

A STUDY OF THE FEDERAL BUREAU
OF INVESTIGATION'S CONTRIBUTION
TO LAW ENFORCEMENT TRAINING AND
EDUCATION IN THE UNITED STATES

Thesis for the Degree of Ph. D.
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This is to certify that the

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ABSTRACT

A STUDY OF THE FEDERAL BUREAU OF INVESTIGATION'S CONTRIBUTION TO LAW ENFORCEMENT TRAINING AND EDUCATION IN THE UNITED STATES

By

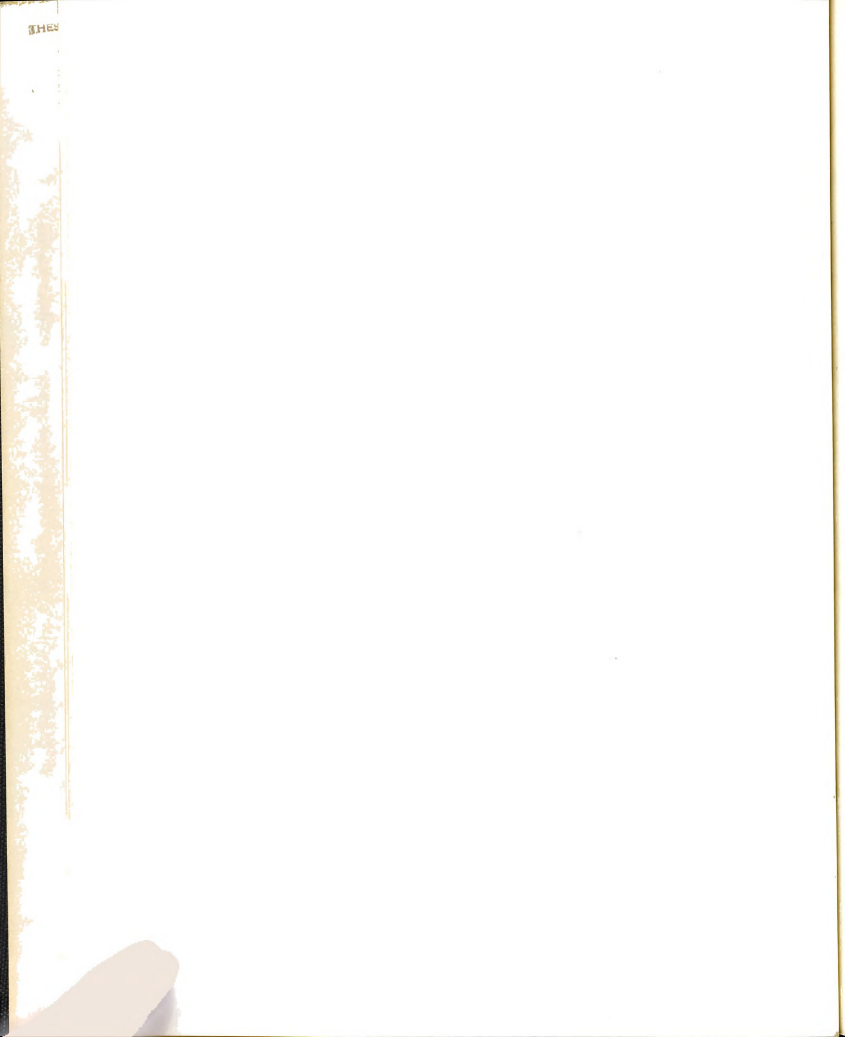
Kenneth Edward Joseph

The purpose of this thesis was to do an historical study of the contributions made by J. Edgar Hoover and the Federal Bureau of Investigation (FBI) to law enforcement training. The study begins with the appointment of Mr. Hoover as Director in 1924 and continues through the present era.

The study consisted of an historical analysis of training records, correspondence, memoranda, and training documents from the FBI as they related to (1) the FBI National Academy and (2) the FBI regional police training programs throughout the United States.

Training and education programs for law enforcement officers during the 1920's and early 1930's were inadequately organized and practically non-existent with but few exceptions.

The inadequacy of police training programs was publicized in 1931 by the National Commission on Law



Observance and Law Enforcement (Wickersham Commission) study. The study emphasized the critical need for establishing standards for training programs for all cities, regardless of population, to better cope with the rampant crime conditions.

On July 29, 1935, the most comprehensive and intensive training program ever afforded local law enforcement was realized with the opening of the FBI National Academy. Implementation of the Academy program for the purpose of training a professional cadre of career officers as police instructors, administrators and executives for local departments acted as the catalyst needed to expand the opportunity and availability of training throughout the Nation.

Shortly following the inauguration of the Adademy, FBI regional police training programs were introduced across the country for local and state law enforcement agencies.

Instruction in the FBI training programs was provided by a corps of highly trained and qualified FBI instructors. These were augmented by graduates of the FBI National Academy, distinguished educators and public officials.

Services rendered by the FBI in training and educational programs have increased steadily in the last thirty-five years.

In 1965 Presidential and Congressional authorization and legislation supported an expansion of the facilities of the FBI Academy at Quantico, Virginia. Federal legislation and funding has increased the training responsibilities of the FBI. The approved expansion of the FBI Academy will increase the number of trainees from 200 to 2,000 law enforcement officers per year. In addition, 1,000 officers will receive specialized training of one to three weeks duration.

The FBI has been instrumental in providing law enforcement with a diversity of specialized courses designed to contribute to the officer's personal and professional development.

Results of this study suggest that the FBI has provided state and local law enforcement with the inspirational and professional leadership it has needed to develop an organized and systematic procedure of training their personnel.

It is contemplated that the new Academy, which is expected to be operational within the next several years, will seek accreditation through a nearby university.

In preparation for the expansion, a select group of Special Agents are presently pursuing or have earned graduate degrees on the masters or doctoral levels in various disciplines.

Kenneth Edward Joseph

The FBI National Academy has grown from a modest beginning to one of pre-eminence in the field of law enforcement training and education. The Academy has truly earned the name of "The West Point of Law Enforcement."

