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**A FIELD STUDY OF THE RELATIONSHIP BETWEEN THE FORMAL  
EDUCATION LEVELS OF 556 POLICE OFFICERS IN ST. LOUIS, MISSOURI,  
AND THEIR PATROL DUTY PERFORMANCE RECORDS**

**By**

**Thomas Joseph McGreevy**

**AN ABSTRACT OF A THESIS**

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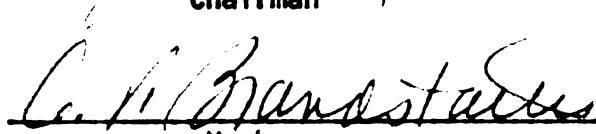
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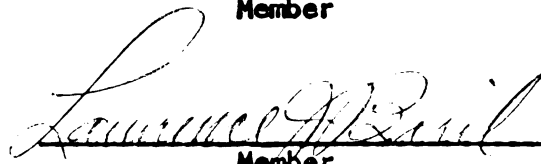
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Member



## **ABSTRACT**

### **A FIELD STUDY OF THE RELATIONSHIP BETWEEN THE FORMAL EDUCATION LEVELS OF 556 POLICE OFFICERS IN ST. LOUIS, MISSOURI, AND THEIR PATROL DUTY PERFORMANCE RECORDS**

**by Thomas Joseph McGreevy**

Intelligent selection, comprehensive training, and careful supervision are the keys to development of effective police systems. Selection processes are most important, because good training programs and outstanding leadership cannot produce high quality police officers from inferior raw material.

The prerequisites established for those applying for appointments to police forces determine the caliber of police personnel. Specific levels of formal education are usually listed among other prerequisites.

In recent years, public service employers have been urged to require police service applicants to have more years of formal education than in the past. Some recognized authorities have advised that only college-trained applicants be considered for police service appointments. Some American police departments have responded by raising their standards for applicants, thereby eliminating from their recruiting bases the greater proportion of otherwise eligible applicants.

This study was conducted to determine whether police service employers who raise their educational standards can expect better



educated policemen to accomplish basic police tasks more effectively than other policemen with fewer years of formal education. The study was limited to consideration of the quantitative aspects of the performance of basic police tasks whose accomplishment is the principal responsibility of police patrolmen, who constitute a substantial percentage of American law enforcement personnel.

A group of 556 police patrolmen in St. Louis, Missouri, were selected as a sample group. All performed essentially the same police tasks under essentially the same conditions at the same time. The officers were placed in sub-groups according to their levels of formal education.

Performance reports submitted by the 556 officers were examined and the individual performance totals for each officer during a 28-week period was compiled. Of the 37 police tasks whose accomplishment was recorded, 11 tasks were selected for study. The educational sub-groups' average daily rate of production per officer for each of these 11 tasks was then determined.

The 11 tasks were then weighted according to their relative importance in the city where they were performed. Then statistical manipulations of data were performed to provide each of the educational sub-groups with a performance index. These indexes reflected the sub-groups' overall productivity records and were comparable.

Comparisons were made and the Pearson product-moment coefficient of correlation was computed, using the levels of formal education of the sub-groups and their performance indexes as the variables.



It was found that there was no significant amount of linear relationship between the 556 police officers' levels of formal education and their overall productivity as indicated by the performance indexes reflecting their accomplishment of the 11 selected basic police tasks. These findings engendered questions about the advisability of raising educational standards for all police service aspirants on the basis of subjective evidence alone.

The study concluded by producing recommendations for further objective research in order to determine whether educational standards should be raised or lowered for applicants, or whether some new system for recruiting American police service personnel ought to be devised in order to provide police service employers with valid and reliable yardsticks to be used in applicant selection programs.



**A FIELD STUDY OF THE RELATIONSHIP BETWEEN THE FORMAL  
EDUCATION LEVELS OF 556 POLICE OFFICERS IN ST. LOUIS, MISSOURI,  
AND THEIR PATROL DUTY PERFORMANCE RECORDS**

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**A Thesis  
Presented to  
the Faculty of the College of Business and Public Service  
Michigan State University**

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

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**by  
Thomas Joseph McGreevy**

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## PREFACE

Because the constructive comments and suggestions of the members of the faculty at Michigan State University have contributed so much to the development of this thesis, I wish to record here my gratitude for their patience and encouragement. Of particular importance have been the timely critiques provided by my principal counselor, Undersheriff Samuel G. Chapman of Multnomah County, Oregon, formerly of the faculty of the School of Police Administration and Public Safety, who maintained his lively interest in my thesis research for some three years.

To the Police Commissioners and Chief Curtis Brostron of the Metropolitan Police Department of St. Louis, Missouri, I owe a debt of gratitude that is substantial. Without their wholehearted support, and the helpful efforts of their staff members, research data would not have been available. Mr. Glen R. Murphy, Director of Planning and Research, and Mr. Roy E. Hollady, then the Director of Training, were the principal staff members with whom I was fortunate to associate in St. Louis. It was their initial enthusiasm for my thesis project which made its later development possible.

And to The Provost Marshal General, Department of the Army, I extend my sincere thanks for the opportunity to attend Michigan State University. His sponsorship made my attendance at the university possible; his personal interest in my work made completion of my thesis research an enjoyable responsibility.



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## CHAPTER I

### THE PROBLEM

For many years, Americans have been told that education is a positive "good," that they will be individually and collectively enriched by it, and that education adds dimensions to character and native ability, helping individuals become potentially better citizens and potentially more productive and more successful workers, supervisors, and executives. In recent years, the high regard in which most Americans hold education has been manifested by employers in both private and public sectors of the national economy who have consistently sought to hire the best-educated applicants for jobs at all levels, while supporting private and governmental efforts to provide more and better education for everyone.

When discussing education for the police career field, progressive police administrators throughout our nation, influential writers in professional law enforcement journals, and prominent educators in the colleges and universities offering courses to police-service aspirants have generally agreed that better-educated police officers are needed in American communities. They have emphasized the fact that the demanding tasks performed by police officers require that only applicants of high potential should be selected for the nation's police forces. And they regard the extent of applicants' formal education as one of the most important factors having predictive value in terms of future job success.



## I. THE PROBLEM

Statement of the problem. Is there really any relationship between police officers' levels of formal education and their records of work accomplished? Can employers of police officers reasonably expect that applicants with high levels of formal education will produce more work or better quality work than other applicants with fewer years of formal education? Or, on the other hand, does more than "X" years of formal education have a deleterious effect on officers' work production? These questions have not yet been authoritatively answered. It is still speculation whether the educational levels of police officers have any significant effect upon their on-the-job performances of duty.

Answering these questions involves recognizing the two aspects of work accomplished by policemen, the quantitative and the qualitative aspects, and then studying each of these aspects separately. Groups of police officers whose educational levels and work production records can be determined and compared must be selected, and specific tasks performed by all officers in the sample groups must be designated for study.

The first step in finding answers to questions about the value of high-level education for police officers was to determine if there was any linear (straight-line) relationship between the formal educational levels of police patrolmen and the records reflecting their accomplishment of certain basic police tasks. The next step was then to determine, if some relationship was found, the extent of that relationship. Since the "Pearson product-moment coefficient of



correlation is, probably, the most widely used measure of the strength of the linear relationship between the two variables,"<sup>1</sup> that statistic was selected to indicate the extent of any relationship found to exist between the formal education levels and work performance records of the policemen in the sample groups.

Because data relating to the qualitative aspects of work accomplished by police officers could not be developed, it was decided to limit the study to consideration of the quantitative aspects of the work accomplished by the members of the selected sample groups.

Significance of the problem. Chicago Police Superintendent Orlando W. Wilson, formerly the dean of the School of Criminology at the Berkeley campus of the University of California, and for many years one of the most respected spokesmen for professional police administrators in the United States, believes that the "quality of police service is more strongly influenced by the competence of the individual members of the force than by any other single factor."<sup>2</sup> According to Wilson, the competence of policemen is established by several processes, the first of which is the method by which they are selected for appointment as police officers.<sup>3</sup> Wilson's statements on the importance of effective selection methods are accepted as axiomatic by his colleagues.

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<sup>1</sup> John E. Freund, Modern Elementary Statistics, (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1960), p. 328.

<sup>2</sup> O. W. Wilson, Police Planning, (Springfield, Ill.: Charles C. Thomas, Publisher, 1957), p. 224.

<sup>3</sup> Ibid.



In Police Administration, Wilson enumerates some standards which should be considered by those charged with responsibility for selecting police officers. The educational level of applicants is listed among those standards by Wilson, who writes that it is essential that all police officers be at least high school graduates, but avers that university-trained applicants are better qualified for appointment than applicants without advanced education. He firmly recommends two years of college for all applicants as a preliminary requisite.<sup>4</sup> Instructor Thomas M. Frost of the Chicago Police Academy, in A Forward Look in Police Education, considers advanced education less important. Frost writes that "a college education is not essential."<sup>5</sup> At the opposite end of the pole is Professor A. C. Germann, who advises that "steps be taken to elevate educational requirements to that of a college degree."<sup>6</sup>

The wide range in recommendations exists because the conclusions of these authors, reference the level of education to be required of applicants, were formulated on the basis of each writer's personal experiences and observations in the law enforcement field, and not on the basis of valid, reliable and objective studies.<sup>7</sup> To understand why

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<sup>4</sup>O. W. Wilson, Police Administration, (New York: McGraw-Hill Book Co., Inc., 1950), p. 338.

<sup>5</sup>Thomas M. Frost, A Forward Look in Police Education, (Springfield, Ill.: Charles C. Thomas, Publisher, 1959), p. 169.

<sup>6</sup>A. C. Germann, Police Personnel Management, (Springfield, Ill.: Charles C. Thomas, Publisher, 1958), p. 24.

<sup>7</sup>During August 1961, Supt. Wilson, Mr. Frost, and Prof. Germann confirmed in letters to the writer that they had based their published conclusions and recommendations on subjective evidence.



these respected authors have relied entirely on subjective evidence in forming the conclusions on which their recommendations are based, John P. Kenney's discussion of applicant selection standards in Police Management Planning is helpful. Professor Kenney notes that "no studies have been made to evaluate the importance of advanced education . . . ." <sup>8</sup> Extensive library research, a necessary preliminary to any field study, led to the conclusion that Professor Kenney's statement could be expanded. Nothing was found to indicate that any studies have been conducted to determine if formal education at any level can be considered a reliable index of the job performance to be expected of applicants who are selected for appointment to police forces.

Since recognized authorities are agreed that an applicant's level of education ought to be evaluated prior to his selection or non-selection for appointment, since those who evaluate applicants must rely on either their own subjective judgments or the subjective judgments of the authorities in the field when choosing an educational standard to apply, and since subjective judgments are seldom as valid or reliable as objective ones, the writer considers that a series of field studies ought to be conducted to establish objectively and definitively the precise relationship, if any exists, between applicants' levels of education and the performance records they can be expected to establish if they are appointed police officers.

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<sup>8</sup> John P. Kenney, Police Management Planning, (Springfield, Ill.: Charles C. Thomas, Publisher, 1959), p. 60.



This study is only a first step, but it is an essential first step. It is a step that must be taken if those selecting and applying educational standards for our nation's police forces are ever to base their decisions, their plans, and their programs on valid, reliable, and objective evidence.



## II. DEFINITIONS OF TERMS USED

Formal education. Formal education, in this study, was interpreted as education at public or private grammar and high schools and at institutions chartered by the several states as colleges or universities. U. S. Armed Forces Institute certificates of course completion, General Educational Development equivalency certificates, and diplomas from correspondence schools and vocational institutes were not considered as evidence of formal education beyond the level completed by an individual in recognized elementary and secondary schools and in accredited colleges and universities.

Policemen; patrolmen; police officers. These three terms were used interchangeably when describing the lowest ranking sworn members of police forces.

Patrol duty. Patrol duty was interpreted as a policeman's assigned work when he operated independently away from headquarters. In this study, patrol duty was used to describe the work assignments of policemen who provided police services in designated areas (beats) within a community, which they traversed continually in patrol vehicles (automobiles). Because the number of foot patrolmen on duty in the community selected as the locus for the field study was an insignificant one, foot patrolmen were not included in the sample population.

Day of patrol duty. The term "day of patrol duty" was interpreted as eight consecutive hours of patrol duty by the same patrolman.



Performance. The term "performance" was interpreted as the execution of selected police functions by policemen assigned to patrol duty.



## CHAPTER II

### THE METHODOLOGY

The findings and conclusions presented by individuals who have conducted research studies are valid and reliable only when the researchers work systematically and conscientiously, with an awareness of the limitations imposed on them, and when they disclose the methods and techniques they used in their quests for new knowledge. Researchers must make these disclosures so that their colleagues, their readers, and the public may judge for themselves the integrity of the researchers and the merits of their work.

In order that this research report may properly be assessed, this chapter contains methodological data relating to the development of a hypothesis, the individuals and groups studied, the data-gathering phase of the study, the evaluation and analysis of statistical data, and the presentation of the data. In addition, an exposition of the known limitations imposed on the study is set forth.

#### I. DEVELOPING THE HYPOTHESIS

During the fall and winter of 1959-1960, there was considerable discussion by undergraduates of the School of Police Administration at Michigan State University relative to the merits of raising standards for those applying for appointments as police officers in communities throughout the United States. All agreed that the nationally-known authorities were correct in emphasizing



better selection methods as one of the important steps to be taken if the American police service is to be substantially improved. Perhaps since all discussants were themselves university students, the question of higher educational standards was raised at the outset, and quickly disposed of. Most agreed that all police force appointees should be required to have had advanced (college-level) education. A few disagreed with the consensus, saying that the colleges would never produce enough applicants to staff all of America's police organizations, while others noted that no one had ever produced reliable evidence that college-trained men were needed for all police jobs. Further consideration of this latter point provoked thoughts of the consequences of any substantial raising of education prerequisites. Raising standards (from present levels) would eliminate from further consideration millions of new eligible candidates for police service appointments. Unless it is first demonstrated that such a reduction in the recruiting base is necessary or desirable, raising educational standards cannot be logically justified.

Library research during the first half of 1960 failed to disclose any evidence to support the recommendations of those who advocated raising educational standards. So, during the summer of 1960, the writer conducted a small-scale field study of the relationship between patrolmen's educational levels and their records of work production. This exploratory research was conducted in Oak Park, Michigan, where Director Glenford S. Leonard of the Department of Public Safety provided access to departmental records and facilities.



Although only 35 officers were included in the sample group, and although the research design was developed as the research work progressed, the ex post facto study produced information of value.

Three of the four college graduates performing patrol duties in Oak Park were in the low third of the departmental patrol force when all 35 patrolmen were ranked according to overall productivity per patrol hour. But, because of the exceptional production record of the fourth member of the college-educated group, the college graduates ranked highest in work production as a group. The grammar school graduates' group (four officers) ranked second. The largest group (27 officers), the high school graduates, produced the lowest record of overall production per patrol hour worked. However, the range between the top group's overall index of productivity and that of the lowest group was not a substantial one.

These findings provided the null hypothesis to be tested in the subsequent full-scale field study: the formal education of police patrolmen has no substantial linear (straight line) relationship to the quantities of work they produce.

The Pearson product-moment coefficient of correlation was determined to be the most widely accepted statistic for indicating the extent of linear relationships between two variables, so it was determined to use this statistic in reporting any straight-line relationship between the educational levels of police officers and their records of work accomplished that might be found during the field study.



The writer, after consultations with Mr. Geoffrey Y. Cornog and Dr. Donald W. Olmsted, of the Department of Political Science and the Department of Sociology and Anthropology, respectively, at Michigan State University, decided arbitrarily to test this hypothesis with the following criterion: reject the null hypothesis if the coefficient of correlation is greater than .05 or less than -.05; accept the null hypothesis if the coefficient of correlation is between .05 and 0 or between 0 and -.05.

## II. SELECTING A LOCUS FOR THE STUDY

In selecting a police organization for the full-scale study, the four principal requisites were:

- (1) the selected police force had to be a relatively large one, in order to provide an adequate sample population;
- (2) the selected police force had to provide reasonably accurate and complete personnel and production records;
- (3) the selected police organization had to be located relatively near East Lansing, Michigan, so that on-the-scene research activity could be conducted within the limitations imposed by the time and money available for the study; and
- (4) the selected police force had to be one whose superior officers would authorize the study and would provide assurances of cooperation and assistance.

The Metropolitan Police Department of St. Louis, Missouri, qualified in every respect. With a departmental roster of approximately



3,000 personnel, including over 1900 sworn police personnel, the Metropolitan Police Department had a large number of patrolmen whose educational levels ranged from the seventh grade to four years of college. Under the leadership of Colonel H. Sam Priest (President of the Board of Police Commissioners) and Colonel Curtis Brostron (Chief of Police), the commanders and staff officers within the Metropolitan Police Department had devised and installed a modern records control system, completing the work during the summer of 1960. St. Louis is within a day's drive from East Lansing; this proximity made possible two visits to the city, totalling 16 days. At the urging of Mr. Roy E. Hollady, then the director of training in the St. Louis department, and with the assent of Mr. Glen R. Murphy, the director of planning and research, Colonel Brostron extended a cordial invitation to visit St. Louis and the Metropolitan Police Department. He agreed to provide access to the department's records and facilities in the interests of the study.

Since no other community or police organization satisfied all four basic requirements, the Metropolitan Police Department of St. Louis was selected as the locus for the full-scale research effort.

### III. THE INDIVIDUALS AND GROUPS STUDIED

The community. St. Louis was founded in 1764 as a fur-trading station. It was incorporated as a town in 1808, and chartered as a city in 1822. St. Louis has been the principal community of the Mississippi Valley for almost 200 years. The city is now one of



America's dozen-largest. With more than 800,000 people living in the 61.37 square miles within the city boundaries, St. Louis is the center of a metropolitan area with a total population of more than one and three-quarters million persons. Occupying about 19 miles along the west bank of the Mississippi River, the city extends westward for about seven miles. Many of the residential districts, because of the city's vast industrial expansion and urban redevelopment projects, now lie in communities adjacent to the city. From these residential communities come daily many thousands of people to work, to shop, and to enjoy the recreational and cultural facilities of the city.<sup>9</sup>

The police department. One hundred years old in 1961, the Metropolitan Police Department was organizationally patterned on the U. S. Marine Corps of the Civil War era. Because of the unsettled political conditions in St. Louis during the early 1860's, local control of the Metropolitan Police Department was withheld by the State of Missouri. This system has persisted to the present day. The governor appoints a president and three other members to the Board of Police Commissioners. The mayor of St. Louis is the ex officio fifth member of the board, which serves as the top executive group for the department.<sup>10</sup>

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<sup>9</sup>Joseph L. Morse (ed.), Funk and Wagnalls Standard Reference Encyclopedia, (New York: Standard Reference Works Publishing Co., Inc., 1960), XXI, 7763-4.

<sup>10</sup>The 1961 organizational chart of the St. Louis Metropolitan Police Department is presented in Appendix A.



