while Maryland and Oregon have six months recruit training programs. Comparative Data, op. cit., p. 32.

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APPENDIX A

FIRST WEEK
June 4 - 8, 1962

KENTUCKY STATE POLICE
TRAINING ACADEMY
WEEKLY CURRICULUM

RECRUIT CLASS
NO. 31

Day & Date	0800 to 0850	0900 to 0950	1000 to 1050	1100 to 1150	1200- 1230	1230- 1300	1300 to 1350	1400 to 1450	1500 to 1550	1600 to 1650
Mon. June 4	Individual Inspection Orientation Seating of Class Issue of Supplies				Welcome Commissioner Director	PHYSICAL TRAINING				
Tues. June 5	Arrangement of Notebooks	Memory		Courtesy and Honesty						
Wed. June 6	Films Your Kentucky More Far Mile	Organization of State Police Dept. of Public Safety			DRILL FORMATION					
Thur. June 7	Spelling Grammar	Divisional Rules and Regulations		Supply						
Fri. June 8	Spelling Grammar	Our System of Law Enforcement		Division Policy on Politics	Division Policy on News Releases		Merit System		WEEKLY TEST	

*Tuesday Night - 7:00 - 9:00 PM - History of Policing

Day & Date	0800 to 0850	0900 to 0950	1000 to 1050	1100 to 1150	1200-1230	1230-1300	1300 to 1350	1400 to 1450	1500 to 1550	1600 to 1650	
Mon. June 11	Inspection	First Aid American Red Cross Standard & Advanced Courses			LUNCH	DRILL FORMATION	First Aid			PHYSICAL TRAINING	
Tues. June 12	First Aid						First Aid				
Wed. June 13	Review of Test	First Aid					First Aid				
Thurs. June 14	Emergency Obstetrics	Incident Reports How? When? To Whom?					First Aid				
Fri. June 15	KSP Insurance	First Aid					First Aid	<div>Kentucky Geography</div> <div>Troop A Troop B</div>			WEEKLY TEST

*Tuesday Night - 7:00 - 9:00 PM - History of Policing

THIRD WEEK
June 18 - 22, 1962
KENTUCKY STATE POLICE
TRAINING ACADEMY
WEEKLY CURRICULUM
RECRUIT CLASS
NO. 100.31

June 18 - 22, 1902										
Day & Date	0800 to 0850	0900 to 0950	1000 to 1050	1100 to 1150	1200-1230	1230-1300	1300 to 1350	1400 to 1450	1500 to 1550	1600 to 1650
Mon. June 18	Inspection	Definitions - Crimes Elements - Proof			Interrogation of Witnesses and Suspects					
Tues. June 19	Spelling Grammar	State Police Communications								
Wed. June 20	Review of Test	Immigration and Naturalization		United States Constitution						
Thurs. June 21	Spelling Grammar	Juvenile Laws Contributing to Delinquency			Techniques of Lie Detection					
Fri. June 22	Spelling Grammar	History of Kentucky								
LUNCH					DRILL FORMATION					
					State Police Communications					
					Rules of Evidence for Police Officers					
					Driver Improvement Program Functions of Driver Licensing Division					
					WEEKLY TEST					
PHYSICAL TRAINING										

Supervised Study and/or Make-Up Classes
1900 to 2100 Hours Daily

FOURTH WEEK
June 25 - 29, 1962

KENTUCKY STATE POLICE
TRAINING ACADEMY
WEEKLY CURRICULUM

RECRUIT CLASS
NO. 31

Day & Date	0800 to 0850	0900 to 0950	1000 to 1050	1100 to 1150	1200-1230	1230-1300	1300 to 1350	1400 to 1450	1500 to 1550	1600 to 1650
Mon. June 25	Traffic Accidents and Their Causes		Traffic Accident Investigation What It Is-Why Important		LUNCH	DRILL FORMATION	Planning the Accident Investigation		Civil Liability and the Police	PHYSICAL TRAINING
Tues. June 26	Hit and Run Accident Investigation		Road and Weather Conditions	Clues Useful in Accident Investigation			Interviewing Witnesses and Suspects			
Wed. June 27	Panel Discussion		Airplane Accident Investigation		Skid Marks					
Thur. June 28	Measurements and Diagrams				Photography in Accident Investigation Position-Kind-Number-Etc.					
Fri. June 29					Practical Work in KSP Accident Investigation Forms					
					WEEKLY TEST					

