

AN EVALUATION OF THE LAW
ENFORCEMENT TRAINING PROGRAM
BASIC POLICE COURSE AT
MICHIGAN STATE UNIVERSITY

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THESIS



AN EVALUATION OF THE LAW ENFORCEMENT TRAINING
PROGRAM BASIC POLICE COURSE AT
MICHIGAN STATE UNIVERSITY

by
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AN ABSTRACT

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ABSTRACT

AN EVALUATION OF THE LAW ENFORCEMENT TRAINING PROGRAM BASIC POLICE COURSE AT MICHIGAN STATE UNIVERSITY

By Richard A. Wild

The purpose of this study was to inquire into the value of the Basic Police Training Course as offered at Michigan State University since 1951.

This study utilized two survey questionnaires to gather certain information. One 38-question questionnaire was mailed to all Michigan law enforcement officers who were graduates of the Basic Courses held on the campus of Michigan State University only, from its inception in April 1951 through January 1962. The second questionnaire of 31 questions was mailed to the chief executive of all law enforcement departments that have utilized the course during the same 1951 to 1962 period.

An attempt was made to determine the value of the course to the graduate after he had time to make use of his training or at least had the opportunity to make use of it. The attitude of the graduate on other training matters, such as, need for refresher and correspondence courses; law requiring minimum employment standards; mandatory training; and licensing of law enforcement officers was solicited.

The attitude of the chief executive on the same and related items, such as, the amount of training funds available, use or non-use of the Basic Course, and what the Basic Course was expected to provide was solicited.

In addition to specific questions, each questionnaire provided the opportunity to make free comment on any suggestions to improve the Basic Course.

There was a 49 per cent return on the officers, and a 50 per cent return on the chief executive questionnaire from those eligible to answer the questionnaire.

Results indicate that the Basic Course has in the most part met the needs of both the officers and the chief executive. There were 97 per cent of the graduates who would recommend the course to their fellow officers. Of the graduates, 84 per cent felt the course content was "about right", and another 84 per cent stated the course stimulated them into additional study. The chief executive felt the course should provide his officers with a better understanding of their duties and a basic knowledge of what to do. The officers in return stated that they had, after completing the Basic Course, a better understanding of law enforcement and had gained self confidence.

Both groups expressed both the desire for additional training opportunity and the need for additional training. The greatest training needs seem to center in law and the related areas of arrest, search and seizure, and criminal investigation.

Both groups feel, the officers even more strongly, a need for laws setting forth minimum standards for employment and a mandatory training law for ALL law enforcement officers in Michigan.

The lack of sufficient funds and the ability to spare personnel to attend the Basic Course have restricted its use. There were 46 per cent of the departments that felt they could make more use of the Basic Course if they had the funds for this purpose.

Of the suggestions from the officers for improving the course, most of them dealt with such matters as increasing the length and scope of the course, better use of teaching materials, and making courses available for the new officer

or experienced officer and the small and large departments separately. The chief executive had much the same suggestions including the use of smaller size classes.

The study results indicate that the Basic Police Training Course has been successful in its stated objectives and has met in the most part the needs of police officers who have attended the course.

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PROGRAM BASIC POLICE COURSE AT
MICHIGAN STATE UNIVERSITY**

**A THESIS
PRESENTED TO
The Faculty of the School of Police Administration
and Public Safety
Michigan State University**

**In Partial Fulfillment
of the Requirements for the Degree
Master of Science**

**by
Richard Arnold Wild
1965**

PREFACE AND DEDICATION

This study has been possible only through the cooperation of the 339 police officers and 51 police executives who gave of their time to answer the questionnaire upon which this study was based. To these men goes a special word of thanks.

To the members of this writer's thesis committee goes many thanks for their patience and cooperation in the effort to complete this thesis,

To my wife, Eileen who has been most understanding and helpful during the long months necessary to complete this work, and to my two daughters, Laura and Linda for their patience in sharing their father's time for the completion of this study goes a special appreciation.

This study is dedicated to my late father, Richard F. Wild whose quest for new knowledge never ceased.

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION AND PURPOSE OF THE STUDY.....	1
Objective of the Four-Week Basic Course	1
Methods used to accomplish objective	3
Purpose of the Study	4
II. HISTORY OF STATE-WIDE POLICE TRAINING SCHOOLS	
IN MICHIGAN.	6
College Trained Police	13
III. IN-SERVICE POLICE TRAINING SCHOOLS OFFERED	
AT MICHIGAN STATE UNIVERSITY	17
IV. MATERIALS USED AND GROUPS STUDIED	20
Limitations	23
Method of Presentation	24
Definition of Terms	25
Policemen	25
Deputy Sheriff	25
Chief Executive	25
Law Enforcement Agency	25
V. QUESTIONNAIRE RESULTS AND SUMMARY	26
Chief Executive Questionnaire	26
Question Number	
1. What is your present authorized officer strength including command personnel?	26
2. What percentage of your total budget is allotted for training?	28
3. How many of your present employees have completed the basic course?	30

CHAPTER	PAGE
4. Check one or more of the following methods you may use in selecting an officer to attend the basic course.....	33
5. Which of the following grading systems would you prefer for the school to use on rating your officers?	35
6. Would you like to have a more careful accounting by the school staff on such items as conduct, attitude, ability, character displayed, etc., of your student officer?.....	37
7. Place the appropriate code number by each expense item of the basic course.....	38
8. Do you require any officer attending the basic course to stay with the department a specified length of time after completing the basic course or pay expenses of the course if he resigns sooner?.....	40
9. Do you review with each officer upon his return from the basic course what he has been taught?.....	41
10. Which of the following procedures do you follow when one or more officers attend the basic course?.....	42
11. If you believe the basic course should be other than the present 4 weeks length, circle one of the following which <u>most</u> meets your choice as to length.	44
12. How many times a year do you believe the basic course should be held?	45
13. As now operated, the basic course is held at a central school facility. Would you prefer regional schools being held in various areas in the state?.....	47

CHAPTER	PAGE
---------	------

- | | |
|--|----|
| 14. From the standpoint of the <u>best training method</u> only, which of the following would you choose? | 48 |
| 15. Check any or all of the listed subjects you feel should be included in the basic course | 49 |
| 16. To your knowledge, does anything taught in the basic course conflict with your department rules or policy? | 51 |
| 17. Check one or more of the following reasons you do not send more officers to the basic course | 52 |
| 18. Would you be able to send more officers to the basic course if a scholarship were available for the tuition? | 54 |
| 19. Would you like to have a refresher course available for your officers that have taken the basic course? | 56 |
| 20. If yes, how long should it last? _____ weeks. | 57 |
| 21. How long after the basic course is completed should the refresher course be taken? | 58 |
| 22. Would you like to have a correspondence course available on law enforcement subjects? | 59 |
| 23. Do you provide a department library on law enforcement subjects for your officer's use? | 61 |
| 24. Check any magazines you provide for your officers to read . . . | 63 |
| 25. Check any of the following subjects in which a training film would be of use to you for department training purposes | 65 |
| 26. Do you believe there should be a state law setting minimum standards for physical, mental and educational requirements for police officers and sheriff deputies? | 67 |

CHAPTER	PAGE
27. Do you believe it would be good to have a law requiring all persons being hired for law enforcement duties to pass certain tests or complete a course of approved training as required of lawyers, barbers, real estate salesmen, dentists, doctors, etc.?	68
28. If you feel an approved course should be taken, should it be?	69
29. In what area or subject do you feel there is the <u>greatest</u> need for training?	71
30. State briefly what you expect the basic course to do for your officers	72
31. Do you have any suggestions for improving the basic course? . .	73
The Officer's Questionnaire	74
Question Number	
1. In what year did you complete the basic course?	74
2. Rank you held at TIME OF COURSE?	75
3. Circle highest education completed AT TIME OF COURSE . .	77
4. Date of Birth?	78
5. Number of months on your department AT TIME OF COURSE? .	80
6. Number of months of law enforcement or related experience AT TIME OF COURSE?	82
7. If you believe the basic course should be other than the present 4 weeks length, circle one of the following which <u>most</u> meets your choice as to total length	85

CHAPTER	PAGE
8. Would you recommend night classes in addition to the normal daytime schedule?	87
9. Rate the following types or methods of instruction in relative order of interest to you. Use number 1 for most, number 2 for next, etc.	88
10. Rate the following types of instructors in relative order of interest to you	90
11. Have you found your notebook to be:	92
12. Was too much importance given to the notebook?	93
13. Rank the following basic course subjects in their order of importance to you, taking into consideration the use of knowledge you might have gained from that subject or interest created	94
14. List any subject(s) or area you feel should have been taught that was not	96
15. Did you consider any subject(s) too difficult?	97
16. Did this course stimulate you into more studies in the law enforcement field?	99
17. Which of the following best describes the content of the basic course?	100
18. Which of the following grading methods would you prefer for the basic course?	101
19. Check any or all of the listed subjects if you feel it should be included in the basic course	103

CHAPTER	PAGE
20. Do you feel the physical facilities offered at Michigan State University were sufficient for the courses taught?	106
21. Would you like to have a refresher course available?	107
22. If you would want a refresher course, how long should it last? . . .	108
23. How long after the basic course is completed should the refresher course be taken?	110
24. If you feel there should be a refresher course, check the listed subjects you believe should be offered	112
25. What do you feel is the MOST outstanding thing the basic course did for you?	115
26. If you have been promoted since completing the basic course, do you believe it helped?	116
27. Would a monthly bulletin to all graduates be of value to you? . . .	117
28. Would you like to have a correspondence course available on law enforcement subjects?	119
29. Would you recommend the basic course to your fellow officers? . . .	121
30. Which of the following do you prefer from the standpoint of the best training method?	123
31. Do you feel there should be a State law setting minimum standards for physical, mental and educational requirements for ALL law enforcement officers in Michigan	125
32. Do you believe there should be a State law requiring every person hired for law enforcement duties to complete a course of approved training?	127

CHAPTER	PAGE
33. If yes, should it be:	130
34. Do you believe it would be good to have a law requiring all persons being hired for law enforcement work to pass certain tests or training, such as required of lawyers, barbers, real estate salesmen, dentists and doctors?	132
35. Do you believe there should be a CENTRAL police academy or school to which all law enforcement officers would be required to attend at some time before they could be considered regular employees?	134
36. Would you prefer to attend a regional school nearer your place of employment than to travel to a CENTRAL school in the state? . .	135
37. What subject or subjects do you presently feel you need additional training in?	136
38. Now that you have completed the basic course at least two years ago, do you have any suggestions to make to improve the course?	139
Summary	141
Chief Executive's Questionnaire	141
Officer's Questionnaire	143
VI. CONCLUSIONS	144
Recommendations	145
BIBLIOGRAPHY	146
APPENDIX	148

APPENDICES

NUMBER		PAGE
I	Act 211 of 1925	149
II	Act 322 of 1931	150
III	MACP Zone Training Schools (1948)	152
IV	Basic Police Course Subjects	154
V	Chief Executive Questionnaire and Letter	156
VI	Officers Questionnaire and Letter	162

LIST OF TABLES

TABLE	PAGE
I. Response of the Chief Executive of the Law Enforcement	
Agency to Question 1	27
II. Response of the Chief Executive of the Law Enforcement	
Agency to Question 2	29
III. Response of the Chief Executive of the Law Enforcement	
Agency to Question 3	32
IV. Response of the Chief Executive of the Law Enforcement	
Agency to Question 4	34
V. Response of the Chief Executive of the Law Enforcement	
Agency to Question 5	36
VI. Response of the Chief Executive of the Law Enforcement	
Agency to Question 6	37
VII. Response of the Chief Executive of the Law Enforcement	
Agency to Question 7	39
VIII. Response of the Chief Executive of the Law Enforcement	
Agency to Question 8	40
IX. Response of the Chief Executive of the Law Enforcement	
Agency to Question 9	41
X. Response of the Chief Executive of the Law Enforcement	
Agency to Question 10	43
XI. Response of the Chief Executive of the Law Enforcement	
Agency to Question 11	44
XII. Response of the Chief Executive of the Law Enforcement	
Agency to Question 12	46

TABLE

XXV.	Response of the Chief Executive of the Law Enforcement	
	Agency to Question 25	66
XXVI.	Response of the Chief Executive of the Law Enforcement	
	Agency to Question 26	67
XXVII.	Response of the Chief Executive of the Law Enforcement	
	Agency to Question 27	68
XXVIII.	Response of the Chief Executive of the Law Enforcement	
	Agency to Question 28	70
XXIX.	Response of the Chief Executive of the Law Enforcement	
	Agency to Question 29	71
XXX.	Response of the Law Enforcement Officer to Question 1 . .	74
XXXI.	Response of the Law Enforcement Officer to Question 2 ..	76
XXXII.	Response of the Law Enforcement Officer to Question 3 . .	77
XXXIII.	Response of the Law Enforcement Officer to Question 4 . .	79
XXXIV.	Response of the Law Enforcement Officer to Question 5 . .	81
XXXV.	Response of the Law Enforcement Officer to Question 6 . .	84
XXXVI.	Response of the Law Enforcement Officer to Question 7 . .	86
XXXVII.	Response of the Law Enforcement Officer to Question 8 . .	87
XXXVIII.	Response of the Law Enforcement Officer to Question 9 . .	89
XXXIX.	Response of the Law Enforcement Officer to Question 10 . .	91
XL.	Response of the Law Enforcement Officer to Question 11 . .	92
XLI.	Response of the Law Enforcement Officer to Question 12 . .	93
XLII.	Response of the Law Enforcement Officer to Question 13 . .	95

TABLE	xiv PAGE
XLIII. Response of the Law Enforcement Officer to Question 15 . .	98
XLIV. Response of the Law Enforcement Officer to Question 16 . .	99
XLV. Response of the Law Enforcement Officer to Question 17 . .	100
XLVI. Response of the Law Enforcement Officer to Question 18 . .	102
XLVII. A Comparison of Responses on a Percentage Basis Between the Same Question in the Officer and the Chief Executive Questionnaire	102
XLVIII. Response of the Law Enforcement Officer to Question 19 . .	104
IL. A Comparison of Responses on a Percentage and Relative Ranking Basis Between the Same Question in the Officers and the Chief Executive Questionnaire	105
L. Response of the Law Enforcement Officer to Question 20 . .	106
LI. Response of the Law Enforcement Officer to Question 21 . .	107
LII. Response of the Law Enforcement Officer to Question 22 . .	109
LIII. Response of the Law Enforcement Officer to Question 23 . .	111
LIV. Response of the Law Enforcement Officer to Question 24 . .	114
LV. Response of the Law Enforcement Officer to Question 26 . .	116
LVI. Response of the Law Enforcement Officer to Question 27 . .	118
LVII. Response of the Law Enforcement Officer to Question 28 . .	120
LVIII. Response of the Law Enforcement Officer to Question 29 . .	122
LIX. Response of the Law Enforcement Officer to Question 30 . .	124
LX. Response of the Law Enforcement Officer to Question 31 . .	126
LXI. Response of the Law Enforcement Officer to Question 32 . .	129

TABLE	xv PAGE
LXII. Response of the Law Enforcement Officer to Question 33 . .	131
LXIII. Response of the Law Enforcement Officer to Question 34 . .	133
LXIV. Response of the Law Enforcement Officer to Question 35 . .	134
LXV. Response of the Law Enforcement Officer to Question 36 . .	135
LXVI. Response of the Law Enforcement Officer to Question 37 . .	138

CHAPTER I

INTRODUCTION AND PURPOSE OF THE STUDY

In April 1951 on the campus of Michigan State University, a group of 20 police officers representing 15 different law enforcement agencies in Michigan completed a 4-week course of study designed for the recruit police officer. This course entitled the Basic Training Course was the result of several years of effort and planning by the Michigan Association of Chiefs of Police and others. The course was sponsored by the School of Police Administration and Public Safety, Michigan State University, with the cooperation of the Michigan Association of Chiefs of Police, Michigan State Police, Michigan Sheriffs Association, Michigan Department of Public Instruction, Michigan Municipal League, and the Federal Bureau of Investigation.

From the first class in April 1951 through June 1965, approximately 1,082 law enforcement officers have completed the Basic Police Training Course. In the fourteen years of this program, thousands of dollars and many hours of work by student officers, instructors, and cooperating agency personnel have gone into the training program. This course has been used by over one hundred different law enforcement agencies to furnish basic training to many of their police officers.

I. OBJECTIVE OF THE FOUR-WEEK BASIC COURSE

The objective of the four-week basic police training course has been outlined in its training school schedule as:

The primary purpose of this program is to train police officers in the basic elements of the police profession.

The basic police training and equipment of a patrol officer should be the same regardless of the city in which he works. This does not mean that

any attempt should be made to standardize police administration but rather that the public has a right to expect that the police officer know thoroughly his duties and responsibilities.

Officers in small departments require a broader and more general knowledge than do patrol officers in larger cities because they have to handle all phases of work and have neither specialized bureaus in their own organization to help them nor volume enough of any one type of work to keep them thoroughly informed.

Subject matter included in the Basic Police Training Course of Instruction is based on "what the police officer needs to know" and in no case is to be considered an exhaustive treatment of the subject. The object of the training is to assist them to be good police officers.

Police training programs on a state-wide basis are not intended to invade the field of local administrative policy.¹

The basic police training objective has also been stated in somewhat different terms in some of the course announcements. The January 11 to February 5, 1960 announcement stated the objectives as:

. . . to provide law enforcement officers with training so they may return to their communities better equipped to perform more effective police service; first, by developing awareness of the police role in a community; secondly, by instruction in basic police procedures directed toward the proper fulfillment of duties and obligations which must be met by a police agency in attaining the objectives of an outstanding police service.²

The September 26 to October 21, 1960 announcement probably stated the objectives in the clearest manner with:

The Basic Police Training Course is designed to teach men without formal training in police work the fundamentals of effective police service and to:

Develop an understanding among police officers of the broad concepts of both criminal and traffic law enforcement.

Identify the function of the police in the community.

Present accepted methods and techniques in searches, arrests, and interrogations of suspects.

¹Michigan State University, "Basic Police Training Course, April 9-May 4, 1965", Information and class schedule. (Mimeograph), p. 1.

²Michigan State University, "Basic Police Training Course, January 11 - February 5, 1960", Course Announcement. (Printed)

Develop procedures and skill necessary to properly perform the necessary police functions in connection with effective police patrol.

Create a desire for constant improvement of the police officer's effectiveness through continued study, observation, and practice.³

II. METHODS USED TO ACCOMPLISH OBJECTIVE

With the objective of the course having been set forth, a look should be taken at the method by which this objective is proposed to be accomplished.

The method used is based upon a course that is:

. . . comprised of a series of basic subjects including Criminal Law and Traffic Law presented by attorneys as well as experienced police officers. The subjects of Accident Investigation and Stopping Vehicles are presented by lectures, illustrated slides and field demonstrations with class participation.

Criminal Investigation includes Crime Scene Search, Preservation of Evidence, and Interrogation of Suspects. Members of the class have an opportunity to demonstrate their skills and techniques in these particular activities. Professionals will present the subjects of Police and Delinquent Youth, Defense Tactics, and the Role of the Crime Laboratory. The topic of Police Patrol is highlighted by classroom lectures and films which illustrate the many phases of this activity.

In order that members of the class might get practical experience in the application of the methods, procedures, and techniques, a number of practical exercises are scheduled. These exercises will include: Investigation of a major crime, preparation of a major case, and individual participation in a moot court trial.⁴

III. PURPOSE OF THE STUDY

What has been the result of this program? Has it really met the needs of not only the individual law enforcement officers but the needs of the law enforcement agency? Is the individual law enforcement officer using the information obtained in the course? Does he feel it is worthwhile to the extent

³Michigan State University, "Basic Police Training Course September 26 - October 21, 1960", Course Announcement. (Printed)

⁴Ibid.

that he would recommend it to his officer? What improvements do the officers and their department heads feel could be made in the program?

The purpose of the study was to find the answers to these and other questions about the Basic Police Training Course. Up to this study, no full-scale evaluation of the program had been attempted. Some student evaluation of individual classes had been accomplished right after completing the course, but no overall evaluation had been undertaken. No evaluation on the part of students themselves had been attempted after the graduate had sufficient time to face a number of situations requiring use of his training.

In addition, the officer's opinion on areas of police training, education, and employment would be solicited to gather information on these areas. How does the law enforcement officer feel about required training, a minimum standard for hiring, passing employment test, etc.?

The same type of information would be solicited from the Chief Executive of the law enforcement agencies who have sent officers to the Basic Police Training Course.

Until comparatively recent years, most police officers received, with the exception of the very largest departments, on-the-job training with an older, more experienced officer with little if any formal classroom training available. Only the very largest departments could afford or had the facilities available to sponsor a formal police training program. While it seems to be accepted that nothing has been devised to completely take the place of actual experience, much has been done in the way of formal training methods to assist the police officer in choosing the proper methods and procedures as he faces the many increasingly complex problems of law enforcement.

As with any other type of training program, the kind of training offered must be based on the job requirements of the trainee and must be built around the identified problems and needs of the trainee. Such a program it would seem should contribute to such things as: improved performance on the job; to adequate qualifications for advancement; and to the opportunity for personal growth.

Without doubt, some type of training program will be required of all new law enforcement officers in Michigan--time is the only uncertain factor. At the time of this writing, the Michigan Legislature has passed a bill setting up a training council for police training in Michigan.⁵ Some type of assistance program for formal training schools appears to be the first approach to the ultimate required training.

Here then, in the Basic Police Training Course at Michigan State University, is a cross section of the law enforcement officers in Michigan with their varied backgrounds, physical makeup, education, etc., with which any statewide police training school must deal.

The results of this study, it is hoped, will give some information that will be of use to the police training field. With the firm belief that the answers obtained in this study will be of value to those connected with this training program and to others who might want to make a broader assessment of the training course, this study was undertaken.

⁵Michigan Association of Chiefs of Police, Legislative Memorandum, No. 19, June 30, 1965 (Printed).

CHAPTER II

HISTORY OF STATE-WIDE POLICE TRAINING SCHOOLS IN MICHIGAN

The police training program as it is now offered at Michigan State University for Michigan police officers is the result of many years of struggle and planning; the final effort being made by the Michigan Association of Chiefs of Police in 1950, the beginning in 1925.

While some police training schools were in existence in various areas of the state with many of them being assisted by the Michigan State Police before 1925, no state-wide training had been formally instituted prior to that year. The present type of police training program under study got its indirect start on March 10, 1925. It was on that date that Senator Howard Baxter of the Michigan State Senate introduced Senate Bill 175, entitled:

A Bill to authorize the department of public safety to establish and conduct a training school for police for the instruction of law enforcing officers and to make appropriations therefore.¹

On April 8, 1925, the Senate voted on the bill, and it failed to pass by a 15 to 16 vote.² Defeat, however, was not to stay, for on the very next day, April 9, 1925, after apparently some effort to gather support for this measure, the bill was brought up for reconsideration, and this time it passed 28 to 0.³ The House of Representatives passed the Bill with a modified title which the Senate accepted on April 28, 1925.⁴ Governor Alexander J. Groesbeck affixed his signature to the bill on May 6, 1925, which became Public Act 211

¹Journal of the Senate of the State of Michigan 1925, Regular Session, Vol. I (Lansing, Michigan: Robert Smith Co., 1925), p. 246.

²Ibid., p. 602.

³Ibid., p. 625.

⁴Ibid., p. 880.

of 1925.⁵ The final title of the Act was:

An Act to authorize the department of public safety to establish and conduct a training school to be known as the Michigan training school for police for the instruction of law enforcing officers.⁶

Here was a great milestone in the police training history of Michigan. Never before in the history of the state had such a measure been passed to assist law enforcement officers in the area of training. This act provided that the school be held in Lansing, provided the courses to be taught, method to obtain instructors, who was authorized to attend the school, and provided further for a certificate of graduation.⁷ (See Appendix I for copy of act.)