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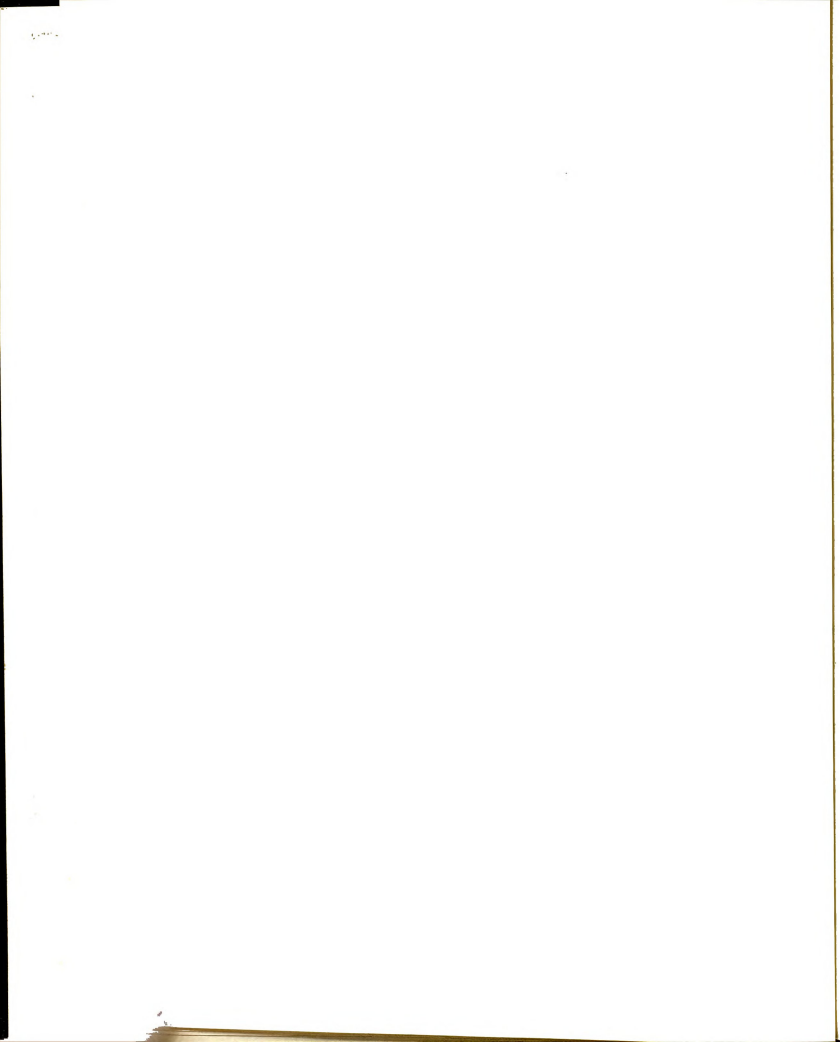
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1971

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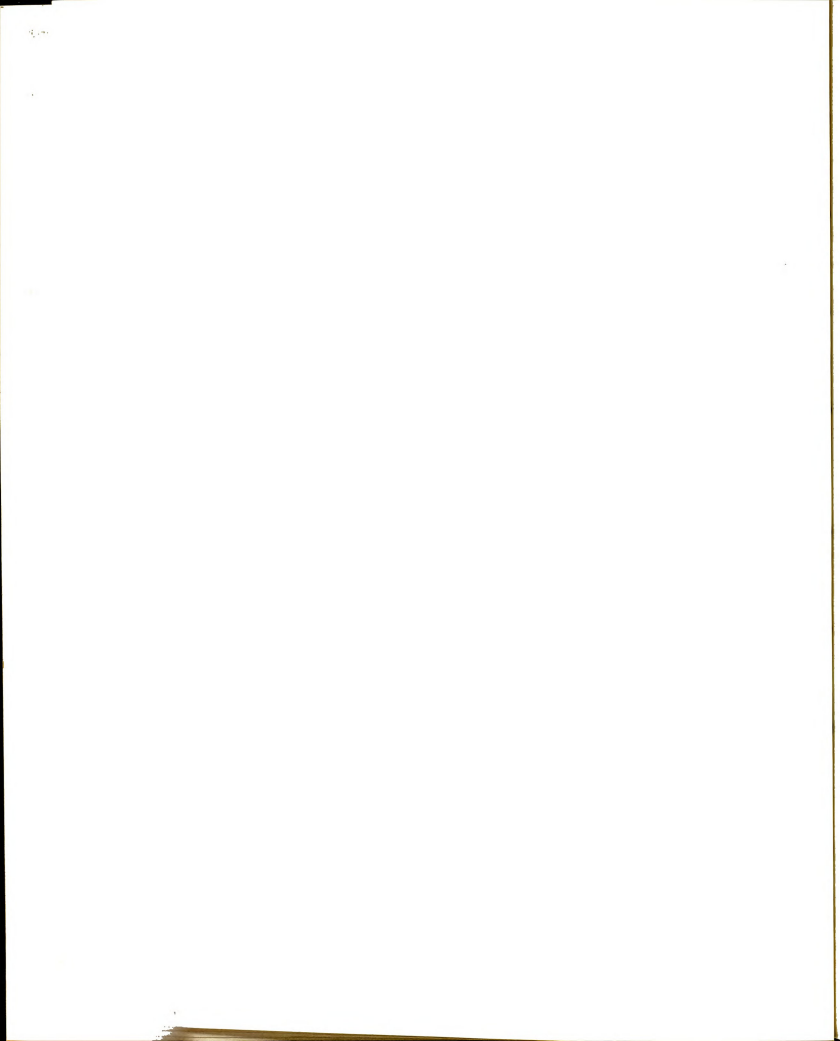
CHAPTER I

INTRODUCTION

Modern society has placed great emphasis and reliance on higher education. Increasingly, more professional and occupational groups are requiring advanced education and training for their personnel as a prerequisite to advancement. This has particular significance to those pursuing a career in law enforcement.

Research indicates that, by and large, law enforcement has provided minimal opportunity for police personnel to continue their educations. Consequently, there are those who have suggested that law enforcement has failed to keep pace with the educational accomplishment of the populace.

Law enforcement has undergone many transitions and refinements since the nineteenth century. Yet, there remain today departments which cling to the antiquated procedure of issuing a police recruit a gun and badge and assign him to an "experienced" officer for training. Law enforcement, as well as society, can no longer allow or support this concept of training.