Supervised Study and/or Make-Up Classes

1900 to 2100 Hours Daily

FIFTH WEEK
July 2 - 6, 1962

KENTUCKY STATE POLICE
TRAINING ACADEMY
WEEKLY CURRICULUM

RECRUIT CLASS
NO.31

Day & Date	0800 to 0850	0900 to 0950	1000 to 1050	1100 to 1150	1200-1230	1230-1300	1300 to 1350	1400 to 1450	1500 to 1550	1600 to 1650
Mon. July 2	Inspection	Traffic Laws Kentucky Revised Statutes Chapter 187			LUNCH	DRILL FORMATION	Safety Education			PHYSICAL TRAINING
Tues. July 3	Spelling Grammar	Traffic Laws Kentucky Revised Statutes Chapter 187					Kentucky Police History	Daily Reports		
Wed. July 4	Review of Test	Traffic Laws Kentucky Revised Statutes Chapter 190					Financial Responsibility Law Requirements			
Thur. July 5	Spelling Grammar	Traffic Laws Kentucky Revised Statutes Chapter 186					Traffic Laws Kentucky Revised Statutes Chapter 186			
Fri. July 6	Spelling Grammar	Traffic Laws Kentucky Revised Statutes Chapter 186					Kentucky Geography			
							Troop C	Troop D	Troop E	

Supervised Study and/or Make-Up Classes

1900 to 2100 Hours Daily

SIXTH WEEK
July 9 - 13, 1962KENTUCKY STATE POLICE
TRAINING ACADEMY
WEEKLY CURRICULUMRECRUIT CLASS
NO. 31

Day & Date	0800 to 0850	0900 to 0950	1000 to 1050	1100 to 1150	1200- 1230	1230- 1300	1300 to 1350	1400 to 1450	1500 to 1550	1600 to 1650
Mon. July 9	Inspection	Traffic Laws Kentucky Revised Statutes Chapter 186			LUNCH	1230- 1300	Citations and Equipment Violations			
Tues. July 10	Spelling Grammar	Traffic Laws Kentucky Revised Statutes Chapter 189					Point and Area Control	Review of Test		
Wed. July 11	Spelling Grammar	Traffic Laws Kentucky Revised Statutes Chapter 189								
Thur. July 12	HOLIDAY			DRILL FORMATION				HOLIDAY		
Fri. July 13	HOLIDAY			HOLIDAY						
PHYSICAL TRAINING										

LUNCH

DRILL FORMATION

Supervised Study and/or Make-Up Classes

1900 to 2100 Hours Daily

Group "A" on Range July 16 - 20
SEVENTH AND EIGHTH WEEKS
July 16 - 20 and 23 - 27, 1962

KENTUCKY STATE POLICE
TRAINING ACADEMY
WEEKLY CURRICULUM

Group "B" on Range July 23 - 27
RECRUIT CLASS
NO. 31

Day & Date	0800 to 0850	0900 to 0950	1000 to 1050	1100 to 1150	1200 to 1230	1230 to 1300	1300 to 1350	1400 to 1450	1500 to 1550	1600 to 1650				
Mon. July 16	Setting Up Range		Safety Rules	Nomenclature of Weapons	LUNCH									
23														
Tues. July 17	Position and Dry Firing	Practice Firing				DRILL FORMATION								
24														
Wed. July 18	25 Yards Timed and Rapid Fire													
25														
Thur. July 19	Practical Pistol Course Practice													
26														
Fri. July 20	Tear Gas Demonstration	351 Winchester Rifle												
27														
					25 Yards Slow Fire									
					25 Yards Record Firing									
					P. P. C. Record Firing									
					12 Gauge Riot Gun									

SEVENTH AND EIGHTH WEEKS
July 16 - 20, and 23 - 27, 1962KENTUCKY STATE POLICE
TRAINING ACADEMY
WEEKLY CURRICULUMRECRUIT CLASS
NO.