There was one major defect in this act, and that was, while the original Senate bill provided for funds to implement the act, it was passed without any funds being appropriated. Without appropriations being available to implement this very fine approach to needed police training, the result was just so many words printed on paper. What could have been a real assist turned out to be merely good intentions, at least for the next few years.

It was not until 1929 that another major step was taken to actually establish a police training school for all police officers in Michigan. Two events took place which had profound effects on state-wide police training and law enforcement in general. The first one was the passage of Act 326 of 1929 which established the State Crime Commission of Michigan with duties and powers which can be summarized as follows:

The state crime commission shall examine the crime situation in Michigan, including the procedure, methods and agencies concerned with the detection of crime, the apprehension, bailing, prosecution and trial of persons accused of crime and the punishment, treatment, pardon and parole of convicted persons. The commission shall also prepare a

⁵Ibid., p. 1075

⁶Ibid.

⁷Public Act 211 of 1925, Public Acts of 1925, State of Michigan (Lansing, Michigan: Robert Smith Co., 1925), pp. 310-311.

codification of the substantive criminal laws of the state and shall examine, study and report upon all other matters having any relation directly or indirectly with the crime situation in this state. The Commission shall report . . . its finding and recommendations and drafts of bills necessary to carry them out. The Commission shall recommend to the various departments, commissions and officers of the state or any political subdivision thereof, drafts of laws, rules or regulations which it considers necessary to carry out its recommendations. . . .⁸

It was on August 15, 1929 the Crime Commission was organized and came into physical being.⁹

The second event of importance to police training took place at the sixth annual convention of the Michigan Association of Chiefs of Police at Escanaba, Michigan, on August 20, 1929. The Michigan Association of Chiefs of Police had for some time been aware of the great need for better training facilities for police officers and had been working on this problem seeking a solution. At the 1929 convention, a resolution was passed directing the President of the Association to appoint a committee which would cooperate with the newly established State Crime Commission on matters relating to police problems. A resolution was also approved at that time favoring the establishment of a training school for peace officers.¹⁰

The State Crime Commission appointed the MACP committee members to their subcommittee on Police and Sheriffs.¹¹ This subcommittee worked on a plan to establish a state-wide school for training police officers, and on January 11, 1930, the committee appeared before the State Crime Commission in the court room of Judge Black of Flint. After hearing how New York operated its police training school, the MACP committee submitted to the

⁸Report of the State Crime Commission of Michigan, 1930, p. 5.

⁹Ibid., p. 17.

¹⁰State of Michigan-Budget Fiscal Year 1932 and 1933, p. 433.

¹¹Crime Commission Report, 1930, Op. Cit., p. 17.

Crime Commission an outline of a proposed Michigan Police Training School. The Crime Commission approved the proposal.¹²

No provision had been made for funds nor did the Crime Commission have any funds available for this type of training program. The Crime Commission, therefore, had the MACP committee appear before the State Administrative Board to seek the necessary funds for the proposed training program. It had been decided to proceed under Act 211 of the Public Acts of 1925 which provided for a police school under the direction and operation of the Commissioner of Public Safety.¹³ On January 20, 1930, the MACP committee appeared before the State Administrative Board setting forth their plan and request for sufficient funds to place the school into immediate operation. The Board then authorized the sum of \$10,000 to be used for the police school.¹⁴

With the police school plans approved and money now available, the Commissioner of Public Safety proceeded under Act 211 of 1925, appointing Chief of Police William I. Cross of the Highland Park, Michigan, Police Department, director of the police training school.¹⁵ Chief Cross proceeded to make plans for the first training schools which because of certain problems were to be held on a regional basis rather than at a central school location in East Lansing. On April 1, 1930, the first school under Act 211 of 1925 was held in Kalamazoo with 35 officers from Battle Creek, Kalamazoo, Three Rivers, and special officers from the Grand Trunk and Michigan Central Railroads attending. The size of the class had been limited on the advice of others, but after the first class, this restriction was dropped. Several other regional classes

¹²Budget 1932 and 1933, Op. Cit., p. 433.

¹³Crime Commission Report 1930, Op. Cit., p. 17.

¹⁴Budget 1932 and 1933, Op. Cit., p. 433.

¹⁵ibid.

were held during the next few months, with several hundred officers receiving training.¹⁶

During the first fiscal year, only \$2,165.20 of the \$10,000 allocated was spent. In the budget request for fiscal years 1931-32 and 1932-33, it was hoped that sufficient money could be obtained to enable a central training school to be established at East Lansing, and possibly Michigan State College would provide classrooms for this purpose. It was proposed that the central school could be held four or five times a year, and when not in session, zone schools would be held. It was also hoped that officers completing the course would be issued a diploma that would be recognized throughout the state by all police departments.¹⁷

The Michigan Crime Commission report of 1930 recommended that:

Instruction by experts in approved police methods be made available to police and sheriffs throughout the state. The Police School recently organized at Lansing should be supported and continued.¹⁸

The regular session of the Michigan legislature approved a budget of \$24,000 for fiscal year 1931-32 and a like amount for fiscal year 1932-33.¹⁹ In a special session of the legislature of 1932, this was reduced to \$20,655 for fiscal year 1932-33, but fiscal year 1931-32 was increased to \$24,300.²⁰

Some police departments did not send officers to the schools because they felt they could not spare a regular officer from the department for the

¹⁶Letter from Captain W. I. Cross, Director of the Michigan Police Officers Training School to Chas. H. Culver, Vice-Chairman Crime Commission, October 20, 1930.

¹⁷Budget 1932 and 1933, Op. Cit. p. 433

¹⁸Crime Commission Report 1930, Op. Cit., p. 25.

¹⁹At this time the Michigan Legislature met every two years and adopted budgets for two years.

²⁰Public Act 334 of 1931, Public Acts of 1931, State of Michigan (Lansing: Michigan: Franklin De Kleine Co., 1931).

time necessary to attend the school.²¹ Representative Charles H. Culver introduced House Bill 368 in 1931 to amend Section 1, 2, and 4 of Public Act 211 of 1925.²² The most notable change was a provision for the department of public safety (Michigan State Police) to send officers to a city, county, township, or village department to assist them in their law enforcement coverage while some of the local officers were attending the police school.²³ On June 16, 1931, Governor Wilbur M. Brucker signed the House bill into law, becoming Public Act 322 of 1931.²⁴ (See Appendix II for copy of Act.)

When the time came for the 1933-34 and 1934-35 fiscal year budget requests, an amount of \$7,355 was requested for each of the fiscal years, but the legislature failed to provide the funds in the regular appropriation bill. On May 31, 1933, Senator Joe C. Foster introduced Senate Bill 268 to appropriate the sum of \$6,200 for the training school, but it was never voted upon.²⁵ Without funds to operate, the police training school had to close its doors. It seems safe to assume that the legislature did not have a dislike for the police training school, but money was very scarce because of the depression which was then gripping the country and affecting Michigan. Money was needed for relief and welfare programs, and the police training school was cut off, even though the Michigan Crime Commission had recommended the school be continued.²⁶

²¹Crime Commission Report 1930, Op. Cit., p. 20.

²²Journal of the House of Representatives of the State of Michigan 1931, Vol. I., (Lansing, Michigan: Franklin DeKleine Co., 1931) p. 447.

²³Public Act 322 of 1931, Public Acts of 1931, State of Michigan, (Lansing, Michigan: Franklin DeKleine Co., 1931), pp. 548-549.

²⁴Journal of the House of Representatives of the State of Michigan 1931, Vol. II (Lansing, Michigan: Franklin DeKleine Co., 1931), p. 1564.

²⁵Michigan Senate Journal, 1933, Vol. II (Lansing, Michigan: Franklin DeKleine Co., 1933), p. 1126.

²⁶Report of the State Crime Commission of Michigan: 1932, p. 29.

During the four years it was in operation, the Michigan Training School for Police cost a total of \$25,258.31.²⁷ In the years to follow, money was never again appropriated for this program. A police training school that had taken considerable time and effort to create suddenly died despite efforts to keep it alive.

From 1933 to 1937, the concept of a state-wide basic type of police training program made little further headway.

In 1937, however, the Michigan State Board of Vocational Education took an active interest in police training. The State Board had as its purpose to help train people to hold a job and earn a living. The federal government had passed the George-Deen Act, which provided for assistance in job training. This coverage was extended in 1935 to cover public and other service occupations. In 1937, funds were appropriated for this purpose, and after a preliminary survey, the State Board decided to enter the police training area.²⁸ On May 22, 1938, the State Board of Control for Vocational Education proposed to establish and subsidize a Michigan Police Training Institute in conjunction with the Detroit Police Department. The purpose would be primarily a training school for recruits from all city and county police forces. There would be no tuition, with the school available to regularly employed police officers only. The course was to consist of some 326 hours or 8 full weeks of training and would be under the management of the Detroit Police Department. The State Board would give aid to the school in the form of: (1) teaching outlines

²⁷State of Michigan Budget Fiscal Years, 1931-1932 and 1932-1933, pp. 401-403.

²⁸James W. Parry, "Police Schools and Training", Michigan Police Journal Vol. VI, No. 7., (August - September 1937), pp. 14-16.

and instructional materials, (2) provide teacher training, and (3) reimburse for 75 per cent of the cost of actual instruction.²⁹

At their 1937 convention, the Michigan Association of Chiefs of Police endorsed this program with a resolution not only commending the state agencies involved in this proposed training program, but also offered the support and cooperation of all members of the Michigan Association of Chiefs of Police.³⁰

No evidence could be found that this program was fully instituted.

I. COLLEGE TRAINED POLICE

While efforts were being directed toward police training programs at the county and city levels, another area of police training was being considered, that of college trained law enforcement personnel. This effort was to in later years have a profound effect on law enforcement training in Michigan.

In the Spring of 1935, the Michigan Crime Commission took under consideration the development of a training program in police administration at Michigan State College.³¹

As a result of several meetings with representatives of the Michigan State Police, Michigan State College, and the State Board of Agriculture, the program outline in principle was approved on July 13, 1935 by the governing board of Michigan State College (the State Board of Agriculture). On July 31, 1935, the final curriculum was approved by the Crime Commission,

²⁹Letter and Memorandum from State Board of Control for Vocational Education to the State Advisory Committee on Police Training, July 23 and May 22, 1938. (State of Michigan).

³⁰Michigan Association of Chiefs of Police Training Resolutions Michigan Police Journal, Vol. VI, No. 7 (August - September 1937), p. 4.

³¹Report of the State Crime Commission of Michigan 1936, p. 9.

Michigan State Police, and the College. The curriculum would lead to a B. S. Degree in Police Administration after completing the five year course.³² The student in this program in addition to regular course studies would be required to complete the Reserve Officers Training Corps Course and spend 18 month internship with the Michigan State Police. This was the only course of its character in the United States. There were other police training courses being offered, but none as complete or for such a duration.³³ The program proved to be a success, for by the Fall of 1936, 84 students were enrolled in the program, as compared to 39 in the Fall of 1935.³⁴ During the years that followed, there were some modifications in the program with the time being reduced to four years and some modification in the internship training part of the program to where only three months were given to field training.

The start of World War II put a halt to new police training programs, and it was not until after the war that new efforts were made to obtain state-wide police training. Several people tried to get a training program started again under the Police Training Act of 1925 but without any real success.

The Michigan Association of Chiefs of Police Training Committee on December 1, 1948, proposed that in-service schools be conducted under the sponsorship of the committee. As proposed, the state would be divided into five zones, and certain prescribed subjects taught. Five schools would be held simultaneously with five different instructors handling five different subjects and traveling from one zone to another Monday through Friday and then back the other way across the state.³⁵ (See Appendix III)

³²ibid., pp. 85-86.

³³ibid., pp. 9-13.

³⁴ibid., p. 12.

³⁵Minutes of the Michigan Association of Chiefs of Police Training Committee Meeting, December 1, 1948.

Efforts were being made by several police officials and members of the Michigan Association of Chiefs of Police Training Committee to establish a central training school. Because Michigan State College had already a well established police administration school in operation and had the necessary training facilities, college officials were contacted, and the establishment of a training school at Michigan State College received favorable consideration. The nearness of the Michigan State Police Headquarters added to the feasibility of the training program at the College.

During the Michigan Association of Chiefs of Police Convention in June 1950, direct action was taken by the Association in the form of a resolution calling on the establishment of a police academy at a central location, and that a director and staff be appointed and that the academy be under the complete control of the Executive Committee of the Association.³⁶

On November 10, 1950, the Board of Trustees of the Michigan Municipal League adopted a resolution endorsing the establishment of a central police training school in Michigan.³⁷ In 1950, the President of the Michigan Association of Chiefs of Police, the late Chief Richard W. Rogers of Midland, assumed the Chairmanship of the Training Committee and declared that, "Police training is the most important problem facing the police of Michigan today."³⁸

On December 6, 1950, the Training Committee adopted a resolution to be submitted to the Executive Committee asking that Michigan State College hire an individual to devote his full time to the task of administration of a law enforcement training program in Michigan. On December 7, 1950, the Training Committee sent a questionnaire and letter of explanation about the

³⁶Michigan Association of Chiefs of Police Training Committee Report given at the Annual Meeting of the Association on June 21, 1951.

³⁷Ibid.

³⁸Ibid.

proposed police training school to all of the chiefs in Michigan announcing the first training school at Michigan State College to be held April 1, 1951. On December 14, 1950, the first coordinator of the training school was appointed to assume duties January 1, 1951. The first objective of the coordinator was to determine the training needs of law enforcement agencies throughout the state of Michigan and to institute a course of instruction that would most nearly satisfy those needs.³⁹

The cooperation of related agencies was solicited and resulted in the interested organizations forming a solid front for a training program. The Michigan State Police, Federal Bureau of Investigation, Michigan Sheriffs Association, Michigan State College, State Department of Public Instruction, Office of Vocational Education, and the Michigan Municipal League all assisted in making the first training program for police officers possible.⁴⁰

On April 2, 1951, twenty students of a recruit status enrolled in the first Basic Police Course of its type to be offered in the state of Michigan.⁴¹ (See Appendix IV for list of subjects.)

Almost 26 years to the day after the passage of the first police training bill in Michigan and after years of effort, partial success, and many failures, a central police training school was established but ironically not under the original police training bill passed some 26 years before. On April 27, 1951, a new milestone in police training in Michigan had been reached when 20 police officers were given diplomas and had the distinction of being the first graduates of a program that was to graduate hundreds of officers in the years to follow.

³⁹ibid.

⁴⁰ibid.

⁴¹ibid.

CHAPTER III

IN-SERVICE POLICE TRAINING SCHOOLS OFFERED AT MICHIGAN STATE UNIVERSITY

Since the beginning of the Basic Police Training Course in 1951, many additional training courses have been offered under the guidance of the Michigan Association of Chiefs of Police in cooperation with Michigan State University School of Police Administration and Public Safety. From the area of instructing in the "basics", courses have been introduced to cover many specialized areas of law enforcement, to teach in depth those subjects that can only be touched on in a recruit training course. The following training courses have been offered at either the facilities of Michigan State University or in other areas of the state.¹

1. Basic Police Training Course
2. Command Officers' Course
3. Traffic Management Institute
4. Accident Investigation Course
5. Basic Traffic Operations
6. Police Officers Working in School Safety Education
7. Traffic Law Enforcement
8. Criminal Investigation
9. Law Enforcement Administrators Seminar
10. Police Management Institute
11. National Institute on Police and Community Relations
12. Police Juvenile Officers Training
13. Police Traffic Operations
14. Fundamentals of Traffic Engineering
15. Police Instructors' Training Course
16. Traffic Supervisors' Training Course
17. Advanced Juvenile Training Course
18. Traffic Records Course

The Command Officers Training Course was first offered in December 1951, with the emphasis on command training for present and future command personnel. The command course was the second type of training course to be offered in 1951.

¹Michigan Association of Chiefs of Police Training Committee Reports for the periods from 1951 through 1965. (Mimeograph)

In July 1953, the first Command Officers Traffic Course was offered, followed by the Juvenile Police Training Course in October 1953. In May 1954, the first Basic Traffic Course was offered, followed by the first Police Instructors Course in September 1954.² A little over three years later in November 1957, the first Traffic Accident Investigation Course was offered, followed by the Traffic Law Enforcement Course and the Police Officers Assigned to School Duty Course, both offered for the first time in December 1957. Still further specialized courses were offered for police personnel in 1958. The Criminal Investigation Course, Police Drivers Instructors Course, and Police Traffic Records Courses were first offered in March of 1958. In May, the Advanced Juvenile Police Training Course was first offered, and in June, the Police-Traffic Engineering Course was instituted for the first time.³

The Basic Police Training Course as well as the other courses had up to 1958 been offered only on the campus of Michigan State University at East Lansing, Michigan. In June 1957, the Basic Police Training Course and the Command Officers Course were both in cooperation with Northern Michigan College and at the request of the Upper Peninsula Law Enforcement Association given at Northern Michigan College, Marquette.⁴ Command Officers Training Course and Traffic Law Enforcement Course were conducted at Michigan State University-Oakland Branch in 1959 located near Detroit.⁵

²Michigan Association of Chiefs of Police Training Committee. "Report of Michigan Law Enforcement Training Program, School of Police Administration and Public Safety Michigan State University, 1957-1958." (Mimeograph)

³Ibid.

⁴Ibid.

⁵Michigan Association of Chiefs of Police Training Committee. "Report of Michigan Law Enforcement Training Program, School of Police Administration and Public Safety Michigan State University, 1958-1959." (Mimeograph)

A Traffic Supervisors' Training Course was first offered in 1958, this being the last new course to be instituted up to June 1965.⁶

During the period from the first Basic Police Training Course in April 1951 through June 1965, there have been 3,851 law enforcement officers enrolled in some 157 different training courses. Of this total, there were 1,082 who were enrolled in the 40 Basic Police Training Courses offered during the same period.⁷

During the years, there have been various types of conferences, seminars, and workshops held at Michigan State University. Among these have been Law Enforcement Administrators' Seminars, National Institute on Police Community Relations, Police Juvenile Seminar, Police Juvenile Officers Training Course, and research which was held under a grant from the United States Department of Health, Education, and Welfare.⁸

Many of these courses, while held in the facilities at Michigan State University, have also been made possible only with the cooperation of various law enforcement and other private agencies, including the Michigan State Police, Michigan Sheriffs Association, Michigan Department of Public Instruction, Michigan Municipal League, Federal Bureau of Investigation, and the Michigan Association of Chiefs of Police.

⁶Ibid.

⁷Michigan Association of Chiefs of Police Training Committee. "Report of Michigan Law Enforcement Training Program, School of Police Administration and Public Safety, Michigan State University, for the period, 1957-1964. (Mimeograph).

⁸Michigan Association of Chiefs of Police Training Committee. "Report of Michigan Law Enforcement Training Program, School of Police Administration and Public Safety, Michigan State University, 1962-1963". (Mimeograph).

CHAPTER IV

MATERIALS USED AND GROUPS STUDIED

Originally this study was to have included both the four-week Basic Police Course and the two-week Command Officers Course; these two being started in 1951, and both being offered for the longest period of time. After some initial work in both course areas, it was found that while both courses were acceptable as to a reasonable number of graduates for a study they were not of the type that could advantageously be combined into one study. Upon the advice of experienced research persons, it became necessary to limit this study to the Basic Police Training Course; permission for which was granted.

It was first decided to devise a questionnaire that could be given on an oral basis to a selected sampling of all graduates of the course throughout the state, the same questionnaire to be mailed to all other graduates to complete and return on a written anonymous basis.

After a pilot study, it became apparent that this course of action would not be feasible because of the time involved in contacting a large enough group throughout Michigan, plus the expense and organization involved. It further had a possible built-in hazard. The reliability of the data in an oral interview by not only a Chief of Police but also a graduate of Michigan State University where the training course was being held might bring forth favorable responses to questions so as not to offend the researcher. Milton Hall, in the book, Employee Training in the Public Service, pointed out that:

The use of a carefully constructed questionnaire addressed to trainees will reveal much information useful both to the instructor and to the training officer. FREE OPINIONS MAY DEPEND UPON PRESERVING THE ANONYMITY OF RESPONSES.¹

¹Milton Hall, Employee Training in the Public Service, Civil Service Assembly of the United States and Canada, (Chicago, Illinois, n.n., 1941), p. 119. (Italics not in original)

Because of these factors, a questionnaire was used that could be mailed to all graduates on an anonymous basis. The only identification would be the year of graduation from the course.

A second questionnaire was devised for gathering information from the chief executive of the agency sending the law enforcement officer to the Basic Police Training Course. This too was used on the mailed, anonymous basis.

It was apparent from personal knowledge that many graduates of this course would no longer be with their original departments or even for various reasons in law enforcement work. In order to limit this study to present active law enforcement personnel as much as possible, which it was felt would mean responses from persons closer to present police activities and experiences, certain procedures were followed.

Only those persons from the state of Michigan who were law enforcement officers would be included in this study. Those out of state, foreign, and private business police would not be included in any mailings. It was felt that these persons would not be compatible with the first group and as in the case of foreign officers would not be in a position to use their training in the United States.

It was decided that the group to be studied would be further limited to those who had completed the Basic Police Training Course at least two years prior to the time of the questionnaire mailing. It was felt that this would allow the graduate an opportunity to use much of his training in the field and to experience at least to some extent situations where he would be required to use his training and, therefore, be in a better position to evaluate what he had been taught.

Another limitation was made in that only those who had received the training on the campus at Michigan State University would be included in the study.

Some classes had been held at Northern Michigan College, Marquette, and because some of the questions in the questionnaire pertained to physical location, facilities, etc., comparison could not be made with other locations.

A third-class postage envelope with return requested and return postage guaranteed containing one copy of the six-page questionnaire, a cover letter, and a self-addressed, stamped envelope was sent to the employment address of all qualifying graduates. In this manner, it was felt that only in a few cases would the letter be delivered by a friend on the law enforcement agency to the graduate if he were no longer with that department. All other letters would be returned undelivered which would then furnish a figure of how many law enforcement officers were known not to be with their original departments.

A total of 876 questionnaires were sent to all the eligible graduates from the first school in April 1951 through the January class of 1962. These questionnaires were mailed out during the month of April 1964. A total of 339 were returned answered within 30 days, all of which were usable for this study. There were 188 or 21 per cent of the 876 that were returned as undelivered, which indicates that at least the 21 per cent were no longer employed by the same law enforcement agency as when they took the Basic Police Training Course.

When these 188 undelivered were subtracted from the original mailing of 876, it left a possible questionnaire return of 688. There were actually 339 usable questionnaires for a 49 per cent return rate out of all possible. If this figure of 339 returns were compared with the total of all questionnaires (876) sent, there would be a 39 per cent answered return rate.

A. C. Gammage, in Police Training in the United States, points out that:

. . . an otherwise excellent training program can amount to very little if the persons in authority are not really convinced of its value and have a critical attitude toward its possible outcome.²

²Allen C. Gammage, Police Training in the United States, (Springfield: Charles C. Thomas, Publisher, 1963), p. 413.

A questionnaire was devised for the chief executive of the law enforcement agency from which the student officers had been sent. A total of 102 questionnaires were sent to this group at the same time as the other questionnaires were sent to the graduates. A total of 51, or exactly 50 per cent, of these were returned, all of which were usable even though not all of the questions were answered in all cases.

I. LIMITATIONS

It is conceded that training evaluation of such a long time span as attempted here could and may be presumed to have been affected to some extent by such things as: (1) variability of human nature, (2) the abilities of various instructors, (3) the physical facilities of the training school, (4) the attitude of management and supervision, and (5) the weather.³

Training evaluation attempts have their limitations to which this study is no exception. A. C. Gammage in his book, Police Training in the United States, stated, "Evaluation of police training is difficult, but it is not impossible."⁴ Hall, also points out the problem in his book, Employee Training in the Public Service, advising that an evaluator must realize the difficulties and variability involved in training evaluation. He further advises that if the quest for complete certainty is abandoned, the task of training evaluation becomes one of seeking, with as little prejudice and bias as possible, as much knowledge about the results of the training program as possible.⁵

A. C. Gammage points out the total problem which very well pertains to this study when he says:

Assuming that a training program has been placed in operation or has

³Hall, Op. Cit., pp. 108-109.