By statute, the city of St. Louis is divided into twelve police districts. Initially, each of these districts had its own district police station, superior officers, and full complement of police officers. Now, due to socio-economic changes in the city, industrial development, and population movement to the suburbs, the necessity for 12 separate districts no longer exists. However, because of the statutory requirements, the twelve districts exist nominally, but actually the 4th District has been combined with the former 8th District (now called the Central District because its command post is located in the departmental headquarters building), while the 7th and 11th districts have been combined with the 3rd and 9th Districts, respectively.<sup>11</sup>

In addition to the personnel assigned to district stations, other police officers and supervisors assigned to field units work under the commander of the Bureau of Field Operations. This bureau is the department's largest in terms of personnel assigned. Other members of the department are assigned to the Bureau of Inspections, the Bureau of Services, and to staff units under the direct control of the chief of police or the commissioners. Over 1000 members of the department are non-sworn civilian personnel. These civilian employees do not wear uniforms or perform law enforcement functions, but they do make substantial contributions to the department and to their community. The organizational chart shown in Appendix A indicates

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<sup>11</sup>A map showing the statutory district boundaries is presented in Appendix B.



a few of the responsible positions held by civilians, and indicates the command structure for all department personnel.<sup>12</sup>

Selecting the sample. A sample, as the word implies, is a smaller representation of a larger whole. The use of samples allows for more valuable scientific work by making the time of the researchers more productive. They can make a more comprehensive and intensive analysis of fewer cases than would be possible if they were examining a mass of material. Sampling makes research less expensive in terms of time and money too, thus permitting study of problems that could not otherwise be investigated. There are only two basic requirements in selecting samples; reliable samples must be representative and they must be adequate.<sup>13</sup>

To be representative, a sample must be a carefully assembled smaller edition of the universe to be sampled. A population sample, for example, must have the characteristics of the population of the universe, in approximately the same degree. In this study, the universe is all policemen in the United States. The pertinent characteristics are the educational levels and the productivity of police officers. No sources of information are available to indicate these characteristics for the universe population, but since the St. Louis police officers range from 7th graders to college graduates, and since St. Louis police officers perform generally the same police tasks as other American police officers, representativeness to an

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<sup>12</sup>This chart reflects the organizational plan in effect during the research study interval.

<sup>13</sup>William J. Goode and Paul K. Hatt, Methods in Social Research, (New York: McGraw-Hill Book Co., Inc., 1952), p. 213.



unknown degree is assumed.

To be adequate, a sample must be large enough to allow confidence in the stability of its characteristics.<sup>14</sup> In this study, St. Louis was selected as the locus because a large sample population could be studied. However, a large sample population does not insure reliability. Since there is no method for calculating the limits of permissible error or the statistically-required number of individuals for a sample group if strict probability sampling techniques are not used, application of any findings or conclusions to the population of the universe is dangerous. In this study, as many St. Louis police officers as possible were included in the sample in order to obtain as many data as possible, since it was impossible to determine accurately the precise number of individuals needed in a sample group to adequately reflect in miniature the educational levels and productivity rates of the more than 310,000 state and local police officers in the United States.<sup>15</sup>

Composition of the sample population. In addition to the number of individuals in the sample, consideration had to be given to their education, their duty assignments, and their performance opportunities.

Number of officers. Since valid records of the educational achievements of all members of the St. Louis department were

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<sup>14</sup>Ibid., p. 225.

<sup>15</sup>United States Bureau of the Census, Statistical Abstract of the United States: 1962, (Washington: Government Printing Office, 1962), p. 434.



available, the problem was to assemble a homogeneous group whose work production records were comparable. As persons performing dissimilar work produce different types of work records, the largest group of individuals performing similar duties was chosen as the group from which the sample would be drawn. These individuals were the motorized (automobile) patrolmen. Hence, no foot patrolmen, motorcycle officers, plainclothesmen, patrolmen on special assignments or individuals with supervisory rank or administrative responsibility were included in the base group.

Education. Using the electronic data-processing system installed at department headquarters, the departmental statisticians produced a record of the pre-service formal education for each patrolman in the department. Since the punched card data were originally extracted from individual personnel records on file in the departmental personnel office, 50 personnel records were selected at random and examined by the writer.<sup>16</sup> No discrepancies were noted, so the statisticians' data were accepted as accurate.

Duty assignments. Police officers assigned to patrol duty do not necessarily always perform this type of work. Sometimes patrolmen are assigned temporarily to non-patrol duties, or they may be promoted or given supervisory responsibilities for an interval. Again using the electronic data-processing system, over 125,000

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<sup>16</sup>The procedural steps and the Table of Random Numbers supplied by John E. Freund, op.cit., pp. 195 and 391, were used to assure randomness of the selections.



patrolmen's daily activity reports were examined. The punched cards which reflected more than 50 per cent of an 8-hour day spent on other than patrol duties were discarded. Held for further study were the coded daily activity reports of all patrolmen which reflected 50 per cent or more of each reported duty tour spent on motorized beat patrol. It was recognized that some members of the sample population base were thus held to have worked one or more eight-hour days of patrol duty during which they may have spent from one to 49 per cent of their time in the performance of non-patrol duties. However, since there was no evidence that officers with particular levels of formal education were singled out in this respect, it was assumed that any amount of resultant discrimination is spread randomly among officers at all levels of formal education and therefore does not distort the overall statistical comparisons.

Performance opportunities. To insure that each patrolman selected for inclusion in the sample population furnished his particular education group with adequate representation, it was necessary to consider the aspects of each officer's duty assignment which may have influenced his opportunities to perform the kinds of work on which the individual records of productivity would be based.

District assignment. Examination of the neighborhoods within each of the 12 police districts led to the elimination of five districts from further consideration. The Central-4th District was found to be restricted to the heart of downtown St. Louis. No other district contained such a concentration of commercial, governmental, financial, and cultural activities and



establishments. In the Central-4th District were found almost no private residences. Workers living elsewhere crowded the streets of the district during the days, while only a relatively few recreation seekers, residents of expensive apartment houses, and transients were found in the district at night. Many officers working in the Central-4th District were foot patrolmen, whereas no other district had more than a very few men assigned to foot patrol duty. The police hazards in the Central-4th District were considerably different than those elsewhere in the city too. It was the only district with concentrated high-risk, high-value, low-population police problems. On the other hand, the 1st, 2nd, and 6th Districts encompassed the principal middle-class residential sections of the city. They could not be compared socially, economically, or racially with the remaining districts. Review of the crime and incident records, crime trend charts, and records of calls for police services throughout the city also substantiated the conclusion that neither the Central-4th, 1st, 2nd, nor 6th District officers could be considered to have had the same numbers of opportunities to perform the principal police tasks as the 722 officers assigned to patrol duty in the other seven districts. Accordingly, all coded and punched daily activity reports submitted by the patrolmen working in the Central-4th, 1st, 2nd, and 6th Districts were discarded and were not included in further comparisons.

Watch assignment. If certain officers patrolled only during daylight hours, while others worked only at night, then the officers' opportunities to perform similar tasks would not be



comparable. In St. Louis, as in many large police departments, officers work three watches (or shifts) every day. Fortunately for the writer, watch assignments for all St. Louis patrol officers were regularly rotated. Prior to 19 September 1960, watch assignments were rotated every four weeks. Since that date they have been rotated every three weeks, insuring over an extended period that all patrolmen will have had approximately the same number of assignments to each of the three watches and approximately the same number of opportunities to perform the same kinds of police tasks.

Beat Assignment. If all patrol beats were of the same size, certain patrolmen would undoubtedly have more opportunities to perform their tasks than their colleagues, simply because some areas contain more police hazards than other areas of the same size. To apportion patrol work equally to all patrolmen, comprehensive beat-analysis studies were undertaken by the analysis of the Metropolitan Police Department Office of Planning and Research. These studies were completed early in 1960. They provided the information needed for a departmental realignment of beat boundaries. High hazard beats with many calls for police services were reduced in size. Low hazard beats, with fewer calls for services, were expanded. According to Mr. Glen R. Murphy, the director of planning and research, after completion of the boundary realignment program in mid-1960, each beat officer was assigned a beat comparable to all other beats in respect to an approximately equal combination of hazards, calls for services,



and area to be covered.<sup>17</sup> The sustained beat analysis program has made it possible to continue making adjustments of beat boundaries, even during the period covered in this study, to assure each beat patrolman of approximately the same amount of work as his fellow patrolmen. Any non-discernible inequities that have remained or that have developed since completion of the beat boundary realignment program were assumed to be non-significant during the study since they could be presumed to occur equally for patrolmen at all educational levels.

Days assigned to patrol duty. Since no daily activity reports were coded and punched on cards before 22 August 1960, and since the data-gathering phase of this study was conducted during March 1961, the patrolmen's records of work accomplished during a 28-week period, from 22 August 1960 to 5 March 1961, were examined. The records for this period reflected production totals for one 4-week watch assignment period and for eight 3-week watch assignment periods. These records included all productivity reported in the coded daily activity reports prepared by patrolmen completing three assignments to each of the three daily watches. Not all 722 officers performing patrol duty in the seven districts selected for study were assigned regularly, however, to patrol duty. Many officers completed more than 130 eight-hour days on patrol duty. Some others worked only three or

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<sup>17</sup> During March 1961, in a series of conversations with the writer, Mr. Murphy explained his beat analysis study and made the statement here attributed to him.



four days on patrol assignments. Interviews with district commanders revealed that any officer with fewer than 10 eight-hour days of patrol duty during a 28-week period could be safely assumed to be regularly assigned to non-patrol duties. To assure that all officers included in the sample population were actually patrol officers, 166 officers credited with fewer than 10 eight-hour days on patrol duty were eliminated from further consideration. Discarding the productivity and educational achievement records of these 166 policemen, after eliminating all other non-patrolmen in the department and all patrol officers working in the Central-4th, 1st, 2nd, and 6th Districts, resulted in a sample group population of 556 regularly-assigned motorized patrol officers who could be presumed to have performed the same types of work under approximately the same circumstances, with their opportunities to accomplish their tasks limited only by the number of days each man worked.<sup>18</sup>

#### IV. THE PERFORMANCE TOTALS STUDIED

Police work in the seven selected districts. The 5th, 10th, 12th, and the combined 3rd-7th and 9th-11th Districts are contiguous districts along the center of St. Louis' east-west axis. They extend from the Mississippi River to the city's western boundaries. In the last century, the homes in these districts were occupied by St. Louis'

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<sup>18</sup>The total number of days worked on patrol duty by each of the 556 patrolmen were provided by the Metropolitan Police Department statisticians. They are included in Appendix C.



white middle-class citizens. In 1960-61, some of the now dilapidated single-family and multiple-unit dwellings were occupied by low-income Negro families. Many other houses and apartment buildings -- entire neighborhoods -- were vacant and awaiting the wreckers whose work precedes urban renewal construction. Manufacturing plants and other commercial facilities were found throughout all seven districts. Neighborhood shopping centers were important features of each district too, as were theaters, bars, hotels, public transportation facilities and parking meters. The police tasks performed by police officers in every large city were being performed by the patrolmen in these districts, who encountered the same kinds of problems and conditions that exist to some degree in every American city.

Tasks whose accomplishment was recorded. The activity report submitted daily by St. Louis patrolmen listed 37 types of work performed by police officers. Each of these police tasks was identified on the activity report forms by a descriptive phrase and by a code number that was used when transferring reported data to punch cards for utilization in the electronic data processing system.<sup>19</sup> Not all of these 37 types of work were performed frequently enough by patrolmen to qualify as reliable or statistically-significant units of measurement. For example, juveniles were seldom detained and vehicles were seldom towed. Others of the listed tasks were so broad in scope as to make comparisons meaningless, e.g., complaint investigations, notifications, assists to other officers. Still others, those

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<sup>19</sup>A sample daily activity report is presented in Appendix D.



dealing with arrests, were not conducive to valid measurement or analysis because of a Missouri statute permitting twenty-hour detentions of individuals without formal charges; these arrests "on suspicion" were reported together with more conventional types of arrests made by St. Louis policemen. For validity and reliability, in view of the cited reasons, 11 work categories were culled from the 37 available. These 11 tasks were selected to be the tasks whose accomplishment by patrolmen would determine their levels of production.

Defining the selected tasks. Since many terms and expressions used by law enforcement officers may have different meanings from jurisdiction to jurisdiction, the following definitions are presented as those which applied to police work in St. Louis.

Issuing parking meter tags. Parking meters are located in every St. Louis police district. All patrolmen were responsible for checking the meters on their beats and for issuing parking violation notices (tags) when automobiles were parked at meters which indicated the authorized parking time had expired.

Issuing other parking tags. These citations were issued by all beat patrolmen to operators of motor vehicles who parked their vehicles in violation of local ordinances, other than meter regulations, or in such a manner as to endanger the public safety or obstruct the public ways.

Issuing hazardous traffic violation citations. All beat patrolmen were required to report the number of summonses they issued for hazardous traffic violations. Considered to be hazardous traffic



violations were such offenses as reckless driving, speeding, disregarding signs and signals, making improper turns, failing to yield the right of way, following too closely, and leaving the scene of accidents.

Issuing non-hazardous traffic violation citations. All citations issued for such offenses as driving without valid operators' licenses, driving vehicles without mandatory safety equipment, driving vehicles with defective equipment, making unnecessary horn noise, and driving unregistered vehicles were included in this category.

Completing business checks. Beat officers were required to report the number of doors and windows they physically checked at closed business establishments. While on patrol, St. Louis patrolmen were directed to dismount from their patrol cars and make business checks on foot.

Conducting business interviews. Beat officers reported the number of open business establishments they visited in line of duty in order to talk with owners, managers, or employees.

Issuing ordinance violation notices. These notices included those issued to violators of ordinances regulating the non-criminal behavior of St. Louis citizens in the interests of public health and public safety. Among the offenses for which these notices were issued were unlawful burning of rubbish, blocking of public ways, unlawful dumping, violations of fire laws or rooming house regulations, and violations of ordinances governing the conduct of businesses.



Issuing curfew notices. Curfew notices were those citations issued to individuals unlawfully abroad in the nighttime. While officers on the day watch could not issue these notices, the watch rotation system provided all officers with approximately equal numbers of opportunities to issue curfew notices.

Stopping vehicles. All beat patrolmen were directed to be alert for the presence of suspicious motor vehicles on their beats. Whenever a patrolman reported that he had stopped a vehicle, it reflected the halting of a suspicious vehicle for summary or more comprehensive investigation.

Questioning pedestrians. Each police officer was required to report the number of pedestrians he interviewed in the line of duty while patrolling his beat.

Making field interrogation cards. Patrol officers were encouraged to stop and question persons abroad in the nighttime, those found in the vicinity of crime scenes, and others whose general appearances or behavior was strange, suspicious, or unnatural. Field interrogation report cards were furnished all patrolmen for easy reporting of interviews of this character.

Relative importance of the selected tasks. While the eleven tasks defined above are not among the most notable, most sensational, or most glamorous tasks performed by police personnel, they do provide a cross-section of the patrol tasks most frequently performed by patrolmen. Tasks such as these are the bread-and-butter police tasks whose accomplishment determines ultimately the efficiency of patrolmen



and the effectiveness of departmental public safety, accident prevention, and crime prevention programs.

Significance of the selected tasks. Except for the issuance of ordinance violation notices and the issuances of curfew notices, each of the 11 selected tasks was accomplished more than 4,000 times by the 556 patrolmen in the sample population during the 28-week research period. There were fewer than 500 ordinance violation notices and curfew notices issued. These two tasks were included among the selected tasks to determine whether officers at particular education levels were inclined to emphasize or de-emphasize the performance of important but unpopular police tasks.

Performance of the tasks by individual officers. As each task was accomplished by a St. Louis patrolman, he was responsible for recording its performance on a rough-draft work sheet. When he returned to his district station after completing his tour of patrol duty, he used the work sheet as the primary source of data when preparing his daily activity report. All daily activity reports were forwarded each day by the district commanders to departmental headquarters where all of the data contained in the individual daily activity reports were coded and where punched cards were prepared. The daily activity reports were returned to the districts for filing. The punched cards were retained by the departmental statisticians who used them when preparing periodic (every three weeks) summaries of individual performances which listed the production totals for every police officer in the Metropolitan Police Department. The punched cards were



also available and useful for beat analysis studies, for long-range and short-range planning, and for independent studies such as this one.

For this study, the punched cards reflecting the daily motorized patrol activity of each of the 556 patrolmen in the sample group, excepting those cards discarded for any of the reasons previously noted, were totalled. The electronic data processing system thus provided each officer's 28-week performance totals for each of the 11 selected tasks, plus the number of days of patrol duty worked by each officer during the research interval of 28 weeks.<sup>20</sup>

All officers' punched performance records were identified by their departmental serial numbers (DSN). These same serial numbers were used to identify individuals when determining each officer's level of formal education.<sup>21</sup>

In using the Metropolitan Police Department's electronic data processing system to develop these basic educational and performance data, two assumptions were made:

(1) The educational data contained originally in the officers' personnel records and the performance data contained originally in the officers' daily activity reports were accurately transferred to the punched cards by the coding clerks and the card-punch operators.

(2) The daily activity reports submitted by this

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<sup>20</sup>These data are presented in Appendix C.

<sup>21</sup>These serial numbers are presented in Appendix C.



individual officers were conscientiously prepared and accurately reflect the amounts of work actually accomplished by the officers who prepared them.

Performance of the tasks by education sub-groups. After the individual totals furnished by the departmental statisticians were made available, 10 formal education sub-groups were designated. Groupings were established for 7th, 8th, 9th, 10th, 11th, and 12th graders and for those who had completed one, two, three, or four years of college. Each of the 556 officers in the sample group, depending on the highest level of formal education he had completed, was assigned to one of the 10 sub-groups. Then the days-worked totals and the performance totals for each of the 11 selected tasks, as reported for each officer in each sub-group, were added to produce sub-group totals.

As might be expected, the sub-groups were not of equal size. There were relatively few patrolmen in the 7th grade sub-group and in the three sub-groups for officers with two or more years of college. These officers, from four sub-groups, numbered only 40, and constituted only 7.19 per cent of the total sample group of 556 officers. In the absence of authoritative data regarding the formal education levels of all American police officers, it is impossible to accurately state how the St. Louis ratio of 40/556 compares with the number of 7th graders and officers with two or more years of college in the total American policeman population. It is, however, common knowledge that some American police patrolmen in other American communities have fewer than eight years of formal education and that some other officers have two or more years of college.

For easier handling in the data-analysis phase of this



study, and to reduce the possibilities of confusion for readers of this report, the officers who completed one, two, three, and four years of college are hereafter referred to as 13th, 14th, 15th, and 16th graders.

## V. MANIPULATION OF THE DATA

Neither the individual officers' raw production totals nor the educational sub-groups' raw production totals, even when presented with the days-worked totals and the pertinent formal education data, provided the basis for useful comparisons. Data manipulation was required for a new presentation of the data in a meaningful form.

Developing production per patrol-day totals. The individual officers' production totals were made more significant by combining all production totals and days-worked totals within each of the formal educational sub-groups. However, without further manipulation, comparisons between the sub-groups could not be made. Hence, each of the 10 sub-groups' eleven production totals (one total for each of the 11 tasks) was divided by the number of days-worked by all members of the sub-group. The 11 resultant quotients became the sub-groups' production per patrol-day totals for each of the 11 selected tasks.

The manipulation process is illustrated here for a hypothetical sub-group whose four members performed three types of work.



<u>Sub-group "X"</u>				
<u>Individuals</u>	<u>Task #1</u>	<u>Task #2</u>	<u>Task #3</u>	<u>Days Worked</u>
A	50	80	30	60
B	190	127	65	95
C	40	143	25	35
D	20	50	30	10
	<u>300</u>	<u>400</u>	<u>150</u>	<u>200</u>

<u>Sub-group</u>	<u>Production Totals</u>	<u>Days Worked</u>	<u>Average Number of Units of Production per Patrol-Day</u>
Task #1	300	200	1.50
Task #2	400	200	2.00
Task #3	150	200	.75

Developing performance indexes. Using the 10 sub-groups' production per day averages, comparisons of the sub-groups' performances for each of the 11 task categories were easily made. However, no comparisons for the 10 sub-groups' production of all 11 tasks in combination were possible without additional manipulation of the collected data and the addition of other data.