Day & Date	0800 to 0830	0900 to 0930	1000 to 1030	1100 to 1130	1200 to 1230	1230 to 1300	1300 to 1330	1400 to 1430	1500 to 1530	1600 to 1630
Mon. July 16	Introduction to Fingerprinting		How to Take Fingerprints			Taking Fingerprints (Practical Work)				
Tues. July 17	Taking Fingerprints (Practical Work)			Possibilities of Identification KSP - FBI Fingerprint - Forms						
Wed. July 18	KSP Crime Laboratory Techniques			Crime Laboratory Techniques						
Thurs. July 19	Review of Test	Open Period	State Police Photography Procedures - Equipment - Etc.							
Fri. July 20	Photography (Practical Work)			Photography (Practical Work)						
July 27				WEEKLY TEST						

LUNCH

DRILL FORMATION

Supervised Study and/or Make-Up Classes

1900 to 2100 Hours Daily

WEEKLY
TEST

NINTH WEEK

KENTUCKY STATE POLICE
TRAINING ACADEMY

RECRUIT CLASS

JULY 30 - AUGUST 3, 1962

WEEKLY CURRICULUM

NO.

July 30 - August 3, 1924	Day Date	0800 to 0850	0900 to 0950	1000 to 1050	1100 to 1150	1200 to 1230	1230 to 1300	1300 to 1350	1400 to 1450	1500 to 1550	1600 to 1650
Mon. July 30	Driving Road Test				Introduc- tion to Course						
Tues July 31	TEST Programming for Traffic Safety				Causes of Traffic Accidents	Mental & Physical Qualifi- cations					
Wed. Aug. 1	TEST Driver Improve- ment		Car Construction & Maintenance								
Thurs. Aug. 2	TEST The Art of Driving		License Right vs. Privilege		Insurance and Liability	Public Relations					
Fri. Aug. 3	Final Road Test Psycho-Physical Testing										
LUNCH											
DRILL FORMATION											
				Traffic Laws - Natural & Man Made		Behind the Wheel Instruction					
						Behind the Wheel Instruction					
Written Test						Review					

LUNCH

DRILL FORMATION

Supervised Study and/or Make-UP Classes

1900 to 2100 Hours Daily

TENTH WEEK
August 6 - 10, 1962

KENTUCKY STATE POLICE
TRAINING ACADEMY

WEEKLY CURRICULUM

RECRUIT CLASS
NO.

Day & Date	0800 to 0830	0900 to 0930	1000 to 1030	1100 to 1130	1200 to 1230	1230 to 1300	1300 to 1330	1400 to 1430	1500 to 1530	1600 to 1630
Mon. Aug. 6	Inspection	Liquor Law Violations				Homicide Investigation				
Tues. Aug. 7	Spelling Grammar	Breaking and Entering				Laws of Arrest, Search, and Seizure				
Wed. Aug. 8	Review of Test	Case and Criminal Reports				Case and Criminal Reports				
Thurs. Aug. 9	Spelling Grammar	Traffic Laws Kentucky Revised Statutes Chapter 189				Departmental Correspondence		Search Warrants		
Fri. Aug. 10	Spelling Grammar	Traffic Laws Kentucky Revised Statutes Chapter 189				Open Period	Traffic Laws K R S Chapter 189			
LUNCH						DRILL FORMATION				
PHYSICAL TRAINING										

Supervised Study and/or Make-Up Classes

1900 to 2100 Hours Daily

ELEVENTH WEEK
August 13 - 17, 1962

KENTUCKY STATE POLICE
TRAINING ACADEMY
WEEKLY CURRICULUM

RECRUIT CL
No.3

AUGUST 13 - 17, 1902										
Day	0800 to 0850	0900 to 0950	1000 to 1050	1100 to 1150	1200 to 1230	1230 to 1300	1300 to 1350	1400 to 1450	1500 to 1550	1600 to 1650
Mon. Aug. 13	Inspection	Raids and Gambling Laws		Kentucky Geography	LUNCH					
Tues. Aug. 14	Spelling Grammar	Rights Under 5th Amendment	Functions of Alcohol Tax Unit							
Wed. Aug. 15	Spelling Grammar	Road Rules Test	Emergency Driving Techniques		DRILL FORMATION					
Thurs. Aug. 16	Spelling Grammar	Auto Theft		Techniques of Patrol						
Fri. Aug. 17	Review of Test	Techniques of Patrol		Auto Theft		WEEKLY TEST				
PHYSICAL TRAINING										