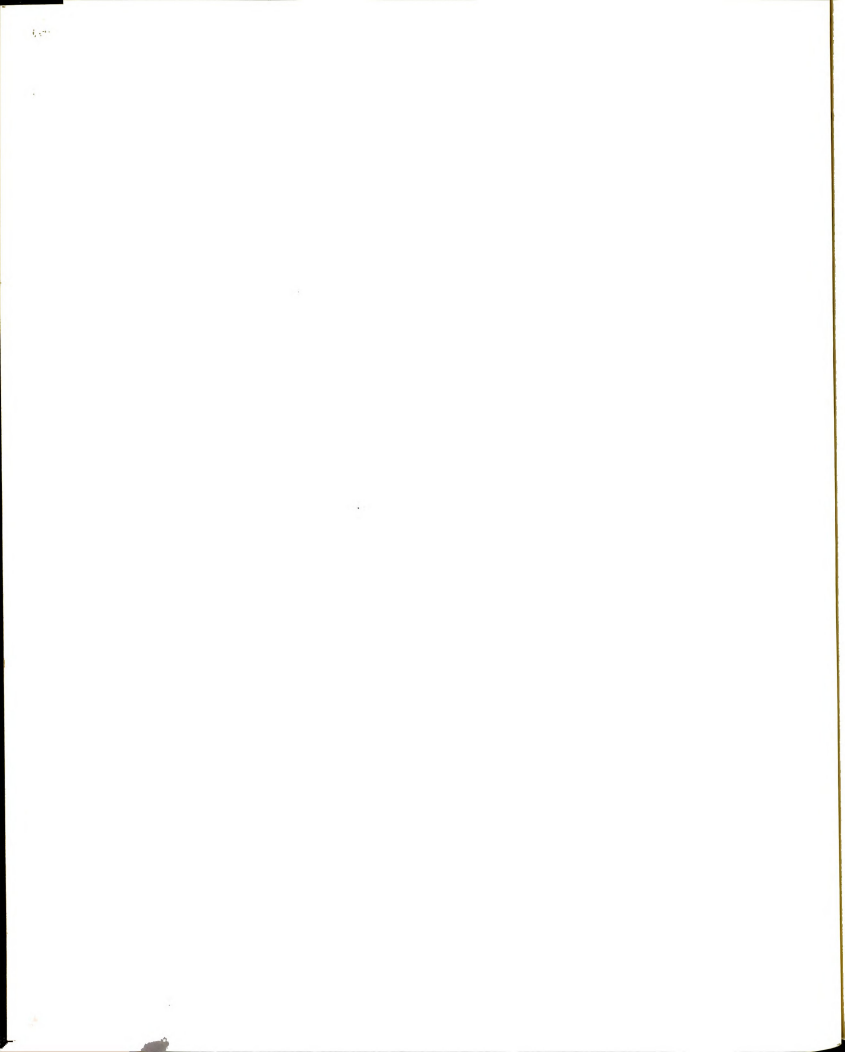


The President's Commission on Law Enforcement and Administration of Justice has cited the need for a State Commission on Police Standards and Training whereby immediate assistance in the improvement of training might be afforded those states lacking such a program.¹

Congressional legislation and the funding of a diversity of federal, state, and local police programs are indicative of the priority the Federal government has directed toward the implementation and acceleration of effective law enforcement training and educational programs.

There has been a gradual increase of law enforcement administrators who support the concept of upgrading the police service by requiring applicants to have some post-secondary educational experience. Other police administrators have advocated recruitment of only those individuals possessing a baccalaureate degree for the police service. One of the major problems has been the inability of many police agencies to successfully attract the college graduate. Thus, the majority of law enforcement agencies, both large and small, have been compelled to satisfy their manpower needs by recruiting the person with a high school diploma or its equivalent. Because of these and other reasons, it behooves the police administrator to provide

¹The President's Commission on Law Enforcement and Administration of Justice, Task Force Report: The Police (Washington, D.C.: Government Printing Office, 1967), pp. 216-220.



advanced and continuous training for the betterment of the man, his department, and the community he serves.

As an illustration, Arthur F. Brandstatter, Director of the School of Criminal Justice, Michigan State University, East Lansing, Michigan, perceived the inability of many police personnel to handle sensitive situations due to a lack of appropriate training.² He emphasized education and advanced training as a means of minimizing both social and individual behavioral problems that frequently confront the police.³

An important aspect that lends vocational respectability to the development of any pertinent educational and/or advanced training program is the availability of significant professional literature. This is basically as applicable to law enforcement as it is to any other occupation or profession. It would appear that law enforcement officials and police educators in the past who were capable of contributing to the literature neglected this task. However, these same officials and educators may have been legitimately restricted from undertaking such a task because of the nature of their professional responsibilities. Also lacking in the law enforcement literature is pertinent

²Arthur F. Brandstatter, "Education Serves the Police, the Youth, the Community," The Police Chief, XXXIII, No. 8 (August, 1966), 12-14.

³Ibid.

information relating to the FBI's involvement in police training programs.

There exist today books authored by J. Edgar Hoover, Director of the Federal Bureau of Investigation, and several others, depicting some activities of the FBI. The majority of these publications are devoted specifically to delineating the FBI's role and responsibilities in the criminal and internal security fields. Missing from the literature are relevant facts pertaining to the historical development of FBI educational and training programs in the United States. Therefore, this study will be an attempt to provide that historical development.

The Problem

Statement of the Problem

It is the purpose of this thesis to do an historical study of the contributions made by J. Edgar Hoover and the FBI to law enforcement training. The study will begin with the appointment of Mr. Hoover as Director in 1924 and continue through the present era of police training.

Importance of the Problem

The distinctive characteristic of this study that makes it unique among other law enforcement literature is that no where is there an in-depth and comprehensive study of the FBI's police training programs. It is anticipated

that this study will provide students, law enforcement agencies, and the public with an historical perspective of the FBI's participation in, and contribution to, police training and education in the United States.

Limitations of the Study

This study will be limited to an account of major contributions of ideas, programs, and methods made by J. Edgar Hoover and the FBI in the period 1924 to 1970 to the development of police training and education. It will not attempt to compare the value of these contributions with those made by European counterparts or other institutions or agencies. This study will consist of an historical analysis of training records, correspondence, memoranda, and training documents from the FBI as they relate to (1) the FBI National Academy and (2) the FBI regional police training programs throughout the United States. Training afforded Special Agents of the FBI will not be specifically examined but will be treated within the general context of the Bureau's total training program.