Weighting the tasks. The 11 tasks, which were considered as the yardsticks by which the productivity of the ten sub-groups would be determined, vary in their relative importance. Some of the tasks are relatively more or less important than others. For example, the issuance of a citation for a hazardous traffic violation is more apt to be considered an important police service than the issuance of a citation for a parking ordinance violation. No intelligent determination of productivity based on consideration of several dissimilar tasks can be made without first assigning weights



to the tasks. The weights should indicate the relative importance of each of the dissimilar tasks.

There is not now, nor is there likely to be in the future, any universal scale of valuations permitting the arbitrary assignment of weights to different types of work. Assigning relative weights involves consideration of the relative importance of the designated tasks in the specific communities where they are accomplished. Specific types of police work accomplished by officers are more or less important, relative one another, according to the emphasis and stress, or lack of emphasis and stress, placed on their accomplishment by the officers' supervisors. For example, in a city where there was no serious traffic problem, traffic control tasks would be weighted less heavily than in a city where the police department had a drive in progress to reduce accidents and violations of traffic laws.

So that proper relative weights might be assigned to each of the 11 selected tasks accomplished by the officers in the sample population, Major Ola P. McAllister, Commander of the Metropolitan Police Department's Northern Area; Captain Walter Eitzman, 9th-11th District Commander; and Mr. Glen R. Murphy, Director of the Office of Planning and Research, were asked in March 1961 to independently assign relative weights to each of the eleven tasks. Each panel member was asked to consider the relative importance of the several tasks from his own point of view.

While the weights assigned by the three panel members were essentially similar, there were minor differences which



were resolved by determining the consensus of the panel as indicated by the arithmetic mean of the three weights assigned by the panelists for each of the 11 tasks.

Computing the indexes. Each sub-group's 11 raw production totals were multiplied by the weights designated for each of the tasks. The 11 products were added together. The sum of the products was divided by the number of days worked by all members of the sub-group. The resultant quotient was the sub-group's performance index.

The procedural steps taken in determining the performance indexes for each of the sub-groups are illustrated here. The hypothetical Sub group "X", which was introduced for illustrative purposes on page 32, is again used for the same purpose, with 200 again representing the number of days worked by all members of Sub-group "X".

	<u>Sub-group Production Totals</u>	<u>Weight Assigned</u>	<u>Weighted Totals</u>	
Task #1	300	1	300	$\frac{3800}{200} = 19.0$
Task #2	400	5	2000	
Task #3	150	10	1500	
			<hr/> 3800	19.0 = Sub-group "X"'s Performance Index

The performance indexes do not have absolute values. The index numbers have no meaning standing alone. But the index number of a particular sub-group does have meaning when compared with similarly-derived index numbers of other sub-groups from the same sample population. The performance indexes are indications of the superiority or inferiority of the several sub-groups, relative one



another, in respect to the performance of selected tasks that the members of all sub-groups accomplished under essentially the same conditions.

It should be recalled that the performance indexes of the 10 sub-groups were computed considering only the quantitative aspects of their respective productivity. All qualitative aspects of the work accomplished have been omitted from consideration in this study to permit concentration on the more precisely measurable quantitative aspects of work accomplished by the patrolmen in the sample population.

Statistical analysis. With the sub-groups' performance indexes and their levels of formal education as the two variables, the Pearson product-moment coefficient of correlation were computed to indicate the strength of any linear (straight-line) relationship that existed between the formal education and the productivity of the sub-groups constituting the sample population.

## VI. DATA PRESENTATION

Presenting the findings. The findings in respect to the average daily production of each of the 10 sub-groups for each of the 11 selected tasks are presented in the following chapter. So that they may be readily assimilated, the findings are presented in tables and graphs rather than narratively.

Additional tables and graphs summarizing the findings, including the weights assigned to each of the 11 tasks, are presented



in Chapter III together with the performance indexes for each of the 10 educational sub-groups and the derivation of the coefficient of correlation showing the strength of the linear relationship between the two variables.

In the final chapter, conclusions indicated by the findings and the recommendations suggested by the conclusions are presented.

## VII. LIMITATIONS OF THE STUDY

All studies conducted by researchers who conscientiously use accepted variations of the general scientific method of investigation have a certain value because they discover new knowledge, eliminate untenable hypotheses from further consideration, or collect and confirm already-known facts. To accurately assess the value of any particular study, however, it is essential to recognize the limitations of the study. Each study has its limitations, and they arise from several sources.

Limitations arising from assumptions. Assumptions are statements of alleged facts that are accepted as true without proof. Social scientists must base their work on more assumptions than do the physical scientists. For example, social scientists assume that human behavior is regular, knowable, and -- to some degree -- predictable. Because all of the factors influencing human behavior have not been identified nor measured, the social scientist must rely on their assumptions if they are to proceed to study human behavior.



Like all students of human behavior, the writer has had to accept many assumptions in order to conduct his study. For example, it has been assumed that the quantitative aspects of productivity could be treated separately from the qualitative aspects; that the formal education of policemen was a factor influencing their behavior while on patrol duty; that all members of the sample group who completed "X" years of formal schooling had the benefit of similar educational experiences and achieved similar educational outcomes although they may have attended different schools at different times; that the 556 individuals in the sample population were a fair representation of the total patrolman population in St. Louis; and that influences on the officers' productivity caused by variations in duty assignments were spread uniformly among officers at all levels of formal education. These assumptions, and others noted earlier, limit the value of the research effort because it is not known, and cannot be learned, whether the writer erred in accepting them.

Limitations arising from the data. The formal educational data pertaining to each of the 556 officers in the sample group were extracted from departmental personnel records. These data were not verified at the schools and colleges attended by the individual officers, nor were the academic achievement records of the 556 officers searched for or examined to determine their academic grades or relative class standings. The departmental personnel records may or may not have reflected formal educational achievement by individual officers subsequent to employment; time did not permit individual interviews of



the officers in the sample group or the verification of any statements they might have made about off-duty educational accomplishments had they been interviewed.

The production data supplied by the officers in their daily activity reports were also unverified. The lack of verification of their performance claims were most apparent when evaluating their accomplishment of certain tasks whose accomplishment could not be substantiated by other evidence, e.g., conducting business checks. Additionally, the selected tasks have not been shown to be the most reliable indexes of productivity. Other, non-selected tasks -- or even tasks whose accomplishment was not reported by the St. Louis patrolmen -- might have been better sources of meaningful data.

Limitations arising from the tasks. Using the accomplishment of 11 arbitrarily-selected tasks as the measurement of productivity limited the value of the study for two basic reasons: (1) no tasks were included that could be described as particularly noteworthy individual accomplishments, such as making on-sight arrests of at-large felons; and (2) some of the selected tasks were not accomplished frequently enough by the officers in the sample population to comfortably guarantee their statistical significance.

Limitations arising from the methodology. As was noted in the opening chapter, and again in Chapter II, no consideration was given in this study to the qualitative aspects of the work accomplished by the patrolmen. This significant restricting of the scope of the study constitutes a limitation of major proportions; some may



maintain that the two aspects of production cannot or should not be separated. Another limiting factor is the method employed to select a sample population. More valid and reliable conclusions would have resulted if the sample population had been randomly-selected from the entire American policeman population. That the production records of officers from different communities would not be comparable -- even if available -- does not eliminate the built-in limitation.

Limitations arising from non-evaluated variables. It was assumed that the large number of patrolmen (556 individuals) in the sample population permits the non-consideration of variables other than formal educational levels and productivity totals. But since other variables, such as race, religion, family background, motivation, enthusiasm, quality of training, state of health, and age, were not scientifically eliminated as factors possibly influencing the officers' production records, their non-consideration limits the value of the study.



## **CHAPTER III**

### **THE FINDINGS**

In any research study, the findings are the fruits of the methodological activities and are the basis for any conclusions that are drawn by the researcher or by those who ponder his research report. The findings of every research report, including this report, must be viewed in light of the methods used to develop them.

#### **I. DAILY PRODUCTIVITY TOTALS**

After selecting the sample population, the tasks whose accomplishment would serve to indicate the relative daily productivity of the patrolmen constituting the sample population, and the variation of the general scientific method to be employed in the research effort, the writer used data manipulation processes to compute the average productivity per day totals for each of the 10 educational level sub-groups in respect to each of the 11 selected tasks.

The findings are herewith presented in tabular and graphic form.



TABLE VIII

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CURFEW NOTICES ISSUED  
-BY EDUCATION GROUPS-

HIGHEST GRADE COMPLETED	NUMBER OF OFFICERS	NO. OF DAYS WORKED	TOTAL NUMBER OF NOTICES ISSUED	AVERAGE NO. OF NOTICES ISSUED DAILY PER OFFICER
7	5	343	5	.015
8	58	4,162	22	.005
9	26	2,135	4	.002
10	95	8,072	51	.006
11	39	3,434	13	.004
12	269	25,059	179	.007
13	29	2,630	10	.004
14	19	1,418	5	.004
15	10	844	5	.006
16	6	678	2	.003
7 to 16	556	48,775	296	.006

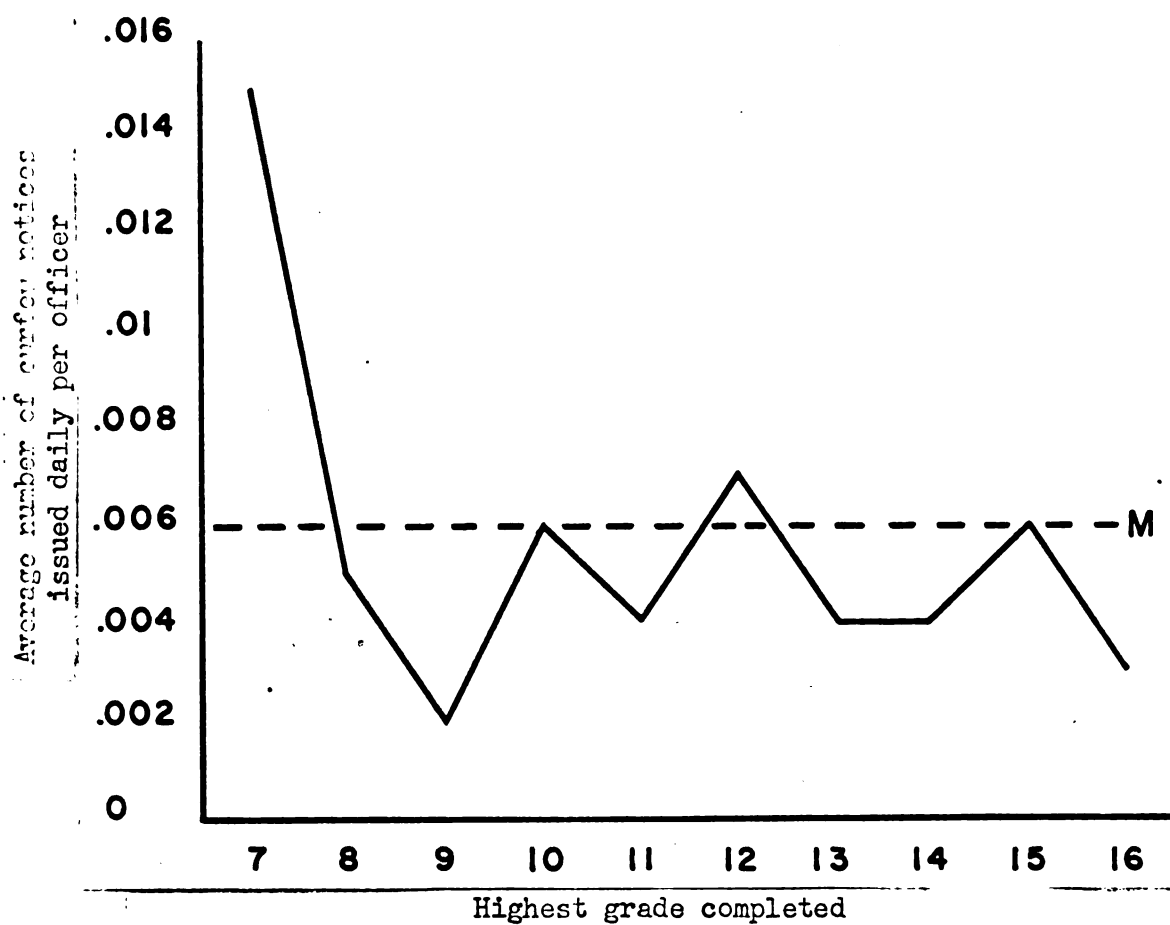


FIGURE 8  
VARIATIONS IN THE NUMBER OF CURFEW NOTICES ISSUED DAILY  
BY 556 PATROLMEN IN ST. LOUIS, MISSOURI; AUGUST 1960 - MARCH 1961.



TABLE VI

BUSINESS INTERVIEWS CONDUCTED  
---BY EDUCATION GROUPS---

HIGHEST GRADE COMPLETED	NUMBER OF OFFICERS	NO. OF DAYS WORKED	TOTAL NUMBER OF INTERVIEWS CONDUCTED	AVERAGE NUMBER OF INTERVIEWS DAILY PER OFFICER
7	5	343	53	.155
8	58	4,162	2,508	.603
9	26	2,135	962	.451
10	95	8,072	5,312	.658
11	39	3,434	3,172	.924
12	269	25,059	16,505	.659
13	29	2,630	1,948	.741
14	19	1,418	1,334	.941
15	10	844	407	.482
16	6	678	430	.634
7 to 16	556	48,775	32,631	.669

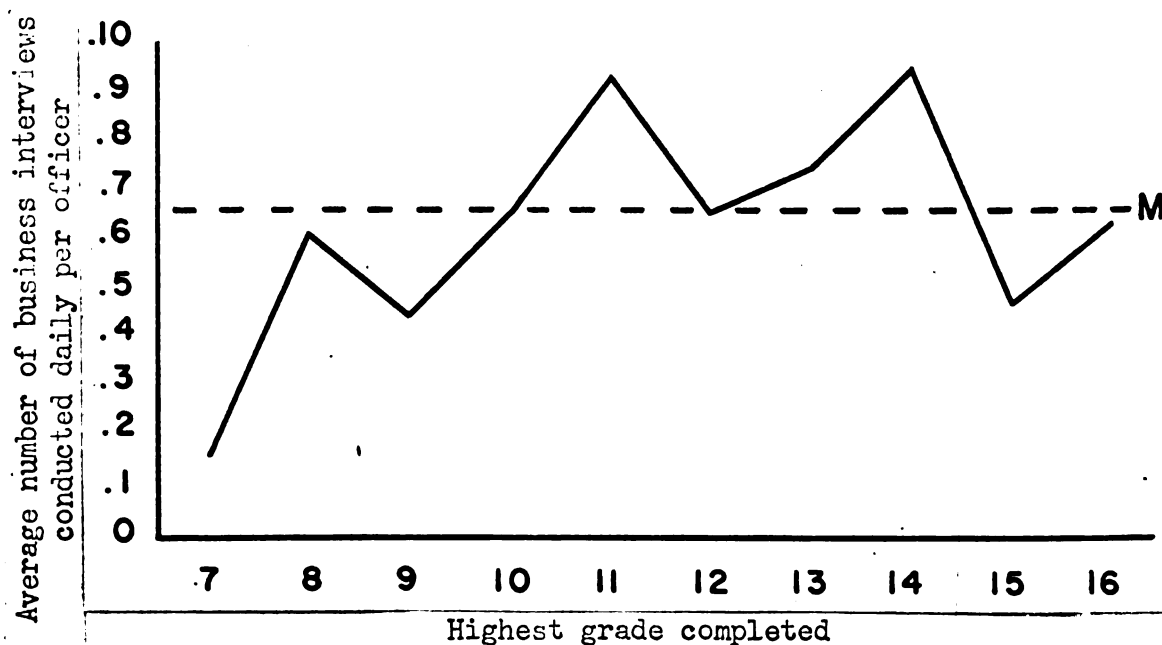


FIGURE 6  
VARIATIONS IN THE NUMBER OF BUSINESS INTERVIEWS CONDUCTED DAILY  
BY 556 PATROLMEN IN ST. LOUIS, MISSOURI; AUGUST 1960 - MARCH 1961.



TABLE X

PEDESTRIANS QUESTIONED  
--BY EDUCATION GROUPS--

HIGHEST GRADE COMPLETED	NUMBER OF OFFICERS	NO. OF DAYS WORKED	TOTAL NO. OF PEDESTRIANS QUESTIONED	AVERAGE NUMBER OF PEDESTRIANS QUESTIONED DAILY PER OFFICER
7	5	343	89	.260
8	58	4,162	1,717	.413
9	26	2,135	785	.368
10	95	8,072	3,777	.468
11	39	3,434	1,008	.294
12	269	25,059	14,167	.565
13	29	2,630	2,268	.862
14	19	1,418	731	.516
15	10	844	495	.587
16	6	678	175	.258
7 to 16	556	48,775	25,212	.517

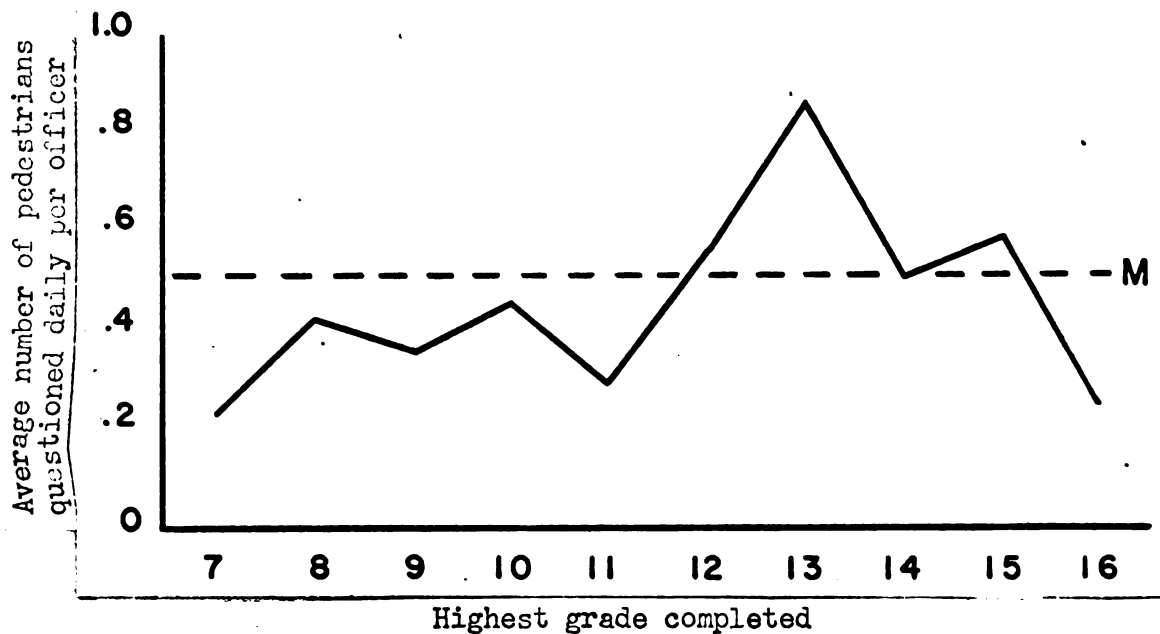


FIGURE 10  
VARIATIONS IN THE NUMBER OF PEDESTRIANS QUESTIONED DAILY  
BY 556 PATROLMEN IN ST. LOUIS, MISSOURI; AUGUST 1960 - MARCH 1961.