⁴Gammage, Op. Cit., p. 410.

⁵Hall, Op. Cit., pp. 107-108.

been completed there are ways and means by which at least a partial evaluation of its effectiveness can be made, but the matter of assessment is rendered difficult because of the fact that many of the values which one would like to check and measure are intangible. Moreover, some of the values which may be derived from a training program are highly volatile and may disappear in a very brief period of time. Another reason why evaluations of training are not highly accurate is that many variables exist which increase the complexity of measurement and make evaluation more difficult. Such factors as the maturity and experience of the trainees, variations as between individuals with respect to basic educational equipment and ability to think, and wide variations in the instructional methods and teaching devices that may be used in a wide variety of situations are only a few of many that might be cited.⁶

No attempt was made to measure the quality of the instruction, material offered, facilities, etc., except in the graduates' opinion of these items. This study was geared basically to the graduates' opinion of the course of instruction with an opportunity to make suggestions for improvement. The trainee reaction is a measurement of how he felt about the training he received. It does have limitations in that to like a program does not necessarily mean it was good for him.⁷ The time lapse from graduation to questionnaire time was an attempt to overcome this limitation to some extent.

II. METHOD OF PRESENTATION

The results of each question were tabulated and for the purpose of this study will be presented in the following manner. Each question will be treated separately with comments about the result. In addition, in most cases a table showing the result of answers to each question will be presented. If comparison is appropriate between the chief executive questionnaire and the officers questionnaire, this will be done. The chief executive questionnaire will be presented first, then the officers.

⁶Gammage, Op. Cit., p. 408.

⁷Harry Diamond, "Factors In Planning And Evaluating In-Service Training Programs", The Journal of Criminal Law, Criminology and Police Science, (December 1962), pp. 505-506.

III. DEFINITION OF TERMS

Policeman. A policeman is a sworn, paid public official charged with the enforcement of law and order in a given land area. It includes those persons performing both police and fire functions, who are often called Public Safety Officers.

Deputy Sheriff. A deputy sheriff is a sworn and bonded public official charged with the enforcement of law and order in a given county.

Chief Executive. A chief executive, as used in this study, is limited to the person directly charged with the administration of the public law enforcement agency in a county, township, or city. It includes those who are directly charged with administration of the Public Safety Officer. In most cases this person is called a Chief of Police, or Public Safety Director.

Law Enforcement Agency. A law enforcement agency is a public agency charged with the enforcement of the public criminal law and the maintenance of order in a land area. It is limited to a college or university, county, township, and city or village government.

CHAPTER V

QUESTIONNAIRE RESULTS AND SUMMARY

The results from the Chief Executive questionnaire will be presented first, followed by the Officer's questionnaire results. In both cases, all percentage figures have been rounded off to the nearest percentage point whenever possible. This has resulted in some percentages adding up to more than 100 per cent, but for the sake of simplicity in tables, etc., this was felt advisable.

I. THE CHIEF EXECUTIVE QUESTIONNAIRE

The total possible answers for any one question are 51 except in those questions where more than one answer or choice could be given. In each of those cases, such a fact is noted in the text.

1. WHAT IS YOUR PRESENT AUTHORIZED OFFICER STRENGTH INCLUDING COMMAND PERSONNEL?

The purpose of this question was to obtain information on the size police department represented in this questionnaire. All 51 returns were usable on this question. As shown by Table 1, the size of departments ranged from 3 officers up to 177. This would indicate there has been a wide range of departments using the Basic Police Course for a training school.

TABLE I

RESPONSE OF THE CHIEF EXECUTIVE OF THE
LAW ENFORCEMENT AGENCY TO QUESTION I

<u>Number of Departments</u>	<u>Authorized Officers</u>	<u>Number of Departments</u>	<u>Authorized Officers</u>
1	3	1	27
2	4	3	28
4	5	1	29
1	6	1	31
3	7	2	33
2	8	1	35
3	9	1	40
1	11	1	43
3	12	1	44
1	13	1	56
1	14	1	59
1	15	1	68
1	16	1	88
1	17	1	108
2	20	1	119
1	21	1	160
1	22	1	177
2	25		

2. WHAT PERCENTAGE OF YOUR TOTAL BUDGET IS ALLOTTED FOR TRAINING?

The purpose of this question was to ascertain just how much of the police department budget was set aside for the very important area of training.

There were 43 answers or an 84 per cent response to this question. A look at the response to this question as shown in Table II reveals that there was a range from no money set aside for training to a high of 13 per cent of the total budget. As might be expected, the larger the department the fewer there were without training funds. The department with the largest percentage of the budget set aside for training was one of moderate size with only 28 authorized officers. The largest department with no money budgeted for training was a 16-man department. This question received some money figures instead of percentage figures. They have been listed anyway, even though these figures, of course, cannot be compared with other departments because there is no way of knowing what percentage this is of their budget. Training funds were available in 35 or 81 per cent of the departments.

TABLE II

RESPONSE OF THE CHIEF EXECUTIVE OF THE
LAW ENFORCEMENT AGENCY TO QUESTION 2

Department Size	Percentage of Annual Budget For Training	Department Size	Percentage of Annual Budget For Training
3	0	21	No answer
4	No maximum	22	No answer
4	\$100	25	\$300
5	0	25	.075
5	0	27	.0027
5	2	28	1
5	0	28	13
6	2	28	1.5
7	1	29	2
7	\$1,000	31	.33
7	7.5	33	\$1,000
8	1	33	.05
8	No answer	35	.007
9	0	40	No answer
9	No answer	43	No answer
9	.003	44	2
11	No answer	56	1.7
12	0	59	1
12	1	68	1
12	5	88	No answer
13	8	108	\$2,000
14	0	119	3.1
15	1	160	2.5
16	0	177	1.8
17	1.2		
20	2		
20	No maximum		

3. HOW MANY OF YOUR PRESENT EMPLOYEES HAVE COMPLETED THE BASIC COURSE?

The purpose of this question was to ascertain just what percentage of present employees were trainees of the Basic Police Course. This would indicate the use this course has received for present employees. It would not, of course, indicate the total use of the Basic Police Course, as all of the employees might have had this training, but some of them having left the departments employment, and the new officers not having received the training. The results of this item should not be used to infer that the remaining officers on a department have not received a course in recruit or basic police training as these courses are available on a limited basis from other larger police departments or other locally sponsored basic courses.

There were 51 responses to this question, but there were only 49 usable answers because two of the answers were question marks. There would, therefore, be a 96 per cent usable response.

The percentage of present officers that have completed the Basic Police Training Course ranged from 0 per cent to 100 per cent. There was no pattern to the percentages with relation to the size of the police departments. Some small departments with 4 to 11 men had 0 per cent of their officers trained at this school, and others in the same size group had 66 to 100 per cent so trained. The large departments of 40 to 177 men had from 0 to 98 per cent of them trained at the basic school.

If the percentage of present Basic Police Training Course trained officers were grouped into four equal percentage groups, the results would be as follows: Those with less than 25 per cent of their officers trained comprise 17 or 35 per cent of the total departments; those with 25 to 50 per cent trained comprise 15 or 31 per cent of the total; those with 50 to 75 per cent trained comprise 8 or 16 per cent of the total; and those with 75 to 100 per cent trained comprise 9 or

18 per cent of the total. This means that 65 per cent of the departments had at least 25 per cent or one quarter of their present officers trained at the Basic Police Training Course. There were 34 per cent of the departments who had at least 50 per cent or one half of their officers so trained.

It should be pointed out that this question was restricted to the Basic Course only, and it does not take into consideration those command or other officers who may have received training in the Command Officers Course or any of the many other training courses offered.

TABLE III

RESPONSE OF THE CHIEF EXECUTIVE OF THE
LAW ENFORCEMENT AGENCY TO QUESTION 3

Size of Department	Number Trained	Percentage Trained	Size of Department	Number Trained	Percentage Trained
3	1	33	21	11	52
4	4	100	22	7	32
4	0	0	25	8	32
5	2	40	25	8	32
5	1	20	27	23	85
5	1	20	28	13	47
5	1	20	28	12	43
6	4	66	28	12	43
7	2	29	29	13	45
7	2	29	31	4	13
7	2	29	33	10	30
8	5	62	33	25	79
8	0	0	35	20	57
9	0	0	40	39	98
9	6	66	43	22	51
9	1	11	44	1	.02
11	?	?	56	3	.05
12	1	8	59	50	85
12	12	100	68	50	74
12	2	17	88	5	.05
13	10	77	108	17	16
14	3	21	119	?	?
15	13	87	160	19	12
16	6	37	177	0	0
17	6	35			
20	16	80			
20	12	60			

4. CHECK ONE OR MORE OF THE FOLLOWING METHODS YOU
MAY USE IN SELECTING AN OFFICER TO ATTEND THE BASIC COURSE.

Length of service on department

Education

Need for training

Other, what?

The purpose of this question was to discover what method or values the chief executive uses to select his officers for the Basic Police Course. There was a 96 per cent response to this question. By far, the largest single method was the need for training, which received a total of 24 votes out of a possible 49 answers to this question, for 47 per cent of the responses. The next largest method was a combination of length of service on the department and the need for training which received 7 votes. A close third was the length of service at 6 votes, and right behind it with 5 votes was a combination of education and need for training. There were 4 answers of new employees only, 1 that all officers are sent and 1 in which it was indicated that officers are sent to train as instructors for a basic course in their own department. If all answers indicating need for training were added together, this would be by far the main method used to select officers for this course. This would seem to be the best method to use for the whole purpose of the course is to train officers in the basics of law enforcement.

TABLE IV

RESPONSE OF THE CHIEF EXECUTIVE OF THE
LAW ENFORCEMENT AGENCY TO QUESTION 4

Selection Method	Number and Percentage
Length of service on department	6/12%
Education	1/.02%
Need for training	24/47%
Length of service on department and need for training	7/14%
Education and need for training	5/10%
New employees only	4/.08%
All officers are sent	1/.02%
To train for instructors	1/.02%

5. WHICH OF THE FOLLOWING GRADING SYSTEMS WOULD YOU PREFER FOR THE SCHOOL TO USE ON RATING YOUR OFFICERS?

Percentage grade

Alphabet grade

Satisfactory or unsatisfactory

No grading system needed

The purpose of this question was to ascertain what the chief executive wanted in the way of a grading system when any of his officers attended the Basic Police Course. The 49 answers or a 96 per cent response were tabulated, and 27 executives indicated that percentage grades are what they desired, this answer accounting for 55 per cent of the total. Superior, excellent, or satisfactory received the next highest with 9 or 18 per cent; satisfactory or unsatisfactory received 6 votes for 12 per cent; with 5 or 10 per cent for alphabet grade; and only 1 indicating no grading system was needed. There was one added answer of excellent, good, fair, poor. A percentage grading system is by far the choice for rating students.

TABLE V

RESPONSE OF THE CHIEF EXECUTIVE OF THE
LAW ENFORCEMENT AGENCY TO QUESTION 5

Grading System	Number and Percentage
Percentage grade	27/55%
Alphabet grade	5/10%
Satisfactory of unsatisfactory	6/12%
Superior, excellent, or satisfactory	9/18%
No grading system needed	1/02%
Excellent, good, fair, poor	1/02%

6. WOULD YOU LIKE TO HAVE A MORE CAREFUL ACCOUNTING BY THE SCHOOL STAFF ON SUCH ITEMS AS CONDUCT, ATTITUDE, ABILITY, CHARACTER DISPLAYED, ETC., OF YOUR STUDENT OFFICER? YES--NO

The purpose of this question was to find out if there was a desire on the part of the student officer's department head for a better accounting of the student in areas not of direct academic concern. The items listed in this question are taken into account in most police departments when there is an evaluation of each officer during his probation period. The answer to this question can serve as a guide to the needs for a possible enlarging of the accounting of each student in the Basic Police Course by the training staff at Michigan State University. There were 45 answers or an 88 per cent response. The response of yes by 41 out of a possible 45 answers to this question would indicate a definite desire on the part of the chief executive for a better accounting of his student officer beyond the mere academic realm. With 91 per cent requesting more accounting and only 9 per cent indicating they did not desire accounting beyond mere academic grades, this indicates serious thought should be made to take the necessary steps to make a broader accounting of each student.

TABLE VI

RESPONSE OF THE CHIEF EXECUTIVE OF THE
LAW ENFORCEMENT AGENCY TO QUESTION 6

Response	Number and Percentage
Yes	41/91%
No	4/9%

7. PLACE THE APPROPRIATE CODE NUMBER BY EACH EXPENSE
ITEM OF THE BASIC COURSE.

Code:

1. City pays ALL expenses
2. City pays part of the expenses
3. City pays a set rate for the course
4. Officers pay their own expenses

_____ Food

_____ Transortation

_____ Room

_____ Tuition

The purpose of this question was to ascertain how training expenses for this course were handled by various law enforcement agencies. This information could serve as a possible guide to areas where improvements might be made so as to increase the number of officers receiving training if expenses for this program were the barrier to attendance. If financial aid for student officers were to become available for this course, where might it best be spent to assist the student officer? There was a 96 per cent response to this question. Of the 49 answers given, expenses on food, room, and tuition were taken care of by the officer's department in full in 44 cases, or 90 per cent of the departments. In two of the cases, the officer's department paid for part of the expenses in these three areas; while in another three cases, they were paid for by the city at a set rate or set allowance. In no case, did the student officer have to bear all of these expenses himself. In the area of transportation, there was some difference in handling of expenses, but not to any great extent. Out of the possible 49 answers, 41 stated that the city paid for all expenses, which is 84 per cent. There were 4 cases where the officer paid all transportation expenses, 3 cases where the city paid a set rate, and 1 case in which the city paid part of the expense. It becomes apparent that in most cases the city pays all or part of the officer's expenses involved in attending the Basic Police Course — the area of transportation being the only

area in which the officer must pay his own expenses, and even in that case, it affected only 8 per cent. From the officer's standpoint, he does not have to expend any large amount of funds for any of the expenses involved in attending this course.

TABLE VII
RESPONSE OF THE CHIEF EXECUTIVE OF THE
LAW ENFORCEMENT AGENCY TO QUESTION 7

	Food	Room	Trans- portation	Tuition
City pays all expenses	44/90%	44/90%	41/84%	44/90%
City pays part of expense	2/4%	2/4%	1/02%	2/4%
City pays a set rate for the course	3/6%	3/6%	3/6%	3/6%
Officers pay their own expenses	-----	-----	4/8%	-----

8. DO YOU REQUIRE ANY OFFICER ATTENDING THE BASIC COURSE TO STAY WITH THE DEPARTMENT A SPECIFIED LENGTH OF TIME AFTER COMPLETING THE BASIC COURSE OR PAY EXPENSES OF THE COURSE IF HE RESIGNS SOONER? YES _____ NO _____

EXPLAIN ANY OTHER SIMILAR PROVISION YOU MAY HAVE.

The purpose of this question was to find out if any type of penalty was imposed on a student officer if he left his employer before a certain period of time had elapsed. If there were some type of penalty, what was it?

There was a 96 per cent response to this question. Tabulation of the 49 answers showed that only 13 departments had any type of penalty which is 27 per cent of the total. There were 36 departments or 74 per cent that indicated they did not have any penalty. One department, however, required each officer to stay for one year after completing the course, but there was no indication of what they would do if the man resigned before that time in spite of the requirement.

TABLE VIII

RESPONSE OF THE CHIEF EXECUTIVE OF THE
LAW ENFORCEMENT AGENCY TO QUESTION 8

Response	Number and Percentage
Yes	13/27%
No	36/74%
Not answered	2

9. DO YOU REVIEW WITH EACH OFFICER UPON HIS RETURN FROM THE BASIC WHAT HE HAS BEEN TAUGHT? YES, NO

The purpose of this question was to ascertain if the chief executive made an effort to follow up on the training program the officer received to better evaluate it for any areas of conflict, problems that the officer might have had, quality and quantity of material, instruction, etc.

There was a 94 per cent response or 48 answers to this item. There were 43 yes answers or 90 per cent of the total of 48 answers to this question indicating they do review the course with graduates. Only 5 or 10 per cent answered they did not review the course with the returning officer.

TABLE IX

RESPONSE OF THE CHIEF EXECUTIVE OF THE
LAW ENFORCEMENT AGENCY TO QUESTION 9

Response	Number and Percentage
Yes	43/90%
No	5/10%
Not answered	3

10. WHICH OF THE FOLLOWING PROCEDURES DO YOU FOLLOW WHEN ONE OR MORE OFFICERS ATTEND THE BASIC COURSE? CHECK AS MANY AS MAY APPLY.

Hire additional personnel on a temporary basis to fill in for the missing officer(s).

Have other officers work overtime to fill in for the missing officer(s).

Work short the number of officers attending school.

Other, what?

The purpose of this question was to ascertain how the various departments cope with the problem of absent employees during their attendance at this course.

From the tabulation of answers, it shows that 24 out of the 49 departments that answered this question work short the number of officers attending school.

This accounts for 49 per cent of all the answers. There were 3 or 6 per cent that indicated they hired temporary help; 11 or 22 per cent stated they worked officers overtime; with 9 or 18 per cent indicating a combination of overtime and working short; while 2 or 4 per cent indicated they used overtime work plus the help of auxiliary officers. Overtime work and working short were the two largest methods, accounting for 71 per cent of the total methods used. It appears, however, that almost half or 49 per cent of the departments cut back on their law enforcement activities when officers attend school.

TABLE X
RESPONSE OF THE CHIEF EXECUTIVE OF THE
LAW ENFORCEMENT AGENCY TO QUESTION 10

Method	Number and Percentage
Hire additional temporary personnel	3/6%
Work officers overtime	11/22%
Work short those officers in school	24/49%
Other, what?	
Overtime and work short	9/18%
Overtime and auxiliary officers	2/4%

II. IF YOU BELIEVE THE BASIC COURSE SHOULD BE OTHER THAN THE PRESENT 4 WEEKS LENGTH, CIRCLE ONE OF THE FOLLOWING WHICH MOST MEETS YOUR CHOICE AS TO LENGTH. ALL NUMBERS REPRESENT WEEKS.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 Longer

The purpose of this question was to ascertain how the present 4 week course time was accepted by the chief executive, and if any change in the length of time might be considered.

Results indicated by the 51 answers or 100 per cent response to this question points to satisfaction with the present 4 week duration of the course. There were 39 or 76 per cent who marked the 4 week period, there were 4 or 8 per cent wanting an increase to 6 weeks, with 5 wanting to double the length to 8 weeks, 1 or 2 per cent to reduce it to 3 weeks, and 2 or 4 per cent wanting only 1 week for this school.

TABLE XI

RESPONSE OF THE CHIEF EXECUTIVE OF THE
LAW ENFORCEMENT AGENCY TO QUESTION II

Length	Number and Percentage
1 week	2/4%
3 weeks	1/2%
4 weeks	39/76%
6 weeks	4/8%
8 weeks	5/10%
Not answered	2/4%

12. HOW MANY TIMES A YEAR DO YOU BELIEVE THE BASIC COURSE SHOULD BE HELD?

The purpose of this question was to find out what the desires of the people who have sent officers to the basic school were as to the number of times they could take advantage of such a course. Assuming other factors would permit, how many times a year should the school be held to benefit the greatest number of departments?

There was an 82 per cent response to this question. Results of the 42 answers to this question revealed that 25 felt twice a year was sufficient, which is 60 per cent of all answers. There were 10 answers asking for the school 4 times a year or about 23 per cent of the total answers. The remainder of answers were divided by 2 or 5 per cent for once a year, 3 or 7 per cent for 3 times a year, and 2 or 5 per cent on an "as needed" basis. It is assumed that there would be some system to ascertain when each school was "needed." Results of this question would indicate that the Basic Police School should be held at least twice a year with consideration for three or four times a year on an optional basis if sufficient officers enrolled in the tentative class.

TABLE XII

RESPONSE OF THE CHIEF EXECUTIVE OF THE
LAW ENFORCEMENT AGENCY TO QUESTION 12

Times Offered	Total answers and Percentage
1	2/5%
2	25/60%
3	3/7%
4	10/23%
As needed	2/5%
Not answered	9/21%

13. AS NOW OPERATED, THE BASIC COURSE IS HELD AT A CENTRAL SCHOOL FACILITY. WOULD YOU PREFER REGIONAL SCHOOLS BEING HELD IN VARIOUS AREAS IN THE STATE? YES ____ NO ____

The placement of this question in the questionnaire was to ascertain what the feeling is about central school facilities versus regional schools. There has been much talk on this subject both pro and con, and it was hoped that this would put some answers down in black and white.

There were 47 or 92 per cent usable responses to this question. There were 32 or 68 per cent who would prefer regional schools. The no answers totaled 15, which is 32 per cent of the total. It would seem, therefore, that regional schools are preferred over a central school by a wide margin by the chief executive.

TABLE XIII

RESPONSE OF THE CHIEF EXECUTIVE OF THE
LAW ENFORCEMENT AGENCY TO QUESTION 13

Response	Number and Percentage
Yes	32/68%
No	15/32%
Not answered	4

14. FROM THE STANDPOINT OF THE BEST TRAINING METHOD
ONLY, WHICH OF THE FOLLOWING WOULD YOU CHOOSE?

Residence course where the officer attends school on a continuous basis until the course is completed.

Non-residence course where the officer attends for a few hours and keeps returning once or twice a week or sooner until the course is completed.

The purpose of this question was to ascertain how these police officials rate the resident and non-resident type of training program. What is their preference from the standpoint of best training method? Of the 49 or 96 per cent usable answers, 44 chose the residence type of course. This then accounts for about 90 per cent of all the answers with only 5 or about 10 per cent answering for the non-residence course. The preference is very clear for the resident continuous-type school.

TABLE XIV

RESPONSE OF THE CHIEF EXECUTIVE OF THE
LAW ENFORCEMENT AGENCY TO QUESTION 14

Response	Number and Percentage
Residence course	44/90%
Non-residence course	5/10%
Not answered	2

15. CHECK ANY OR ALL OF THE LISTED SUBJECT YOU FEEL SHOULD BE INCLUDED IN THE BASIC COURSE.

Firearms training
Police pursuit driving
Crowd control and riot training
Typing
Other, what?

The question was placed in the questionnaire because none of these subjects are now offered in the basic course, and this researcher has heard considerable conversation about the need for these four items. The crowd control and riot training are very timely subjects in law enforcement circles at this time.

There were 48 possible answers to each item as more than one could be checked. Only 3 questionnaires did not have this question answered, which means a 94 per cent overall response. Examination of the answer to the need for firearms training reveals 33 checks or 69 per cent desiring this be added to the basic course. Police pursuit driving received 40 votes, or 83 per cent wishing to see this included. This also was the item most requested of all those listed. Crowd control and riot training received the same as firearms training with 33 checks or 69 per cent. Typing received the lowest of those listed with 25 for a 51 per cent. There were several other subjects added under other, such as: 7 for public relations course; 2 for criminal investigation; 1 for spelling; 1 for arson; and 1 for a report writing course. One person stated that he did not feel any of the four items listed on this question should be included in the Basic Course.

All of the items added to the list of four are already included in the Basic Course except for arson, which is even then covered to some degree in the criminal investigation portion of the course. With the large interest for including at least firearms training, crowd control and riot training, and even more interest in the police pursuit driving, serious consideration should be given to

these training problems. If time cannot be found in the Basic Course, it might be well to consider a separate course to include all three items with the fourth, that of typing to be added, if possible. It would seem, however, that the typing course could be bettered offered on a local basis with the cooperation of the local public school system, college, or business college since no community is without at least one of these facilities.