Definitions

In an effort to prevent any misunderstanding of terms used herein, several pertinent definitions are set forth.

Bureau.--A term synonymous with the Federal Bureau of Investigation and used interchangeably in this study.

Education and Training.--These terms are used interchangeably in dealing with the preparation and procedure of developing the person's knowledge, sense of inquiry, search for truth, as well as the development of vocational and/or technical skills whereby he might better perform his assigned responsibilities.

Field Training.--Training conducted at the local level for municipal, county, and state law enforcement agencies.

Law Enforcement.--Relating specifically to municipal, county, village, and state investigatory agencies having police powers.

Police Officer.--A regularly constituted full-time member of a police force or other organization of a city, county, village, or state (such as an investigator of a State Department of Justice or District Attorney's Office) who is responsible for the detection and prevention of crime and the enforcement of criminal laws.

Format of the Study

This historical study is organized into five chapters.

Chapter I.--The introduction includes the statement of the problem, importance of the problem, limitations of the study, and definitions utilized.

Chapter II.--The review of related literature investigates a brief overview of early police training programs prior to the institution of a national police training school, (1924-1934).

Chapter III.--The interpretation of primary documents depicts the need and reasons the FBI entered police training, the role of the FBI from 1935-1964, and the philosophy and objectives of (1) the FBI National Academy and (2) the field police training schools in the United States.

Chapter IV.--The expansion of FBI training facilities from 1965 to 1970, present priorities of new training programs, and the planning for the implementation of innovative programs in the newly expanded training facilities of the FBI National Academy.

Chapter V.--The final chapter is a brief summary best characterizing the FBI's contribution to law enforcement training and education, as well as the expectations of the FBI for the expanding training facilities of the Academy.

This chapter has introduced the problem, presented the limitations of the study, and outlined the format of

the study. Reasons that prompted the FBI to enter police training are more apparent in the discussion that follows in the next two chapters.

CHAPTER II

OVERVIEW OF EARLY POLICE TRAINING

It is the purpose of this chapter to provide a foundation for better understanding the FBI's entrance into police training. To accomplish this it is necessary to review pertinent literature relating to early police training programs in this country.

Review of Related Literature

During the first part of this century, law enforcement literature primarily focused on the lack of organized and systematic training programs. There existed but a handful of police agencies that provided formal recruit training programs prior to 1920.⁴ However, beginning with the third decade of the twentieth century there were leaders in law enforcement circles who recognized the need for some systematic procedure for training.

⁴Bruce Smith, Police Systems in the United States (New York: Harper and Brothers, 1940), p. 165.

Much of the thrust for developing in-service programs from 1930 to 1941 came from the Federal Bureau of Investigation and developing state police agencies.⁵

According to Allen Z. Gammage, Supervisor of Law Enforcement Training, Sacramento State College, Sacramento, California:

In all probability, during the 20's and early 30's, the Federal Bureau of Investigation exerted an even stronger and more positive influence on in-service training than did the state police.⁶

The New York City Police Department had the "School of Pistol Practice" in 1895 which reportedly formed the nucleus for the first "academy" among the larger cities in 1909.⁷ Among those cities noted to have had recruit police training, according to Dengle, a representative of the Justice Department, were the following:

1. Philadelphia had a ten-week police training academy.
2. Detroit had a six-week course established in 1911.
3. Portland, Oregon recruits went through three months on-the-job training.
4. St. Louis, Missouri maintained a six-week course.
5. Berkeley, California advocated on-the-job training consisting of two-hour periods, three days per week over a three year period.⁸

⁵Ibid.

⁶Allen Z. Gammage, Police Training in the United States (Springfield, Ill.: Charles C Thomas, 1963), p. 14.

⁷Ibid., p. 7.

⁸Harry M. Dengle, International Association of Chiefs of Police, Proceedings of the Thirty-ninth Annual Convention, (1932), pp. 207-09.

It was noted that Louisville, Kentucky started a police school in about 1919. Within a period of ten years, this school had developed a four-week training program for its officers which consisted of three hours of instruction daily. Subsequently, a six-week recruit training program consisting of 336 hours of study was implemented.⁹

Gammage and Smith both generally agreed that for the most part early attempts at police training were negligible in terms of quantitative and qualitative education.¹⁰

Smith credited the Pennsylvania State Police, New York City Police Department, Detroit Police Department, and the New York State Police with developing noteworthy training programs during the early 1900's.¹¹

Among the state police agencies establishing three-month schools in the 1930's were Michigan, New Jersey, Connecticut, and Oregon.¹²

It has been asserted that the FBI undoubtedly had a greater influence on in-service training than did any

⁹Gammage, Police Training in the United States, pp. 7-9.

¹⁰Ibid., p. 10; Smith, Police Systems in the United States, p. 165.

¹¹Smith, Police Systems in the United States, p. 165.

¹²Gammage, Police Training in the United States, p. 12.

other law enforcement agency in the early 1930's.¹³ This assertion can be attributed in part to Mr. Hoover's philosophy of providing various types of in-service training and educational opportunities to any regularly constituted police agency, regardless of size or geographical location. One concept in furthering this professional approach was the establishment of a systematic police training program wherein a widespread and continuous dissemination of information about the latest techniques in the field of law enforcement could be extended to police of all jurisdictions.

Inadequacy of Early Police Training

In 1931 the National Commission on Law Observance and Law Enforcement, commonly known as the Wickersham Commission, perceived the inadequacies of early police training in its "Report on Police," when it reported in part that:

No pains are taken, so far as we can learn from these studies, to educate, train, and discipline for a year or two the prospective patrolmen and to eliminate from their number such as are shown to be incompetent for their prospective duties.¹⁴

The Commission reached this conclusion as a result of personally surveying 225 towns of less than 10,000

¹³Ibid., p. 14.