Supervised Study and/or Make-Up Classes

1900 to 2100 Hours Daily

P H Y S I C A L T R A I N I N G

Day & Date	0800 to 0850	0900 to 0950	1000 to 1050	1100 to 1150	1200 to 1230	1230 to 1300	1300 to 1350	1400 to 1450	1500 to 1550	1600 to 1650
Mon. Aug. 20	Spelling Grammar	Use of KSP Telephone	Group Insurance KSP Retirement					Riot Control		
Tues. Aug. 21	Truck Weighing Peytonia Georgetown							Moot Trial		
Wed. Aug. 22	Spelling Grammar	Truck Laws		Automotive Reports				Moot Trial		
Thurs. Aug. 23	Spelling Grammar	Care and Wearing of KSP Uniforms	Kentucky Geography	Make-Up Classes				Automobile Nomenclature		
Fri. Aug. 24	Public Speaking							Public Speaking		WEEKLY TEST

1900 to 2100 Hours Daily

1900 to 2100 Hours Daily

THIRTEENTH WEEK
August 27 - 31, 1962KENTUCKY STATE POLICE
TRAINING ACADEMY
WEEKLY CURRICULUMRECRUIT CLASS
NO. 13

Day & Date	0800 to 0850	0900 to 0950	1000 to 1050	1100 to 1150	1200 to 1230	1230 to 1300	1300 to 1350	1400 to 1450	1500 to 1550	1600 to 1650		
Mon. Aug. 27	Kentucky Geography	Training Panel			Director - Training Staff Executive Officer - Legal Off.	Collection, Preservation, and Identification of Evidence	Federal Bureau of Investigation	Emergency Supply Issue	Bureau of Supply	Jurisdiction of Federal Agencies	Civil Rights	Confidence Men
Tues. Aug. 28	Spelling Grammar	Techniques and Mechanics of Arrest (Physical)										
Wed. Aug. 29	Public Speech	Bank Robberies										
Thurs. Aug. 30	Review of Subjects	FBI Laboratory Aids			FBI	Packaging and Handling Evidence for KSP Laboratory	FINAL EXAM					
Fri. Aug. 31	Check in Books Check out of Dormitory	Final Remarks Class Picture										
Training Staff					LUNCHEON -- GRADUATION EXERCISES							

Supervised Study and/or Make-Up Classes

1900 to 2100 Hours Daily

APPENDIX B

MICHIGAN STATE POLICE

RECRUIT SCHOOL SCHEDULE

FIRST WEEK

	MONDAY April 24, 1961	TUESDAY 25	WEDNESDAY 26	THURSDAY 27	FRIDAY 28	SATURDAY 29	SUNDAY 30
8 to 9	ASSEMBLY AND COMPLETION OF	CHEST X-RAYS	MOTOR VEHICLE LAW	MOTOR VEHICLE LAW	MOTOR VEHICLE LAW	EXAMINATIONS	CHURCH LEAVE
9 to 10	PHYSICAL EXAMS	PURPOSE OF THE SCHOOL	MILITARY DRILL				
10	UNIFORM		Staff				
10 to 11	MEASUREMENTS	NOTETAKING	FIREARMS	PUBLIC SPEAKING			
11	ISSUANCE OF						
11 to 12	EQUIPMENT	RULES OF THE SCHOOL	PERSONAL COMBAT	Staff			
12	ETC.						
1	CONTINUATION OF MORNING BUNK MAKING INSTRUCTION	1 to 3 REMARKS BY 3 to 4 LOYALTY OATH AND SIGNING OF FORMS	Four Groups Alternating in The Following Subjects:			SPECIAL ASSIGNMENTS	SPECIAL ASSIGNMENTS
to 4 to 5							
5	REMARKS BY COMMISSIONER	INSPECTION PROCEDURE	1. PERSONAL COMBAT - 2. TYPEWRITING - 3. FIREARMS - 4. MILITARY DRILL -				
6 to 8	MISC. ACTIVITIES	STUDY	STUDY	STUDY	STUDY		