TABLE XV
RESPONSE OF THE CHIEF EXECUTIVE OF THE
LAW ENFORCEMENT AGENCY TO QUESTION 15

Course	Number and Percentage
Firearms training	33/69%
Police pursuit driving	40/83%
Crowd control and riot training	33/69%
Typing	25/51%
None of the above	1/02%
Public relations	7/15%
Criminal law	2/04%
Criminal investigation	4/08%
Arson	1/02%
Spelling	1/02%
Not answered	3

16. TO YOUR KNOWLEDGE, DOES ANYTHING TAUGHT IN THE
BASIC COURSE CONFLICT WITH YOUR DEPARTMENT RULES OR POLICY?

The purpose of this question was to find out if there were any areas that might cause conflicts between the course teachings and department rules or policy. This could, if it did exist, become an administrative problem for the law enforcement agency. Any areas of conflict might, if they existed, be studied for a possible solution.

With 48 or 94 per cent answering this question, all 48 or 100 per cent found to their knowledge no problem in this area.

TABLE XVI

RESPONSE OF THE CHIEF EXECUTIVE OF THE LAW
ENFORCEMENT AGENCY TO QUESTION 16

Response	Number and Percentage
Yes	0
No	48/100%
Not answered	3

17. CHECK ONE OR MORE OF THE FOLLOWING REASONS YOU
DO NOT SEND MORE OFFICERS TO THE BASIC COURSE.

All qualified officers have attended
Too expensive
Cannot spare men for 4 weeks at one time
Have no training funds available for this
Does not meet our training needs
Government officials will not approve schooling
Other, what?

The purpose of this question was to ascertain why more officers are not sent to the Basic Police Course when it is held. Can some action be taken to assist more departments to send more officers? Perhaps there isn't a great need for this course, or possibly it no longer meets the needs of police departments.

With this type of question, there would be more than one reason checked, therefore, the total of all answers added up to more than 51, which is the total number who answered this question. There were 15 who stated all qualified officers have attended; 7 said it was too expensive; there were 14 who checked the fact they could not spare men for 4 weeks at one time; another 13 could not send more officers because they had no training funds available for this; 3 checked that it did not meet their training needs; 7 gave other reasons, such as, manpower shortage, too far to send officers, can only send 1 officer to each school, send officers to other schools, conduct own training school — this being from 160 and 177—officer departments. No one checked the question indicating government officials would not approve schooling. The biggest problems indicated are that of necessary funds and being able to spare men to go to the school. Not being able to spare men for the school would appear to be false reasoning if it were weighed against having an untrained officer for a full year or a basically trained officer for all but four weeks out of the year.

TABLE XVII
RESPONSE OF THE CHIEF EXECUTIVE OF THE
LAW ENFORCEMENT AGENCY TO QUESTION 17

Response	Number
All qualified officers have attended	15
Too expensive	7
Cannot spare men for 4 weeks at one time	14
Have no training funds available for this	13
Does not meet our training needs	3
Government officials will not approve schooling	0
Other	7

18. WOULD YOU BE ABLE TO SEND MORE OFFICERS TO THE BASIC COURSE IF A SCHOLARSHIP WERE AVAILABLE FOR THE TUITION?

This question was used to find out just how important finances are to the use of this program. Would financial aid result in more officers being trained? There were 43 answers or an 84 per cent response to this question. The answer to this question, with 40 or 46 per cent saying yes, 23 or 54 per cent indicating no, and 8 not answering, would indicate that financial aid would have a material effect on the use of this course, at least by 46 per cent of those answering this question. This might be an area in which certain local or even state-wide organizations might provide financial assistance, such as is now being done by the Automobile Club of Michigan with the aid in the form of scholarships to the various traffic training courses. Local civic organizations could materially assist local law enforcement in having better trained officers if they would provide some financial aid to their law enforcement agency. State assistance in this matter would seem a possible approach with the passing of Michigan Senate Bill 30 in 1965.¹

¹Michigan Senate Bill 30 of 1965 provides for a Police Training Council to set certain minimum training and employment standards for police officers if they are to receive training funds from the State.

TABLE XVIII

RESPONSE OF THE CHIEF EXECUTIVE OF THE LAW
ENFORCEMENT AGENCY TO QUESTION 18

Response	Number and Percentage
Yes	20/46%
No	23/54%
Not answered	8

19. WOULD YOU LIKE TO HAVE A REFRESHER COURSE AVAILABLE
FOR YOUR OFFICERS THAT HAVE TAKEN THE BASIC COURSE?

This question was used to gather information on the possible need for refresher courses to keep officers up to date on material and to review material already taught but no longer fresh in their minds. Does the chief executive feel his officers would need this type of program?

There were 47 answers to this question or a 92 per cent response, with 36 or a healthy 77 per cent giving a yes response. Only 11 or 23 per cent said no to this question. Another 4 did not respond. This response would indicate a definite desire for the availability of some type of refresher course.

TABLE XIX

RESPONSE OF THE CHIEF EXECUTIVE OF THE LAW
ENFORCEMENT AGENCY TO QUESTION 19

Response	Number and Percentage
Yes	36/77%
No	11/23%
Not answered	4

20. IF YES, HOW LONG SHOULD IT LAST? _____ WEEKS.

This question is really a second part of question 19 and was used to find out how long a refresher type of course should last if any such course were felt necessary at all. The response to this question, of course, should not exceed the yes answers to question 19. Tabulation reveals that 34 answered this question out of a possible 36. The largest desire was for a one-week refresher course with 20 indicating this answer, this being 58 per cent of all responses. The next largest answer was 5 or 14 per cent for a two-week refresher course, with the remainder of answers divided over 7 other lengths of time. One person wanted a refresher of 6-8 weeks which would mean a refresher course longer than the original one. One person thought 3 days would be sufficient time for this type of course.

TABLE XX

RESPONSE OF THE CHIEF EXECUTIVE OF THE
LAW ENFORCEMENT AGENCY TO QUESTION 20

Length of Course	Number and Percentage
3 days	1/.03%
1 week	20/58%
2 weeks	5/14%
3 weeks	1/.03%
4 weeks (non-residence type)	1/.03%
1-2 weeks	2/.06%
2-3 weeks	1/.03%
2-4 weeks	2/.06%
Not answered	2/.06%

21. HOW LONG AFTER THE BASIC COURSE IS COMPLETED SHOULD
THE REFRESHER COURSE BE TAKEN?

- 6-12 months
- 1-2 years
- 2-3 years
- 3-4 years
- Longer, how long?

This is really part three of question 19. It was used to find out that if a refresher were needed, when should the officer attend the course? Is this the type of training that should be taken shortly after the Basic Course or some considerable time in the future?

Considering that 36 executives felt this type of course should be available, then there could be 36 answers to this question. There were 35 who answered this question with 16 or 46 per cent feeling 1-2 years should elapse between the Basic Course and this refresher course. A time lapse of 3-4 years received 9 or 26 per cent of the votes, 2-3 years being desired by 8 or 23 per cent, and the 6-12 months getting only 2 or 6 per cent of the votes. The 1-2 year time lapse is the most popular with almost 50 per cent indicating this item.

TABLE XXI
RESPONSE OF THE CHIEF EXECUTIVE OF THE
LAW ENFORCEMENT AGENCY TO QUESTION 21

Length of time	Number and Percentage
6-12 months	2/6%
1-2 years	16/46%
2-3 years	8/23%
3-4 years	9/25%
Longer, How long	0

22. WOULD YOU LIKE TO HAVE A CORRESPONDENCE COURSE
AVAILABLE ON LAW ENFORCEMENT SUBJECTS? IF YES, SHOULD IT?

- Take the place of the residence basic course
- Supplement the basic course
- Be offered in subjects not covered by the course
- Be given as a refresher course on the basic school course

This is a two-part question used first to establish if there were a need for a correspondence course on law enforcement subjects, and then to establish what it would best be able to do or be used for.

There were 47 or 92 per cent response to the first part of this question with 28 or 60 per cent of them being a yes vote for a correspondence school and 19 or 40 per cent having a no response. The next part of the question which pertained to how the course should be used received 42 or 82 per cent response. Only 1 believed it should be used to take the place of the residence basic course; 18 or 43 per cent felt it should be used to supplement the basic course; 13 or 31 per cent believed it should be offered in subjects not covered by the basic course; another 10 or 24 per cent believed it should be used as a refresher course on the basic school course.

The response to this question clearly indicates that there is a desire to have a correspondence course, and it should do two related things: (1) supplement the basic course with additional material to expand the coverage of subjects which is, of course, limited by time factors, and (2) to cover other subject areas which could not be offered because of various reasons. These two responses accounted for almost 75 per cent of the answers.

TABLE XXII

RESPONSE OF THE CHIEF EXECUTIVE OF THE
LAW ENFORCEMENT AGENCY TO QUESTION 22

Response	Number and Percentage
Yes	28/60%
No	19/40%
Not answered	4
Replace residence course	1/02%
Supplement course	18/43%
Offered in subjects not covered in course	13/31%
Refresher on basic course	10/24%
Not answered	9

23. DO YOU PROVIDE A DEPARTMENT LIBRARY ON LAW ENFORCEMENT SUBJECTS FOR YOUR OFFICERS' USE? IF YES, APPROXIMATELY HOW MANY BOOKS DO YOU HAVE?

The purpose of this question was to find out what type of opportunity in at least self education is open to officers of the questioned departments. Do the officers have an opportunity to study law enforcement material, and are they encouraged to do this by at least making material available for their use? It was also desired to gather information as to just how much of this material was available, if any at all were provided.

There were 49 responses to this question. It was found that 38 or 77 per cent of the departments did provide a department library, but another 11 or 23 per cent stated they did not provide any library on law enforcement subjects. It is unfortunate with all the books available, the increased emphasis on training, and the need for reference material on various types of crimes and investigations, that 23 per cent of the departments have not met this need.

Another part was added to this question to find out if they did have the library about what size was it? Did it contain one or two books or enough for a reasonable distribution? There were 25 answers to this question.

The number of books varied considerably from department to department but then so did the size of departments. It ranged from a low of 4 books on a 22-man department to a high of 285 books for a 28-man department. The number of books per officer ranged from a low of .125 to a high of 16.66. Table XXIII shows the complete breakdown of department size, number of books, and number of books per officer.

TABLE XXIII

RESPONSE OF THE CHIEF EXECUTIVE OF THE
LAW ENFORCEMENT AGENCY TO QUESTION 23

Department Size	Books	Books per Officer
5	20	4
6	100	16.66
7	15	2.14
12	60	5
13	6	.40
17	25	2.05
20	10	.50
21	30	1.42
22	4	.18
25	8	.32
25	26	1.04
27	30	1.11
28	285	10.18
29	15	.51
31	20	.64
33	30	.91
35	50	1.43
43	40	.93
56	50	.89
68	175	2.57
88	20	.22
90	50	.55
108	280	2.59
119	275	2.31
169	30	.125

24. CHECK ANY MAGAZINES YOU PROVIDE FOR YOUR OFFICERS
TO READ.

Police
Law and Order
Police Officer
The Police Journal
Journal of Criminal Law and Criminology
Michigan Police Journal
The Police Chief
Others, what?

It would seem that with the rapid advance in many areas of law enforcement, such as, equipment, profound court decisions, new laws, etc., each officer must keep up to date with these items if he is to do the best possible job for himself and his own community. Magazines it seems would be an excellent source of new material with their ability to provide needed information well before a book could be written on the same subject. This question, therefore, was used to gather information as to whether or not such material is provided to the law enforcement officers.

There were 51 or 100 per cent response to this question with each question being able to receive a maximum of 51 answers. The tabulation of answers revealed that of the magazines listed Law and Order was provided by 96 per cent of the departments. It should be noted here that this magazine is provided free to each police department for the asking, and it was listed in the question which might account for the large total. The F.B.I. Bulletin is also sent free to all law enforcement agencies, but it was listed as being available in only 11 or 21 per cent of the departments. The fact that this magazine was not listed in the questionnaire might account for the low figure, as it was inadvertently left out of the list. The next two largest listings after Law and Order were the Michigan Police Journal and the Police Chief, each being available in 37 or 72 per cent of the departments. These two magazines are made available with membership in the Michigan Association of Chiefs of Police and the International Association

of Chiefs of Police, respectively. The magazine Police was available in 24 or 47 per cent of the departments; Police Officer in 20 or 39 per cent of the departments; The Police Journal in 29 or 57 per cent of the departments; and the Journal of Criminal Law and Criminology was available in only 10 or 20 per cent of the departments.

There were the following magazines available in the number of departments as indicated: Valor, 3; Peace Officer, 2; Michigan Municipal Review, 4; Public Administration Review, 1; and the Michigan Reporter in 1 department.

There seems to be considerable room for improvement in this area of available training material. The cost of many of these magazines certainly is not prohibitive for a law enforcement agency to provide.

TABLE XXIV

RESPONSE OF THE CHIEF EXECUTIVE OF THE
LAW ENFORCEMENT AGENCY TO QUESTION 24

Magazines	Number and Percentage
Police	24/47%
Law and Order	49/96%
Police Officer	20/39%
The Police Journal	29/57%
Journal of Criminal Law and Criminology	10/20%
Michigan Police Journal	37/72%
The Police Chief	37/72%
Traffic Digest and Review	6/12%
F.B.I. Bulletin	11/21%
Valor	3/6%
Peace Officer	2/4%
Michigan Reporter	1/2%
Public Administration Review	1/2%
Michigan Municipal Review	4/8%

25. CHECK ANY OF THE FOLLOWING SUBJECTS IN WHICH A TRAINING FILM WOULD BE OF USE TO YOU FOR DEPARTMENT TRAINING PURPOSES.

- Interrogation and confessions
- Crime scene search and collection of evidence
- Latent fingerprint procedures
- Arrest, search and seizure procedures (personnel-autos)
- Mentals and how to handle them
- Building search procedures
- Police pursuit driving
- Surveillance techniques
- Civil disturbance and riot control
- Firearms training

This question was inserted as an information-gathering media to determine what types of training films would be in most demand of the ones listed. This list was not intended to be all inclusive, but it is felt it covers a variety of police problems. Information on the availability of any of these films for training might be made known if it were indicated that there is a sufficient need for this training media. There might be sufficient response to this item to warrant further study as to the importance of this type of training media.

There was a 94 per cent response to this question. Arrest, search and seizure procedures (personnel and autos) received the largest response with 44 out of a possible 48, or a 92 per cent response. Crime scene search and collection of evidence, interrogation and confessions were the next highest with 37 responses or 77 per cent. Police pursuit driving, surveillance techniques, and civil disturbance and riot control each received 33 or a 69 per cent response. Mentals and how to handle them received 28 responses or 58 per cent, and building search procedures received one more for 29 or 60 per cent response. Latent fingerprint procedures and firearm training both received 23 responses for a 48 per cent. There were two responses that indicated none of the listed subjects would be of any use to them, and there were 3 who did not respond to this question at all.

TABLE XXV

RESPONSE OF THE CHIEF EXECUTIVE OF THE
LAW ENFORCEMENT AGENCY TO QUESTION 25

Training Films Desired	Number and Percentage
Interrogation and confessions	37/77%
Crime scene search and collection of evidence	37/77%
Latent fingerprint procedures	23/48%
Arrest, search and seizure procedures	44/92%
Mentals and how to handle them	28/58%
Building search procedures	29/60%
Police pursuit driving	33/69%
Surveillance techniques	33/69%
Civil disturbance and riot control	33/69%
Firearms training	23/48%
None of these	2/4%
Not answered	3

26. DO YOU BELIEVE THERE SHOULD BE A STATE LAW SETTING
MINIMUM STANDARDS FOR PHYSICAL, MENTAL AND EDUCATIONAL
REQUIREMENTS FOR POLICE OFFICERS AND SHERIFF DEPUTIES?

With the great variance among departments in Michigan as to standards for police officers, it was believed that this question would give some insight as to how a state-wide standard would be accepted by police executives. Are the police chief executives against such a suggestion?

Response to this question leaves little doubt at least as to how the persons contacted by this survey feel about this matter. Out of a total of 51 or a 100 per cent response, there were 42 or 82 per cent who favored minimum standards for physical, mental, and educational requirements. Only 9 or 18 per cent gave a negative answer to this question. This would seem to indicate a desire on the part of the persons involved in this questionnaire to raise entrance standards for police officers in Michigan, to at least a minimum standard.

TABLE XXVI

RESPONSE OF THE CHIEF EXECUTIVE OF THE
LAW ENFORCEMENT AGENCY TO QUESTION 26

Response	Number and Percentage
Yes	42/82%
No	9/18%

27. DO YOU BELIEVE IT WOULD BE GOOD TO HAVE A LAW REQUIRING ALL PERSONS BEING HIRED FOR LAW ENFORCEMENT DUTIES TO PASS CERTAIN TESTS OR COMPLETE A COURSE OF APPROVED TRAINING, SUCH AS REQUIRED OF LAWYERS, BARBERS, REAL ESTATE SALESMEN, DENTISTS, DOCTORS, ETC. ? YES _____ NO _____

The purpose of this question was to find out what this questionnaire group felt about a minimum training requirement standard having to be met by a person to be hired as a police officer.

The response to this question was even more positive than the prior question. Out of the 51 who answered this question which was a 100 per cent response, there were 44 who answered yes for an 88 per cent, and only 7 or 12 per cent gave a no answer.

Here again, little doubt can be left as to the feeling about this area of raising police standards toward a more professional basis.

TABLE XXVII

RESPONSE OF THE CHIEF EXECUTIVE OF THE
LAW ENFORCEMENT AGENCY TO QUESTION 27

Response	Number and Percentage
Yes	44/88%
No	7/12%

28. IF YOU FEEL AN APPROVED COURSE SHOULD BE TAKEN, SHOULD IT BE?

Before going on actual duty
Three months or less after actual duty
Six months after actual duty
One year after actual duty
Longer, how long?

The purpose of this question was to ascertain that if an approved course of training were favored when should this be required to be taken.

There were 43 responses to this question broken down as follows: There were 15 who felt this training should not be taken until six months after actual duty which is an endorsement by 35 per cent, and there were an equal 15 or 35 per cent who felt it should be taken before going on actual duty. These two responses accounted for 70 per cent of the total answers for this question. There were 9 persons that felt three months or less after actual duty would be the proper time for such a training program. This was 21 per cent of the total answers. The period of time of six months or less would, therefore, account for 91 per cent of the responses. There were 4 persons that felt one year should elapse before training would take place. This answer accounted for only 9 per cent of the responses.

It is clearly indicated that early training is favored over having the officer have considerable experience before taking this course. Many departments have a six-months' probation which might have had some bearing on the response to the six months' waiting period in this question. This probation enables the chief to have a look at his new recruit on the job before investing any great amount of time or money on the recruit. There are arguments against this line of thinking, but nevertheless, it does prevail.

TABLE XXVIII

RESPONSE OF THE CHIEF EXECUTIVE OF THE
LAW ENFORCEMENT AGENCY TO QUESTION 28

Response	Number and Percentage
Before going on actual duty	15/35%
Three months or less after actual duty	9/21%
Six months after actual duty	15/35%
One year after actual duty	4/9%
Longer	0

29. IN WHAT AREA OR SUBJECT DO YOU FEEL THERE IS THE
GREATEST NEED FOR TRAINING?

This was included as an information-gathering item on what the police executive felt was the greatest training need today.

Unless an item was noted more than once, it was not included in the following table. There were 45 responses to this question or 88 per cent, and as can be noted in Table XXIX arrest, search and seizure seems to be the biggest problem area with the concern for public relations not far behind. Criminal law seems also to be an area of some concern. Human relations and crowd control were also noted as problem areas. It should be stated that at the time of this questionnaire, there was considerable unrest among some of the minority population of this country with several disturbances, riots, protest marches, etc., which might have raised this area to the point of concern noted in the table.

TABLE XXIX

RESPONSES OF THE CHIEF EXECUTIVE OF THE
 LAW ENFORCEMENT AGENCY TO QUESTION 29

Subject	Responses
Arrest, search and seizure	25
Public relations	17
Criminal law	12
Human relations	8
Traffic law enforcement	6
Pursuit driving	5
Report writing	5
Court procedures and testimony	4
Crowd control	3
Major crime investigation	3
Use of weapons	2
Juvenile problems	2
Recruit training	2
Police philosophy--what are we trying to do	2

30. STATE BRIEFLY WHAT YOU EXPECT THE BASIC COURSE TO DO FOR YOUR OFFICERS.

It was felt necessary to find out what the person sending students to this Basic Course expected the course to do for his officers. The responses to this question can be summarized in the following manner:

It should give the officer: a better understanding of his duties, functions, powers, a basic knowledge of what to do as a police officer; enable him to gain self-confidence in his work; and to receive the quality and variety of training a small department would not be able to provide.

31. DO YOU HAVE ANY SUGGESTIONS FOR IMPROVING THE BASIC COURSE?

This question was used to allow free expression for any item of concern about this course of instruction. It was hoped this would be a "free for all" response on this training program.

The following 14 responses are representative of the comments made in response to this question:

1. Smaller size classes.
2. More police officer instructors.
3. Separate course for departments of less than 10,000 population cities.
4. Separate courses for new officers and the experienced officers.
5. More time on public relations.
6. More stress on arrest, report writing, and court procedures involving evidence.
7. More on juvenile problems and the interrogation of juveniles.
8. Too much conflict between instructors on how to do things which confused the officers.
9. Extend length of the course to give better coverage to the subjects.
10. More practical type instruction and less theory.
11. More job knowledge of basic tools and leave to the individual police departments to teach the procedure for using these tools.
12. Fail those who do not meet standards.
13. Have 3 weeks for traffic, and 5-week basic section.
14. Closer check on the quality of instructors.

There are many problems involved in implementing some of the suggestions, some of which would mean extending the length of the course to at least 8 weeks or double its present length. Other suggestions, such as, a closer check on the quality of instructors and more police officer instructors also present problems as to the availability of both items.

II. THE OFFICER 'S QUESTIONNAIRE

The total answers possible for any one question are 339, except in those questions where more than one answer or choice could be given. In those cases, such fact is noted in the text.

I. IN WHAT YEAR DID YOU COMPLETE THE BASIC COURSE?

The purpose of this question was to separate responses to this questionnaire by year for comparison purposes, as each questionnaire was handled on an otherwise anonymous basis.

TABLE XXX
RESPONSE OF THE LAW ENFORCEMENT
OFFICER TO QUESTION I

Year completed	Actual Returns and Percentage
1951	25/64%
1952	35/54%
1953	22/39%
1954	29/35%
1955	25/48%
1956	30/40%
1957	34/47%
1958	21/40%
1959	22/45%
1960	40/61%
1961	36/82%
1962 (one class)	20/63%
Total	339/49%

2. RANK YOU HELD AT TIME OF COURSE?

The Basic Police Training Course was designed for the police officer on the patrolman level. The printed program for the April 9 to May 4, 1956, course emphasized this in the stated objective of the law enforcement training program saying, "The primary purpose of this program is to train police officers in the basic elements of the police profession." ² The purpose of question 2 was to ascertain what ranks were actually enrolling in this program of instruction.

While the ranks of patrolman and deputy were separated in Table XXXI for statistical reasons, they can be treated in the same status when figuring percentages for the patrolman level. There were 323 patrolmen and 3 deputies for a total of 326, or 95 per cent of all persons answering this questionnaire were patrolmen at the time they took this course. This program was designed for patrolmen, and it appears to be training that level of law enforcement.

²Michigan State University, "Basic Police Training Course" class schedule April 9 - May 4, 1956. (Mimeograph)

3. CIRCLE HIGHEST EDUCATION COMPLETED AT TIME OF COURSE.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

The purpose of this question was to ascertain the educational level of the officers at the time they were enrolled in this course of instruction.

There were 333 answers for a 98 per cent response. A study of the results of the answers to this question shows that of the 333 who responded to this question out of the possible 339, there were 250 or 75 per cent who had completed the 12th grade at the time they took the Basic Police Training Course. It is interesting to note that there were 31 or 9 per cent who had less than a 12th grade education, but there were 52 or 15 per cent who had completed some college education. No one had less than an 8th grade education. Of the individuals responding to this questionnaire, 91 per cent had graduated from high school or completed up to 4 years of college.