¹⁴The National Commission on Law Observance and Law Enforcement, Wickersham Commission Reports: Number 14 Report on Police (Washington, D.C.: Government Printing Office, June 26, 1931), p. 4; hereinafter referred to as Wickersham Commission Reports.

population, and 75 towns ranging from 10,000 to 75,000. They also distributed 745 questionnaires to all cities in the United States of over 10,000 of which they received 383 responses. Further, of the towns with less than 10,000 populations, they concluded:

There is absolutely nothing done which by any stretch of the imagination could be considered as police training. Not one of the cities had experience as a requirement of admission to the force; 216 never inquired if the prospective policeman could handle a gun, and 185 sent the man out on duty with no instruction and even without the aid and advice of an experienced man. Forty cities placed the beginner with an older man from periods of a night to one week.¹⁵

The Commission's report provoked a diversity of interpretations and unfavorable reactions from law enforcement agencies. Subsequently, law enforcement, by and large, accepted the need for and recognized the urgency of adequate preparatory training for police recruits. This need was promulgated by the Commission when stating:

Briefly, then, in the counties, towns and hamlets of this class, it must be stated that assumption of badge, revolver, and the authority of the law, has a prerequisite no training or police experience - in fact, nothing. . . . Seventy-eight of the 283 cities (about 20 per cent) possess some method of school training. Of the 20 per cent having training, not more than 15 gave courses which could be considered to qualify the recruit as the possessor of a proper background for efficient work.¹⁶

The Commission continued their evaluation:

¹⁵Ibid., p. 70.

¹⁶Wickersham Commission Reports, pp. 70-71.

Among the existing schools, emphasis upon the various aspects of police work varies greatly. Only a few of the schools devote the time necessary to a comprehensive analysis of all phases of police work.¹⁷

The Commission recognized New York's effort to properly train their recruits when they commented:

Of all the schools New York has the most elaborate of any in the country. The training period covers 90 days, classes being held 5 days in the week for 8 hours. Saturdays and Sundays are used for actual practice on the beat in accompanying an older man.¹⁸

The Wickersham Commission Report in its summary and conclusions noted the complexities and problems confronting law enforcement in the United States at this time but added, "yet we take men of mediocre caliber without training or special ability and charge them with responsibility for solving these intricate problems."¹⁹

Origin of the FBI Police Training School

Shortly after Director Hoover assumed the leadership of the FBI in 1924, he recognized the need for more extensive research with respect to improving both training and educational opportunities at all levels of law enforcement. This intense interest and concern for establishing a police training school motivated Mr. Hoover to correspond with leading authorities in the field, among which was Lieutenant Colonel J. F. C. Carter, Scotland House, London,

¹⁷ Ibid., p. 71.

¹⁸ Ibid., p. 73.

¹⁹ Wickersham Commission Reports, p. 137.

England. On August 14, 1929, Mr. Hoover's letter to Lieutenant Colonel Carter stated:

I have been advised that you are connected with the school conducted in London, England, for the training of police officers and I am taking the liberty of requesting that you furnish me with information as to the scope of the work covered in this course, with a catalog showing the curriculum of the school, if such data is available.

Your courtesy in furnishing the information desired will be greatly appreciated.²⁰

Lieutenant Colonel Carter responded to Mr. Hoover's letter on September 10, 1929, at which time he enclosed a syllabus of the course offered by the Yard. He stated, in part, that Scotland Yard has, "three courses in June, July and November for Senior Officers of our Dominion, Indian and Colonial Police Forces. This has been going on for five years."²¹

England and other European countries have been traditionally recognized for their unique and innovative approaches to education and training. Historically, Americans have traveled abroad to study a variety of educational concepts and theories which might be applicable in this country.

Law enforcement from time to time has made comparative police training studies abroad to ascertain the feasibility of emulating some of the European methods in this

²⁰J. Edgar Hoover's letter to Lieutenant Colonel Carter, Scotland Yard, August 14, 1929.

²¹Lieutenant Colonel Carter's letter to J. Edgar Hoover, September 10, 1929.

country. American law enforcement officials will generally agree that over the years education and training received by European counterparts has been more consistent than in this country.²² For example, in some instances, police recruits in Germany are given three or four years of training before receiving official recognition as policemen.²³ Subsequently, officers selected for administrative and/or senior positions normally receive from six months to one year's additional instruction.

It was during this early stage of developing a pertinent police training program in the United States that the FBI examined those programs recognized for their success in the field. The outgrowth of many inquiries and extensive studies by Mr. Hoover and other officials designated by him culminated in the Bureau's decision to implement a universal training program for police. Police training at its best was sporadic and inconsistently conducted throughout the nation.

It was during the early 1930's that Mr. Hoover was the recipient of an overwhelming demand from numerous police officials, as well as the International Association of Chiefs of Police (IACP), to establish a National Police

²²George Berkley, "The European Police: Challenge and Change," Public Administration Review, XXVIII, No. 5 (September-October, 1968), 424-30.

²³Ibid., p. 424.

School to which local, county, and state police officers might come to study new methods of combating the increasing crime problem.

Prior to 1935, the FBI did not extend its educational or training programs to anyone outside its own organization.

New Laws Change Concept of Training

Passage of the Federal Crime Bills in May and June, 1934 brought about new approaches to training Special Agents of the FBI. These new concepts in training subsequently influenced the training of other law enforcement agencies. The Federal Crime Bills were passed by Congress and signed into law by President Franklin D. Roosevelt. These bills were designed to expand the jurisdiction of the Federal Government in combating crime. For instance, the crime bills were limited to such federal crimes as bank robbery, extortion, kidnaping, assaulting or killing a federal officer, and other major crimes.

At this same time, Congress passed appropriate laws giving Special Agents of the FBI full powers of arrest, as well as legal authorization to carry firearms. Interestingly, up until then Special Agents did not have authority to carry firearms in the discharge of their investigative responsibilities.

In May, 1934 implementation of monthly firearms training for Special Agents was introduced as a result of

the passage of the crime bills. Expansion of firearms training for Special Agents was directly responsible for increasing new Agents training from six to eight weeks.

During the fiscal year 1935, the training of new Agents was extended to twelve weeks in duration. In 1936 training of Special Agents was increased to fourteen weeks. At this same time, a program of retraining experienced Agents commonly known as "in-service training" was regularly implemented. The purpose of this program was to familiarize Agents with new developments in scientific investigative procedures, firearms training, and investigative techniques and enforcement methods pertaining to newly enacted federal criminal legislation. The development of new and extensive training procedures for Special Agents was to influence the curriculum of future training programs for local law enforcement.