MICHIGAN STATE POLICE

SECOND WEEK

	MONDAY May 1, 1961	TUESDAY 2	WEDNESDAY 3	THURSDAY 4	FRIDAY 5	SATURDAY 6	SUNDAY 7
8 to 9	LAW OF ARREST				→	EXAMINATIONS	PASS
9 to 10	MOTOR VEHICLE LAW				→		
10 to 11	COMMUNICATIONS			MILITARY DRILL →	→		
11 to 12	FIRST AID				→		
1	Four Groups Alternating in the Following Subjects: 1. PERSONAL COMBAT - 2. TYPEWRITING - 3. FIREARMS - 4. COMMUNICATIONS -					PASS	
6 to 8	WATER SAFETY			→	STUDY		

10:00 p.m.
ALL RECRUTS
REPORT BACK

MICHIGAN STATE POLICE

FOURTH WEEK

	MONDAY May 15, 1961	TUESDAY 16	WEDNESDAY 17	THURSDAY 18	FRIDAY 19	SATURDAY 20	SUNDAY 21
8 to 9	LAW OF EVIDENCE				→	EXAMINATIONS	PASS
9 to 10	MOTOR VEHICLE LAW				→		
10 to 12	ACCIDENT INVESTIGATION				→		
1	Four Groups Alternating in the Following Subjects:					PASS	
	1. FIREARMS -						
	2. FIRST AID -						
	3. PERSONAL COMBAT -						
	4. TYPEWRITING -						
6 to 8	WATER SAFETY				→	STUDY	

MICHIGAN STATE POLICE

FIFTH WEEK

	MONDAY May 22, 1961	TUESDAY 23	WEDNESDAY 24	THURSDAY 25	FRIDAY 26	SATURDAY 27	SUNDAY 28
8 to 9	LAW OF SEARCH AND SEIZURE				→	EXAMINATIONS	CHURCH LEAVE
9 to 10	MOTOR VEHICLE LAW			→	PROSECUTION IN ACCIDENT CASES		
10 to 11	ACCIDENT LAW	MOTOR VEHICLE LAW		→			
11 to 12	INVESTIGATION	SAFE DRIVING			→		
1	Four Groups Alternating in the Following Subjects:					SPECIAL ASSIGNMENTS	SPECIAL ASSIGNMENTS
	1. TYPEWRITING -						
	2. FIRST AID -						
	3. FIREARMS -						
	4. ACCIDENT INVESTIGATION -						
5							
6 to 8	WATER SAFETY				→	STUDY	

MICHIGAN STATE POLICE					SIXTH WEEK		
	MONDAY May 29, 1961	TUESDAY 30	WEDNESDAY 31	THURSDAY June 1, 1961	FRIDAY 2	SATURDAY 3	SUNDAY 4
8 to 9	REPORT WRITING	CONSTITUTIONAL LAW			↑	EXAMINATIONS	PASS
9							
10							
10 to	PATROLS				↓		
10							
12							
1	Four Groups Alternating in the Following Subjects:					PASS	
to	1. FIRST AID -			1. TOURS -			
	2. FIREARMS -						
	3. DRIVING TESTS -			3. PATROLS -			
	4. REPORT WRITING -						
5							
6 to 8	WATER SAFETY				STUDY		10:00 P.m. ALL RECRUITS REPORT BACK