TABLE XXXII

RESPONSE OF THE LAW ENFORCEMENT
OFFICER TO QUESTION 3

	<u>Years</u>													<u>Total Number and Percentage</u>
	51	52	53	54	55	56	57	58	59	60	61	62*		
8th grade	2	1					1						4/1%	
9th grade					1	1	1					1	4/1%	
10th grade	2	4	2			2	1		1	1			13/5%	
11th grade	4	1	1	1						2	1		10/2%	
12th grade	16	21	17	25	18	18	29	16	18	28	28	16	250/75%	
13th grade		3		1	4	3	2	3	2	6	1	1	26/8%	
14th grade		3		1	1	4		1		2	2		14/4%	
15th grade			1			1			1			2	5/1%	
16th grade		1			1			1		1	3		7/2%	
No answer	1	1	1	1		1					1		6	

*Represents only 1 class for that year

*Represents only 1 class for that year

4. DATE OF BIRTH ?

The purpose of this question was to find what age group attended the Basic Course. The date of birth as given was then used to find the officer's age at the time he was enrolled in the Basic Police Course.

There was an age span from 21 through 48 for those who attended this course. The age having the largest representation was 26, which accounted for 12 per cent of all age groups. Close behind this was age 25, which had 34 or 10 per cent representation. This two-year group, therefore, accounted for 22 per cent of all ages. Of the 335 who answered this question out of the possible 339 or a 98 per cent response, the age group from 23 through 30 (8-year span) accounts for 230 persons or 68 per cent. The age group from 23 through 34 (12-year span) accounts for 290 persons or 86 per cent of all ages.

TABLE XXXIII

RESPONSE OF THE LAW ENFORCEMENT
OFFICER TO QUESTION 4

AGE	<u>YEARS</u>												<u>TOTAL</u>
	51	52	53	54	55	56	57	58	59	60	61	62*	Number and Percentage
21				1								1	2/.006%
22				1			3	1		3		1	9/.03%
23	2	2	2	1	1	2	3	3	3		6	1	26/.08%
24	2	1	1	3	2	2	2	2	1	4	4	2	26/.08%
25	3	3		4	4	1	1	1	3	6	7	1	34/.10%
26	5	4		5	2	5	3	2	4	5	4	3	42/.12%
27	1	1	2	2	2	2	4	1	1	3	1	1	21/.06%
28	2	3	1	5	4	2	2	2	2	3	4	2	32/.09%
29		4	1	1	1	1	3	1	1	6	2	3	24/.07%
30	3	5	4		2	3	1	3	2		1	1	25/.07%
31	1	2	3	2	2	2	1	3		1			17/.05%
32	1	2	2	1		1	3	1	1	2	1		15/.04%
33		2	2	2		3	4			2			15/.04%
34		2	1		2	1				1	3	3	13/.03%
35		1			1		1			2	1		6/.02%
36	1	1				1	1			1	2		7/.02%
37			1		1								2/.006%
38				1	1				2				4/.01%
39	1	1					1		1			1	5/.02%
40	1	1						1					3/.01%
41			1										1/.003%
42						2							2/.006%
43													
44													
45			1										1/.003%
46													
47						1							1/.003%
48	1						1						2/.006%
No answer	1					1			1	1			4

*Represents only 1 class for that year.

5. NUMBER OF MONTHS ON YOUR DEPARTMENT AT TIME OF
COURSE?

This question was used to obtain information on how long the student was employed by his department before taking the Basic Police Training Course. This would not include any experience he might have had prior to working with his present department.

There were 335 who answered this question or a 99 per cent response. A total of 179 or 53 per cent stated they had one year or less of employment with their departments at the time they were sent to the Basic Police Training Course. There were another 57 or 14 per cent who had 1--2 years of employment with their department before the schooling. The period of 2 years or less employment, therefore, would account for 236 or 67 per cent of all responses. With the employment span covering the period of 2--15 years (this being the maximum employment time listed), there were only 99 or 33 per cent listed in this 13-year span. This would indicate that use is being made of the Basic Police Training Course fairly early in the officer's career.

TABLE XXXIV

RESPONSE OF THE LAW ENFORCEMENT
OFFICER TO QUESTION 5

	Years													Total Number and Percentage
	51	52	53	54	55	56	57	58	59	60	61	62*		
1 year or less	19	19	8	16	14	15	15	9	10	21	24	9	179/53%	
1-2 years	3	2	5	9	5	3	10	3	1	3	4	9	57/14%	
2-3 years		2	2	3	1	4	1	2	2	5	1	1	24/7%	
3-4 years		3	1		1	2	3		6	3	3		22/6%	
4-5 years		5	1		1	1	1	2		3	2	1	17/5%	
5-10 years	1	4	5	1	1	3	2	3	2	5	2		29/9%	
10-15 years	2				2	1	1		1				7/2%	
Not answered						1	1	2					4	

*Represents only 1 class for that year.

*Represents only 1 class for that year.

6. NUMBER OF MONTHS OF LAW ENFORCEMENT OR RELATED
EXPERIENCE AT TIME OF COURSE.

Military police (all services)
Military intelligence (all services)
Sheriff's department
City, township, etc., police
Constable
State or federal enforcement agencies
Other, what?

The purpose of this question was to find out what type of overall experience the student officers had at the time they were enrolled in the Basic Police Training Course. What type of experience background did these student officers as a group have when they enrolled in the Basic Police Training Course? Were they in the most part completely "green" or did they have some at least related experience with law enforcement? Were the officers' backgrounds varied or much the same?

There were 332 responses to this question for 98 per cent total. This percentage should give an almost complete picture of the background of the students as a group, not only by year but in total.

A look at the results of question 6, as shown in Table XXXV, shows that there is in almost every case a great variety of types of experience. A mixed background of law enforcement or related experience is very evident. In every year, there were at least two types of experience. In 8 of the 11 full years covered, there were 5 different types of experience among the student officers. As a group, military police experience background was second to experience on city, township, etc., police departments. Experience on a sheriff's department was the third ranked item, even though only 3 out of the 339 who answered this questionnaire were deputy sheriffs at the time they were enrolled in the Basic Police Training Course.

Student backgrounds could have in any one year been made up of those

from no experience to those with experience in: military police; military intelligence; sheriff's department; city, township, etc. police; constables; state and federal enforcement agencies; industrial security; prison guards; insurance investigator; justice of the peace; private investigators; private police; civil defense police; railroad police; police cadets; and sheriff's auxiliary deputy--certainly a mixed background for any instructor to teach. A challenge to find the proper type of instruction and method of presentation certainly appears evident.

TABLE XXXV

RESPONSE OF THE LAW ENFORCEMENT
OFFICER TO QUESTION 6

Year	Military Police (all services)	Military Intelligence (all services)	Sheriff's Department	City, Townships, etc., police	Constable	State or Federal Enforcement	Other, What? **	Total of all experiences in months, by class year.	Number of responses by year.
1951	74	23	24	517		7		645	21
1952	221		102	1,120	48	12		1,503	22
1953	24		3	812			24	863	34
1954	188		11	439		16	18	672	29
1955	120	12	24	729	108		103	1,096	25
1956	144		168	931		24	96	1,363	30
1957	308	24	28	828			78	1,266	33
1958	55	48		597	36	12		748	21
1959	141			765				906	22
1960	97			1,023				1,120	40
1961	134	60	60	601	24		78	957	35
1962*	206			388				594	20
								332	

* Represents only 1 class for that year.

** Industrial security; prison guard; insurance investigator; Justice of the Peace; private investigator; private police; civil defense auxiliary police; railroad detective; police cadet; and sheriff's auxiliary deputy.

7. IF YOU BELIEVE THE BASIC COURSE SHOULD BE OTHER THAN THE PRESENT 4 WEEKS LENGTH, CIRCLE ONE OF THE FOLLOWING WHICH MOST MEETS YOUR CHOICE AS TO TOTAL LENGTH.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 longer weeks

The purpose of this question was to ascertain how the officer felt about the present length of 4 weeks. Did he feel it was adequate or should it be of some shorter or longer duration?

There was a 100 per cent response to this question. There were 150 out of a possible 339 or 44 per cent indicating they were satisfied with the present length of 4 weeks. There were another 87 or 26 per cent that indicated they felt 6 weeks would be a more acceptable length of time. Another 73 or 22 per cent indicated they felt the course should be doubled from 4 to 8 weeks duration. There were other lengths of time desired, but none of them exceeded 3 per cent of the total. There was one person who felt the course should last for a full year! While 44 per cent indicated satisfaction with the 4 week duration, this is not really a complete endorsement of the present program, as almost 56 per cent felt it should be longer to varying lengths.

Consideration might be given to some increase in the length of the school. This, however, might not be simple to accomplish, as the chief law enforcement officers who answered this same type of question endorsed the present 4 weeks with a healthy 76 per cent.

TABLE XXXVI

RESPONSE OF THE LAW ENFORCEMENT
OFFICER TO QUESTION 7

	<u>Year</u>												Total Number and Percentage
	51	52	53	54	55	56	57	58	59	60	61	62*	
2 weeks												1	1/.003%
4 weeks	14	21	12	10	13	14	22	7	7	13	11	6	150/44%
5 weeks				1	1		1					1	4/1%
6 weeks	6	6	5	6	6	6	4	6	7	11	17	7	87/26%
7 weeks						1			1				2/.006%
8 weeks	5	6	5	10	5	7	6	2	5	12	5	5	73/22%
9 weeks										1		1	2/.006%
10 weeks		1						1					2/.006%
12 weeks				2		2		3	2	1	1		11/3%
16 weeks							1			1			2/.006%
20 weeks										1			1/.003%
21 weeks		1						2					3/.009%
52 weeks											1		1/.003%

*Represents only 1 class for that year.

8. WOULD YOU RECOMMEND NIGHT CLASSES IN ADDITION TO THE NORMAL DAYTIME SCHEDULE?

The purpose of this question was to ascertain if the use of night classes would be desired by the students.

There was a 100 per cent response with not much question as to the feeling on this item. There were 285 or 84 per cent against having night classes in addition to day classes. Most of the comments added to this question were to the effect that the notebook and other lesson material were sufficient, and night classes would be an undue burden. It was felt by many, however, that special classes would be acceptable a couple of times for some unusual material.

TABLE XXXVII
RESPONSE OF THE LAW ENFORCEMENT
OFFICER TO QUESTION 8

	<u>Year</u>												<u>Total Number and Percentage</u>
	51	52	53	54	55	56	57	58	59	60	61	62*	
Yes	7	3	1	5	7	3	2	5	1	8	10	2	54/16%
No	18	32	21	24	18	27	32	16	21	32	26	18	285/84%

*Represents only 1 class for that year.

9. RATE THE FOLLOWING TYPES OR METHODS OF INSTRUCTION IN RELATIVE ORDER OF INTEREST TO YOU. USE NUMBER 1 FOR MOST, NUMBER 2 FOR NEXT, ETC. IF YOU PREFER ANY COMBINATION OF THESE, USE THE SAME NUMBER ON BOTH.

Lecture
Demonstration
Participation
Movies and other visual aids

The purpose of this question was to gather information as to what type of instruction seemed most accepted by the student officers.

The rankings for each type of instruction were arrived at by adding the numerical ratings given to each instruction method by the person answering this question. The lowest totals would be the highest rankings. Only those responses that rated each instruction method were used, as anything less was considered not a complete answer to the question. There were 202 or a 59 per cent usable response.

Because of comparison problems, combination ratings of two instruction methods were not tabulated in this study, even though they were solicited in the question.

A look at Table XXXVIII shows that the rankings by each year are fairly consistent with only a few changes in relative ranking. The demonstration or what could be called the "show me" method of instruction was rated number 1, with the participation or what might be called the "let me do it" method of learning receiving number 2 ranking. The lecture was ranked third, which does not seem to follow the most logical pattern. It would seem that after demonstration and participation, (which are more related to visual instruction) that visual aids (movies, etc.) would be ranked third. There were several comments about what was considered poor quality and out of date material of the

movies and other visual aids which might have had an influence on the answers to this question.

It seems clear that the students are most interested in the "seeing and doing" methods of instruction brought to them "live. "

The results of this question seem to agree with one writer who has indicated that sight when measured alone is 87 per cent effective as a means of learning and hearing only some 7 per cent effective. Showing and telling, therefore, would seem to be the most effective method of learning, which is what is done in the demonstration.³

TABLE XXXVIII
RESPONSE OF THE LAW ENFORCEMENT
OFFICER TO QUESTION 9

Code:													
	1 is 1st place rating												
	2 is 2nd place rating												
	3 is 3rd place rating												
	4 is 4th place rating												
	<u>Year</u>												Total
	51	52	53	54	55	56	57	58	59	60	61	62*	Number and Rank
Lecture	3	3	3	4	4	3	3	3	3	1	3	2	35 3
Demonstration	1	1	1	2	1	1	1	1	1	2	1	1	14 1
Participation	2	2	2	1	2	2	2	2	2	3	2	3	25 2
Movies, visual	4	4	4	3	3	4	4	4	4	4	4	4	46 4

*Represents only 1 class for that year.

³Glen D. King (ed.), First-Line Supervisor's Manual, (Springfield: Charles C. Thomas, Publisher, 1961), p. 103.

10. RATE THE FOLLOWING TYPES OF INSTRUCTORS IN RELATIVE ORDER OF INTEREST TO YOU. USE NUMBER 1 FOR MOST, NUMBER 2 OR NEXT, ETC.

University instructor with NO police experience
University instructor with police experience
Active law enforcement person
Other instructors
Can't answer

The purpose of this question was to ascertain what type of instructor the student officer found most interesting and most useful to him.

With Number 1 being the top rating that could be received, the response to this question resulted in rating the university instructor with police experience Number 1; the active law enforcement officer Number 2; university instructor with no police experience Number 3; and the fourth place went to other instructors. No one stated they could not answer the question. There is an apparent leaning toward the instructor with law enforcement experience. There could be a feeling on the part of the law enforcement officer that the person with police experience knows what he is talking about, not only from the educational level but from the experience level. They may tend to "believe" what the experienced persons say more than just the "plain educated" person. At any rate, the experienced person is desired.

TABLE XXXIX

RESPONSE OF THE LAW ENFORCEMENT
OFFICER TO QUESTION 10

	<u>Year</u>												<u>Total Number and Rank</u>	
	51	52	53	54	55	56	57	58	59	60	61	62*	Number	Rank
University with police experience	1	1	1	1	1	1	1	1	1	1	1	1	13	1
Active law officer	2	2	2	1	1	2	2	2	2	3	2	2	23	2
University with no police experience	3	3	3	3	3	3	3	3	3	2	3	3	35	3
Other instructors	4	4	4	4	4	4	4	4	4	4	4	4	48	4
Can't answer	-	-	-	-	-	-	-	-	-	-	-	-		

*Represents only 1 class for that year
Code:
1 is 1st place rating
2 is 2nd place rating
3 is 3rd place rating
4 is 4th place rating

II. HAVE YOU FOUND YOUR NOTEBOOK TO BE:

Useful
Of some use
Of very little or no use

Because of the importance the notebook is given in the rating of students and the amount of time that must be given to its preparation, (a notebook on all class material is required for completion of the course) it was felt that information should be obtained on its use after the student returns to his department. Is the notebook of real lasting value to the officer for reference or is its only value the experience of putting it together?

There were 333 who answered this question out of a possible 339 for a 98 per cent response. A total of 167 or 50 per cent felt the notebook was useful. There were 131 or 39 per cent who stated they found the notebook of some use, and only 35 or 11 per cent felt it was of very little or no use to them. Those who found it useful and of some use constitute 89 per cent of those who answered this question, indicating the notebook has some real lasting value to the officer after finishing school.

TABLE XL
RESPONSE OF THE LAW ENFORCEMENT
OFFICER TO QUESTION II

	Year												Total Number and Percentage
	51	52	53	54	55	56	57	58	59	60	61	62*	
Useful	11	18	13	15	13	21	19	10	9	16	15	7	167/50%
Of some use	12	13	6	9	6	8	13	8	11	17	19	9	131/39%
Of very little or no use	2	3	3	5	6	1	1	3	1	6	1	3	35/11%
Not answered		1					1		1	1	1	1	6

*Represents only 1 class for that year.

12. WAS TOO MUCH IMPORTANCE GIVEN TO THE NOTEBOOK?

The purpose of this question was to again try to evaluate the importance of the notebook, but from the viewpoint of its relative importance in relation to other requirements of the Basic Police Training Course. Was it overrated by the school authorities?

There were 333 or 98 per cent who answered this question, the same number as answered the previous question on the notebook. There were 127 or 38 per cent who felt that too much importance was given to the notebook. There were 206 or 62 per cent, however, who did not feel that too much importance was given the notebook. It would appear that the notebook is not overrated by the school staff.

TABLE XLI

RESPONSE OF THE LAW ENFORCEMENT OFFICER TO QUESTION 12

	Year												Total Number and Percentage
	51	52	53	54	55	56	57	58	59	60	61	62*	
Yes	13	15	10	9	11	8	10	7	7	15	13	9	127/38%
No	12	19	12	20	14	22	23	14	14	24	22	10	206/62%
Not answered			1				1		1	1	1	1	6

*Represents only 1 class for that year.

13. RANK THE FOLLOWING BASIC COURSE SUBJECTS IN THEIR ORDER OF IMPORTANCE TO YOU, TAKING INTO CONSIDERATION THE USE OF KNOWLEDGE YOU MIGHT HAVE GAINED FROM THAT SUBJECT OR INTEREST CREATED. PLEASE RANK ALL ITEMS BY USING NUMBER 1 FOR MOST IMPORTANT, NUMBER 2 FOR NEXT, ETC. USE 0 IF OF NO VALUE OR IF YOU FEEL IT SHOULD NOT BE TAUGHT IN THE BASIC COURSE. LEAVE BLANK IF YOU DID NOT HAVE THE SUBJECT.

Police Patrol
 Police Records
 Traffic Law and Investigation
 Delinquent Youth
 Interrogation
 Criminal Law
 Criminal Investigation
 Arrest, Search and Seizure
 Report Writing
 Moot Trial and Investigation
 Defensive Tactics
 First Aid

This question was used to gather information about the relative importance of each of the subjects usually taught in the Basic Course. In what areas are the officers most interested and least interested?

There were 244 or a 72 per cent usable response to this question. A total of 265 responded, but the answers were not complete in 21 cases, so were not included.

The highest total for any one subject would have been 3,172 (244×13) with 13 being the value given for a "0" response. The lowest total would have been 244 (244×1) with "1" being the highest ranking that could be given. As noted in Table XLII, the subject rankings were as follows:

1. Arrest, search and seizure
2. Criminal investigation
3. Criminal Law
4. Traffic Law and investigation
5. Police patrol
6. Interrogation

7. Report writing
8. Delinquent youth
9. Police records
10. Defensive tactics
11. Moot trial and investigation
12. First aid

There were two subject areas that were most often given the "0" rating of "no value or should not be taught in the Basic Course." These were: (1) first aid which received 17 of these, and (2) police records receiving 11. Each subject area received at least one "0" except traffic law and investigation.

Because no explanation was asked for or given on the "0" ratings, the reasoning behind not wanting such items as police patrol, criminal law, and criminal investigation in the Basic Course cannot be explained.

The responses indicate that law subjects were of most value or importance.

TABLE XLII

RESPONSE OF THE LAW ENFORCEMENT
OFFICER TO QUESTION 13

Final ranking	Numerical Ranking	Responses of "0" "No value" or "Not desired"
Arrest, Search and Seizure	773	1 "0"
Criminal Investigation	1,004	1 "0"
Criminal Law	1,075	2 "0's"
Traffic Law and Investigation	1,156	None
Police Patrol	1,241	5 "0's"
Interrogation	1,521	5 "0's"
Report Writing	1,615	3 "0's"
Delinquent Youth	1,861	7 "0's"
Police Records	1,928	11 "0's"
Defensive Tactics	1,973	5 "0's"
Moot Trial and Investigation	2,011	6 "0's"
First Aid	2,174	17 "0's"

14. LIST ANY SUBJECT(S) OR AREA YOU FEEL SHOULD HAVE BEEN TAUGHT THAT WAS NOT.

The purpose of this question was to solicit free expression about subject areas that the officer felt should have been included in the Basic Course that was not, at least in the course he took. While several suggestions for needed areas have been made in the questionnaire, the officer may well have a need for some other areas not mentioned.

There were 113 responses to this question out of a possible 339 or a 33 per cent response. Many of the answers were not responsive to the question, therefore, they could not be used. There were 86 usable answers, broken down as follows:

1. Firearms training in ALL types of police weapons (22).
2. Crowd and riot control training (17).
3. Public relation techniques for the police officer (12).
4. Police pursuit driving techniques and actual training in their use (10).
5. How to handle family or domestic-type complaints (8).
6. Roadblocks, how to set up (5).
7. Complete first aid course (5).
8. Identification of and investigation of narcotics (5).
9. Typing course (2).

15. DID YOU CONSIDER ANY SUBJECT(S) TOO DIFFICULT?

IF YES, WHAT WERE THEY?

The purpose of this question was to find out if any subject taught at the school was too difficult on any consistent basis, thereby indicating a possible review of that subject matter.

There were 330 or a 97 per cent response to this question, with 310 or 94 per cent indicating that there was not a subject considered too difficult. Only 6 per cent or 20 felt that certain subjects were too difficult. This type of response is certainly an endorsement of the subject matter presentation, at least to the extent that it was not too difficult.

The only subjects that drew more than one comment as being too difficult were those on criminal law, arrest, search and seizure, and in three of the five criminal law comments, it was indicated that lack of time made this subject difficult to understand. The same comment pertained to arrest, search and seizure in two of the three times it was mentioned.

TABLE XLIII

RESPONSE OF THE LAW ENFORCEMENT
OFFICER TO QUESTION 15

	Year												Total Number and Percentage
	51	52	53	54	55	56	57	58	59	60	61	62*	
Yes **			1		1	3	1	1	5	4	4		20/6%
No	25	34	21	28	24	30	30	20	19	34	30	15	310/94%
Not answered		1		1			1		2	1	2	1	

*Represents only 1 class for that year

** Year

1953 Criminal law was too compressed—needed more time
 1955 Did not say what was too difficult.
 1957 Police records—not concern of new officer. Forensic sciences—not
 necessary for patrol officer. Criminal law, traffic law—out-of-state
 instructor did not know Michigan laws.
 1958 Did not say what was too difficult
 1959 Criminal law
 1960 Criminal law, arrest, search and seizure—needed much more time on
 these subjects.
 1961 Criminal law, arrest, search and seizure—needed more time on these
 subjects. Accident investigation.
 1962 Criminal law, search and seizure

16. DID THIS COURSE STIMULATE YOU INTO MORE STUDIES IN THE
LAW ENFORCEMENT FIELD? YES ___ NO ___

One of the stated objectives of the Basic Police Training Course is to,
"CREATE a desire for constant improvement of the police officer's effectiveness
through continued study, observation, and practice."⁴ This question was used
to find out if the stated objective is being met as to continued study stimulation.

Of the 330 or 97 per cent response to this question, there were 277 or
84 per cent who stated they had been stimulated into additional studies in law
enforcement. Only 53 or 16 per cent were not so stimulated into additional study.
This would seem to indicate that the stated objective of creating a desire for
continued study has been successfully met.

TABLE XLIV
RESPONSE OF THE LAW ENFORCEMENT
OFFICER TO QUESTION 16

	Year												Total Number and Percentage
	51	52	53	54	55	56	57	58	59	60	61	62*	
Yes	20	28	20	21	22	26	25	17	17	33	29	19	277/84%
No	4	5	2	8	3	4	8	4	4	5	6	0	53/16%
Not answered	1	2					1		1	2	1	1	9

*Represents only 1 class for that year.

⁴Michigan State University, "Basic Police Training Course", announce-
ment for April 11 - May 6, 1960. (Italics not in the original.)

17. WHICH OF THE FOLLOWING BEST DESCRIBES THE CONTENT OF
THE BASIC COURSE?

Too difficult
Too easy
About right

This was intended as a question for a general overall evaluation of the course, whereas Question 15 pertained to specific subject matters. Is this course generally about right, or is it on either side of this by being too difficult or too easy?