Contribution to Law Enforcement Training

One of the most remarkable and significant contributions to police training and education in this country was the FBI Police Training School envisioned and pioneered by J. Edgar Hoover. The school received the support of Attorney General Homer S. Cummings and others when Director Hoover, having long recognized the need for a National Training School, presented his views on this matter in an address before the Attorney General's Crime Conference on December 11, 1934. He stated in part:

I believe also that a National Training School for law enforcement officers is a wholesome and necessary venture. Such a school properly organized and operated along practical lines would fill a long felt want of many police departments who earnestly seek but have inadequate means of obtaining that knowledge of technique with which to properly combat the criminal forces. The value of adequate training has already been proven in the training schools maintained by our Bureau for its personnel. . . . With but slight readjustment of operations, these training facilities already established could be extended to the local law enforcement agencies of the country.²⁴

He made explicit his views of the absolute necessity for training and education of local law enforcement. As a result of Mr. Hoover's perseverance and insight the FBI Police Training School became a reality on July 29, 1935.

The actual establishment of the FBI Police Training School provided the impetus to Mr. Hoover's long-range plans of encouraging law enforcement to establish police schools for the training of police officers in all communities. He first publicly announced these plans in a speech before the Cincinnati Lawyers Club on February 12, 1931.²⁵

The opening of the school, together with the offer to assist local authorities in police training programs, has been recognized by many as one of the major

²⁴J. Edgar Hoover, "Detection and Apprehension," An Address before the Attorney General's Crime Conference, Washington, D.C., December 11, 1934.

²⁵J. Edgar Hoover, An Address before the Cincinnati Lawyers Club, Cincinnati, Ohio, February 12, 1931.

contributions to law enforcement in the twentieth century. It was Gourley who credited the FBI with developing and contributing significantly to the training of municipal police agencies in the 1930's.²⁶

Further recognition of the FBI's contribution to law enforcement training and education was cited by Lester when commenting on the advances in police training, as well as the selection process in recruitment and standardization of physical and educational requirements. He remarked:

The part played by the F.B.I. National Police Academy, in developing uniform procedures and techniques, has been particularly significant. The professional leadership of the F.B.I. has made other invaluable contributions in advancing police administration. It has set records in both efficiency and public relations seldom equaled by public agencies, and presents an outstanding example of the rapidity with which professional attainment may be achieved in the law enforcement field when inspired leadership is present and necessary tools are available.²⁷

It might be said that law enforcement officials were seeking the leadership of Mr. Hoover and the FBI in developing a systematic approach to police training and education in the United States. If professionalization of the police was to be achieved, to any degree, in future years it would tend to depend upon the success of training

²⁶G. Douglas Gourley, "In-service Training of Policemen by Universities and Colleges," Journal of Criminal Law, Criminology, and Police Science, XLIV (July-August, 1953), 229-38.

²⁷Ervis W. Lester, "Some Aspects of American Police Problems," Journal of Criminal Law and Criminology, XL, No. 6 (March-April, 1950), 805-06.

programs designed to develop a cadre of highly trained and educated law enforcement officers.

CHAPTER III

NEW ERA OF POLICE TRAINING (1935-1964)

Police training was still in its infancy when the FBI Police Training School emerged in 1935. The training that existed then was limited primarily to individual efforts of several metropolitan and state police agencies. However, the majority of law enforcement agencies in this country was small in size and prohibited an independent training facility and continuing educational program. Consequently, this forced the police recruit to learn his job through the trial and error method.

The Wickersham Commission in its study of police training articulated the critical nature of this dilemma in 1931. The report stated in part:

The training offered, except in a very small number of cities, is negligible. A means of giving the policeman, in the small city as well as the large, proper training, must be adopted. State-wide supervision of police schools, employment of the zone system, the establishment of standards of instruction and curriculum must inevitably be adopted if our police systems are to cope with the crime conditions of today.²⁸

²⁸Wickersham Commission Reports, p. 139.



Determined to take positive action against this adverse condition, Attorney General Homer S. Cummings in a radio address on January 14, 1935, outlined the results of his Crime Conference emphasizing that the American public had awakened to the menace of crime and was eager to determine what law enforcement was going to do to combat this menace. In his concluding statements Attorney General Cummings echoed the thoughts presented by Director Hoover concerning national police training schools:

I have long visualized the day when the Department of Justice should be not only a cooperating agency, but an effective force, stimulating activity in many quarters. There is no reason why our existing School of Instruction should not be amplified so that intelligent and serious minded representatives from the various state and municipal law enforcement agencies may have an opportunity to come to Washington, at certain intervals, to study with us and to our mutual advantage, these fascinating and important matters which are the common concern of all good citizens. Plans for this development are being formulated. The recent Crime Conference endorsed this idea. Time and experience will show how far it should be carried. The problems are difficult, but I am not in the least discouraged. Substantial progress has already been achieved, and the future is what we make it.²⁹

Notwithstanding the stance taken by Attorney General Cummings on this matter, various obstacles were encountered from those resisting any change in training procedures. For example, the refusal and/or absence of appropriate funding or subsidizing of police training by local legislative bodies can be traced in police history. This has

²⁹Homer S. Cummings, "Progress in Dealing with Crime," A Radio Address on the National Radio Forum, January 14, 1935.

been in part due to the political pressure and interference imposed on many police agencies. There were law enforcement officials and police educators who saw this lack of financial support as having a stigmatizing and detrimental effect on the proper development of policing in many areas. These appeared to be the major obstacles that adversely restricted police training in its early development.

Recognition of these obstacles and other inadequacies prevalent in the field of police training prompted J. Edgar Hoover to seek out a responsive group of law enforcement officials who were dedicated to making some constructive changes. Mr. Hoover found such a group of men from within the FBI and among the leadership and membership of the International Association of Chiefs of Police (IACP). This concerted effort on the part of the FBI and the IACP culminated in the birth of the FBI Police Training School. In addition, this made possible the development and implementation of regional training schools on a local level.

Birth of the FBI Police Training School

The administration of the FBI Police Training School was to be a joint effort on the part of the FBI and the IACP. Members of the first advisory committee to collaborate with the FBI on police training were:

- (1) Peter J. Siccardi, Chief of Police of Bergen County, New Jersey; member of the IACP of which

he was President in 1934-1935; and member of the Attorney General's Crime Conference, Washington, D. C.