NON-HAZARDOUS TRAFFIC VIOLATION CITATIONS ISSUED  
 ---BY EDUCATION GROUPS---

HIGHEST GRADE COMPLETED	NUMBER OF OFFICERS	NO. OF DAYS WORKED	TOTAL NUMBER OF CITATIONS ISSUED	AVERAGE NUMBER OF CITATIONS ISSUED DAILY PER OFFICER
7	5	343	20	.058
8	58	4,162	220	.053
9	26	2,135	171	.080
10	95	8,072	732	.091
11	39	3,434	162	.047
12	269	25,059	2,727	.109
13	29	2,630	252	.096
14	19	1,418	94	.066
15	10	844	81	.096
16	6	678	29	.043
7 to 16	556	48,775	4,488	.092

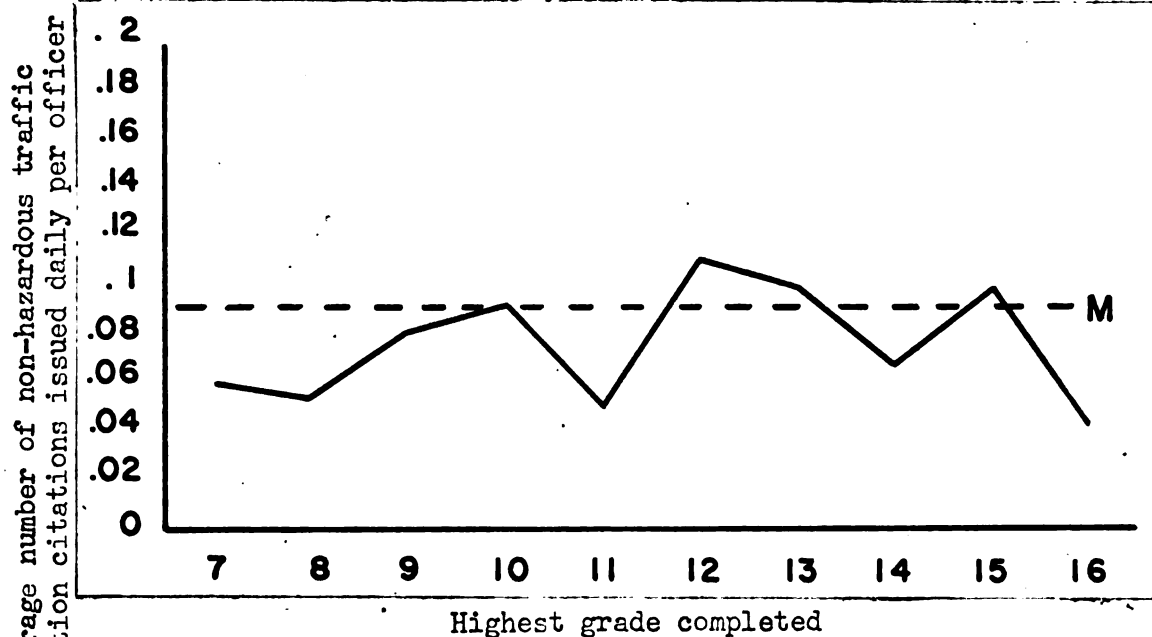


FIGURE 4  
 VARIATIONS IN THE NUMBER OF NON-HAZARDOUS TRAFFIC  
 VIOLATION CITATIONS ISSUED DAILY BY 556 PATROLMEN  
 IN ST. LOUIS, MISSOURI; AUGUST 1960 - MARCH 1961.



TABLE XI

FIELD INTERROGATION CARDS MADE  
—BY EDUCATION GROUPS—

HIGHEST GRADE COMPLETED	NUMBER OF OFFICERS	NO. OF DAYS WORKED	TOTAL NUMBER OF CARDS MADE	AVERAGE NO. OF CARDS MADE DAILY PER OFFICER
7	5	343	117	.341
8	58	4,162	1,965	.472
9	26	2,135	884	.414
10	95	8,072	4,120	.510
11	39	3,434	1,152	.336
12	269	25,059	16,303	.651
13	29	2,630	2,735	1.040
14	19	1,418	715	.504
15	10	844	811	.961
16	6	678	143	.211
7 to 16	556	48,775	28,945	.593

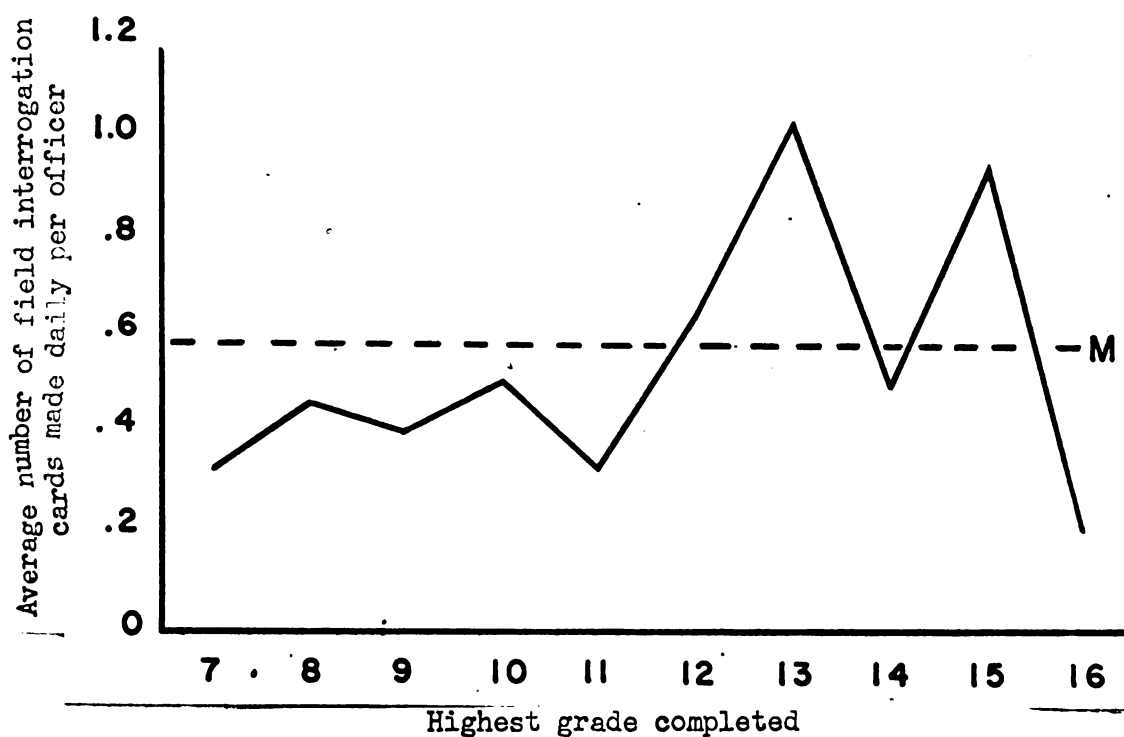


FIGURE 11  
VARIATIONS IN THE NUMBER OF FIELD INTERROGATION CARDS MADE DAILY  
BY 556 PATROLMEN IN ST. LOUIS, MISSOURI; AUGUST 1960 - MARCH 1961.







### III. COMBINED DAILY PRODUCTIVITY RECORDS

The tables and graphs presented in the foregoing pages indicate that there are wide variations in formal education sub-group productivity, even within individual sub-groups. For example, the 7th graders compiled the highest average daily production rate in respect to two of the 11 tasks, i.e., Issuing other parking tags and Issuing curfew notices, while compiling the lowest average daily production record in respect to two other tasks, i.e., Issuing hazardous traffic violation citations and Stopping Vehicles.

In Table XII, the rankings of all sub-groups in respect to their relative records of accomplishment for the 11 tasks are presented. The actual amounts of average daily production per officer are not included in this report because the writer was interested in the productivity of groups of officers in the sample population and not concerned with the average amounts of work performed daily by the officers as individuals.<sup>22</sup>

The 13th graders led all other sub-groups by compiling the highest average daily production records in five of the 11 task categories. Of the other nine educational sub-groups, only the 7th graders and the 15th graders led all other sub-groups in average daily production per officer more than once. The 13th graders also compiled one of the highest over-all daily production records. They were surpassed only by the 12th graders who ranked no lower than fifth among all sub-groups in average daily productivity per officer for any of

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<sup>22</sup>Freund, op. cit., pp. 195 and 391



the eleven tasks. At the opposite end of the scale were the 16th graders who ranked no higher than sixth among all sub-groups in average daily production per officer for any of the eleven tasks.

TABLE XII  
RANKING OF THE AVERAGE DAILY PRODUCTION PER OFFICER TOTALS  
--EDUCATION GROUPS--

HIGHEST GRADE COMPLETED	NUMBER OF RANKINGS <sup>a</sup>										TOTAL
	Highest	2	3	4	5	6	7	8	9	Lowest	
7	2	1	0	0	0	0	1	2	2	3	11
8	0	1	0	1	1	3	2	2	1	0	11
9	0	0	1	1	3	1	3	0	1	1	11
10	0	0	1	3	4	1	1	1	0	0	11
11	0	1	1	0	0	2	1	1	4	1	11
12	1	2	5	2	1	0	0	0	0	0	11
13	5	3	2	0	0	1	0	0	0	0	11
14	1	0	0	2	2	4	1	1	0	0	11
15	2	4	1	1	0	1	0	1	0	1	11
16	0	0	0	0	0	1	0	2	4	4	11
	11	12	11	10	11	14	9	10	12	10	110

a. Some columns include ties, thus proving some columnar totals greater or less than 11.

The rankings in Table XII reflect the high-to-low average productivity per officer per day achievements of all sub-groups for the 11 tasks without reference to the relative importance of the tasks.

### III. THE SUB-GROUPS' PERFORMANCE INDEXES

It was assumed that St. Louis patrolmen had approximately the same number of opportunities to perform the same tasks, limited only



by the number of days they worked on patrol duty assignments. It was also assumed that some officers concentrated their efforts on certain of the tasks to be accomplished while on patrol, to the detriment of their productivity records in respect to the other tasks. Because all 11 tasks were not equally important, the patrolmen who compiled high productivity records for a few tasks, if they were the most important tasks, may have surpassed other officers in overall productivity although the other officers' records reflected greater productivity in more task categories.

To enable comparisons to be made of the 10 sub-groups' productivity records, the development of performance indexes was necessary. And to develop indexes, numerical values (weights) had to be computed and assigned to each of the task categories. Without weights, it would be necessary to equate the issuance of a citation for parking at an expired meter (a 2-minute task) with the preparation of a field interrogation card (a 5-minute to 10-minute task) or the issuance of an ordinance violation notice (a relatively routine task) with the issuance of a hazardous traffic violation citation (a more significant task).

Weights. As was reported in Section V of Chapter II, the panel weighted the 11 tasks from the viewpoints of a superior officer, a district commander, and a headquarters staff member. In any police department, it is the personnel at these levels, and not the patrol officers themselves, who determine which police tasks deserve the patrol officers' performance priorities. Each of the three panelists independently prepared a table of numerical values for the selected tasks. The arithmetic means of the three numerical values proposed for



each task, rounded to the nearest whole number, were determined to be the weights to be used in computation of overall performance indexes for each of the 10 sub-groups. These weights are shown in Table XIII.

TABLE XIII  
RELATIVE NUMERICAL WEIGHTS ASSIGNED  
TO THE SELECTED PATROL TASKS

<u>PATROL TASK</u>	<u>WEIGHT</u>
Issuing a parking meter tag	1
Issuing any other parking tag	1
Issuing a hazardous traffic violation citation	9
Issuing a non-hazardous traffic violation citation	8
Completing a business check	4
Conducting a business interview	3
Issuing an ordinance violation notice	2
Stopping a vehicle	10
Questioning a pedestrian	10
Making a field interrogation card	10

Performance indexes. Using the weights listed in Table XIII and the mathematical processes outlined in Section V of Chapter II, the performance indexes for the 10 sub-groups were computed. These indexes, presented numerically in Table XIV and graphically in Figure 12, constitute the best available yardsticks for judging the overall average productivity per patrolman per day of the 10 formal education sub-groups relative to one another.



PERFORMANCE INDEXES  
-BY EDUCATION GROUPS-

<u>HIGHEST GRADE COMPLETED</u>	<u>NUMBER OF OFFICERS</u>	<u>INDEX</u> <sup>a</sup>
7	5	82
8	58	123
9	26	105
10	95	111
11	39	120
12	269	120
13	29	158
14	19	102
15	10	98
16	6	82
7 to 16	556	118

<sup>a</sup> - Rounded to nearest whole number.

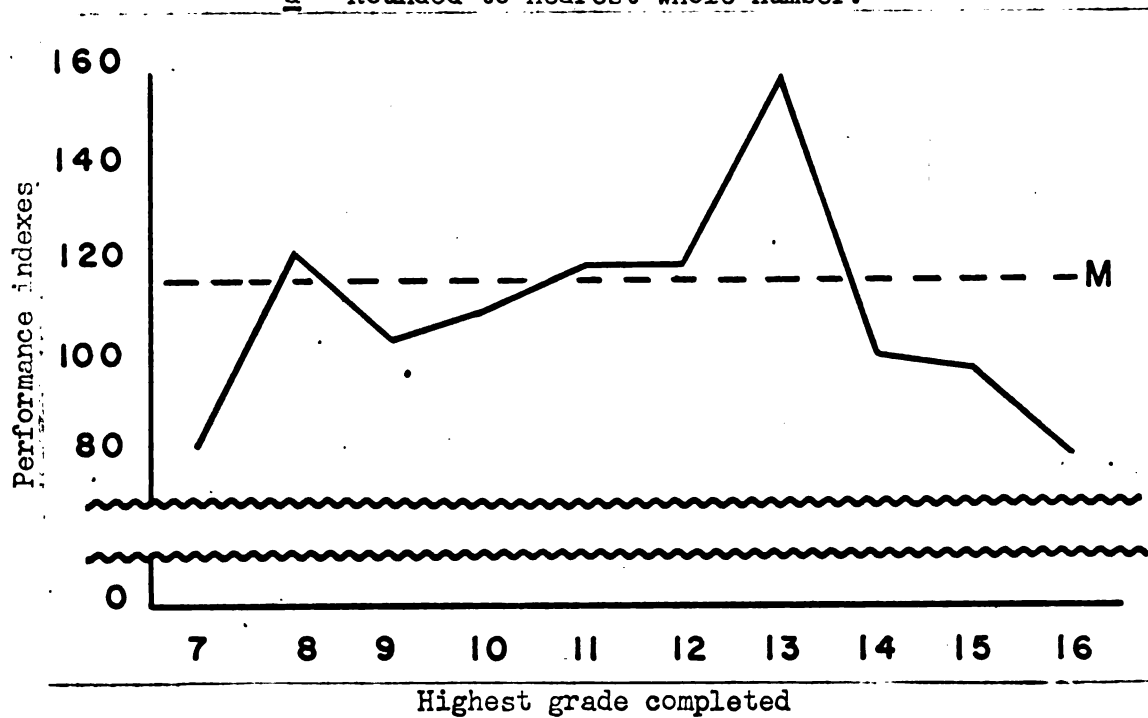


FIGURE 12  
VARIATIONS IN THE PERFORMANCE INDEXES OF 556 PATROLMEN  
IN ST. LOUIS, MISSOURI; AUGUST 1960 - MARCH 1961.



Examining the sub-groups' performance indexes, after first examining the rankings in Table XII, points up the value of weighting the selected tasks. For example, the 15th graders compiled enviable production records in six task categories, leading all other sub-groups in average daily production in two instances; in eight of the task categories, the 15th graders ranked no lower than fourth among all sub-groups. On the other hand, the 8th graders ranked as high as second only once, and they ranked sixth or lower in average daily production of eight of the 11 selected tasks. However, after weighting all of the tasks and computing the performance indexes, we find the 8th graders with a performance index of 123, the second highest, and we find the 15th graders with a performance index of 98, one of the lowest. This apparent transposition of the two sub-groups on the overall productivity scale is explained by noting that the 15th graders accomplished the less important tasks frequently, while the 8th graders excelled, relatively, in the accomplishment of the more heavily-weighted tasks.

The similar performance indexes of the 11th and 12th graders (each sub-group compiled a performance index of 120) are also unexplainable when looking only at Table XII. The 11th graders ranked sixth or lower in nine of the 11 task categories, while the 12th graders had no ranking lower than fifth in any of the task categories. When it is noted that the 11th graders excelled in the production of the most frequently accomplished tasks, i.e., completing business checks, and conducting business interviews, the weighting of the tasks assumes its proper importance. Even though a relatively small numerical value



(four) was assigned as the weight for the conducting of business checks task category, the task itself loomed large when computing the performance indexes because it was the only task accomplished once or more than once daily by the average patrolman in each of the 10 sub-groups. Conducting business interviews, the next most frequently accomplished task, was another forte of the 11th graders, who conducted 40 per cent more interviews per day than the 12th graders -- though both groups averaged less than one interview daily per officer.

The most pertinent observation that can be made relates to the crookedness of the line drawn in Figure 12 to connect the dots representing the performance indexes of the sub-groups. While a positive statement cannot be made about the extent of any linear relationship between formal education and productivity on the basis of Figure 12 alone, the graph does indicate clearly that any existing statistical relationship will be less than a substantial one.

#### IV. THE COEFFICIENT OF CORRELATION BETWEEN FORMAL EDUCATION AND PRODUCTIVITY PER DAY

One of this study's purposes was to establish the extent of the linear (straight line) relationship between the formal education of 556 St. Louis police officers and their daily rates of production in respect to 11 selected tasks, provided that such a relationship existed in some degree. The extent, or strengths, or linear relationships is expressed by coefficients of correlation ( $r$ ).

Using an accepted formula for determining  $r$ , the coefficient of correlation describing the strength of the linear relationship between the formal education levels of the sample groups and their performance



Indexes was determined to be  $-.04$ . The  $r$  of  $-.04$  indicates the bare existence of an insignificant amount of negative correlations. The negativeness of the correlation has no significant meaning. The computation of  $r$  is shown here.

Level of Education ( $x_1$ )	Performance Indexes ( $d_1$ )	( $x_1$ ) <sup>2</sup>	( $y_1$ ) <sup>2</sup>	( $x_1 y_1$ )
16	82	256	6724	1312
15	98	225	9604	1470
14	102	196	10404	1428
13	158	169	24964	2054
12	120	144	14400	1440
11	120	121	14400	1320
10	111	100	12321	1110
9	105	81	11025	945
8	123	64	15129	984
7	82	49	6724	574
$\Sigma x_1 = 115$	$\Sigma y_1 = 1101$	$\Sigma x_1^2 = 1405$	$\Sigma y_1^2 = 125,695$	$\Sigma x_1 y_1 = 12,637$

The number of cases ( $n$ ) = 10

$$r = \frac{n \cdot \Sigma x_1 y_1 - (\Sigma x_1)(\Sigma y_1)}{\sqrt{n \cdot \Sigma x_1^2 - (\Sigma x_1)^2} \sqrt{n \cdot \Sigma y_1^2 - (\Sigma y_1)^2}} \quad 22$$

$$r = \frac{10 \cdot 12,637 - (115)(1101)}{\sqrt{10 \cdot 1405 - (115)^2} \sqrt{10 \cdot 125,959 - (1101)^2}} = -.04$$

The data presented in Table XIV, reproduced graphically in Figure 12, disclose that both the lowest and highest sub-groups on the formal education axis had identical performance indexes. No other formal education sub-group compiled a performance index falling near the imaginary straight line that could be drawn between the two low points in Figure 12 which represent the performance indexes of the

<sup>22</sup>Freund, *op. cit.*, p. 328.



of the 7th graders and the 16th graders.