There were 334 responses out of a possible 339 to this question or a 98 per cent response. Of the total responses, there were 280 or 84 per cent who felt the course was about right. Some 51 or 15 per cent felt it was too easy, and only 3 or one per cent felt it was too difficult. This course it would seem can be considered as well suited to the students' needs, taking into consideration the variance of age, experience, education and desire to learn.

TABLE XLV

RESPONSE OF THE LAW ENFORCEMENT
OFFICER TO QUESTION 17

	Year												Total Number and Percentage
	51	52	53	54	55	56	57	58	59	60	61	62*	
Too difficult				1			1		1				3/1%
Too easy	1	4	3	4	4	5	7	4	4	5	7	3	51/15%
About right	24	31	19	23	21	25	24	16	17	34	29	17	280/84%
Not answered				1			2	1		1			5

*Represents only 1 class for that year.

18. WHICH OF THE FOLLOWING GRADING METHODS WOULD
YOU PREFER FOR THE BASIC COURSE:

Percentage grade
Alphabet grade
Satisfactory or unsatisfactory
Superior, excellent, or satisfactory
No grading system at all

It was assumed in this question that each student is aware of the fact he will be graded in some manner, therefore, what does he feel is the best grading system for himself. This same type of question was asked of the chief executive for comparison purposes (Question 5).

There were 334 or a 98 per cent response to this question. A total of 161 or 48 per cent indicated a preference for percentage grading of their work. The next highest preference was superior, excellent or satisfactory, which received 72 or 22 per cent of the total response. The grading system of satisfactory or unsatisfactory received 50 or 15 per cent of the response for a third place rating. The alphabet grading system received only 33 or 10 per cent of the total response. There were only 18 or .05 per cent who felt no grading system was necessary.

When this is compared with the results of the same question in the Chief Executive questionnaire, they are almost the same in preference on a percentage basis and are the same in relative rankings, as shown by Table XLVII.

TABLE XLVI

RESPONSE OF THE LAW ENFORCEMENT
OFFICER TO QUESTION 18

	Year												Total Number and Percentage
	51	52	53	54	55	56	57	58	59	60	61	62*	
Percentage	13	12	12	10	12	15	14	4	11	23	21	14	161/48%
Alphabet		5		5	2	3	3	4	1	8	1	1	33/10%
Satisfactory or unsatisfactory	6	6	5	3	6	3	3	8	5		2	3	50/15%
Superior, excellent, satisfactory	4	9	3	9	3	7	10	4	4	8	11		72/22%
No grading system	2	1	2	1	2	2	3	1	1		1	2	18/.05%
Not answered		2		1			1			1			5

*Represents only 1 class for that year.

TABLE XLVII

A COMPARISON OF RESPONSES ON A PERCENTAGE
BASIS BETWEEN THE SAME QUESTION IN THE
OFFICER AND THE CHIEF EXECUTIVES
QUESTIONNAIRE

Type	Preference	
	Chiefs	Officers
Percentage grade	55%	48%
Superior, excellent or satisfactory	18%	22%
Satisfactory or unsatisfactory	12%	15%
Alphabet grade	10%	10%
No grading system needed	.02%	.05%

19. CHECK ANY OR ALL OF THE LISTED SUBJECTS IF YOU FEEL IT SHOULD BE INCLUDED IN THE BASIC COURSE.

Firearms training
 Police Pursuit Driving
 Crowd control and riot training
 Typing
 Other, what?

The question was placed in the questionnaire because this researcher has heard considerable conversation about the need for these items from past graduates. The crowd control and riot training are very timely subjects in law enforcement circles at this time.

There were 338 possible answers to each item as more than one could be checked. Only one questionnaire did not have this question answered.

The questionnaire tabulation shows that crowd control and riot training are the biggest concern with 272 or 80 per cent feeling this type of training should be included in the Basic Police Training Course. The next two items were very close to each other with firearms and police pursuit driving receiving 224 or 66 per cent and 211 or 62 per cent, respectively. Typing received only 111 or 33 per cent response to be included in the Basic Course.

This same question was asked of the chief executive in his questionnaire (Question 15). The two results are compared on a percentage basis in Table II. It shows that there appears more of a concern on the part of the chief executive for police pursuit driving than on the part of the officer. On the other hand, the officer feels more of a need for crowd control and riot training than does the chief executive. The need for firearms training appears to be about of equal concern to both parties. The chief executive has a greater concern for typing in the Basic Course than does the officer. It may be that the chief is not as pleased with the typing results of his officers as the officers are.

TABLE XLVIII

RESPONSE OF THE LAW ENFORCEMENT
OFFICER TO QUESTION 19

	Year												Total Number and Percentage
	51	52	53	54	55	56	57	58	59	60	61	62*	
Firearms	16	25	11	22	16	19	26	12	12	27	25	13	224/66%
Pursuit driving	15	20	13	20	12	19	23	15	12	25	25	12	211/62%
Crowd control, etc.	22	27	19	22	18	27	27	19	17	32	28	14	272/80%
Typing	13	19	6	8	11	5	13	9	5	9	5	8	111/33%
Other **			5	6	2	2	7	3	3	6	4	2	40/12%
Not answered							1						1

*Represents only 1 class for 1962.

**Other includes:

Water safety
Public speaking
Mentals
Race problems
Police community relations
Officer's public image
Latent print training
Traffic control
Elements of offenses
First aid
Public relations
Basic sociology
Childbirth
Narcotics
Penmanship
Defensive tactics
Sex offenses
Domestic disturbances
Basic command training

TABLE IL

A COMPARISON OF RESPONSES ON A PERCENTAGE
AND RELATIVE RANKING BASIS BETWEEN THE
SAME QUESTION IN THE OFFICERS AND
THE CHIEF EXECUTIVE QUESTIONNAIRE

	Officer Ranking	Chief Ranking
Crowd Control and riot training	1/80%	2/69%
Firearms training	2/66%	2/69%
Police pursuit driving	3/62%	1/83%
Typing	4/33%	3/51%

20. DO YOU FEEL THE PHYSICAL FACILITIES OFFERED AT MICHIGAN STATE UNIVERSITY WERE SUFFICIENT FOR THE COURSES TAUGHT? YES _____
NO _____

The purpose of this question was to find out if the physical facilities were acceptable for the student officer in his quest for knowledge. During the periods from 1951 through 1959, classes were held in quonset huts. After this period, classes were held in air-conditioned classrooms.

There were 334 or 98 per cent answering this question. A very large number, 282 or 84 per cent, felt that facilities were sufficient. Only 16 per cent or 52 indicated they were not satisfied. Even the time the classes were held in the quonset huts did not seem to bring forth any great negative response, as after 1951 all "no" responses seem to be fairly constant in numbers.

TABLE L
RESPONSE OF THE LAW ENFORCEMENT
OFFICER TO QUESTION 20

	Year													Total Number and Percentage
	51	52	53	54	55	56	57	58	59	60	61	62*		
Yes	23	30	18	24	21	25	28	16	17	35	28	17	282/84%	
No	1	5	3	5	3	5	5	5	5	5	7	3	52/16%	
Not answered	1		1		1		1					1	5	

*Represents only 1 class for that year.

21. WOULD YOU LIKE TO HAVE A REFRESHER COURSE AVAILABLE?

YES _____ NO _____

The purpose of the question was to ascertain if a refresher course were desired by past graduates. Was there a need for this type of training program?

There were 338 or almost a 100 per cent response to this question with a total of 313 or 93 per cent expressing a desire for a refresher course. Only 24 or 7 per cent stated they did not desire such a course.

This same question was asked of the chief executive in his questionnaire (Question 19). Almost 77 per cent expressed a desire for such a course. As can be seen, both responses indicate a sizable interest in this type of training course.

TABLE LI

RESPONSE OF THE LAW ENFORCEMENT
OFFICER TO QUESTION 21

	51	52	53	54	Year		57	58	59	60	61	62*	Total Number and Percentage
Yes	21	31	19	28	22	30	31	21	22	39	31	19	313/93%
No	4	4	3	1	3		2			1	5	1	24/07%
Not answered							1						1

*Represents only 1 class for that year.

22. IF YOU WANT A REFRESHER COURSE, HOW LONG SHOULD IT LAST? CIRCLE ONE. 1 2 3 4 weeks.

The purpose of this question was to find out if there were a desire for the refresher course, how long should it last. In what length of time could the officers receive the information they felt they desired with this type of training course?

With 311 or 91 per cent responding to this question, there were 75 or 24 per cent who felt 1 week was sufficient, while another 173 or 56 per cent felt that 2 weeks was the needed length of time. There were a surprising 56 or 18 per cent that felt a 4 weeks refresher was needed for a 4-week course.

A similar question was asked of the chief executive in his questionnaire (Question 20), but the length was left completely to his choice. The results of the two questions show that the answers differ to quite an extent, the officers leaning toward a longer period than the chief executive. Whereas the chief executive felt by 58 per cent that the 1 week was sufficient, only 24 per cent of the officers felt the same way. The 2-week length brought a 14 per cent response from the chief executive, but it brought the largest response from the officers with 56 per cent favoring the 2 weeks.

If the percentages for the period of 1-2 weeks were added together in both questionnaires, it would reveal almost an equal figure. The officers response of 24 per cent for 1 week and 56 per cent for 2 weeks equals 80 per cent. The same adding in the chief executive questionnaire of 58 per cent for 1 week and 14 per cent for 2 weeks, plus a 6 per cent from the same questionnaire for those who expressed a desire for a 1-2 week period, would then total 78 per cent.

TABLE LII
RESPONSE OF THE LAW ENFORCEMENT
OFFICER TO QUESTION 22

	<u>Year</u>													Total Number and Percentage
	51	52	53	54	55	56	57	58	59	60	61	62*		
1 week	6	8	6	8	4	9	10	2	1	8	8	5	75/24%	
2 weeks	10	18	8	12	13	13	20	14	16	26	15	8	173/56%	
3 weeks		1		3	2							1	7/02%	
4 weeks	3	5	4	5	3	7	2	5	5	5	7	5	56/18%	
No answer	6	3	4	1	3	1	2			1	6	1	28	

*Represents only 1 class for that year.

23. HOW LONG AFTER THE BASIC COURSE IS COMPLETED SHOULD
THE REFRESHER COURSE BE TAKEN?

6-12 months
1-2 years
2-3 years
3-4 years

This question was used to find out that if a refresher course were needed or desired, when should it be taken? Should this type of course be taken shortly after completing the Basic Police Training Course, or should there be a time lapse of considerable length?

It becomes apparent from the answers to this question that there is no wide-spread agreement as to what length of time should elapse between the Basic Course and the refresher course. There were a total of 314 or a 92 per cent response to this question with 72 or 23 per cent wanting a 1-2 year time lapse, 113 or 36 per cent wanting a 2-3 year time lapse, and 121 or 38 per cent wanting a 3-4 year time lapse. None of these received close to a 50 per cent choice. The only point of almost full agreement was that at least 1 year should elapse, as only 3 per cent felt that less than 1 year would be sufficient time between courses.

When this result is compared with the same question in the chief executive questionnaire (Question 21), we find that there were 46 per cent in favor of the 1-2 years, but the officers were only half as responsive with 23 per cent in favor. The chief executive had a close percentage between the 2-3 and the 3-4 year span with 3 per cent difference between the two which is close to the officers difference of 2 per cent for the same items. The chief executives were 23 per cent for the 2-3 year time lapse, while the officers were 36 per cent for the same 2-3 year period. For the 3-4 year period, it was favored by 25 per cent by the chief executive and 38 per cent by the officer.

The only point of almost full agreement is that it should be more than the 6-12 month period as both gave less than 7 per cent for this time lapse.

TABLE LIII

RESPONSE OF THE LAW ENFORCEMENT
OFFICER TO QUESTION 23

	<u>Year</u>												Total Number and Percentage
	51	52	53	54	55	56	57	58	59	60	61	62*	
6-12 months		1						2	2		2	1	8/03%
1-2 years	1	7	1	5	6	6	7	9	5	5	12	8	72/23%
2-3 years	6	9	7	9	6	12	14	5	10	16	12	7	113/36%
3-4 years	13	15	10	14	10	12	11	5	5	18	5	3	121/38%
Not answered	5	3	4	1	3		2			1	5	1	25

*Represents only 1 class for that year.

24. IF YOU FEEL THERE SHOULD BE A REFRESHER COURSE, CHECK THE LISTED SUBJECTS YOU BELIEVE SHOULD BE OFFERED.

Police patrol
 Police records
 Traffic law and investigation
 Delinquent youth
 Interrogation and confessions
 Criminal law
 Criminal investigation
 Arrest, search and seizure
 Report writing
 Moot trial and investigation
 Defensive tactics
 First aid
 Other, what.

The purpose of this question was to solicit some information as to what courses the officers desired in a refresher type course. The subjects listed were selected on the basis of covering most major subject areas and of subjects being given in the Basic Police Training Course. Space was left for free expression of any other subject not mentioned.

There were 313 or 92 per cent response to this question which is the exact total that indicated in Question 21 that they would desire a refresher course. The percentages indicated in Table LIV were based on this response figure of 313 as the maximum possible responses for any one item.

Arrest, search and seizure was desired by 92 per cent; criminal law by 81 per cent; criminal investigation by 80 per cent; and interrogation and confessions by 75 per cent of those responding to this question. Traffic law and investigation was desired by 64 per cent, and all other subject areas listed were desired by less than 50 per cent of those responding to this question.

The four major areas desired in a refresher course, that is, areas that were given 75 per cent or more response are interrelated in that what is done in one area could affect the result in another area. Arrest, search and seizure

drew the greatest response with 92 per cent; criminal law which is concerned with arrest, search and seizure drew 81 per cent; while just one percentage point away was criminal investigation at 80 per cent. The fourth related item was interrogation and confessions with a 75 per cent response. This is also closely related to criminal investigation, criminal law, and arrest, search and seizure.

It would seem safe to assume that these are areas of uncertainty for police officers--areas in which they do not feel they are completely "safe" to operate in, but which are certainly of major importance.

Another area that drew over 50 per cent response was that of traffic law and investigation, with 64 per cent noting a need for some refresher training in this area. A more detailed inquiry into the exact problems in this and the four areas listed above would seem desirable to find out exactly what is the uncertainty in these areas of law enforcement. With the increased burden of traffic problems on law enforcement, it would seem that, even though this item did not have as great a response as the other four listed, it should still be included in any detailed inquiry.

TABLE LIV

RESPONSE OF THE LAW ENFORCEMENT
OFFICER TO QUESTION 24

	51	52	53	54	55	56	57	58	59	60	61	62*	Total Number and Percentage
Patrol	6	10	3	7	1	14	13	4	8	8	6	3	83/26%
Records	9	14	4	7	4	7	8	5	9	7	4	3	81/26%
Traffic Law	13	20	11	14	9	23	27	16	10	27	19	11	200/64%
Delinquency	13	10	7	9	9	13	17	7	7	17	12	7	128/41%
Interrogation, etc.	16	19	14	25	17	25	22	15	14	29	24	17	237/75%
Crim. Law	16	25	16	25	19	24	27	6	20	34	27	16	255/81%
Crim. Inves.	18	25	16	25	16	23	21	18	15	34	24	15	250/80%
Arrest, search, etc.	20	28	17	26	19	25	31	21	21	37	28	16	289/92%
Report writing	12	14	3	10	5	11	14	6	6	9	8	3	101/32%
Moot Trial	6	6	5	8	4	7	8	2	6	6	2		60/19%
Defensive tactics	6	9	7	7	6	13	11	7	13	20	13	10	122/39%
First Aid	4	7	1	7	2	8	8	2	8	9	13	4	73/23%
Other**(Totals)	8	5	2	8	2	3	5	6	6	6	2	2	53
*Represents only 1 class for that year.													
**Other													
Liquor Laws	1										1		2
Typing	1						1						2
Water Rescue	1			1						1			3
Public Speaking	1												1
Civil Rights	2	1		1		1				1			6
Police Comm.													
Relations	1	2						1		1			5
Weapons		1							1			1	3
Vice Operations			1										1
Crowd Control				1	1	1		2	2		1		8
New Laws				1						1			3
Pursuit Driving							1						1
Court & Prosecutor							1						1
Road Blocks										1			1
Childbirth				1		1							2
Leadership									3				3
Critique on													
Special Items				1									1
Mentals										1			1
Narcotics				1				1					2
Crime Scene	1	1								1			3
Sex crimes				1									1
Spelling, etc.					1								1
Police ethics								1					1
Fingerprints								1					1

25. WHAT DO YOU FEEL IS THE MOST OUTSTANDING THING THE BASIC COURSE DID FOR YOU?

The purpose of this question was to find out from the graduates of the Basic Police Training Course what they consider the one most important thing the course did for them. What is the greatest value of the course to the graduates?

There were 280 responses to this question for an 85 per cent response. There were a variety of answers to this question, but most of them can be consolidated into the list given here. The responses most often made are listed first in descending order.

1. A better general understanding of law enforcement.
2. Self confidence.
3. Gave a basic preparation for police work.
4. Basic knowledge of criminal law and its importance.
5. Desire for more knowledge about law enforcement.
6. Increased job performance.
7. Stimulated interest in law enforcement.
8. Need for training and education in law enforcement.
9. Preparation for promotion.
10. Importance of details in law enforcement.
11. Better understanding of law in society.
12. Knowledge and methods of others.
13. Allowed training on a full-time basis.
14. Realized knowledge can be gained from books and put to use.

The first two items drew by far the largest number of responses. Item 1 received 111 responses or 40 per cent of the total; item 2 had 55 or 20 per cent of the total. These two items, therefore, accounted for 60 per cent of all responses. If the first 5 items were grouped together, they account for 219 responses or 78 per cent of the total. To summarize this question, it could be said that the Basic Police Training Course gave the officers:

A better general understanding of law enforcement; self-confidence; a basic preparation for police work along with a basic knowledge of criminal law and its importance; and a desire to seek more knowledge about law enforcement.

26. IF YOU HAVE BEEN PROMOTED SINCE COMPLETING THE BASIC COURSE, DO YOU BELIEVE IT HELPED?

Very much
Some
Very little or none at all?

The purpose of this question was to find out if this course in the opinion of the graduate assisted him in any promotion that he might have received.

There were 168 responses to this question. There is no way of knowing if all the persons that were promoted answered this question. For the purpose of evaluation, it can be assumed that at least these 168 were promoted since they answered the question, and it was restricted to those who "have been promoted."

There were 91 out of the 168 or 54 per cent who indicated they felt the Basic Course helped them very much in their promotion. There were 64 or 38 per cent that indicated they felt it helped some, while only 13 or 8 per cent felt it helped very little or none at all. A total of 92 per cent, answering this question, felt it helped some or very much.

TABLE LV

RESPONSE OF THE LAW ENFORCEMENT
OFFICER TO QUESTION 26

	51	52	53	54	55	56	57	58	59	60	61	62*	Total Number and Percentage
Very much	8	14	10	10	10	10	9	5	4	4	5	2	91/54%
Some	7	9	7	7	3	4	8	3	5	3	7	1	64/38%
Very little, etc.	2		1	1	1	1	3	1	1	1		1	13/8%
Total													168

*Represents only 1 class for that year.

27. WOULD A MONTHLY BULLETIN TO ALL GRADUATES BE OF
VALUE TO YOU? YES _____ NO _____
IF YES, WHAT SHOULD IT CONTAIN?

The purpose of this question was to find out if there were a need or desire on the part of past graduates to receive information in this manner and if so, what should it contain. This might also indicate areas of concern to police officers that might be answered at least to some extent in this manner.

There were 326 or a 96 per cent response to this question, with 236 or 72 per cent indicating they would find a monthly bulletin of value to them. There were 90 or 28 per cent that indicated it would not be of value to them.

The areas or materials that the officers felt should be in the bulletin were those to keep them up to date with law enforcement problems, new laws, court decisions, new law enforcement methods, new procedures and other general news of value to law enforcement officers. The desire for the latest information on such material was by far the most often expressed desire.

The response to this question indicates a great desire on the part of the officers to be kept up to date on matters pertaining to law enforcement.

TABLE LVI

RESPONSE OF THE LAW ENFORCEMENT

OFFICER TO QUESTION 27

	Year													Total Number and Percentage
	51	52	53	54	55	56	57	58	59	60	61	62*		
Yes	16	22	15	19	20	22	28	12	17	31	20	14	236/72%	
No	8	10	5	8	4	8	6	7	5	9	16	4	90/28%	
Not answered	1	3	2	2	1				2			2	13	

*Includes only 1 class for that year.

28. WOULD YOU LIKE TO HAVE A CORRESPONDENCE COURSE
AVAILABLE ON LAW ENFORCEMENT SUBJECTS? YES___ NO___ IF YES,
SHOULD IT?

Take the place of the residence basic course
Supplement the basic course
Be offered in subjects not covered by the basic course
Given as a refresher course on the basic course.

The purpose of the question was to ascertain if there were a desire on the part of the past graduates to first of all have a correspondence course available, and then, if so, what should it do? What should it provide for them?

Response to Part I of this question was 328 or 1 less than 100 per cent. Of the responses, 244, or 74 per cent expressed a desire for a correspondence course, with another 84 or 26 per cent feeling they would not desire such an item. These results would indicate that considerable use could be made of a correspondence course in law enforcement subjects.

With 244 yes responses to the desire for a correspondence course, there could be a maximum of 244 responses to each item of Part II of Question 28. There were in fact 243 responses to the Part II question, with several items marked more than once.

The result reveals that almost an equal percentage, 51 per cent and 46 per cent, wished a correspondence course to supplement the Basic Course and to be offered in subjects not covered by the Basic Course, both of which are really related items. There was a response of 33 per cent for using it for a refresher course on the Basic Course. Only 3 or 1 per cent wished to have it take the place of the Basic Course.

TABLE LVII
RESPONSE OF THE LAW ENFORCEMENT
OFFICER TO QUESTION 28

	<u>Year</u>													Total Number and Percentage
	51	52	53	54	55	56	57	58	59	60	61	62*		
Yes	16	24	16	19	18	20	23	19	15	31	25	18	244/74%	
No	8	10	4	10	5	7	11	2	7	9	9	2	84/26%	
Not answered	1	1	2		2	3					2		11	
Take place of Supplement		2					1						3/1%	
Other subjects	8	12	5	7	7	11	8	8	10	21	16	11	124/51%	
Refresher	7	9	9	10	11	10	10	10	7	12	10	7	112/46%	
Not answered	6	9	4	8	5	5	10	6	6	10	8	2	79/33%	
		1											1	

*Includes only 1 class.

29. WOULD YOU RECOMMEND THE BASIC COURSE TO YOUR FELLOW OFFICERS? YES ___ NO ___ IF NOT, WHY NOT?

It would seem safe to assume that a training course which was of value to one officer would be recommended to fellow officers. If it were of no value on the other hand, it would seem logical that the course would not be recommended. If the course were not recommended, the next logical question appears to be, why not? Where did the training course fail? What were the factors involved to make this course not recommendable?

All 339 persons answered this question, and 330 or 97 per cent stated they would recommend this program to fellow officers. This is a very acceptable endorsement for a training program.

The 7 responses listed in Table LVIII for not recommending the program include a variety of reasons, and no pattern seems to be apparent. It would seem safe to assume that these are really individual items of concern and not of any serious magnitude.

TABLE LVIII
RESPONSE OF THE LAW ENFORCEMENT
OFFICER TO QUESTION 29

	51	52	53	54	55	56	57	58	59	60	61	62*	Total Number and Percentage
Yes	25	33	22	29	25	29	34	20	20	40	33	20	330/97%
No		2				1		1	2		3		9/03%

Why not?

1. Have a more complete training program in their own department now.
2. Not enough information pertaining to a small department.
3. Anyone that is a policeman already knows most of the material that was covered.
4. Too much material was presented in four weeks.
5. Not effective enough.
6. Not for men with over 2 years experience.
7. Officers backgrounds to varied.