- (2) Edward J. Kelly, Superintendent of the Rhode Island State Police and member of the IACP.
- (3) John L. Sullivan, Chief of Police, Pittsfield, Massachusetts, and member of the IACP.
- (4) Andrew J. Kavanaugh, Director of Public Safety, Miami, Florida; President of the IACP 1935-1936; was representative of U.S. selected to study methods of selecting and training personnel and methods of investigation in European Police Departments; and pursued studies in Budapest, Vienna, Rome, Paris, London, and Dublin.³⁰

This advisory committee represented and received the endorsement and support of law enforcement agencies throughout the country.

On July 25, 1935, the most comprehensive and intensive training program ever afforded local law enforcement officers in the United States was publicly announced in a radio speech by the Attorney General. During the Attorney General's speech, he commended the 73rd Congress on authorizing the Department of Justice to develop this type of training school. He remarked that one of the recommendations made at his conference on crime in 1934 was the formation of a scientific and educational center at Washington, D. C. The objective of this center was to provide national leadership in the field of criminal law administration and the treatment of crime and criminals. As a means of accomplishing the goals of the new training

³⁰Interdepartmental memorandum to Mr. Hoover, July 12, 1935.



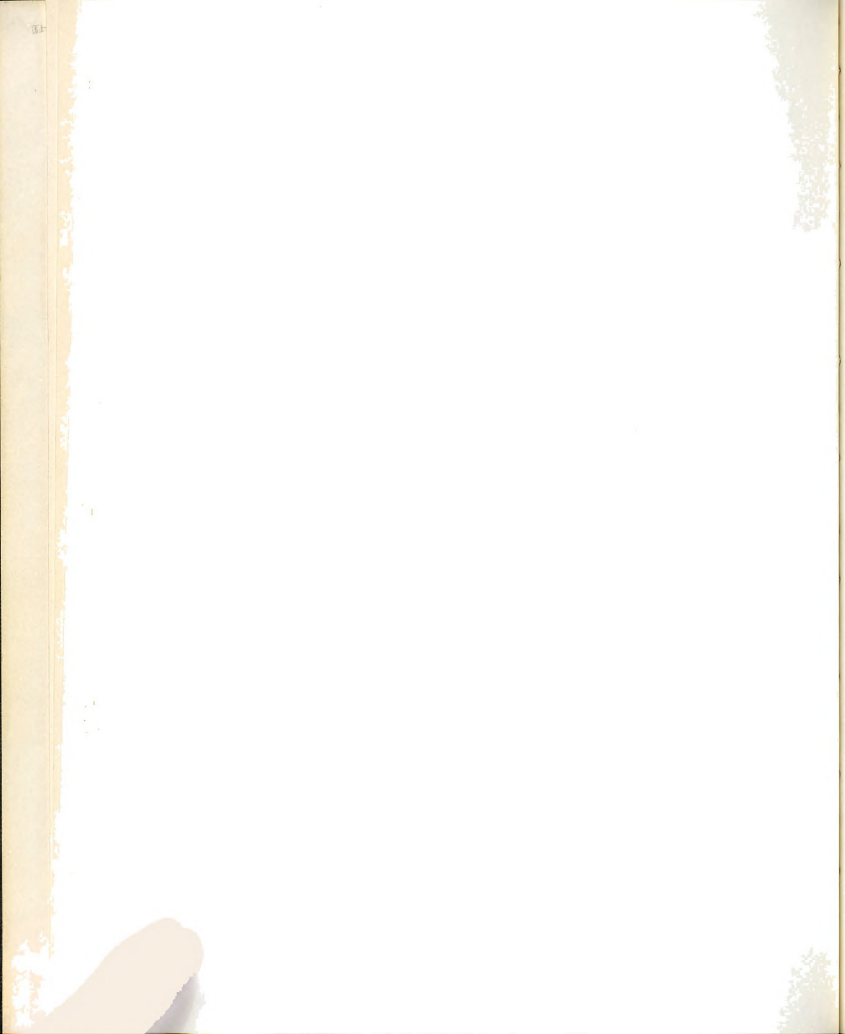
center, the Attorney General identified the composition of the faculty recommended by the FBI in collaboration with a special committee of the IACP. In this respect the Attorney General commented:

Instruction in this school will be given by three groups, first, the staff of instructors and lecturers of the Federal Bureau of Investigation, each of whom has had valuable experience in the field of law enforcement; second, from a group of State and local police administrators of outstanding distinction in their particular fields; and, third, from a group of scientists and technicians drawn from colleges, universities, and other semi-public institutions. In short there will be available for this school, in addition to the instructors of the Federal Bureau of Investigation, a group of forty-one outstanding criminologists, police officials and scientists selected from higher institutions of learning, from police departments and from other law enforcement agencies.³¹

As a result of the development of this school, representatives of twenty-three police organizations were selected to attend the first session of the FBI Police Training School which commenced on July 29, 1935. The selection of officers was made from among those organizations that had filed applications with the FBI. The course was designed to emphasize the practical application of police and law enforcement work.

A profile of the officers selected to attend the first session of the school revealed that ten of the twenty-three men had at least one year of college or more; that all but three patrolmen held command positions or

³¹ Homer S. Cummings, A Radio Speech, July 25, 1935.



above; and that all but five men had five years or more law enforcement experience.³² A roster of the officers attending the first session of the school may be found in Appendix A.

The first session of the FBI Police Training School³³ was most successful with every member of the class completing twelve weeks of instruction and being awarded a diploma. Many of these graduates (estimated to be 90 per cent), upon returning to their respective jurisdiction, received promotions to executive positions. In addition, it was noted that many graduates upon their return patterned local training programs after the FBI school they had attended in Washington, D. C.

The response to the training received by the graduates of the first few sessions was such as to fully justify the continuation of the Academy. Thus, prior to the end of the 1930's the Academy had experienced tremendous growth. As a result, the Academy was faced with the need for additional facilities to accommodate the popularity of its training program.

³²Memorandum to Mr. Hoover, July 31, 1935.

³³The school has undergone several name changes. In the beginning the FBI's school for police was called the FBI Police Training School. On June 27, 1936, the name was changed to the FBI National Police Academy. The present name of the FBI National Academy was adopted in 1945. Hereinafter, the FBI Police Training School will be referred to either as the FBI National Academy or the Academy, names by which it is best known.