MICHIGAN STATE POLICE

SEVENTH WEEK

	MONDAY June 5, 1961	TUESDAY 6	WEDNESDAY 7	THURSDAY 8	FRIDAY 9	SATURDAY 10	SUNDAY 11
8 to	REPORT WRITING			→	PERSONNEL	EXAMINATIONS	CHURCH LEAVE
10 to	PATROLS			→			
11 to				→			
11 to	TRAFFIC CONTROL			→	REPORT WRITING		
12							
1 to	Four Groups Alternating in the Following Subjects:					SPECIAL ASSIGNMENTS	SPECIAL ASSIGNMENTS
	1. PATROLS -						
	2. FIREARMS -						
	3. REPORT WRITING -						
	4. TRAFFIC CONTROL -						
5							
6 to	TYPEWRITING			→	STUDY		
8							

MICHIGAN STATE POLICE

EIGHTH WEEK

	MONDAY June 12, 1961	TUESDAY 13	WEDNESDAY 14	THURSDAY 15	FRIDAY 16	SATURDAY 17	SUNDAY 18
8 to 9	CRIMINAL LAW		→	UNIFORM FITTINGS AND	STATE POLICE CRIME LAB	EXAMINATIONS	CHURCH LEAVE
9 to 10	COURT CONDUCT OF POLICE OFFICER	PREPARING CASES FOR PROSECUTION	JUVENILES	INDIVIDUAL PHOTOS	HEALTH LAB		
10 to 11	HEAVY WEAPONS		→		POST ROUTINE		
11 to 12	RIOT CONTROL		→	HUMANE SOC- IETY POLICIES			
1	1. RIOT CONTROL 2. FIREARMS - 3. REPORT WRITING - 4. TYPEWRITING -		PISTOL QUALIFICATIONS	1. HEAVY WEAPONS 2. RIOT CONTROL	1. RIOT CONTROL 2. HEAVY WEAPONS	SPECIAL ASSIGNMENTS	SPECIAL ASSIGNMENTS
5							
6 to 8							

MICHIGAN STATE POLICE

NINTH WEEK

	MONDAY June 19, 1961	TUESDAY 20	WEDNESDAY 21	THURSDAY 22	FRIDAY 23	SATURDAY 24	SUNDAY 25
8 to 9	OPEN	APPEARANCE	CHECK IN RECRUIT EQUIPMENT	PASS	PASS	PASS	
9 to 10	POLICE ROLE IN TRAFFIC ACCIDENT PREVENTION	PROBLEMS CONFRONTING PROBATIONARY TROOPERS	INSPECTION INTERVIEW WITH INDIVIDUAL RECRUITS				
10 to 11	CHARACTER #1						
11 to 12	CONDUCT	CHARACTER #2	CHARACTER #3				
1 to 5	FINGERPRINTING <u>4 to 5</u> LATENT PRINTS	UNIFORM DIVISION POLICIES AND PROCEDURES	<u>2:00 p.m.</u> GRADUATION			REPORT POST OF ASSIGN- MENT June 25, 1961 8:00 a.m.	
6 to 8		PRACTICE GRADUATION					

MICHIGAN STATE POLICE

TENTH WEEK

	MONDAY November 27, 1961	TUESDAY 28	WEDNESDAY 29	THURSDAY 30	FRIDAY December 1, 1961	SATURDAY 2	SUNDAY 3
8 to	OPEN	MOTOR VEHICLE ACCIDENT —	→	MOTOR VEHICLE	→	EXAMINATIONS	PASS
10	OUTLINE AND PURPOSE OF SCHOOL	INVESTIGATION REVIEW —	→	LAW REVIEW	→		
10 to	S. O. S. DRIVER LICENSE	PANEL ON COMMUNICATIONS 1. 2. 3. 4.	CRIMINAL LAW	—	→		
12							
1 to	OFFICE OF COMMISSIONER	AIRCRAFT LAWS	AIRCRAFT ACCIDENT INVESTIGATION	SAFETY AND TRAFFIC PANEL	FIREARMS		
2 to							
2 to	OFFICE OF DETECTIVE BUREAU			1. 2. 3. 4.			
3 to	OFFICE OF BUS. ADM. DIV.	OFFICE OF SUPERINTENDENT	PERSONNEL	FIREARMS			
4 to							
4 to	OFFICE OF FIRE MARSHAL DIVISION	OFFICE OF RECORD AND STATISTICS					
5 to							
6 to	WATER SAFETY		WATER SAFETY				
8							