However the imaginary straight line between the two low points in Figure 12 was not the only imaginary straight line that might be drawn. The  $-.04$  coefficient of correlation signifies the strength of the linear relationship existing when the best-fitting straight line possible is placed over the jagged-peaked line shown in Figure 12.



## CHAPTER IV

### CONCLUSIONS AND THE RECOMMENDATIONS

#### I. CONCLUSIONS

Acceptance of the null hypothesis. The study was designed to test the null hypothesis that the formal education of police patrolmen (when grouped according to their education levels) has no substantial linear relationship to the quantities of work they produce. It was decided during the planning of the study, as reported in Chapter II, to reject the null hypothesis if the coefficient of correlation was greater than .05 or less than  $-.05$ , and to accept the null hypothesis if the coefficient of correlation was between .05 and 0 or between 0 and  $-.05$ .

As was indicated on the preceding pages, the coefficient of correlation reflecting the strength of the linear relationship between the levels of formal education of the 10 sub-groups and their performance indexes was  $-.04$ . Hence the null hypothesis is accepted. No evidence was developed to indicate any linear relationship between the formal educational levels of the 556 St. Louis police patrolmen and their records of productivity when they were grouped together according to their educational levels.

Because the original hypothesis was a null hypothesis, acceptance of it does not mean that the reverse of the null hypothesis is necessarily false. That is, it might not be incorrect to say that



formal education does have some substantial relationship to the productivity of police patrolmen. However, because of the smallness of the hypothesis acceptance range (from .05 to -.05), in contrast to the rejection range (from 1.0 to .051 and from -.051 to -1.0), the acceptance of the hypothesis assumes more significance than would be the case if the null hypothesis had been formulated with a wider acceptance range.

Principle conclusion of the study. Based on the findings and the acceptance of the null hypothesis, the study indicated that there was no significant linear relationship between the formal education levels of the 556 St. Louis patrolmen in the ten sub-groups and their records of police work accomplished. Essentially, then, more or less formal education did not, per se, mean that more or less police work was accomplished by the patrolmen in the sample population.

However, examination of Figure 12 on page 55 reveals that while no significant linear relationship exists, a curvilinear relationship in some degree probably does exist. It is readily apparent that only the peak achieved by the 8th graders constitutes a substantial deviation from the curve that rises from the 7th graders' performance index (82), peaks with the 13th graders' performance index (158), and declines again to the performance index of the 16th graders (82). Since the pre-selected null hypothesis did not involve testing for a curvilinear relationship between the officers' education levels and their productivity records, the data manipulations required for the valid statistical derivation of the



quadratic (curvilinear) term were neither programmed nor carried out.

Implications of the study. Keeping the limitations of the study in mind, certain logical inference may be drawn from the findings and conclusions:

(1) Patrolmen with more than one year of college were less productive, on the average, than any other St. Louis patrolmen except those with only seven years of formal education. It may be inferred that applicants with two or more years of college will produce less work as patrolmen than any patrolmen with fewer years of education who are similarly employed (excepting those patrol officers with fewer than eight years of formal education).

Chicago Police Superintendent O. W. Wilson notes that it is difficult for him to conceive of advanced education as a liability for police officers, but admits that some of the "more menial duties . . . over a prolonged period might become boring or demeaning" to college-trained men seeking challenges and opportunities to utilize their advanced training. Supt. Wilson also noted that he was thinking about officers as potential high ranking superior officers and police administrators when he advocated in Police Administration two or more years of college as a prerequisite for all applicants seeking appointment to police forces.<sup>23</sup>

Professor Germann also admits that college-trained police officers "may be" less productive than their fellow

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<sup>23</sup>Letter to the writer from Supt. Wilson, 10 August 1961.



officers with fewer years of formal education. He feels that any deficiencies in the productivity of college-educated police officers are probably the product of poor supervision and inadequate leadership by superior officers who do not appreciate the fact that college-trained police officers require different handling than their colleagues if they are to use their talents fully.<sup>24</sup>

The two authors differ in their hypotheses about the causes or explanation for the relatively poor productivity records of patrolmen in St. Louis with two or more years of college training. Supt. Wilson suggests the non-challenging nature of the work ordinarily performed by patrol officers might be the principal factor contributing to these records. Prof. Germann believes the fault may lie with supervisors who fail to motivate or utilize their college-trained patrolmen properly.<sup>25</sup>

Thomas M. Frost, author of A Forward Look in Police Education, supported Supt. Wilson and Prof. Germann by noting that his analyses of frequently performed patrol tasks indicated to him that college training is not needed by the police officers responsible for accomplishing them.<sup>26</sup>

It may be that a feeling of ennui arising from

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<sup>24</sup>Letter to the writer from Prof. Germann, 15 August 1961.

<sup>25</sup>Prof. Germann did not imply, directly or indirectly, that he believed this to be the case in St. Louis.

<sup>26</sup>Letter to the writer from Mr. Frost, 19 August 1961.



repetitive performances of the same tasks, the small amount of conscious intellectual effort required to accomplish many routine patrol tasks, either of the explanations suggested by Wilson and German, or some other "common sense" explanation is the correct explanation for the relatively low productivity records of the best-educated patrolmen in St. Louis. However, all of these possibly-correct explanations must be regarded as unexamined hypotheses until they are measured as possible influences by researchers using some reliable variation of the general scientific method of investigation.

(2) Since St. Louis patrolmen with more than one year of college did not, on the average, accomplish as much work as their fellow officers with fewer years of formal education, it may be inferred that perhaps applicants with advanced education ought not to be recruited to fill patrolman position vacancies in American police forces.

If college-trained patrolmen are bored by patrol duty assignments, or if college training is a liability because special leadership techniques are needed to stimulate college-trained patrolmen to equal the productivity of their brother officers with fewer years of education, or if -- for any reason -- college-trained patrolmen are unable or unwilling to accomplish as much work as other patrol officers, then police administrators in the United States might be well-advised to seek other applicants and to avoid hiring college-trained applicants to fill their patrolman position vacancies.

But, if college-trained men are not hired as patrolmen, how will the superior officer positions and the police



administrator positions in American police forces come to be occupied by college-trained personnel? No authorities were identified who did not agree with Supt. Wilson's statement about the desirability of college background for superior officers and top police administrators.

Facing this problem in his consideration of the future development of American law enforcement in Police Systems in the United States, Bruce Smith proposed dual-level hiring of police personnel. Smith wrote in 1949 that he believed individuals with advanced (college level) education are not suited for the work that patrol officers are hired to perform. He suggested that only high school graduates be recruited for appointment as patrolmen, while candidates for supervisory and administrative posts be recruited separately. He proposed recruitment from the ranks of the college graduates or from among those who demonstrated they possess the needed skills, talents, or leadership abilities in career fields other than law enforcement. Smith cited the U. S. Armed Forces, the Royal Canadian Mounted Police, and the police systems of the continental European countries as examples of public service organizations which recruit successfully at more than one level.<sup>27</sup>

Bruce Smith, Jr., in his 1960 revision of Police Systems in the United States, repeated the statements presented in the earlier edition by his father. He also noted, for example, that the Metropolitan Police force of London has never produced from its

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<sup>27</sup>Bruce Smith, Police Systems in the United States, (New York: Harper and Brothers Publishers, 1949), pp. 336-7.



ranks a commissioner or (with one exception) a deputy or assistant commissioner. These top administrators usually have been recruited from the officer ranks of the British military forces, which ordinarily supply the chief constables of the English and Welsh county police forces too.<sup>28</sup>

Sir Harold Scott, himself a Metropolitan Police Commissioner in London (1945-53) without previous law enforcement experience, writes that one of his predecessors, Lord Trenchard, conceived a dual recruitment program for the Metropolitan Police force while commissioner in the decade before the Second World War. Lord Trenchard founded the Metropolitan Police College at Hendon to provide specialized police training to young men from the English universities and public schools.<sup>29</sup> Following training at Hendon, these men were then appointed station inspectors, i.e., precinct commanders, in the Metropolitan Police Force of London. When the Second World War began in 1939, the Metropolitan Police College was closed. Recruitment of mid-range supervisors from outside the Metropolitan Police force was not resumed after the war, no doubt partly because of the resentment among members of the police force, described by Scott in his book, Scotland Yard.<sup>30</sup>

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<sup>28</sup>Bruce Smith, Police Systems in the United States, ed. Bruce Smith, Jr. (New York: Harper and Brothers Publishers, 1960), pp. 195-7.

<sup>29</sup>English public schools are roughly the equivalent of privately-endowed liberal arts colleges in the United States.

<sup>30</sup>Sir Harold Scott, Scotland Yard, (New York: Random House, 1955), p. 44.



Although Lord Trenchard's program for dual-level recruitment of personnel for the Metropolitan Police Department of London was discontinued, the dual-level recruiting programs of the U. S. Armed Forces, the Royal Canadian Mounted Police, and the police forces of continental European countries, which were described as successful by Bruce Smith in 1949, were reportedly still operating successfully in 1960, when Bruce Smith, Jr., revised his father's book.<sup>31</sup> It may be that those responsible for appointing police supervisors and police administrators in the United States should look outside their own departments to this latter group of organizations for the answers to their questions about recruiting police force personnel, at all levels.

## II. RECOMMENDATIONS

Additional research. Other studies, designed to test the hypothesis tested in this study, ought to be conducted to confirm the findings presented in this report. But even should these findings be confirmed, it will have been demonstrated only that there is no significant linear relationship between patrol officers' rate of production and their levels of formal education. No conclusions will be derived regarding the extent or strength of any curvilinear relationship that might exist. And, as is evident in Figure 12 on page 55, some type of curvilinear relationship probably does exist. Research

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<sup>31</sup>Bruce Smith (ed. Bruce Smith, Jr.), op. cit., pp. 336-7



efforts, testing hypotheses involving the quadratic (curvilinear) term, must be conducted to determine the type and extent of this relationship.

Because no attempt was made in this study to examine the qualitative aspects of police officers' work production in relation to their levels of formal education, studies in this area too are needed, to complement and supplement this one. It is yet speculation whether there is any linear relationship between the average patrolman's level of education and the quality of the work he accomplishes and, for that matter, whether there is any significant relationship between how well he accomplishes his work and the amount of work he accomplishes.

Uniform measuring techniques must be devised and applied, using a variation of the general scientific method, to determine if the work accomplished by the top producers in selected police departments is of higher, lower, or the same quality as the work accomplished by other patrolmen with lower rates of productivity. Only when research efforts of this type and other studies, which will determine the extent of any relationship between both (qualitative and quantitative) aspects of work accomplished by patrolmen and their formal education levels, have been completed may it be stated with authority that patrolmen with certain levels of education are better, or poorer, patrolmen than others with more or less education.

Studies, such as those suggested here, may disclose that formal education has no precise relationship to the performance of



patrol duties by police officers, but it may be revealed that other independent variables do have a significant cause-and-effect relationship to the quantity or quality of the work accomplished by individual patrolmen. Personality inventory test scores, general educational development test scores, various aptitude test scores, age, home or religious background, and any number of other attributes, achievements, and factors may turn out to be the key or keys to successful patrolman procurement programs of the future.

Then, if and when police administrators are able to determine what to look for when selecting future patrolmen from among applicants, still more studies ought to be conducted to discover what they should look for when selecting supervisors, detectives and other specialists, and superior officers. Since different skills, different understandings, and different attitudes are needed by individuals assuming different responsibilities and new duties, it cannot be taken on faith that the exceptional patrolman will make an acceptable specialist or supervisor.

More graduate research work. Few basic research studies and analyses of available data have been conducted in the law enforcement field by any researchers using variations of the general scientific method of investigation. While it is true that planners and analysts in almost every large police department are occupied constantly with research projects, usually their efforts must be devoted to a series of immediate problems which require immediate solutions. In other words, they are engaged in applied research which produces few generalizations of wide application. And apparently there are few foundations



interested in sponsoring the basic research needed to produce new knowledge in the law enforcement field. So it appears that graduate students in the colleges and universities will have to begin the basic research efforts which will produce the right questions to be asked and the means of answering them.

Scientifically determining the formal educational standards that ought to be required of applicants for all types of law enforcement positions is only one of the tasks needing accomplishment. But if faculty advisors require their students to prepare for research work as undergraduates, and if capable undergraduates can be encouraged to enroll as graduate students, and if graduate committees insist that their graduate degree candidates tackle substantial research problems, then today's police administrators can expect to learn much of what they need to know when making intelligent plans for the future, including the facts about the amounts and quality of formal education needed by those police officers and police administrators who will come after them.



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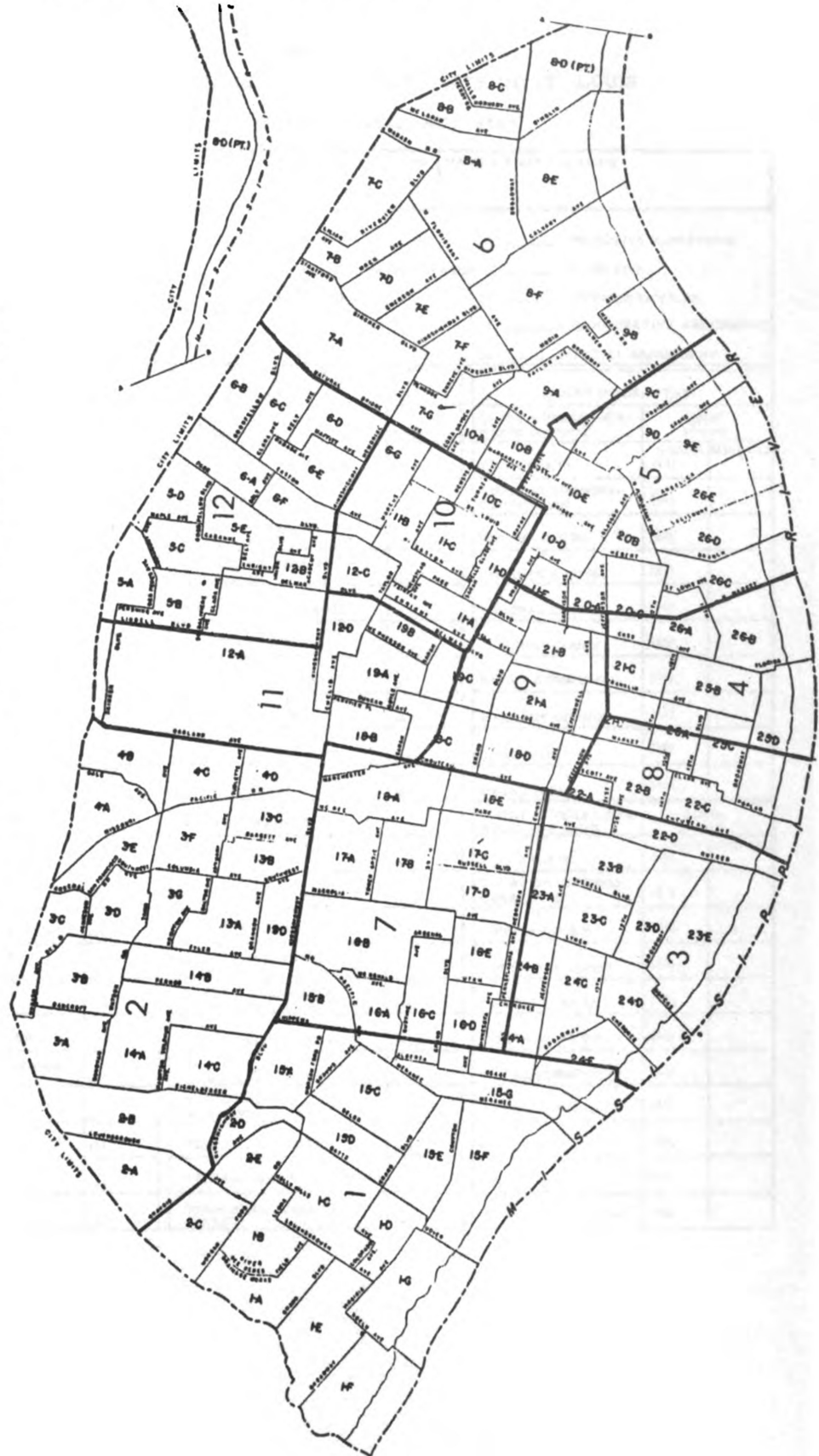






## MAP OF ST. LOUIS POLICE DISTRICTS

METROPOLITAN POLICE DEPARTMENT - CITY OF ST. LOUIS





**APPENDIX C**  
**METROPOLITAN POLICE DEPARTMENT - CITY OF ST. LOUIS**  
**SUMMARY OF DAILY FIELD ACTIVITY**

MONTH & DATE	(1)	BUR. /DIST. - DIV.	(4)	WATCH	(7)	DSN	(8)	NAME & RANK (Signature)
<div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <p>(12)</p> <p>11. _____ DESK OFFICER</p> <p>12. _____ PATROL SERGEANT</p> <p>13. _____ AUTO PATROL - 1 MAN CAR</p> <p>14. _____ AUTO PATROL - 2 MAN CAR</p> </div> <div style="width: 30%;"> <p>15. _____ FOOT PATROL</p> <p>16. _____ CRUISING PATROL/PATROL WAGON</p> <p>17. _____ SANITATION OFFICER</p> <p>18. _____ TRI - CAR</p> <p>19. _____ FIXED POST</p> </div> <div style="width: 30%;"> <p>21. _____ DETECTIVE SUPERVISOR</p> <p>22. _____ DETECTIVE</p> <p>23. _____ JUVENILE OFFICER</p> <p>31. _____ ADMINISTRATIVE ASSIGNMENT</p> <p>32. _____ SPECIAL ASSIGNMENT</p> </div> </div>								
<b>MILEAGE RECORD</b>		ORDINANCE VIOLATION NOTICES ISSUED (47)		<b>COURT INFORMATION</b>				
VEHICLE #1 DEPARTMENT VEHICLE # _____		CURFEW NOTICES ISSUED (49)		<b>COURT APPEARANCES WHILE ON DUTY</b>		<b>TIME SPENT</b>		
ENDING: _____		VEHICLES STOPPED (51)		CITY COURTS		HOURS (14) MINUTES		
BEGINNING: _____		PEDESTRIANS QUESTIONED (53)		COURT OF CRIMINAL CORRECTION		(17)		
DIFFERENCE: _____		FIELD INTERROGATION CARDS MADE (55)		CIRCUIT COURT		(20)		
VEHICLE #2 DEPARTMENT VEHICLE # _____		NUMBER OF PERSONS ARRESTED (57)		CORONER'S COURT		(23)		
ENDING: _____		JUVENILES DETAINED (59)		FEDERAL COURT		(26)		
BEGINNING: _____		VEHICLES TOWED (61)		JUVENILE COURT		(29)		
DIFFERENCE: _____		RECOVERED AUTOS (63)		EXCISE COMMISSION		(32)		
TOTAL MILEAGE: (17) _____		SURVEILLANCES (64)		WARRANT OFFICE		(35)		
PARKING METER TAGS (19)		OFFICE DUTIES (65)		CIVIL SUITS		(38)		
OTHER PARKING TAGS (22)		SPECIAL DETAILS (66)		GRAND JURY		(41)		
HAZARDOUS TRAFFIC VIOLATIONS (25)		TRAFFIC DETAILS (67)		<b>COURT APPEARANCES WHILE OFF DUTY</b>		<b>TIME SPENT</b>		
NON-HAZARDOUS TRAFFIC VIOLATIONS (27)		NOTIFICATIONS (68)		CITY COURTS		HOURS (44) MINUTES		
COMPLAINT INVESTIGATIONS (29)		CITY COURT CHARGES (69)		COURT OF CRIMINAL CORRECTION		(47)		
TRAFFIC ACCIDENTS FATAL AND INJURY (31)		STATE MISDEMEANOR CHARGES (71)		CIRCUIT COURT		(50)		
TRAFFIC ACCIDENTS PROPERTY DAMAGE (33)		STATE MISDEMEANOR WARRANTS APPLIED FOR (73)		CORONER'S COURT		(53)		
ASSIST OTHER OFFICERS (35)		STATE MISDEMEANOR WARRANTS ISSUED (74)		FEDERAL COURT		(56)		
PRISONERS AND WITNESSES TRANSPORTED (37)		STATE FELONY CHARGES (75)		JUVENILE COURT		(59)		
INJURED PERSONS TRANSPORTED (39)		STATE FELONY WARRANTS APPLIED FOR (76)		EXCISE COMMISSION		(62)		
REPORTS MADE (41)		STATE FELONY WARRANTS ISSUED (77)		WARRANT OFFICE		(65)		
BUSINESS CHECKS (43)		FEDERAL CHARGES (78)		CIVIL SUIT		(68)		
BUSINESS INTERVIEWS (45)		FEDERAL WARRANTS ISSUED (79)		GRAND JURY		(71)		
		SUBPOENAS, WARRANTS SERVED (80)		COURT LEAVE TAKEN		(78)		