*Represents only 1 class for that year.

30. WHICH OF THE FOLLOWING DO YOU PREFER FROM THE STAND-POINT OF THE BEST TRAINING METHOD?

Residence course where you attend school on a continuous basis until course is completed.

Non-residence course where you attend for a few hours and keep returning once or twice a week or whatever times are set until the course is completed.

The purpose of this question was to ascertain what type of training school program the officer preferred, of the two types listed. Did they prefer the residence type of program or the non-resident type?

There were 334 or a 98 per cent response to this question, with 317 or 95 per cent favoring the residence type of program. Only 17 or 5 per cent favored the non-residence type. There seems to be little question as to preference in this matter.

This same type of question was asked of the chief executive in his questionnaire (Question 14). When the two items are compared, we find that both prefer the residence type of program by almost equal percentages, the chief executive with 90 per cent and the officers with 95 per cent.

TABLE LIX

RESPONSE OF THE LAW ENFORCEMENT
OFFICER TO QUESTION 30

	Year													Total Number and Percentage
	51	52	53	54	55	56	57	58	59	60	61	62*		
Residence	23	33	21	27	21	28	82	19	19	38	36	20	317/95%	
Non-residence	1	2	1	2	3	1	2	2	2	1			17/5%	
Not answered	1				1	1			1	1			5	

*Represents only 1 class for that year.

31. DO YOU FEEL THERE SHOULD BE A STATE LAW SETTING MINIMUM STANDARDS FOR PHYSICAL, MENTAL AND EDUCATIONAL REQUIREMENTS FOR ALL LAW ENFORCEMENT OFFICERS IN MICHIGAN? YES NO

This question was used to find out how the police officers feel about minimum standards for law enforcement people. Do they feel the right approach would be to have a state law setting these standards, thereby making them uniform throughout the state? Do they feel there is any advantage to this type of requirement for law enforcement?

There seems to be little doubt as to the feeling about a minimum standard for law enforcement officers. Out of a possible 338 who responded to this question, 303 or 90 per cent wanted the minimum standard, and only 35 or 10 per cent did not.

This same type of question was asked of the chief executive in his questionnaire (Question 26). He endorsed the minimum standard by 86 per cent, which is just 4 per cent less than the police officers who endorsed it by 90 per cent. There is certainly a strong endorsement by both groups for the minimum standard as outlined in this question.

32. DO YOU BELIEVE THERE SHOULD BE A STATE LAW REQUIRING EVERY PERSON HIRED FOR LAW ENFORCEMENT DUTIES TO COMPLETE A COURSE OF APPROVED TRAINING? YES ___ NO ___

This question was added to find out how the police officer felt about some type of required training program for all law enforcement officers. How would they respond to just a training requirement; would they endorse both the minimum standards of the prior question and this training requirement; or would they reject one and endorse the other or reject both?

There were 336 or a 99 per cent response to this question. Little doubt appears as to the feeling about the required training for police officers. With a 330 out of 336 response to this question being yes, it means that 98 per cent endorse a required training program for all law enforcement officers, and only 2 per cent would not.

On December 4, 1963, Governor George Romney of Michigan called a Governor's Conference of judicial and law enforcement officials in East Lansing. The exact title of this conference was the "Governor's Law Enforcement Conference on Traffic Safety" which was attended by 75 selected officials from all over the state of Michigan. The group included circuit, municipal, probate and traffic judges; justices of the peace; prosecuting attorneys; sheriffs; state police; chiefs of police; and representatives of the American Bar Association, Michigan State Safety Commission; Michigan Public Service Commission; Department of Public Instruction; Secretary of State's office; private safety organizations; and the Governor's office.⁵

⁵Press release from Governor George Romney of Michigan dated December 5, 1963 on the Governor's Conference of Judicial and Law Enforcement Officials.

While the conference was mostly concerned with traffic safety action, a questionnaire was distributed at the conference in which among other items the question of police training was presented. The question read:

Should a Police Training Academy be established by the state to help train local police officers?

Yes ___ No ___ Undecided ___

IF SO, how should it be financed?

- a. Out of the state's general fund _____.
- b. Out of earmarked funds (e.g., Ticense fees, fines) _____.

Should the training be compulsory? Yes ___ No ___ Undecided ___⁶

There were 50 questionnaires used in this survey, with 48 or 96 per cent answering the first part of this question about the state providing a Police Training Academy. Of the 48 answers, 46 or 96 per cent endorsed this idea with no one against it, and only 2 undecided. There seems to be little question as to the feeling among the questionnaire group about this item. There were 44 or a 88 per cent response to the question on method of financing with 19 or 43 per cent advocating using the state's general funds, and 25 or 57 per cent advocating the use of earmarked funds for financing purposes.⁷

How did the officials react to the compulsory training part of the academy? They like the officers and chief executives in this student's study endorsed compulsory training. There were 36 or 72 per cent who answered this part of the question, and 32 or 90 per cent of these endorsed compulsory training. Only 2 or 5 per cent gave a negative answer, and another 2 or 5 per cent were undecided.⁸

⁶Summary report of results of 50 questionnaires on traffic safety action - - December 4, 1963 from Governor George Romney of Michigan. (Mimeograph)

⁷Ibid.

⁸Ibid.

TABLE LXI
RESPONSE OF THE LAW ENFORCEMENT
OFFICER TO QUESTION 32

	<u>Year</u>												Total Number and Percentage
	51	52	53	54	55	56	57	58	59	60	61	62*	
Yes	24	34	21	29	24	30	31	21	22	39	36	19	330/98%
No		1			1		2			1		1	6/2%
Not answered			1	1			1						3

*Includes only 1 class

33. IF YES, SHOULD IT BE:

Before going on actual duty?
Three months or less after actual duty?
Six months after actual duty?
One year after actual duty?
Longer, how long?

The next logical question to follow if a required training program were endorsed is, when should it be taken? At what time do the officers feel the most benefit would be obtained?

All of the 330 persons giving a yes for required training in the previous question responded to this question. The total answers, however, add up to more than 330 because more than one answer was given by some of the persons, therefore, the total adds up to 346, and it is from this the percentages were figured.

While there had been considerable agreement as to the need for a required training program, there does not appear the same unity as to when it should be taken. There were 134 answers or 39 per cent endorsing the training before actual duty, and 31 per cent or 106 answers for a 6-month time lapse after being hired. These two account for 70 per cent of the answers, with another 56 or 16 per cent for a 3-months time lapse, and 12 per cent or 40 answers for the one year time lapse. Only 2, or actually less than 1 per cent stated longer than one year with times of 2-3 years and 3 years.

There was a similar question asked of the chief executive in his questionnaire, (Question 28) and he responded in much the same manner as the officers. The chiefs had an even split between the before actual duty and the 6 months time lapse. These two accounted for 74 per cent of the answers and in this question of the officers, the same two lengths accounted for 70 per cent of the answers. Both groups seem to agree that early training is preferred.

TABLE LXII

RESPONSE OF THE LAW ENFORCEMENT
OFFICER TO QUESTION 33

	Year												Total Number and Percentage
	51	52	53	54	55	56	57	58	59	60	61	62*	
Before duty	10	14	9	10	7	11	12	10	13	21	13	4	134/39%
Three months	4	4	2	7	5	6	4	4	4	6	7	3	56/16%
Six months	8	11	8	6	8	11	14	6	4	7	16	7	106/31%
One year		7	4	6	4	3	4	1	1	5		5	40/12%
Longer**	1						1						2/1%
Not answered	1		1		1		3	1		1		1	9

*Includes only 1 class

**2-3 years and 3 years.

34. DO YOU BELIEVE IT WOULD BE GOOD TO HAVE A LAW REQUIRING ALL PERSONS BEING HIRED FOR LAW ENFORCEMENT WORK TO PASS CERTAIN TESTS OR TRAINING, SUCH AS REQUIRED OF LAWYERS, BARBERS, REAL ESTATE SALESMEN, DENTISTS, AND DOCTORS? YES ___ NO ___

It would seem that the next question after required minimum standards for hiring and required training would be, should a person be required to prove by certain tests that he does in fact have certain abilities before becoming a law enforcement officer.

There were 333 responses to this question out of a possible 339 for a 98 per cent response.

It is interesting to note that in previous questions, 90 per cent felt there should be minimum standards for police officers, 98 per cent felt there should be required training, but here only 80 per cent as noted in Table LXIII felt they should be required to pass a test or training to be police officers. This 10 per cent variance may not be of any great significance, but it would be interesting to know why this difference in attitude. At any rate, only 20 per cent felt they would not like to see a required test for all law enforcement officers.

The chief executive was asked the same question in his questionnaire (Question 27). The chief executive responded with 88 per cent expressing a desire for the required test or training. Unlike the officers' response, this question drew a greater yes response by 2 per cent than did the required minimum standards question.

TABLE LXIII
RESPONSE OF THE LAW ENFORCEMENT
OFFICER TO QUESTION 34

	51	52	53	54	55	Year 56	57	58	59	60	61	62*	Total Number and Percentage
Yes	19	21	15	23	19	26	24	15	18	33	27	16	256/80%
No	6	14	6	5	5	4	9	6	4	7	9	2	77/20%
Not answered			1	1	1		1					2	6

*Includes only 1 class

35. DO YOU BELIEVE THERE SHOULD BE A CENTRAL POLICE ACADEMY OR SCHOOL TO WHICH ALL LAW ENFORCEMENT OFFICERS WOULD BE REQUIRED TO ATTEND AT SOME TIME BEFORE THEY COULD BE CONSIDERED REGULAR EMPLOYEES? YES NO

The purpose of this question was to gather information as to the type of school facility most desired as to location with a mandatory attendance feature.

There were 326 who responded to this question, which is a 96 per cent response. Of the total responses, 248 or 76 per cent indicated they would favor a central school with required attendance. Another 78 or 24 per cent gave a negative answer to this question.

TABLE LXIV
RESPONSE OF THE LAW ENFORCEMENT
OFFICER TO QUESTION 35

	<div>Year</div>													Total Number and Percentage
	51	52	53	54	55	56	57	58	59	60	61	62*		
Yes	20	29	15	21	18	23	23	15	17	30	23	14	248/76%	
No	5	6	6	4	6	6	11	5	5	10	10	4	78/24%	
Not answered			1	4	1	1		1			3	2	13	

*Includes only 1 class.

36. WOULD YOU PREFER TO ATTEND A REGIONAL SCHOOL NEARER
YOUR PLACE OF EMPLOYMENT THAN TO TRAVEL TO A CENTRAL SCHOOL IN
THE STATE? YES ____ NO ____

This question was used to find out if a regional school would be preferred
over the central school as asked in the previous question.

There were 314 responses to this question, which is a 93 per cent response.
Of these responses, there were 168 or 54 per cent indicating they would prefer
a central school over regional with the remaining 146 or 47 per cent indicating
they preferred the regional school.

There is a very close division of answers to this question with no clear cut
preference, the central school having received only 7 per cent more votes
than the regional school.

TABLE LXV
RESPONSE OF THE LAW ENFORCEMENT
OFFICER TO QUESTION 36

	Year												Total Number and Percentage
	51	52	53	54	55	56	57	58	59	60	61	62*	
Yes	14	14	13	11	9	14	13	9	8	16	18	7	146/47%
No	10	18	8	13	13	13	21	11	14	21	15	11	168/54%
Not answered	1	3	1	5	3	3		1		3	3	2	25

*Includes only 1 class

37. WHAT SUBJECT OR SUBJECTS DO YOU PRESENTLY FEEL YOU
NEED ADDITIONAL TRAINING IN?

If a training program were to keep abreast of needs, it must have some indication as to problem areas or areas in which additional training is needed. This question was, therefore, designed to obtain such information. There might be a need for specialized or special type training in certain problem areas. It might also indicate areas in which the Basic Police Training Course might be modified so as to concentrate or give additional coverage to these areas. If nothing else, it might warrant checking with new students to see if these too are problem areas to them.

There were 28 different subjects listed in answer to this question. Some of the subjects were only mentioned once, such as the firefighting, which would appear to be a local area of concern for that person and not of general concern.

There were 6 areas which were mentioned several times and they might be classified as problem areas. The subject mentioned most often, 74 times in fact, was criminal law. Another subject which is closely related to criminal law, that of search and seizure, was mentioned 55 times. Arrest which is also related to the criminal law and search and seizure was mentioned 26 times.

Two other subjects related to each other were criminal investigation, mentioned 47 times, and interrogation, mentioned 40 times. The only other subject mentioned over 10 times was that of juvenile problems which was mentioned a total of 21 times.

With this type of free answer question, it is difficult to evaluate just how many more would have answered if all they would have had to do was make a check mark by a listed item. If it were assumed that this question did in fact draw the full number of responses possible, the item mentioned most often, criminal

law, would account for only about 22 per cent of all possible responses out of 339. This assumption would not seem to be correct in light of the fact that in Question 19, Table XLVIII it was asked which of the subjects listed should be included in the Basic Course, and 80 per cent of the total of 338 responses indicated that crowd control and riot training should be included. With the present question, crowd and riot control was only mentioned 10 times, or about a 3 per cent response. If this is not an unusual comparison, then the responses to this question, even though smaller in number, actually are more important than the figures would seem to indicate and are in fact possibly problem areas.

TABLE LXVII

RESPONSE OF THE LAW ENFORCEMENT
OFFICER TO QUESTION 37

	Year												Total
	51	52	53	54	55	56	57	58	59	60	61	62*	
Arrest	2	4		4	5	3		2	2	1	2	1	26
Accident Investigation			1		1	1	4	1		1			9
Administration				1	1	1	1		1	1	1		7
Case Preparation				1				1					2
Civil Rights	1			1		1							3
Crowd, riot control	2		1	1	1			1	2	1			10
Crime Prevention	2												2
Court Procedures	1	1											2
Criminal Investigation	1	4	2	7	2	3	4	5	5	5	2	7	47
Criminal Law	2	6	2	3	3	6	6	10	12	9	4	11	74
Command Training	1	4	1				1				1		8
Defensive Tactics		1								1	1	1	4
Fire Fighting	1												1
Latent Prints and Photo.	1	2		2			3				1		9
Juvenile Problems			2	2	3	5	3	3		1	2		21
Medical Terms	1												1
Mentals	1					1							2
Interrogation	4	6	4	2	5	5	4	3	1	1	1	4	40
Race Relations	1	1						1		1			4
Police-Community Rel.	1	1	2	2		1			1			1	9
Police Records	2	2		1			1	1					7
Public Speaking	1	1		1									3
Pursuit Driving						2		1					3
Report Writing	2						3		1		1		7
Search and Seizure	4	7	5	6	6	7	4	3	5	3	3	2	55
Traffic Control	2		1				2						5
Typing				1			1						2
Vice Investigations			1		1					1			3

*Includes only 1 class.

38. NOW THAT YOU HAVE COMPLETED THE BASIC COURSE AT LEAST TWO YEARS AGO, DO YOU HAVE ANY SUGGESTIONS TO MAKE TO IMPROVE THE COURSE?

This question was used to ascertain in what areas the student felt the Basic Police Training Course could be improved. The officers had not only completed the course, but had also worked in law enforcement for a sufficient length of time to be able to make some evaluation and suggestions.

The answers to this question were not in all cases responsive so those answers are not included in the following list. There were 181 responses or 53 per cent, with 177 usable answers. It should be noted that the comments as listed are the sum total of all comments. Some of the responses were made by more than one person and often in somewhat different wording. What has been listed are those comments that are reasonably clear as to what was meant or they may be reworded to include several related comments on the same matter.

1. Longer course length so more time could be spent on the subject given.
2. More of the basic police material.
3. More practical type instruction.
4. More on police community relations.
5. Use of more practical problem solving.
6. Use of weekends and other free time for the actual observation of police operations in other departments.
7. Require one year service before taking course to better understand the material presented.
8. Require new officers only to attend the course.
9. Use of more handout material at the beginning of the course.
10. Institute a physical fitness program.
11. Better quality and use of visual aids.
12. Require all instructors to have had police experience before they could teach law enforcement subjects.
13. Keep class teaching material up to date.
14. More material based on actual incidences.
15. More on the "how to do," less on theory.
16. Have smaller classes.
17. Less emphasis on the large police department.
18. Course on public speaking.
19. More on methods and importance of complete report writing.
20. Separate schools for the experienced and new police officers.
21. More discipline in the classroom.

22. More on the patrolman's responsibility at the crime scene.
23. Separate schools for the large and small departments.
24. More on what the officer can do and less on what he cannot do.
25. Offer the course more often.
26. Add crowd and riot control training.
27. Better screening of the instructors.
28. Use of essay situation questions in examinations and in the classroom.
29. More class participation.
30. Furnish textbooks for future use.
31. More realistic moot trial.
32. More discipline at all times.

The responses to this question were varied as can be seen from the above list. As might be expected, some of the answers conflict. One answer called for requiring one year of service before taking the course, while another would require new officers only to attend.

The responses to this question are self-explanatory, and it really needs no further comment.

III. SUMMARY

The demands being placed daily on law enforcement officers as they face increasingly complex police problems points out the need for training programs.

This need for training must be met with facilities and courses that will present to the officer the information he requires to properly perform his duties. The four week Basic Police Training Course at Michigan State University has since 1951 endeavored to do the training job that is required for the modern police officer. It has operated for fourteen years to provide the basic type of knowledge required by police officers.

In an attempt to evaluate the success of this program a questionnaire was sent to nearly all graduates of the basic course from the first class in 1951 through the first class in 1962. Another questionnaire was sent to the chief executive of these officers.

The results obtained from the 339 or 49 per cent who answered the officers questionnaire and the 51 or 50 per cent who answered the chief executive questionnaire were tabulated.

The results as presented in this study can be summarized in the following manner:

Chief Executive Questionnaire

1. 50 per cent return on the questionnaire.
2. Departments from 3 to 177 officers have used this course.
3. 81 per cent had funds allotted for training with a range of from .0027 per cent to 13 per cent of the budget.
4. From 1 to 100 per cent of the present employees have completed the basic course. There were 65 per cent of the departments that had 25 per cent of their employees graduates of this course.
5. 47 per cent select officers for this course on the basis of need for training.
6. 55 per cent prefer per cent grading system.
7. 91 per cent desire a closer accounting of their officers in areas beyond academic while attending school.
8. 84 per cent pay all of the officers expenses while attending the basic school.

9. 74 per cent of the departments do not have a penalty against the graduating officer if he resigns before a specific time period.
10. In 90 per cent of the departments the course is reviewed with the officer upon his return.
11. 49 per cent of the departments must work short handed while the officer(s) attends school.
12. 76 per cent are satisfied with the present four week course length.
13. 60 per cent feel the course should be offered twice a year and 23 per cent four times a year.
14. 68 per cent prefer regional schools over a central school.
15. 90 per cent prefer residence type of school as the best training method.
16. Over 50 per cent feel firearms; police pursuit driving; crowd control and riot training; and typing should be included in the basic course.
17. There is no known conflict between school instruction and department rules or regulations.
18. Lack of funds and manpower restrict use of the basic course.
19. 46 per cent indicated a scholarship would mean they could make more use of the basic course.
20. 77 per cent could make use of a refresher course.
21. 58 per cent feel a refresher course should last 1 week.
22. 46 per cent feel a refresher course should be taken within 1-2 years after completing the basic course.
23. 74 per cent feel the refresher course should supplement the basic course (43%) or be offered in subjects not covered by the basic course (31%).
24. 77 per cent of the departments provide a police library with a per capita range of from .125 to 16.66 books per officer.
25. 100 per cent of the departments provided some police magazines for the officers to read. Law and Order being present in 96 per cent of the departments with the Michigan Police Journal and the Police Chief both in 72 per cent of the departments.
26. Training films were desired by 92 per cent in: arrest, search and seizure; by 77 per cent in interrogation and confessions; and crime scene search and collection of evidence by 77 per cent.
27. 82 per cent favored a state law on minimum standards for physical, mental and educational requirements.
28. 88 per cent favored a law requiring All persons hired for law enforcement to pass a prescribed test or training course such as required of lawyers, doctors, etc.
29. 35 per cent felt the required training should be BEFORE actual duty and another 35 per cent felt it should be 6 months AFTER actual duty. A total of 91 per cent actually favored a period of 6 months OR LESS.
30. Arrest, search and seizure, public relations; and criminal law are the three areas of greatest training needs.
31. The chief executive expected the basic course to give the officer a better understanding of his duties, functions, powers and a basic knowledge of what to do. He would also be able to receive the quality and variety of training not available in the police department.
32. The chief executive suggested among other things that the classes be smaller with separate ones for large and small departments and for new and experienced officers.

Officers Questionnaire

1. 49 per cent return on the questionnaire.
2. 95 per cent were patrolmen at the time of the course.
3. 75 per cent were high school graduates with 91 per cent having high school or a higher education.
4. Ages ranged from 21 through 48 with ages 25 and 26 accounting for 22 per cent of all the ages.
5. 53 per cent had 1 year or less on their departments at the time they were enrolled in the basic course.
6. Their law enforcement and related experience was varied from a class of two types of experience to those of six.
7. 52 per cent were satisfied with the present 4 week course length.
8. 84 per cent would not recommend night classes in addition to the day classes.
9. Demonstration and participation were the top two teaching choices.
10. They preferred the University instructor with police experience over all others.
11. 50 per cent found the required notebook useful with 89 per cent finding it both useful and of some use.
12. 62 per cent did not feel too much importance was given to the notebook.
13. Of the basic course subjects those pertaining to law and criminal investigation were stated as most useful or interesting.
14. The four subjects it was felt should be taught in the basic course that are not were: (1) Firearms training with ALL police weapons; (2) Crowd and riot control; (3) Public relations techniques for the police officer; and (4) Police pursuit driving techniques and actual training in their use.
15. 94 per cent did NOT consider any course subject too difficult.
16. 84 per cent were stimulated into additional study.
17. 84 per cent felt the course content was, "about right".
18. 48 per cent preferred percentage grading method over all others.
19. 80 per cent wanted crowd control and riot training; 62 per cent wanted pursuit driving and 66 per cent wanted firearms training in the basic course.
20. 84 per cent felt physical facilities were sufficient.
21. 93 per cent wanted a refresher course.
22. 56 per cent wanted a refresher course of 2 weeks duration and another 24 per cent wanted it for 1 week duration.
23. 74 per cent feel the refresher course should be available 2-4 years after the basic course had been completed.
24. The areas of: (1) Arrest, search and seizure by 92 per cent; (2) Criminal Law by 81 per cent; (3) Criminal investigation by 80 per cent; (4) Interrogation and confessions by 75 per cent were desired in the refresher course.
25. 60 per cent felt the most outstanding benefit from the course was a better understanding of law enforcement and the gaining of self confidence.

CHAPTER VI

CONCLUSIONS

With the acceptance that the officers' self evaluation of the Basic Police Training Course has validity, there is little doubt that the Basic Course has, in fact, met the needs of its graduates. The chief executive also has endorsed the results of the Basic Course.

There is a desire, however, on the part of both parties to have additional training not only in subject areas not presently in the course but to increase the depth of training in the present subjects.

The desire on the part of the officers for additional training in law enforcement and the desire to keep "up to date" on new police techniques is very evident. It might be said that they are "hungry" for new knowledge and skills.

The officers almost unanimously feel minimum standards and mandatory training should be required of all law enforcement officers.

If additional funds were available and/or the solution to lack of sufficient personnel while officers are in school were found, more departments could make use of the Basic Course.

This study revealed that some police departments have no funds allotted for training.

It seems hard to conceive that any department can operate with any great efficiency without expending funds for training purposes. There must be some funds used for training even in those departments that listed zero percentages as they have sent officers to the Basic Course. It would seem good administrative practice to have a budget item for this increasingly important police function, so as to have some money set aside for this purpose.

The real value of the Basic Course and the indication that it is doing in fact what it should was ably expressed by two statements received in the questionnaires in response as to what the course did for them. One stated that it, "made me appreciate the responsibilities of the law enforcement officer in society." The other officer stated simply, "It made me a better police officer."