MICHIGAN STATE POLICE

ELEVENTH WEEK

	MONDAY December 4, 1961	TUESDAY 5	WEDNESDAY 6	THURSDAY 7	FRIDAY 8	SATURDAY 9	SUNDAY 10
8 to 9	CONSTITUTIONAL LAW REVIEW	LAW OF EVIDENCE	LAW OF SEARCH AND SEIZURE REVIEW	LAW OF ARREST REVIEW	→	EXAMINATIONS	PASS
9 to 10	CRIMINAL LAW				→		
10 to 12	CRIMINAL INTERROGATION			→	CRIMINAL INVESTIGATION		
1 to 3	DEFENSIVE TACTICS	CRIME SCENE SEARCH	1. LATENT PRINTS 2. CRIME LAB. 3. FIREARMS	1. CRIME LAB 2. FIREARMS 3. LATENT PRINTS	1. FIREARMS 2. LATENT PRINTS 3. CRIME LAB.		
3 to 5	PUBLIC SPEAKING	FINGERPRINT IDENTIFICATION AND PRACTICE REVIEW	THREE GROUPS ALTERNATING IN ABOVE SUBJECTS				
6 to 8	WATER SAFETY		WATER SAFETY				

MICHIGAN STATE POLICE						TWELFTH WEEK	
	MONDAY December 11, 1961	TUESDAY 12	WEDNESDAY 13	THURSDAY 14	FRIDAY 15	SATURDAY 16	SUNDAY 17
8 to 9	CRIMINAL LAW				→	EXAMINATIONS	PASS
9 to 10	RULES AND REGULATIONS				→		
10 to 12	CRIMINAL INVESTIGATION		→	JURISDICTION OF THE F. B. I.	CRIMINAL INVESTIGATION		
1 to 3	DUTIES OF THE RACKET SQUAD	ALCOHOL TAX UNIT * U.S. TREASURY DEPT.	LIQUOR LAW INVESTIGATION LCC	INTERVIEWS CONFESSIONS DESCRIPTIONS OF PERSONS	PATROLS PANEL 1. 2. 3. 4.		
3 to 4	CHECK FILE AND SEX DEVIAE FILE	EXPRESSWAY PATROL	SEX CRIMES	CRIMINAL INVESTIGATION	MODERATOR		
4 to 5	POLYGRAPH INTERROGATION				PUBLIC SPEAKING		
6 to 8	WATER SAFETY		WATER SAFETY				

MICHIGAN STATE POLICE

THIRTEENTH WEEK

	MONDAY December 18,	TUESDAY 19	WEDNESDAY 20	THURSDAY 21	FRIDAY 22	SATURDAY 23	SUNDAY 24
8 to 9	CRIMINAL LAW			→	SEARCH HANDCUFFING TRANSPORTATION OF PRISONERS REVIEW		
9 to 10	RULES AND REGULATIONS						
10 to 11	CIVIL GOVERNMENT		→	JUVENILE CODE	MORALE		
11 to 12	PUBLIC RELATIONS		→	INSTRUCTOR	CHARACTER		
1 to 2	GAME LAW VIOLATIONS	FIRE INVESTI- GATION	RESPONSIBILITY OF US SECRET SERVICE	PROBATE COURT	EXAMINATIONS		
2 to 3		FIRE FIGHTING EQUIPMENT DE- MONSTRATION AND PRACTICE		CIVIL GOVERNMENT			
3 to 4	BLOCKADE SYSTEM		PUBLIC SPEAKING	SECURITY SQUAD	REMARKS COMMISSIONER		
4 to 5		DISASTER CONTROL					
6 to 8	WATER SAFETY		WATER SAFETY				

ROOM USE ONLY

~~MAY 7 1965~~

RE-USE ONLY

~~_____~~ 2
~~_____~~ 40

~~JAN 6 1965~~

~~JAN 6 1966~~

~~SEP 7 65~~
~~OCT 3 65~~

~~DEC 2 1966~~ R.H.

~~_____~~ 336
DEC 11 1966
BNAK 11/24/70

~~_____~~ 74