TABLE XV  
BASIC RESEARCH DATA

Departmental serial number	Days worked	Highest grade completed	Years of police service	PATROL TASKS <sup>a</sup>										
				(19)	(22)	(25)	(27)	(43)	(45)	(47)	(49)	(51)	(53)	(55)
				Parking meter tags issued	Other parking tags issued	Hazardous traffic violation citations issued	Non-hazardous traffic violation citations issued	Business checks completed	Business interviews conducted	Ordinance violation notices issued	Curfew notices issued	Vehicles stopped	Pedestrians questioned	Field interrogation cards made
3	113	9	14	2	9	33	5	703	3	0	0	77	60	102
4	119	10	12	0	10	16	6	1958	27	0	2	27	2	30
6	115	12	6	0	74	10	7	565	134	0	0	57	85	46
7	80	10	17	6	37	5	0	351	93	2	0	34	81	8
9	110	12	5	78	23	20	0	5168	44	0	0	51	155	180
16	121	9	6	0	18	21	5	4440	1	0	1	24	108	112
19	113	10	10	32	15	18	10	3033	9	0	0	6	6	6
20	150	10	10	0	25	15	0	3793	127	0	0	17	1	10
29	134	11	6	0	10	21	4	3983	5	0	0	20	0	21
36	116	8	27	4	19	6	3	234	82	0	0	60	32	24
46	69	8	17	2	1	14	5	2054	125	0	0	51	57	32
71	121	10	17	5	34	16	11	378	69	0	0	19	28	45
72	150	8	16	0	61	5	4	8129	12	0	0	6	12	16
90	123	11	18	0	41	34	6	4375	304	0	0	74	85	87
94	47	9	12	2	8	6	2	1760	0	2	0	12	1	11
96	106	12	5	68	37	70	19	5216	58	0	0	229	159	315
97	116	12	18	601	32	7	2	543	105	0	2	32	44	23
119	128	12	5	18	55	19	18	423	213	1	1	83	22	7
125	78	11	12	15	159	9	2	2437	53	0	0	9	6	16
127	75	12	11	0	31	14	9	1820	2	0	2	80	187	61
151	34	12	34	0	5	0	0	644	79	0	0	23	37	39
156	54	10	4	0	56	0	2	602	17	1	4	33	29	19
167	99	13	9	11	11	51	2	5300	13	0	0	58	179	105

<sup>a</sup>Numbers within parentheses are used to identify individual police tasks on the Summary of Daily Field Activity (Appendix C).



TABLE XV (continued)

Departmental serial number	Days worked	Highest grade completed	Years of police service	PATROL TASKS <sup>a</sup>										
				(19)	(22)	(25)	(27)	(43)	(45)	(47)	(49)	(51)	(53)	(55)
				Parking meter tags issued	Other parking tags issued	Hazardous traffic violation citations issued	Non-hazardous traffic violation citations issued	Business checks completed	Business interviews conducted	Ordinance violation notices issued	Curfew notices issued	Vehicles stopped	Pedestrians questioned	Field interrogation cards made
167	99	13	9	11	11	51	2	5300	13	0	0	58	179	105
172	147	12	11	1	12	9	41	3339	41	3	12	214	56	180
174	88	10	7	3	6	12	6	2199	19	0	1	23	11	17
175	124	8	34	17	218	123	28	3383	1	1	0	156	21	38
181	60	13	12	0	1	5	1	2409	7	0	2	44	34	28
191	98	10	8	7	83	44	29	856	3	0	1	124	64	151
206	102	8	33	0	5	10	2	1417	12	3	0	10	1	4
219	53	9	13	2	8	6	2	1353	0	0	0	46	31	43
238	133	10	12	15	49	63	10	5590	66	0	0	61	30	43
250	75	11	10	0	36	2	3	1757	0	0	0	2	0	3
262	63	15	11	1	125	14	22	128	1	0	0	3	3	9
303	44	12	8	9	35	16	1	195	23	0	0	20	9	17
326	127	12	8	0	259	20	4	436	29	0	0	28	43	27
331	129	12	4	29	15	18	6	3611	118	0	0	51	46	58
334	26	10	10	0	3	1	1	627	21	0	0	16	26	37
339	111	8	32	0	26	0	0	4580	334	0	0	0	0	4
344	28	10	12	0	2	2	1	47	11	0	0	3	1	1
345	126	10	21	12	30	48	15	4854	12	0	0	10	36	63
349	66	14	21	0	2	0	3	1544	123	0	0	36	21	24
361	27	12	8	91	106	7	1	462	67	0	0	14	4	9
373	97	12	12	49	22	35	2	2898	91	0	0	66	265	203
393	149	10	9	0	34	24	8	4587	51	0	1	74	27	54
394	26	10	17	0	2	3	0	935	2	0	2	31	10	23
396	39	10	10	0	17	5	3	1302	10	0	0	15	13	12
397	93	12	6	3	6	31	14	3084	22	0	0	57	13	79
409	119	12	4	0	7	26	7	2288	33	0	0	106	54	91

<sup>a</sup>Numbers within parentheses are used to identify individual police tasks on the Summary of Daily Field Activity (Appendix C).



TABLE XV (continued)

Departmental serial number	Days worked	Highest grade completed	Years of police service	PATROL TASKS <sup>a</sup>											
				(19)	(22)	(25)	(27)	(43)	(45)	(47)	(49)	(51)	(53)	(55)	
				Parking meter tags issued	Other parking tags issued	Hazardous traffic violation citations issued	Non-hazardous traffic violation citations issued	Business checks completed	Business interviews conducted	Ordinance violation notices issued	Curfew notices issued	Vehicles stopped	Pedestrians questioned	Field interrogation cards made	
421	98	14	14	13	18	0	2	232	52	0	0	6	1	5	
434	122	12	10	0	43	4	2	57	17	0	0	95	188	88	
442	91	12	4	2	29	17	4	334	58	0	0	9	20	21	
471	103	12	12	0	108	41	7	294	66	0	0	60	22	60	
474	25	15	21	7	17	1	0	1179	1	0	0	5	1	1	
485	37	9	35	0	11	3	1	225	11	0	0	8	12	15	
486	151	10	8	0	40	19	11	5340	16	0	0	31	27	75	
507	29	8	15	0	12	4	1	1290	1	0	0	5	2	13	
515	52	12	10	0	2	21	2	688	6	8	0	102	24	35	
523	12	8	21	0	3	0	0	526	2	0	0	6	4	4	
533	93	10	5	15	26	20	9	2187	233	1	0	56	3	22	
540	116	12	13	45	35	59	21	2058	52	0	0	84	30	86	
544	21	8	31	3	3	0	0	124	4	0	0	1	4	0	
555	25	8	23	3	7	5	0	814	1	0	0	11	5	7	
565	145	12	7	34	199	95	12	3966	279	17	0	117	177	213	
574	45	12	18	64	79	0	1	1861	77	0	0	6	18	3	
583	96	12	12	88	221	63	10	2677	62	0	4	84	3	23	
593	82	12	14	0	41	27	24	1565	4	8	2	55	50	100	
601	130	8	10	7	85	26	1	3382	62	0	0	46	52	55	
617	25	12	5	8	10	2	0	754	78	0	0	11	20	22	
620	10	7	30	0	3	2	0	39	1	0	0	1	0	0	
646	105	9	18	39	25	11	2	100	43	0	0	107	172	35	
652	120	12	4	7	98	45	24	395	178	0	0	66	13	39	
672	81	8	24	0	33	1	2	2522	46	0	0	17	32	34	
683	37	12	6	0	3	21	4	623	29	0	7	50	36	37	
685	72	12	5	0	22	17	1	2021	18	0	3	57	28	76	

<sup>a</sup>Numbers within parentheses are used to identify individual police tasks on the Summary of Daily Field Activity (Appendix C).



TABLE XV (continued)

Departmental serial number	Days worked	Highest grade completed	Years of police service	PATROL TASKS <sup>a</sup>										
				(19)	(22)	(25)	(27)	(43)	(45)	(47)	(49)	(51)	(53)	(55)
				Parking meter tags issued	Other parking tags issued	Hazardous traffic violation citations issued	Non-hazardous traffic violation citations issued	Business checks completed	Business interviews conducted	Ordinance violation notices issued	Curfew notices issued	Vehicles stopped	Pedestrians questioned	Field Interrogation cards made
687	58	12	8	30	18	27	13	1077	190	0	0	66	12	16
691	19	11	5	1	10	0	0	711	0	0	0	8	5	11
699	90	9	19	0	13	2	2	1654	1	0	0	3	4	7
708	100	8	29	38	19	29	0	1975	0	0	2	7	6	17
731	150	9	15	50	86	55	8	3249	47	0	0	109	69	95
733	109	10	15	0	8	4	10	2243	173	0	0	2	0	6
734	138	10	25	8	10	4	1	547	40	0	0	1	2	5
737	18	12	18	2	17	10	9	61	2	0	0	12	2	6
744	17	14	4	12	17	3	4	34	9	0	0	9	2	11
747	24	11	15	0	1	6	4	1285	200	0	0	19	25	19
750	149	12	4	18	19	50	7	5255	66	0	0	129	64	47
765	130	12	10	0	134	22	5	2627	2	2	2	73	6	138
766	62	12	8	44	60	22	4	2683	24	0	0	41	41	64
769	24	8	17	0	6	0	0	72	23	0	0	0	44	1
777	47	10	17	11	4	9	2	708	24	0	0	10	4	11
796	47	12	24	13	34	36	8	1866	15	2	0	27	46	31
812	48	10	25	0	13	8	4	1398	44	9	0	15	1	6
818	127	12	4	2	13	103	14	4	6	0	1	218	71	225
834	26	12	34	4	0	5	0	387	40	0	0	2	5	8
848	21	8	16	1	0	2	1	11	9	0	0	3	0	5
851	62	10	14	12	39	10	4	915	100	0	5	13	9	17
853	50	12	5	6	9	6	2	1761	33	0	0	16	19	21
862	117	10	5	2	27	3	0	2720	0	0	0	42	23	48
877	131	8	28	29	9	0	0	3186	379	0	0	12	166	84
878	30	9	30	0	38	0	0	712	3	0	0	2	14	10
902	132	11	36	1	33	34	2	4290	453	0	0	11	25	26
904	23	9	11	47	13	15	0	746	16	0	0	19	37	45

<sup>a</sup>Numbers within parentheses are used to identify individual police tasks on the Summary of Daily Field Activity (Appendix C).



TABLE XV (continued)

Departmental serial number	Days worked	Highest grade completed	Years of police service	PATROL TASKS <sup>a</sup>										
				(19)	(22)	(25)	(27)	(43)	(45)	(47)	(49)	(51)	(53)	(55)
				Parking meter tags issued	Other parking tags issued	Hazardous traffic violation citations issued	Non-hazardous traffic violation citations issued	Business checks completed	Business interviews conducted	Ordinance violation notices issued	Curfew notices issued	Vehicles stopped	Pedestrians questioned	Field interrogation cards made
907	47	9	14	0	31	10	2	956	1	0	0	14	11	10
908	131	12	7	1	313	32	17	3443	153	0	0	67	46	55
913	131	10	12	8	38	18	6	4832	121	0	0	62	31	50
914	16	10	8	0	5	2	1	607	7	0	0	3	2	7
915	110	12	6	0	8	2	5	1846	0	0	0	34	335	393
924	126	12	12	0	33	12	9	2866	15	0	0	48	50	13
932	124	8	30	0	20	5	3	1620	22	1	0	9	0	0
935	65	12	5	6	66	10	0	2597	90	0	3	34	120	47
942	141	11	21	2	37	28	5	3502	336	0	3	60	28	31
949	28	11	35	2	4	1	3	549	99	0	0	1	2	0
951	12	8	14	0	2	0	2	386	0	0	0	9	20	30
956	108	9	18	6	57	88	31	2636	284	0	0	163	13	19
959	65	10	12	0	1	4	0	1695	4	10	0	36	7	9
960	53	12	12	28	10	7	0	1999	77	1	0	18	7	5
976	80	10	30	10	6	2	14	4017	65	0	0	36	59	55
983	55	8	25	25	8	13	0	1458	60	0	2	6	2	15
989	90	8	30	0	2	3	0	1439	7	0	0	1	3	5
1008	153	12	6	1	11	50	1	3044	69	0	0	17	6	14
1011	139	9	14	2	57	1	1	3320	3	0	0	16	1	16
1052	33	12	10	0	0	2	0	2547	128	0	0	5	10	7
1062	18	8	35	12	15	0	1	585	4	0	0	0	0	2
1063	87	8	17	0	24	27	1	3651	68	0	0	5	62	66
1071	88	12	11	23	13	21	5	4811	45	0	0	33	98	54
1078	21	10	32	0	0	15	0	640	25	0	0	28	5	11
1089	118	8	34	37	38	15	9	2780	0	0	0	8	2	23
1091	26	12	4	20	9	1	1	652	32	0	0	19	36	40
1101	33	8	17	0	3	1	1	573	231	0	0	11	3	4

<sup>a</sup>Numbers within parentheses are used to identify individual police tasks on the Summary of Daily Field Activity (Appendix C).



TABLE XV (continued)

Departmental serial number				PATROL TASKS <sup>a</sup>										
				(19)	(22)	(25)	(27)	(43)	(45)	(47)	(49)	(51)	(53)	(55)
				Parking meter tags issued	Other parking tags issued	Hazardous traffic violation citations issued	Non-hazardous traffic violation citations issued	Business checks completed	Business interviews conducted	Ordinance violation notices issued	Curfew notices issued	Vehicles stopped	Pedestrians questioned	Field interrogation cards made
1107	53	8	17	0	16	6	4	2331	80	0	0	26	40	40
1112	147	12	15	0	53	30	2	4955	110	0	2	32	55	78
1147	33	12	10	0	6	30	2	659	17	3	0	50	8	24
1150	109	10	8	54	10	21	2	4269	40	0	0	55	140	142
1151	90	10	8	1	11	25	6	1643	27	0	0	21	4	16
1153	134	7	40	147	42	4	11	2984	12	0	5	31	47	83
1156	95	12	6	9	33	9	3	1976	3	0	0	17	18	39
1168	33	14	12	43	8	0	1	1146	196	0	0	5	54	39
1176	10	8	18	2	0	1	1	40	0	0	0	6	0	1
1179	104	8	14	31	35	14	28	358	4	0	1	75	130	131
1182	19	11	18	33	20	2	0	381	0	0	0	1	4	5
1183	37	10	6	91	45	6	15	234	119	0	0	14	8	7
1194	11	8	36	0	0	0	0	63	0	0	0	10	7	14
1210	13	12	9	0	4	1	0	295	1	0	0	1	2	2
1224	105	11	7	0	19	7	1	2524	15	0	2	10	42	47
1227	33	14	5	1	2	0	3	1032	101	0	0	1	4	4
1229	34	9	35	0	9	4	2	815	2	0	0	2	7	5
1237	84	12	4	2	18	18	11	15	7	0	2	26	55	28
1247	122	10	25	2	20	11	2	3990	8	0	0	16	34	34
1253	18	10	8	0	23	0	1	152	57	0	0	36	30	62
1254	61	13	10	700	3	3	13	2455	2	0	1	82	15	41
1263	128	10	15	6	7	18	2	4651	32	0	0	62	69	43
1271	134	8	4	2	19	19	11	4807	41	0	0	7	22	36
1272	10	8	18	2	4	0	0	479	3	0	0	1	5	6
1276	57	10	5	11	2	10	0	2050	23	0	0	22	41	35
1286	118	8	16	4	20	21	6	3140	0	2	0	49	46	93

<sup>a</sup>Numbers within parentheses are used to identify individual police tasks on the Summary of Daily Field Activity (Appendix C).



TABLE XV (continued)

Departmental serial number	Days worked	Highest grade completed	Years of police service	PATROL TASKS <sup>a</sup>											
				(19)	(22)	(25)	(27)	(43)	(45)	(47)	(49)	(51)	(53)	(55)	
				Parking meter tags issued	Other parking tags issued	Hazardous traffic violation citations issued	Non-hazardous traffic violation citations issued	Business checks completed	Business interviews conducted	Ordinance violation notices issued	Curfew notices issued	Vehicles stopped	Pedestrians questioned	Field interrogation cards made	
1291	78	12	24	28	28	8	7	2714	149	0	0	35	30	53	
1294	150	11	6	0	27	17	10	3260	130	0	0	61	88	14	
1303	101	10	14	2	57	170	46	262	112	0	0	196	10	12	
1310	125	10	5	0	11	4	48	2	6	0	0	249	46	40	
1316	117	12	8	3	41	31	5	3148	92	0	1	86	311	176	
1330	121	12	5	419	109	25	9	1996	105	0	0	45	18	25	
1332	148	12	16	0	14	9	11	1572	7	5	0	9	0	8	
1337	104	14	5	21	81	16	6	423	93	1	0	37	74	84	
1351	88	10	5	0	2	4	0	199	9	0	3	76	75	76	
1357	12	10	15	0	6	4	1	542	3	0	0	4	1	4	
1366	112	9	11	1	31	21	1	1857	98	0	0	20	16	27	
1370	154	11	20	0	33	7	8	4053	75	1	0	9	3	10	
1374	16	10	11	0	2	1	0	265	0	0	0	6	6	9	
1377	119	12	4	2	113	29	2	2588	0	0	2	73	5	124	
1380	138	16	4	1	16	25	3	4268	0	0	0	18	16	6	
1383	130	11	11	0	9	26	9	2640	69	1	0	20	2	14	
1411	24	12	12	0	5	1	1	277	2	0	0	6	2	3	
1419	153	10	15	0	20	24	9	4523	222	0	0	34	11	50	
1430	137	10	11	3	28	35	6	2880	15	0	4	16	32	43	
1432	39	11	12	1	2	7	7	745	10	0	0	21	8	23	
1443	103	11	16	1	0	22	1	3422	0	0	0	14	2	1	
1449	21	12	6	10	14	0	0	253	16	0	0	6	4	0	
1460	13	12	7	0	0	2	1	224	0	0	0	14	9	17	
1478	98	10	8	0	8	21	3	3496	9	0	0	47	32	22	
1480	97	12	4	1	96	20	12	1288	2	0	0	21	22	28	

<sup>a</sup>Numbers within parentheses are used to identify individual police tasks on the Summary of Daily Field Activity (Appendix C).