Recommendations

The following recommendations are made:

1. Include in the Basic Course or consider a separate course to include the instruction in : (1) riot and crowd control, (2) firearms training in all police weapons, and (3) police pursuit driving.
2. Obtain better quality training aids and movies.
3. Consider the use of a one-week refresher course.
4. Study the possibility of correspondence courses.
5. Provide the Basic Course at least twice a year with additional classes if sufficient need were shown.
6. That the Michigan Association of Chiefs of Police encourage the increased use of the Basic Course among its members even if there is a temporary drain on department personnel during school attendance.
7. That the Michigan Association of Chiefs of Police and other interest groups press for a mandatory police training requirement for all law enforcement officers in Michigan.
8. That all law enforcement agencies provide training books in their libraries for their personnel.
9. That a broader rating, be made of student officers to cover such items as, conduct, attitude, ability and character displayed while attending the Basic Course.

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APPENDIX I.

PUBLIC ACT 211 OF 1925

AN ACT to authorize the department of public safety to establish and conduct a training school to be known as the Michigan training school for police for the instruction of law enforcing officers.

The People of the State of Michigan enact:

Section 1 The department of public safety is hereby authorized to establish and conduct a school for the instruction of law enforcing officers of this state and of the several counties, townships, cities and villages thereof, such school to be known as the Michigan training school for police and to be conducted at Lansing, and the sessions thereof to be held at such times and for such periods as the director of public safety shall designate. Provision shall be made for instruction in the following subjects and such others as the director of public safety shall deem expedient:

- (a) Identification of criminals and fingerprinting;
- (b) Methods of crime investigation;
- (c) Rules of criminal evidence;
- (d) Presentation of cases in court;
- (e) Making of complaints and securing of criminal warrants;
- (f) Securing and use of search warrants;
- (g) Enforcement of prohibition laws;
- (h) How to secure extradition and rendition;
- (i) Small arms instruction;
- (j) Regulation of traffic;
- (k) First Aid.

Sec. 2 The director of public safety may call upon members of any state department or any instructor or professor in any state educational institution, to act as instructor or lecturer in such school, and may pay the reasonable expenses of such person while in attendance. The legislative body of any county, township, city or village may authorize the attendance at such school of any law enforcing officer under the jurisdiction of such county, township, city or village and may provide for the payment of the expenses of such person while in attendance which payment shall be made out of the general fund of such county, township, city or village.

Sec. 3 The department of public safety may provide board and lodging for persons in attendance at such school, the cost thereof to be borne by the student or by the county, township, city or village authorizing his attendance at such school.

Sec. 4 To each person satisfactorily completing the course of study prescribed, the director of public safety shall issue a certificate of graduation or diploma stating that the holder has graduated from the Michigan training school for police.

Approved May 6, 1925.

APPENDIX II.

Public Act 322 of 1931

AN ACT to amend the title and sections one, two and four of act number two hundred eleven of the public acts of nineteen hundred twenty-five, entitled "An act to authorize the department of public safety to establish and conduct a training school to be known as the Michigan training school for police for the instruction of law enforcing officers," being sections five hundred sixty three, five hundred sixty-four and five hundred sixty-six of the compiled laws of nineteen hundred twenty-nine, and to add to said act a new section to stand as section five of said act.

The People of the State of Michigan enact:

Title and sections amended and added. Section 1. The title and sections one, two and four of act number two hundred eleven of the public acts of nineteen hundred twenty five, entitled "An act to authorize the department of public safety to establish and conduct a training school to be known as the Michigan training school for police for the instruction of law enforcing officers," being sections five hundred sixty-three, five hundred sixty-four and five hundred sixty-six of the compiled laws of nineteen hundred twenty-nine are hereby amended, and said act is amended by adding a new section to stand as section five, said amended title, sections and added section to read as follows:

TITLE

An Act to authorize the department of public safety to establish and conduct a training school to be known as the Michigan training school for peace officers for the instruction of law enforcing officers.

563 Training school for peace officers; authority to establish, location, subjects of instruction. Sec. 1. The department of public safety is hereby authorized to establish and conduct a school for the instruction of law enforcing officers of this state and of the several counties, townships, cities and villages thereof, such school to be known as the Michigan training school for peace officers and to be conducted and the sessions and periods thereof to be held at East Lansing and at such other places in the state as the commissioner of public safety shall designate. Provision shall be made for instruction in the following subjects and such others as the commissioner of public safety shall deem expedient:

- (a) Identification of criminals and fingerprinting;
- (b) Methods of crime investigation;
- (c) Rules of criminal evidence;
- (d) Presentation of cases in courts;
- (e) Making of complaints and securing of criminal warrants;
- (f) Seizing and use of search warrants;
- (g) Enforcement of general criminal laws;
- (h) Small arms instruction;
- (i) Regulation of traffic and uniformity in enforcement;
- (j) First aid;
- (k) Ethics of the police profession;

- (l) Courtesy in performance of duty;
- (m) Jui Jitsu;
- (n) Extent of police authority;
- (o) Confessions and statements.

564 Same; instructors and pupils, expenses. Sec. 2 The commissioner of public safety shall appoint the instructor or instructors of such school and may call upon members of any state department or any instructor or professor in any state educational institution, to act as instructor or lecturer in such school, and may pay the reasonable expenses of such person while in attendance. The legislative body of any county, township, city or village may authorize the attendance at such school of any law enforcing officer under the jurisdiction of such county, township, city or village, and may provide for the payment of the expenses of such person while in attendance which payment shall be made out of the general fund of such county, township, city or village.

566 Same; diplomas. Sec. 4. To each person satisfactorily completing the course of study prescribed, the commissioner of public safety shall issue a certificate of graduation or diploma stating that the holder has graduated from the Michigan training school for peace officers.

Same; municipal police protection by state officers during operation of school. Sec. 5. The commissioner of public safety may upon the written request of the legislative body of any county, township, city or village sending officers to said school, for assistance during the absence of its regular officers while in attendance at said school, furnish members of the department of public safety, without expense to such county, township, city or village. Such members of the department of public safety, when so assigned, shall be under the direction and authority of the chief law enforcing officer of the county, township, city or village in which they are serving.

This act is ordered to take immediate effect.

Approved June 16, 1931.

APPENDIX III.

Proposed Schedule and Outlines for the First
Schools which will be taught at Ann
Arbor, Jackson, Battle Creek,
Kalamazoo and Benton Harbor
Simultaneously

The class hours of each school will be two hours in the afternoon and a repeat of the same lecture in the evening.

Set out here below are the proposed schedules of instruction for each of the departments participating in this first school:

ANN ARBOR

- I. A. Enrollment and Organization.
B. Police Records.
 1. Need and Value.
 2. Report Writing.
 3. Essential Records.
 - a. Complaints.
 - b. Investigative reports.
 - c. Arrests.
 - d. Missing.
 4. Uniform Crime Reporting.
- II. Descriptions.
 - A. Importance.
 1. Fingerprint cards.
 - B. Memory of Officer.
 1. Notes.
 - C. Persons.
 1. Portrait parle slides.
 - D. Places.
 - E. Things.
- III. Rules of Evidence.
 - A. Importance of officer.
 - B. Definition of evidence.
 - C. Kinds.
 - D. Judicial notice.
 - E. Evidence of past crimes.
 - F. Privileged communication.
 - G. Scientific evidence.
- IV. Criminal Law.
 - A. Crimes.
 1. Felony.
 2. High misdemeanor.
 3. Misdemeanor.
 - B. Criminal Intent.
 1. Specific.
 2. Presumptive.

- 3. Constructive.
- C. Motive.
- D. Entrapment.
- E. U. S. Criminal Code.
 - 1. Jurisdiction of Federal Law Enforcement Agencies.

V. Laws of Arrest.

- A. Procuring of warrant.
- B. Arrest with warrant.
- C. Authority to arrest without warrant.
- D. Search incidental to arrest.
- E. Search warrants.
 - 1. Procuring.
 - 2. Serving.

These five schools would be held simultaneously, for a five day week, five different instructors handling the five different subjects, on a rotating schedule.

Thus, for two hours in the afternoon, repeated each evening, an instructor would be at each of the five locations for one day, and then he would go to another of the locations, until each of the five instructors had completed a day at each location.

The instructors would move along east to west, and when through at Benton Harbor would proceed to Ann Arbor, to complete the schedule, and go as far west as necessary.

	Monday	Tuesday	Wednesday	Thursday	Friday
Instructor #1	Ann Arbor	Jackson	Battle Creek	Kalamazoo	Benton Harbor
Instructor #2	Jackson	Battle Creek	Kalamazoo	Benton Harbor	Ann Arbor
Instructor #3	Battle Creek	Kalamazoo	Benton Harbor	Ann Arbor	Jackson
Instructor #4	Kalamazoo	Benton Harbor	Ann Arbor	Jackson	Battle Creek
Instructor #5	Benton Harbor	Ann Arbor	Jackson	Battle Creek	Kalamazoo

APPENDIX IV

Basic Police Course Subjects

The first Recruit Course of Instruction was conducted as planned, from April 2 to April 27, and was attended by twenty students of a recruit status, representing fifteen cities of this state. Subjects listed below were included in the curriculum:

SUBJECTS:

1. ARRESTS:
 - a. Law of
 - b. Techniques and Mechanics of
2. ARSON:
 - a. Investigation
 - b. Inspection
 - c. Fire Prevention
 - d. Duties of an Officer at Fire
3. CIVIL GOVERNMENT
4. COMMUNICATIONS
5. COURT PROCEDURE
6. COURT Demeanor
7. COUNTERFEITING
8. CRIMINAL LAW
9. CRIMINAL INVESTIGATION
10. CRIMINAL IDENTIFICATION
11. CRIME PREVENTION:
The Youth Bureau and Juvenile Delinquency
12. DEFENSIVE TACTICS
13. DISASTER RELIEF
14. EVIDENCE
15. FIRE ARMS
16. INVESTIGATION OF A MAJOR CRIMINAL CASE:
Crime Scene to Moot Court
17. LIQUOR LAWS:
 - a. Rules
 - b. Enforcement
18. NOTE TAKING
19. PATROL DUTIES
20. PERSONNEL:
 - a. Appearance
 - b. Courtesy
 - c. Conduct
21. POLICE RECORDS
22. POLICE SCIENCE:
 - a. Documents
 - b. Evidence
 - c. Laboratory
 - d. Medico-legal Investigation
 - e. Modus Operandi

- f. Personal Description
 - g. Polygraph
- 23. PROBATION
- 24. RACKETS AND SWINDLES
- 25. SEX DEVIATES
- 26. U. S. TREASURY ENFORCEMENT AGENCIES:
 - a. Alcohol Tax Unit
 - b. Secret Service
 - c. Customs
 - d. Narcotic Bureau
 - e. Intelligence Unit
- 27. TRAFFIC:
 - a. Accident Investigation
 - b. Motor Vehicle Law
 - c. Professional Driving by Police
 - d. School Safety
 - e. Traffic Handling
 - f. Uniform Enforcement and Court Policy
 - g. Traffic Control-Disaster Area
- 28. MISCELLANEOUS:
 - a. Police History and Development
 - b. Police Functions and Responsibilities
 - c. Police Organization and Duties
 - d. Rules and Regulations of School
 - e. Objectives of Police Training
 - f. City Ordinances
 - g. Observation

Richard A. Wild
Chief of Police
P. O. Box 155
Dowagiac, Michigan

Dear Sir:

In an attempt to evaluate the Basic Police Course at Michigan State University, two questionnaires have been prepared. The enclosed questionnaire is for the chief executive of a law enforcement agency. The other questionnaire is being sent to all officers who have completed the course prior to March 1, 1962. Much has been said about police training in Michigan, but little has been done in research and in particular any objective evaluation of present programs. This research project is aimed at meeting this need and the results in addition to being used as part of a Masters degree thesis in police administration will be made available to the Michigan Association of Chiefs of Police.

I would appreciate your taking a few minutes to complete the questionnaire and return it in the enclosed self-addressed stamped envelope within 30 days so the information can be gathered as soon as possible.

Thanking you for your assistance and cooperation, I am,

Very truly yours,

RICHARD A. WILD

BASIC POLICE COURSE QUESTIONNAIRE FOR THE CHIEF EXECUTIVE OF THE LAW ENFORCEMENT AGENCY

1. What is your present authorized officer strength including command personnel?

2. What percentage of your total budget is allotted for training?

_____ %

3. How many of your present employees have completed the basic course?

4. Check one or more of the following methods you may use in selecting an officer to attend the basic course.

_____ Length of service on department

_____ Education

_____ Need for training

_____ Other, What? _____

5. Which of the following grading systems would you prefer for the school to use on rating your officers?

_____ Percentage grade

_____ Alphabet grade

_____ Satisfactory or unsatisfactory

_____ Superior, Excellent or Satisfactory

_____ No grading system needed.

6. Would you like to have a more careful accounting by the school staff on such items as conduct, attitude, ability, character displayed, etc., of your student officer? _____ Yes _____ No

7. Place the appropriate code number by each expense item of the basic course.
Code:

1. City pays ALL expenses

2. City pays part of the expenses

3. City pays a set rate for the course

4. Officers pay their own expenses

_____ Food

_____ Transportation

_____ Room

_____ Tuition

8. Do you require any officer attending the basic course to stay with the department a specified length of time after completing the basic course or pay expenses of the course if he resigns sooner?

_____ Yes _____ No

Explain any other similar provision you may have _____

9. Do you review with each officer upon his return from the basic what he has been taught?

_____ Yes _____ No

10. Which of the following procedures do you follow when one or more officers attend the basic course? Check as many as may apply.

_____ Hire additional personnel on a temporary basis to fill in for the missing officer(s)

_____ Have other officers work overtime to fill in for the missing officer(s)

_____ Work short the number of officers attending school

_____ Other, what? _____

11. If you believe the basic course should be other than the present 4 weeks length, circle one of the following which most meets your choice as to length. All numbers represent weeks.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 longer

12. How many times a year do you believe the basic course should be held?

13. As now operated, the basic course is held at a central school facility. Would you prefer regional schools being held in various areas in the state?

_____ Yes _____ No

14. From the standpoint of the best training method only, which of the following would you choose?

_____ Residence course where the officer attends school on a continuous basis until the course is completed.

_____ Non-residence course where the officer attends for a few hours and keeps returning once or twice a week or sooner until the course is completed.

15. Check any or all of the listed subjects you feel should be included in the basic course.

_____ Firearms training

_____ Crowd control and riot training

_____ Police pursuit driving _____ Typing

_____ Other, what? _____

16. To your knowledge, does anything taught in the basic course conflict with your department rules or policy? _____ Yes _____ No

If yes, explain _____

17. Check one or more of the following reasons you do not send more officers to the basic course.

_____ All qualified officers have attended

_____ Too Expensive

_____ Cannot spare men for 4 weeks at one time

_____ Have no training funds available for this

_____ Does not meet our training needs

_____ Government officials will not approve schooling

_____ Other, what? _____

18. Would you be able to send more officers to the basic course if a scholarship were available for the tuition? _____ Yes _____ No

19. Would you like to have a refresher course available for your officers that have taken the basic course?

_____ Yes _____ No

20. If yes, how long should it last? _____ weeks.

21. How long after the basic course is completed should the refresher course be taken?

_____ 6 - 12 months

_____ 1 - 2 years

_____ 2 - 3 years

_____ 3 - 4 years

_____ Longer, how long? _____

22. Would you like to have a correspondence course available on law enforcement subjects?

_____ Yes _____ No

If yes, should it? (Check one or more)

- ☐ Take the place of the residence basic course
- ☐ Supplement the basic course
- ☐ Be offered in subjects not covered by the basic course
- ☐ Be given as a refresher course on the basic school course.

23. Do you provide a department library on law enforcement subjects for your officers use?

☐ Yes ☐ No

If yes, approximately how many BOOKS do you have? _____

24. Check any magazines you provide for your officers to read.

- | | |
|---|--|
| <input type="checkbox"/> Police | <input type="checkbox"/> Journal of Criminal Law and Criminology |
| <input type="checkbox"/> Law and Order | <input type="checkbox"/> Michigan Police Journal |
| <input type="checkbox"/> Police Officer | <input type="checkbox"/> The Police Chief |
| <input type="checkbox"/> The Police Journal | |
| <input type="checkbox"/> Others, what? | _____ |

25. Check any of the following subjects in which a training film would be of use to you for department training purposes.

- ☐ Interrogation and confessions
- ☐ Crime scene search and collection of evidence
- ☐ Latent fingerprint procedures
- ☐ Arrest, search and seizure procedures (personnel and autos)
- ☐ Mentals and how to handle them
- ☐ Building search procedures
- ☐ Police pursuit driving
- ☐ Surveillance techniques
- ☐ Civil disturbance and riot control
- ☐ Firearms training

26. Do you believe there should be a state law setting minimum standard for physical, mental and educational requirements for police officers and sheriff deputies?
- ____ Yes ____ No
27. Do you believe it would be good to have a law requiring all persons being hired for law enforcement duties to pass certain tests or complete a course of approved training as required of lawyers, barbers, real estate salesmen, dentists, doctors, etc.?
- ____ Yes ____ No
28. If you feel an approved course should be taken, should it be?
- ____ Before going on actual duty
- ____ Three months or less after actual duty
- ____ Six months after actual duty
- ____ One year after actual duty
- ____ Longer, how long? _____
29. In what area or subject do you feel there is the greatest need for training?
- _____
- _____
30. State briefly what you expect the basic course to do for your officers.
- _____
- _____
- _____
31. Do you have any suggestions for improving the basic course?
- _____
- _____
- _____
- _____

RICHARD A. WILD
Chief of Police
P. O. Box 155
Dowagiac, Michigan

Dear Sir:

The enclosed questionnaire is being sent to all officers that have graduated from the Basic Police Course given at Michigan State University prior to March 1, 1962. This is part of a research project to evaluate the effectiveness of the Basic Police Course and to gather information on other areas of training.

The success of this project depends on your completion and return of the questionnaire in the enclosed self addressed, stamped envelope within 15 days. This will take only a few minutes of your time and no identification of individuals or departments will be made.

Thanking you for your assistance and cooperation, I am

Very truly yours,

RICHARD A. WILD

BASIC POLICE COURSE QUESTIONNAIRE FOR OFFICERS COMPLETING COURSE

1. In what year did you complete the basic course? _____
2. Rank you held at TIME OF COURSE? _____
3. Circle highest education completed AT TIME OF COURSE.
1 2 3 4 5 6 7 8 9 10 11 12 College 13 14 15 16
4. Date of birth? _____
5. Number of months on your department AT TIME OF COURSE? _____
6. Number of months of law enforcement or related experience AT TIME OF COURSE?
____ Military police (all services)
____ Military intelligence (all services)
____ Sheriff's department
____ City, Township, etc., police
____ Constable
____ State or federal enforcement agencies
____ Other, What? _____
7. If you believe the basic course should be other than the present 4 weeks length, circle one of the following which most meets your choice as to total length.
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 longer week
8. Would you recommend night classes in addition to the normal daytime schedule?
____ Yes ____ No
9. Rate the following types or methods of instruction in relative order of interest to you. Use number 1 for most, number 2 for next, etc. If you prefer any combination of these, use the same number on both.
____ Lecture
____ Demonstration
____ Participation
____ Movies and other visual aids

10. Rate the following types of instructors in relative order of interest to you. Use number 1 for most, number 2 for next, etc.

_____ University instructor with NO police experience

_____ University instructor with police experience

_____ Active law enforcement person

_____ Other instructors

_____ Can't answer

11. Have you found your notebook to be:

_____ Useful

_____ Of some use

_____ Of very little or no use

12. Was too much importance given to the notebook?

_____ Yes

_____ No

13. Rank the following basic course subjects in their order of importance to you, taking into consideration the use of knowledge you might have gained from that subject or interest created. Please rank all items by using number 1 for most important, number 2 for next, etc. Use 0 if of no value or if you feel it should not be taught in the basic course. Leave blank if you did not have the subject.

_____ Police Patrol

_____ Criminal Investigation

_____ Police Records

_____ Arrest, Search and Seizure

_____ Traffic Law and Investigation

_____ Report Writing

_____ Delinquent Youth

_____ Moot Trial and Investigation

_____ Interrogation

_____ Defensive Tactics

_____ Criminal Law

_____ First Aid

14. List any subject(s) or area you feel should have been taught that was not.

15. Did you consider any subject(s) too difficult? _____ Yes _____ No
If yes, what were they? _____

16. Did this course stimulate you into more studies in the law enforcement field?
_____ Yes _____ No
17. Which of the following best describes the content of the basic course?
_____ Too Difficult
_____ Too Easy
_____ About Right
18. Which of the following grading methods would you prefer for the basic course?
_____ Percentage Grade
_____ Alphabet Grade
_____ Satisfactory or Unsatisfactory
_____ Superior, Excellent or Satisfactory
_____ No Grading system at all
19. Check any or all of the listed subjects if you feel it should be included in the basic course.
_____ Firearms Training
_____ Police Pursuit Driving
_____ Crowd Control and Riot Training
_____ Typing
_____ Other, What? _____
20. Do you feel the physical facilities offered at Michigan State University were sufficient for the courses taught?
_____ Yes _____ No
21. Would you like to have a refresher course available?
_____ Yes _____ No
22. If you would want a refresher course, how long should it last?
Circle one. 1 2 3 4 weeks
23. How long after the basic course is completed should the refresher course be taken?
_____ 6 - 12 months

_____ 1 - 2 years

_____ 2 - 3 years

_____ 3 - 4 years

24. If you feel there should be a refresher course, check the listed subjects you believe should be offered.

_____ Police Patrol

_____ Criminal Investigation

_____ Police Records

_____ Arrest, Search and Seizure

_____ Traffic Law and Investigation

_____ Report Writing

_____ Delinquent Youth

_____ Moot Trial and Investigation

_____ Interrogation and Confessions

_____ Defensive Tactics

_____ Criminal Law

_____ First Aid

_____ Other, What? _____

25. What do you feel is the MOST outstanding thing the basic course did for you?

26. If you have been promoted since completing the basic course, do you believe it helped?

_____ Very Much

_____ Some

_____ Very Little or None At All

27. Would a monthly bulletin to all graduates be of value to you?

_____ Yes _____ No

If yes, what should it contain? _____

28. Would you like to have a correspondence course available on law enforcement subjects?

_____ Yes _____ No

If yes, should it

_____ Take the place of the residence basic course

_____ Supplement the basic course

☐ Be offered in subjects not covered by the basic course

☐ Given as a refresher course on the basic course

29. Would you recommend the basic course to your fellow officers?

☐ Yes ☐ No

If not, why not? _____

30. Which of the following do you prefer from the standpoint of the best training method?

☐ Residence course where you attend school on a continuous basis until course is completed.

☐ Non-residence course where you attend for a few hours and keep returning once or twice a week or whatever time is set until the course is completed.

31. Do you feel there should be a State law setting minimum standards for physical, mental and educational requirements for ALL law enforcement officers in Michigan?

☐ Yes ☐ No

32. Do you believe there should be a State law requiring every person hired for law enforcement duties to complete a course of approved training?

☐ Yes ☐ No

33. If yes, should it be:

☐ Before going on actual duty?

☐ Three months or less after actual duty?

☐ Six months after actual duty?

☐ One year after actual duty?

☐ Longer. How Long? _____

34. Do you believe it would be good to have a law requiring all persons being hired for law enforcement work to pass certain tests or training, such as required of lawyers, barbers, real estate salesmen, dentists and doctors?

☐ Yes ☐ No

35. Do you believe there should be a CENTRAL police academy or school to which all law enforcement officers would be required to attend at some time before they could be considered regular employees?

_____ Yes _____ No

36. Would you prefer to attend a regional school nearer your place of employment than to travel to a CENTRAL school in the state?

_____ Yes _____ No

37. What subject or subjects do you presently feel you need additional training in?

38. Now that you have completed the basic course at least two years ago, do you have any suggestions to make to improve the course?

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