TABLE XV (continued)

Departmental serial number	Days worked	Highest grade completed	Years of police service	PATROL TASKS <sup>a</sup>											
				(19)	(22)	(25)	(27)	(43)	(45)	(47)	(49)	(51)	(53)	(55)	
				Parking meter tags issued	Other parking tags issued	Hazardous traffic violation citations issued	Non-hazardous traffic violation citations issued	Business checks completed	Business interviews conducted	Ordinance violation notices issued	Curfew notices issued	Vehicles stopped	Pedestrians stopped	Field Interrogation cards made	
1482	28	8	24	0	1	13	3	382	1	0	0	31	14	28	
1486	55	11	5	9	42	5	2	1787	0	0	0	12	3	18	
1490	123	10	8	0	19	46	22	4150	311	0	0	84	8	30	
1493	50	12	6	0	1	1	0	918	7	0	1	42	25	49	
1495	107	12	6	1	23	32	4	2371	23	0	1	65	256	174	
1496	78	8	20	48	100	0	1	3342	31	0	0	94	139	35	
1497	13	10	17	0	5	2	0	88	3	0	0	4	6	6	
1506	94	10	5	2	31	10	1	3501	218	0	0	32	32	41	
1508	135	12	6	1	8	18	13	5201	28	0	1	5	5	8	
1511	22	11	14	0	1	0	0	850	8	0	4	5	4	10	
1512	127	8	6	0	5	23	16	4360	5	0	1	31	89	85	
1520	76	8	18	0	3	5	0	2165	8	0	0	43	14	17	
1561	57	12	12	0	26	17	4	248	89	0	1	59	30	25	
1562	76	8	17	0	4	15	1	2672	4	0	0	18	6	30	
1564	11	14	9	0	1	0	0	127	5	0	0	4	25	8	
1571	16	8	30	0	5	1	0	437	1	0	0	3	3	6	
1606	87	16	24	1	12	0	4	244	44	0	0	3	2	2	
1618	123	9	16	0	138	48	57	3884	21	11	2	141	73	47	
1643	69	12	12	0	24	39	12	1794	11	0	1	43	14	47	
1664	136	12	12	0	43	12	17	2505	72	0	0	21	36	54	
1690	127	8	18	0	17	2	2	4509	26	0	0	0	0	8	
1705	15	8	29	1	3	0	0	1	14	0	0	0	0	0	
1710	65	9	19	0	5	32	9	119	16	0	0	8	7	11	
1714	106	10	13	155	39	5	6	744	37	0	2	189	551	57	
1727	51	10	17	13	39	9	0	288	82	0	0	92	66	7	
1729	116	10	5	0	13	19	16	14	25	0	2	233	275	102	

<sup>a</sup>Numbers within parentheses are used to identify individual police tasks on the Summary of Daily Field Activity (Appendix C).



TABLE XV (continued)

Departmental serial number	Days worked	Highest grade completed	Years of police service	PATROL TASKS <sup>a</sup>										
				(19)	(22)	(25)	(27)	(43)	(45)	(47)	(49)	(51)	(53)	(55)
				Parking meter tags issued	Other parking tags issued	Hazardous traffic violation citations issued	Non-hazardous traffic violation citations issued	Business checks completed	Business interviews conducted	Ordinance violation notices issued	Curfew notices issued	Vehicles stopped	Pedestrians questioned	Field interrogation cards made
1734	109	10	12	2	43	48	11	3342	50	2	2	71	22	43
1745	23	8	33	0	1	0	0	531	1	0	0	14	3	6
1748	56	10	17	3	19	77	6	2692	20	0	0	113	52	70
1768	129	10	12	1	5	1	0	4591	181	0	0	9	5	19
1769	10	10	10	14	0	0	0	160	17	0	0	1	2	1
1772	31	12	5	22	17	2	0	819	28	0	0	3	3	4
1773	132	8	18	6	22	54	1	3277	108	0	0	8	7	37
1803	142	11	8	3	31	11	5	3545	0	4	1	10	24	13
1805	75	13	23	94	31	27	6	1476	20	0	0	33	18	34
1806	132	10	17	15	81	45	15	5326	172	0	0	70	125	30
1811	10	15	19	0	0	0	0	691	2	0	0	0	0	0
1815	128	12	12	1	28	13	9	5264	8	0	0	32	21	66
1817	15	8	24	3	0	0	1	509	8	0	0	8	8	17
1818	51	12	11	10	10	39	0	228	87	0	0	51	8	8
1826	10	10	19	1	1	0	0	282	0	0	0	8	34	23
1829	100	10	16	0	59	19	5	2550	16	0	0	81	78	35
1830	80	11	17	0	3	3	10	1714	2	0	0	3	5	2
1840	93	14	16	2	18	2	4	469	149	4	0	0	13	13
1843	63	7	17	2	12	1	0	2675	9	0	0	17	13	5
1847	112	12	4	3	5	22	8	3084	58	0	0	54	96	78
1857	73	12	5	42	80	17	11	234	12	0	0	105	19	52
1861	79	10	19	0	4	11	3	2227	77	0	1	26	9	26
1862	88	11	6	12	11	80	9	2620	18	0	0	123	0	0
1864	75	12	4	12	48	18	5	1709	42	0	0	35	12	19
1870	123	12	12	38	39	13	40	420	25	1	1	86	157	140
1877	100	11	4	19	16	92	8	3903	74	0	0	96	16	50

<sup>a</sup>Numbers within parentheses are used to identify individual police tasks on the Summary of Daily Field Activity (Appendix C).



Departmental serial number	Days worked	Highest grade completed	Years of police service	PATROL TASKS <sup>a</sup>										
				(19)	(22)	(25)	(27)	(43)	(45)	(47)	(49)	(51)	(53)	(55)
				Parking meter tags issued	Other parking tags issued	Hazardous traffic violation citations issued	Non-hazardous traffic violation citations issued	Business checks completed	Business interviews conducted	Ordinance violation notices issued	Curfew notices issued	Vehicles stopped	Pedestrians questioned	Field interrogation cards made
1892	138	12	4	0	33	47	12	4913	38	0	1	66	0	35
1929	26	10	17	0	0	0	3	159	23	0	0	1	11	8
1951	19	10	31	46	10	8	0	443	88	0	0	0	1	0
1954	76	11	8	5	100	8	2	2897	10	0	0	10	17	29
1958	107	11	6	1	34	24	7	234	176	0	0	32	3	16
1974	13	8	17	2	5	0	1	52	31	1	0	5	4	13
1984	136	8	15	8	40	35	6	2747	58	0	1	18	36	61
1992	122	12	19	72	26	27	44	3167	26	0	5	82	79	178
1993	14	12	6	0	7	5	5	171	0	0	0	27	10	17
1994	140	10	5	16	92	29	8	2850	4	0	5	45	149	158
1995	96	12	11	8	18	9	1	6656	108	0	0	39	253	129
1997	11	10	8	1	2	0	0	222	3	0	0	5	8	8
2032	16	10	18	0	9	11	0	127	1	0	0	6	15	22
2040	129	12	4	4	26	23	10	3280	29	0	1	11	4	27
2054	124	11	13	0	29	28	7	437	129	2	0	44	18	39
2059	34	11	12	0	11	1	0	708	0	0	1	0	0	2
2061	31	10	5	0	0	3	0	564	11	0	0	7	9	14
2063	123	14	15	0	81	13	4	4851	8	0	0	10	2	3
2070	11	11	30	0	1	0	0	419	24	0	0	3	5	2
2071	14	10	4	0	5	23	1	98	2	0	0	36	24	49
2078	10	7	28	3	10	1	2	15	6	0	0	2	5	5
2087	10	12	5	4	2	4	1	593	8	2	0	16	15	20
2089	91	13	5	35	68	19	22	305	79	0	0	48	70	74
2098	90	12	4	47	105	25	3	338	63	0	0	38	63	87
2099	22	11	12	0	2	1	0	194	0	0	0	15	19	19
2126	22	10	30	6	0	0	0	320	1	0	0	0	0	0
2127	150	11	14	12	5	33	4	2426	53	0	0	24	23	55

<sup>a</sup>Numbers within parentheses are used to identify individual police tasks on the Summary of Daily Field Activity (Appendix C).



Department serial number	Days worked	Highest grade completed	Years of police service	PATROL TASKS <sup>a</sup>										
				(19)	(22)	(25)	(27)	(43)	(45)	(47)	(49)	(51)	(53)	(55)
				Parking meter tags issued	Other parking tags issued	Hazardous traffic violation citations issued	Non-hazardous traffic violation citations issued	Business checks completed	Business interviews conducted	Ordinance violation notices issued	Curfew notices issued	Vehicles stopped	Pedestrians questioned	Field interrogation cards made
2129	146	12	5	176	66	26	2	5426	230	0	0	46	31	21
2130	136	16	10	2	12	8	3	567	202	0	0	5	9	2
2143	79	9	21	4	25	72	12	2332	84	0	0	144	20	84
2145	10	12	30	6	3	2	0	0	8	0	0	4	0	0
2146	25	9	5	0	3	1	2	955	27	0	0	20	49	43
2154	46	11	8	4	9	5	0	1560	8	0	0	20	9	11
2156	140	14	4	15	58	43	6	716	87	0	0	85	69	60
2161	126	7	32	3	330	1	7	440	25	0	0	4	24	24
2176	102	11	8	3	8	38	4	3500	86	0	2	69	37	127
2179	13	8	9	2	0	1	1	363	4	0	0	1	0	0
2184	61	8	17	18	28	14	3	2010	35	0	0	30	22	45
2189	140	12	11	6	14	0	0	5412	33	8	1	11	26	24
2190	42	13	6	5	19	14	5	210	46	0	0	8	5	10
2216	53	12	4	6	19	9	2	196	28	0	0	14	8	18
2217	31	9	19	0	10	0	0	655	20	0	0	6	2	5
2225	127	12	7	1	145	48	63	3309	125	13	1	162	106	68
2234	130	11	9	7	26	3	0	378	137	0	0	39	67	63
2244	134	8	24	1	45	4	3	3605	195	0	0	22	43	53
2246	122	12	7	14	67	21	6	834	67	0	0	69	86	66
2248	152	11	7	12	44	52	3	1638	128	0	0	50	90	77
2252	114	13	5	0	56	37	7	5044	99	0	0	39	146	187
2275	93	10	8	80	62	59	30	2936	135	0	0	161	75	149
2288	125	9	17	0	7	1	3	5042	19	0	1	53	9	11
2289	102	12	6	0	25	14	1	3335	1	0	0	56	24	58
2290	129	8	17	272	34	6	12	6210	69	0	0	11	2	9
2292	87	10	24	9	71	5	2	1418	135	0	0	20	18	5

<sup>a</sup>Numbers within parentheses are used to identify individual police tasks on the Summary of Daily Field Activity (Appendix C).



TABLE XV (continued)

Department serial number	Days worked	Highest grade completed	Years of police service	PATROL TASKS <sup>a</sup>										
				(19)	(22)	(25)	(27)	(43)	(45)	(47)	(49)	(51)	(53)	(55)
				Parking meter tags issued	Other parking tags issued	Hazardous traffic violation citations issued	Non-hazardous traffic violation citations issued	Business checks completed	Business interviews conducted	Ordinance violation notices issued	Curfew notices issued	Vehicles stopped	Pedestrians questioned	Field interrogation cards made
2295	106	8	17	44	29	0	0	4006	66	0	0	4	22	22
2298	145	12	5	1	36	33	23	5442	87	0	0	189	65	191
2324	118	12	7	85	159	52	6	611	70	0	0	70	31	101
2338	127	12	12	20	22	27	13	9035	52	0	0	109	193	90
2349	39	10	10	1	1	1	1	1179	18	0	0	2	3	3
2350	93	10	5	0	8	24	3	3106	272	0	0	43	64	85
2357	41	8	30	2	19	9	0	1690	11	0	0	21	25	43
2358	97	9	18	1	12	9	0	2112	10	3	0	11	4	15
2362	129	8	17	1	48	8	14	3871	1	0	2	128	72	152
2371	57	12	5	0	25	19	10	313	0	0	0	129	44	88
2378	112	10	6	2	11	9	4	4737	0	2	0	74	16	44
2384	88	12	4	3	22	10	6	417	70	0	0	16	25	26
2386	108	12	12	23	5	27	4	4226	25	0	0	6	2	10
2387	117	10	8	3	36	22	21	404	128	0	0	84	81	110
2390	130	12	4	0	7	15	3	6017	68	0	0	21	27	34
2399	145	12	18	1	11	4	3	5199	301	0	1	50	200	22
2408	131	12	15	1	15	15	3	5278	43	0	0	11	9	15
2431	143	8	24	6	55	41	36	204	25	0	1	190	141	263
2450	64	12	4	5	28	29	4	2059	19	0	0	40	3	5
2460	90	11	9	0	22	3	9	5309	4	0	0	33	57	79
2463	139	11	4	5	6	12	2	4693	377	5	0	46	181	55
2475	95	10	15	8	48	6	10	2638	17	0	0	42	76	5
2476	35	10	7	110	61	1	0	720	40	0	0	4	1	3
2482	121	15	8	27	11	63	16	5579	103	0	1	123	98	118
2485	132	13	4	39	37	80	16	4990	89	0	0	112	134	151
2493	80	10	4	0	5	9	12	913	13	0	0	103	19	24
2494	119	12	5	0	9	2	2	2012	27	0	0	33	363	432

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Department serial number	Days worked	Highest grade completed	Years of police service	PATROL TASKS <sup>a</sup>										
				(19)	(22)	(25)	(27)	(43)	(45)	(47)	(49)	(51)	(53)	(55)
				Parking meter tags issued	Other parking tags issued	Hazardous traffic violation citations issued	Non-hazardous traffic violation citations issued	Business checks completed	Business interviews conducted	Ordinance violation notices issued	Curfew notices issued	Vehicles stopped	Pedestrians questioned	Field Interrogation cards made
2501	41	8	21	0	1	0	0	443	13	0	7	12	26	22
2502	124	12	6	0	9	46	27	756	27	0	4	262	74	322
2519	140	12	18	11	50	76	7	5486	113	0	0	115	49	105
2524	20	12	8	2	1	3	0	414	32	0	0	17	67	7
2537	67	12	4	0	27	12	1	1725	50	0	0	20	18	31
2600	78	13	3	0	1	15	0	2602	101	1	0	14	6	6
2601	30	12	3	0	0	5	1	526	13	0	0	3	2	4
2605	23	13	3	10	8	11	0	938	54	0	0	21	35	11
2606	127	13	3	0	5	67	2	2414	88	0	0	85	10	77
2608	104	10	3	0	43	18	7	2006	6	0	2	48	7	66
2609	128	12	3	0	79	85	15	4391	26	19	0	128	6	55
2610	129	12	3	6	2	27	3	2837	5	0	0	27	22	52
2612	122	12	3	11	66	14	8	2911	12	0	0	37	97	102
2613	103	12	3	37	19	9	9	3093	259	0	0	8	31	32
2614	107	11	3	0	19	12	7	4318	135	0	0	34	76	84
2615	132	12	3	0	11	22	19	2987	191	0	1	69	57	28
2617	123	14	3	0	28	31	7	3182	19	1	0	39	16	74
2618	62	12	3	0	13	30	1	2525	10	0	0	70	44	63
2619	111	12	3	2	28	25	7	3197	1	0	0	66	49	78
2020	78	16	3	11	36	38	8	358	86	0	0	87	30	43
2623	129	12	3	29	162	23	16	2725	55	0	0	47	16	59
2624	122	12	3	10	20	25	1	4649	418	8	0	52	115	49
2626	58	12	3	0	9	8	0	2703	4	0	0	45	62	62
2629	25	11	3	0	3	6	0	403	7	0	0	13	7	8
2634	72	12	3	43	56	141	81	2227	70	0	0	234	188	312
2637	125	12	3	15	66	20	9	246	106	0	1	81	439	152
2639	119	10	3	2	68	36	14	403	89	0	2	78	64	58
2640	132	12	3	0	7	26	34	0	9	0	2	321	287	96

<sup>a</sup>Numbers within parentheses are used to identify individual police tasks on the Summary of Daily Field Activity (Appendix C).



TABLE XV (continued)

Department serial number	Days worked	Highest grade completed	Years of police service	PATROL TASKS <sup>a</sup>										
				(19)	(22)	(25)	(27)	(43)	(45)	(47)	(49)	(51)	(53)	(55)
				Parking meter tags issued	Other parking tags issued	Hazardous traffic violation citations issued	Non-hazardous traffic violation citations issued	Business checks completed	Business interviews conducted	Ordinance violation notices issued	Curfew notices issued	Vehicles stopped	Pedestrians questioned	Field interrogation cards made
2641	59	12	3	0	4	3	1	1904	5	0	0	8	16	25
2642	143	12	3	0	12	39	21	3874	95	0	1	167	98	80
2644	78	10	3	0	42	17	3	639	26	0	0	77	62	5
2645	113	12	3	84	52	26	4	3459	95	0	5	31	47	69
2650	22	12	3	29	5	10	1	1071	18	0	0	10	13	8
2651	113	12	3	0	64	35	16	1254	2	0	0	153	18	41
2653	127	12	3	0	16	7	7	5472	13	0	2	38	67	91
2654	105	12	3	60	51	81	42	3124	89	0	0	175	49	128
2655	136	12	3	0	15	33	7	3814	188	0	0	82	141	100
2657	142	12	3	0	4	29	10	989	612	0	2	143	495	6
2660	122	10	3	0	16	24	17	982	5	0	3	195	34	214
2661	61	12	3	0	2	18	4	1959	42	0	0	63	75	67
2803	36	12	3	5	19	9	5	1554	40	0	0	11	51	29
2850	57	12	2	2	17	31	6	2317	15	0	0	50	32	30
2854	135	10	2	0	8	33	6	2	27	0	0	186	41	278
2855	42	8	2	1	49	21	2	270	3	0	4	31	82	74
2856	71	9	2	100	23	19	5	1054	86	1	0	27	17	32
2860	54	12	2	5	27	24	6	106	8	0	0	8	2	1
2861	116	12	2	1	49	22	18	3643	19	3	0	36	39	22
2862	17	13	2	7	7	2	6	50	3	0	0	22	10	30
2871	25	12	2	0	1	1	0	540	0	0	0	9	9	13
2872	143	12	2	32	67	33	1	671	274	35	0	63	72	35
2873	150	12	2	0	39	28	8	4457	60	0	0	76	13	55
2875	151	12	2	18	19	14	10	2561	169	0	2	27	87	85
2880	112	12	2	0	73	18	9	2597	19	0	0	114	28	53
2881	103	8	2	0	93	25	1	3665	50	0	0	83	83	63

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TABLE XV (continued)

Department serial number	Days worked	Highest grade completed	Years of police service	PATROL TASKS <sup>a</sup>										
				(19)	(22)	(25)	(27)	(43)	(45)	(47)	(49)	(51)	(53)	(55)
				Parking meter tags issued	Other parking tags issued	Hazardous traffic violation citations issued	Non-hazardous traffic violation citations issued	Business checks completed	Business interviews conducted	Ordinance violation notices issued	Curfew notices issued	Vehicles stopped	Pedestrians questioned	Field interrogation cards made
2882	130	12	2	0	83	14	10	2993	121	0	3	13	19	64
2884	123	15	2	3	12	22	6	3016	27	0	0	90	7	83
2885	68	13	2	103	100	8	5	1363	86	0	0	21	1	8
2893	139	12	2	5	30	74	17	4942	45	19	5	138	64	27
2973	114	12	2	1	24	28	2	2553	34	1	6	66	51	60
2976	35	12	2	5	7	3	5	1568	25	0	0	9	9	14
2977	60	12	2	3	15	9	1	608	40	0	0	3	0	5
2978	53	10	2	0	16	4	3	972	14	0	0	2	2	4
2979	144	10	2	34	248	24	26	4068	147	3	0	59	41	47
2980	119	12	2	4	48	48	6	3809	199	0	0	109	217	146
2981	138	13	2	18	13	23	4	5451	26	0	0	25	0	10
2982	145	10	2	1	111	36	13	4603	152	1	3	56	8	39
2983	10	12	2	0	0	1	0	540	1	0	0	5	0	1
2984	131	12	2	3	9	11	6	3896	11	0	0	18	19	48
2985	154	10	2	0	20	27	13	4174	2	0	0	31	10	25
2986	115	12	2	5	107	14	10	480	189	0	0	32	33	44
2993	110	12	2	0	8	12	7	5139	134	0	0	17	14	26
2996	140	12	2	25	36	8	2	449	258	0	0	9	10	10
3003	111	10	2	2	21	32	14	319	148	0	2	133	163	189
3005	51	12	2	3	31	31	2	1483	205	26	0	25	17	32
3013	131	12	2	0	16	54	43	377	231	0	0	172	20	44
3015	70	13	2	0	56	5	35	392	3	0	0	45	30	57
3016	62	12	2	0	4	3	2	134	26	0	0	28	27	41
3018	139	12	2	11	31	50	12	4289	76	1	0	54	59	79
3022	146	10	2	19	36	64	15	4953	187	0	0	212	107	108
3055	87	12	2	20	34	21	15	217	92	0	0	33	38	52
3056	89	13	2	42	21	55	15	4232	138	0	0	143	165	201

<sup>a</sup>Numbers within parentheses are used to identify individual police tasks on the Summary of Daily Field Activity (Appendix C).



TABLE XV (continued)

Department serial number	Days worked	Highest grade completed	Years of police service	PATROL TASKS <sup>a</sup>										
				(19)	(22)	(25)	(27)	(43)	(45)	(47)	(49)	(51)	(53)	(55)
				Parking meter tags issued	Other parking tags issued	Hazardous traffic violation citations issued	Non-hazardous traffic violation citations issued	Business checks completed	Business interviews conducted	Ordinance violation notices issued	Curfew notices issued	Vehicles stopped	Pedestrians questioned	Field interrogation cards made
3058	131	12	2	0	25	35	10	3524	3	0	0	64	47	53
3059	150	12	2	0	3	41	5	2613	84	0	2	77	43	81
3060	123	12	2	0	5	27	22	4710	124	0	1	137	108	65
3062	150	12	2	0	14	13	7	4203	21	0	0	25	7	13
3064	63	12	2	21	18	10	9	973	27	0	1	19	7	8
3066	113	12	2	0	27	13	4	299	2	0	3	115	70	68
3067	152	12	2	0	27	14	10	2872	48	0	0	32	5	7
3072	49	14	2	0	20	12	3	234	84	0	0	49	123	52
3076	125	12	2	0	32	18	9	3857	0	2	2	165	143	220
3078	130	12	2	21	39	72	24	5245	180	0	0	185	209	310
3080	139	12	2	10	69	116	13	4701	126	0	0	213	7	48
3085	122	13	2	39	34	147	25	6161	123	0	0	289	235	379
3086	143	12	2	54	52	87	9	6382	69	0	0	161	223	250
3087	68	12	2	0	54	11	4	2128	12	0	0	25	12	29
3089	131	12	2	6	115	27	4	2047	41	0	0	22	32	52
3090	128	15	2	0	87	112	8	23	16	0	0	377	249	412
3091	17	10	2	4	1	7	0	412	15	0	0	5	24	10
3093	118	12	2	133	72	20	4	4834	63	5	0	56	126	155
3094	116	13	2	5	168	42	8	3387	39	5	4	87	67	127
3097	145	12	2	0	121	34	4	5012	2	0	1	12	13	24
3103	132	12	2	0	49	58	16	4	10	0	1	315	221	401
3105	118	12	2	30	72	28	4	2882	153	0	0	38	36	21
3132	62	9	2	5	41	16	8	342	50	0	0	49	27	49
3139	95	12	2	7	30	5	2	339	71	0	0	13	59	51
3141	110	12	2	0	73	16	9	3127	25	0	0	21	49	53
3142	48	15	2	0	14	6	4	1218	8	5	4	15	16	28

<sup>a</sup>Numbers within parentheses are used to identify individual police tasks on the Summary of Daily Field Activity (Appendix C).



TABLE XV (continued)

Department serial number	Days worked	Highest grade completed	Years of police service	PATROL TASKS <sup>a</sup>										
				(19)	(22)	(25)	(27)	(43)	(45)	(47)	(49)	(51)	(53)	(55)
				Parking meter tags issued	Other parking tags issued	Hazardous traffic violation citations issued	Non-hazardous traffic violation citations issued	Business checks completed	Business interviews conducted	Ordinance violation notices issued	Curfew notices issued	Vehicles stopped	Pedestrians questioned	Field interrogation cards made
3143	34	14	2	23	16	10	1	46	14	0	0	23	26	30
3144	36	12	2	0	0	4	0	632	0	0	0	13	7	22
3145	85	12	2	4	64	11	17	246	92	2	0	24	26	30
3147	128	13	2	2	20	33	6	3523	20	0	2	103	65	48
3148	95	12	2	2	7	7	3	3547	0	0	0	84	18	52
3149	106	12	2	0	16	6	3	2882	15	0	0	25	12	38
3151	129	12	2	112	274	60	6	1757	113	0	0	100	28	62
3152	113	15	2	17	51	45	6	285	24	0	0	8	10	10
3225	132	12	2	9	33	35	24	4504	8	0	0	52	28	108
3226	123	16	2	4	8	9	6	4109	9	0	2	23	17	24
3227	123	12	2	179	26	47	4	5421	171	0	0	59	30	90
3233	119	12	2	0	18	9	2	2939	70	0	0	25	10	15
3234	104	12	2	4	7	46	88	3934	101	0	0	180	48	52
3236	10	14	2	0	8	0	7	62	0	0	4	7	14	17
3237	118	10	2	1	177	16	8	3677	71	0	0	42	35	40
3243	104	12	2	1	27	11	11	504	54	0	0	43	30	38
3250	115	12	2	0	79	18	13	3314	113	0	0	51	67	42
3251	136	15	2	48	145	39	15	414	225	0	0	49	12	35
3252	129	12	2	81	67	75	181	266	27	0	4	471	89	109
3260	85	10	2	1	46	13	22	194	62	0	0	94	41	76
3283	131	12	2	0	88	13	3	3835	5	0	0	23	10	45
3284	36	12	2	1	4	4	1	883	5	0	0	10	4	13
3285	37	12	2	2	1	5	3	700	31	0	0	8	8	13
3286	132	12	2	0	12	57	49	461	93	0	0	193	40	51
3287	73	12	2	0	24	9	3	2382	5	3	1	9	8	10
3288	115	12	2	0	11	18	12	713	8	0	3	57	79	126
3294	102	12	2	69	57	18	11	5533	119	0	0	63	34	30

<sup>a</sup>Numbers within parentheses are used to identify individual police tasks on the Summary of Daily Field Activity (Appendix C).



TABLE XV (continued)

Department serial number	Days worked	Highest grade completed	Years of police service	PATROL TASKS <sup>a</sup>										
				(19)	(22)	(25)	(27)	(43)	(45)	(47)	(49)	(51)	(53)	(55)
				Parking meter tags issued	Other parking tags issued	Hazardous traffic violation citations issued	Non-hazardous traffic violation citations issued	Business checks completed	Business interviews conducted	Ordinance violation notices issued	Curfew notices issued	Vehicles stopped	Pedestrians questioned	Field Interrogation cards made
3295	140	12	2	94	61	27	7	2929	782	0	0	22	20	28
3301	122	12	1	0	67	68	49	1	4	10	27	312	103	223
3314	47	12	2	0	8	36	17	1782	101	6	0	35	1	1
3315	134	13	2	0	14	17	5	3798	6	0	0	28	7	36
3322	133	10	2	1	43	45	15	1569	44	0	0	46	11	28
3325	90	12	2	0	27	7	1	2696	0	0	0	13	5	12
3327	125	13	2	0	50	36	7	4285	138	0	0	113	71	42
3328	149	12	2	0	6	7	22	2328	4	2	0	48	2	27
3378	118	12	2	0	11	77	7	9	3	0	0	201	54	180
3380	55	12	2	0	6	16	3	1702	2	0	0	29	11	17
3396	78	12	1	48	41	65	29	1889	70	0	0	150	72	155
3397	125	12	1	0	32	9	3	5	47	0	0	89	180	104
3417	21	12	1	0	3	7	4	947	21	0	0	13	28	35
3426	121	12	1	4	38	61	29	912	2	11	12	300	87	266
3428	148	12	1	21	69	69	12	3104	64	0	0	27	33	49
3429	116	12	1	0	10	15	1	5329	59	0	0	30	12	22
3431	116	16	1	1	105	47	5	2351	89	0	0	82	101	66
3450	116	13	1	1	11	8	8	1826	6	9	0	12	4	5
3451	124	12	1	0	106	13	3	2423	2	0	0	24	30	61
3454	123	9	1	1	6	25	7	2954	62	0	0	10	13	22
3455	90	12	1	2	46	56	45	2066	37	3	4	103	21	16
3456	93	12	1	0	61	14	3	2926	168	0	0	48	35	56
3458	39	12	1	17	44	8	4	341	50	0	0	26	37	6
3460	23	12	1	8	0	1	0	192	20	0	0	3	18	15
3463	142	12	1	0	32	22	2	5438	265	0	0	16	10	22

<sup>a</sup>Numbers within parentheses are used to identify individual police tasks on the Summary of Daily Field Activity (Appendix C).



TABLE XV (continued)

Department serial number	Days worked	Highest grade completed	Years of police service	PATROL TASKS <sup>a</sup>										
				(19)	(22)	(25)	(27)	(43)	(45)	(47)	(49)	(51)	(53)	(55)
				Parking meter tags issued	Other parking tags issued	Hazardous traffic violation citations issued	Non-hazardous traffic violation citations issued	Business checks completed	Business interviews conducted	Ordinance violation notices issued	Curfew notices issued	Vehicles stopped	Pedestrians questioned	Field interrogation cards made
3498	56	12	1	0	4	3	2	686	15	0	0	2	0	0
3500	70	12	1	49	72	8	1	366	52	0	0	17	33	38
3504	131	12	1	0	39	14	14	3408	22	0	0	39	42	21
3505	20	12	1	6	12	3	3	617	0	0	0	5	1	10
3507	114	12	1	42	80	93	185	281	48	0	4	402	54	75
3508	102	12	1	0	15	6	7	2373	71	0	0	28	2	10
3509	97	12	1	1	14	15	4	2360	23	1	0	47	4	13
3516	125	9	4	0	23	13	4	2491	54	0	0	19	8	13
3522	125	11	1	4	42	37	12	4979	32	0	0	10	9	29
3523	90	12	1	0	8	27	3	2980	18	0	1	47	4	21
3524	131	12	1	3	4	30	8	4159	131	0	0	65	17	80
3525	114	12	1	4	57	48	24	7759	7	0	0	130	183	83
3527	73	12	1	10	20	15	8	995	15	0	0	35	22	49
3535	142	12	1	0	64	50	42	3593	67	0	0	107	1	23
3536	58	12	1	0	1	2	1	1541	1	0	0	3	3	4
3537	66	13	1	6	9	15	5	5068	11	0	0	51	121	51
3538	79	12	1	6	7	17	6	2154	38	0	0	43	15	21
3567	126	12	1	5	34	43	9	4313	22	0	0	60	288	39
3568	143	12	1	1	55	39	21	467	75	0	0	57	14	47
3571	116	12	1	48	21	24	2	4790	228	0	1	62	109	45
3572	66	12	1	1	9	7	2	1344	15	0	0	92	104	51
3573	126	14	1	5	115	55	2	4654	43	0	0	39	1	7
3574	120	13	1	2	114	27	8	5032	175	0	0	40	30	40
3575	133	12	1	9	77	11	9	1752	20	0	0	27	5	14
3580	36	10	1	13	3	23	7	1743	5	0	0	58	71	115

<sup>a</sup>Numbers within parentheses are used to identify individual police tasks on the Summary of Daily Field Activity (Appendix C).



TABLE XV (continued)

Department serial number	Days worked	Highest grade completed	Years of police service	PATROL TASKS <sup>a</sup>											
				(19)	(22)	(25)	(27)	(43)	(45)	(47)	(49)	(51)	(53)	(55)	
				Parking meter tags issued	Other parking tags issued	Hazardous traffic violation citations issued	Non-hazardous traffic violation citations issued	Business checks completed	Business interviews conducted	Ordinance violation notices issued	Curfew notices issued	Vehicles stopped	Pedestrians questioned	Field interrogation cards made	
3581	131	10	1	0	11	27	15	3600	89	1	0	141	50	69	
3583	121	10	1	1	11	10	4	3233	27	0	1	33	21	46	
3584	131	10	1	1	13	13	35	0	2	0	0	229	60	38	
3585	97	14	1	1	8	35	11	3150	62	0	0	46	5	30	
3586	127	12	1	14	143	47	36	298	109	0	0	123	21	43	
3592	137	12	1	0	54	37	2	4557	47	0	0	85	37	87	
3624	22	12	1	22	9	3	0	413	15	0	0	28	52	7	
3625	28	13	1	13	13	18	1	486	59	11	0	58	174	40	
3626	126	12	1	79	40	32	5	4028	87	0	1	54	124	136	
3627	24	12	1	5	1	14	2	1292	211	0	0	17	31	19	
3628	124	13	1	51	80	34	12	2007	157	67	1	149	433	63	
3629	109	12	1	0	10	39	7	1	8	1	0	171	19	19	
3632	142	12	1	5	142	18	19	4398	37	0	0	33	6	34	
3633	11	12	1	0	0	6	1	496	3	0	0	14	34	10	
3660	46	12	1	2	7	19	13	782	8	0	2	48	30	66	
3661	51	12	1	0	27	14	0	1668	33	0	0	72	55	52	
3662	33	12	1	29	13	2	1	1449	26	0	0	13	28	35	
3663	64	12	1	32	27	19	0	1358	21	2	0	75	27	21	
3666	99	14	1	0	8	16	12	4973	99	1	1	89	72	121	
3669	75	12	1	0	3	12	1	1372	8	0	0	60	31	29	
3671	127	13	1	0	25	26	11	4703	167	1	0	183	69	194	
3672	135	12	1	0	17	27	2	3925	6	0	0	39	5	33	
3674	108	12	1	32	28	29	8	2993	119	0	0	46	25	47	
3712	117	12	1	11	95	25	7	359	159	1	0	71	116	145	
3714	81	12	1	1	9	8	7	2023	32	0	4	85	32	69	
3716	111	12	1	0	14	37	9	3061	13	4	1	57	5	32	
3718	96	12	1	15	29	5	1	2767	1	0	0	17	24	51	

<sup>a</sup>Numbers within parentheses are used to identify individual police tasks on the Summary of Daily Field Activity (Appendix C).



TABLE XV (continued)

Department serial number	Days worked	Highest grade completed	Years police service	PATROL TASKS <sup>a</sup>										
				(19)	(22)	(25)	(27)	(43)	(45)	(47)	(49)	(51)	(53)	(55)
				Parking meter tags issued	Other parking tags issued	Hazardous traffic violation citations issued	Non-hazardous traffic violation citations issued	Business checks completed	Business interviews conducted	Ordinance violation notices issued	Curfew notices issued	Vehicles stopped	Pedestrians questioned	Field interrogation cards made
3719	80	12	1	20	27	14	9	3574	53	0	1	40	54	47
3720	139	12	1	0	66	18	2	2962	36	0	0	12	13	15
3721	97	12	1	0	51	36	9	2201	16	0	0	135	60	80
3722	85	12	1	0	7	12	6	580	3	0	0	103	27	37
3723	87	10	1	24	21	7	8	3085	0	0	1	13	9	45
3728	15	8	1	15	6	9	1	108	24	0	0	20	7	3
3729	54	12	1	16	14	14	3	2362	34	0	0	23	10	17
3730	39	14	1	6	18	24	1	1262	23	0	0	51	43	27
3790	48	12	0	0	9	26	6	1067	0	0	4	27	9	15
3791	64	12	0	0	34	7	2	1773	52	1	0	12	26	35
3793	50	12	0	1	9	4	0	1014	2	0	0	4	6	5
3799	33	12	0	8	10	2	6	63	21	0	0	42	29	52
3801	111	12	0	0	20	2	2	5263	0	0	2	21	37	47
3802	103	12	0	1	13	45	8	512	11	0	2	206	30	205
3803	64	12	0	26	16	11	0	171	94	6	0	20	35	13
3804	118	14	0	0	59	35	12	483	167	0	0	159	165	106
3842	10	12	0	0	0	0	1	0	0	0	0	2	3	5
3878	29	12	0	76	13	13	4	433	8	0	0	29	7	60
3879	62	12	0	0	62	42	8	1914	13	0	1	69	27	48
3880	37	12	0	18	9	25	5	1434	34	0	0	44	30	37
3881	50	12	0	15	37	9	3	1591	6	0	0	32	21	39
3899	15	12	0	0	2	4	2	300	5	0	0	12	4	12
3902	73	12	0	22	75	10	6	468	102	0	0	19	15	26
3823	53	11	0	6	40	8	6	1811	15	1	0	24	13	36
3924	77	15	0	0	14	8	4	1888	0	0	0	28	99	115
3925	32	8	0	7	17	2	0	1516	11	0	1	10	24	22
3926	88	8	2	7	41	58	1	502	92	3	0	119	65	47

<sup>a</sup>Numbers within parenthesis are used to identify individual police tasks on the Summary of Daily Field Activity (Appendix C).



TABLE XV (continued)

Department serial number	Days worked	Highest grade completed	Years police service	PATROL TASKS <sup>a</sup>										(53)	(55)
				(19)	(22)	(25)	(27)	(43)	(45)	(47)	(49)	(51)			
				Parking meter tags issued	Other parking tags issued	Hazardous traffic violation citations issued	Non-hazardous traffic violation citations issued	Business checks completed	Business interviews conducted	Ordinance violation notices issued	Curfew notices issued	Vehicles stopped	Pedestrians questioned	Field interrogation cards made	
3928	89	12	0	2	10	3	0	3518	49	0	1	10	17	23	
3931	54	12	0	12	18	9	3	1845	5	0	0	20	24	32	
3933	25	10	0	6	42	5	2	55	23	0	2	10	4	7	
3959	63	12	0	0	31	8	6	637	7	0	0	59	68	110	
3960	63	12	0	14	29	21	7	223	27	1	0	53	39	31	

TOTALS

<u>NO. OF OFFICERS</u>	<u>DAYS WORKED</u>	<u>(19)</u>	<u>(22)</u>	<u>(25)</u>	<u>(27)</u>	<u>(43)</u>	<u>(45)</u>
556	48,775	8,197	18,315	11,609	4,488	1,168,212	32,631
		<u>(47)</u>	<u>(49)</u>	<u>(51)</u>	<u>(53)</u>	<u>(55)</u>	
		429	296	29,294	25,212	28,945	

<sup>a</sup>Numbers within parenthesis are used to identify individual police tasks on the Summary of Daily Field Activity (Appendix C).



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