The need for additional facilities resulted in the construction of the present Academy. Construction began in 1939 and was completed in the spring of 1940. The site for the new Academy was at the United States Marine Corps Schools in Quantico, Virginia. On the invitation of the United States Marine Corps and with subsequent special congressional authority and appropriation the establishment of the Academy became a reality. The original Academy consisted of two classrooms, dormitory accommodations for sixty-four men, dining and kitchen facilities, a gymnasium, and small gun-cleaning room and gun vault. Several additions have since been made to the Academy which created three additional classrooms, increased dormitory space to accommodate a total of 224 men, and enlarged dining, kitchen, and vault areas.

Philosophy and Objectives of Training and Education

Of paramount importance to the development of any institution is the organizational philosophy that supports it. This is also true of the FBI National Academy. Mr. Hoover's philosophy provided the direction that the FBI National Academy has taken. It was this direction that influenced the consummation of a more professional law enforcement officer, according to numerous correspondence the FBI has received from police officials throughout the country.



Perhaps a better perspective of Mr. Hoover's philosophy of police training and the indelible impact he has made on training during the twentieth century should be brought into clearer focus.

On January 6, 1936, Mr. Hoover discussed his philosophy in the operation of the Academy and some of its objectives when he spoke to the second session of the Academy. During his remarks he expressed a hope that law enforcement officers would equip themselves "with every means of education and instruction" that they could attain. In addition, Mr. Hoover's plan for continuing education as a personal goal of every officer is best depicted when he commented:

It is our hope in the Federal Bureau of Investigation that we may be able to give to the law enforcement officers of the country some of those instruments and some of that information which may make them even more competent and better equipped to do their job than they have been in the past. . . . This training school which has been initiated in this Bureau has been initiated with the cooperation of the International Association of Chiefs of Police. This project is not any individual project initiated by a Federal Government endeavoring to tell you gentlemen what to do. We are trying, if we can, in a small way, to help to make your job a little easier, to make your work a little more successful; and if we can do that in the three months that you are with us, we will then feel that we have attained the goal which we have set for our end in this particular school.³⁴

Mr. Hoover was very explicit about his position in regard to a National police agency when he commented:

³⁴J. Edgar Hoover, An Address before the Second Session of the FBI National Police Academy, Washington, D.C., January 6, 1936.

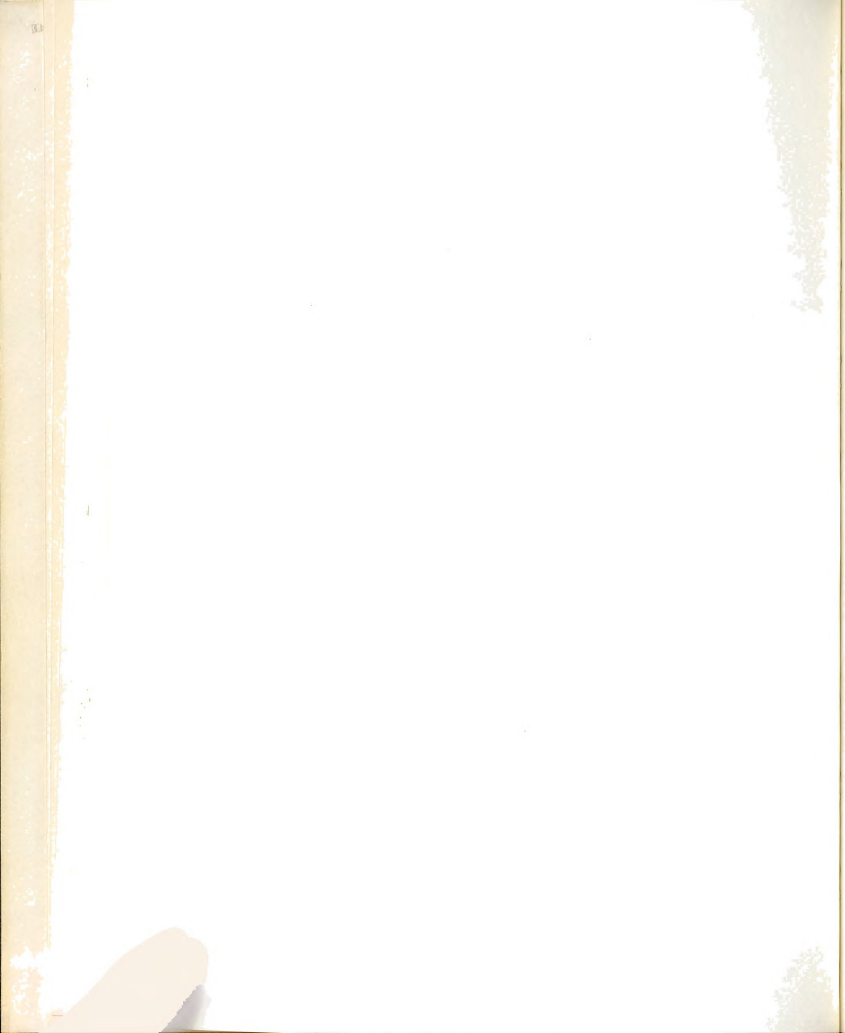


Another aspect that we of course have in mind in this training course is to be able to learn something ourselves in the Federal Bureau of Investigation. You gentlemen perhaps have heard a great deal about the national police idea, the so-called American Scotland Yard. It sounds fine in print and sounds fine sometimes when uttered by those demagogues who like to make Fourth of July orations. Anyone who has an intimate knowledge of the crime problem in our country and of our institutions, knows that there cannot be a national police organization in the United States. The matter of law enforcement is principally a local problem which must be handled with the local police forces of our country. All that the Federal Government can do and all that the Federal Bureau of Investigation can hope to do is to help and to aid and to assist where it can legitimately do so, as we have been able to do through the exchange of fingerprints with the law enforcement agencies, as we have been able to do and hope to do on a larger basis through our Crime Laboratory, and as we are trying to do through this particular project of training police officers.³⁵

One of the expectations of the FBI National Police Academy was expressed by Mr. Hoover in 1936 when he stated:

If we can develop in each and every community a group of men, starting out with an individual of course, who have an extensive training in the law enforcement work, we ultimately will have in this country a large and wide group of law enforcement officials who have scientific training in their work. Now I realize that when I say "scientifically trained in the field of law enforcement" there is a school of thought which holds that brains is not the thing that counts, but that all you need is a strong arm. I am happy, though, in observing that that school of thought is diminishing, at least in size, and that these officers who have comprised that school are gradually fading from the picture in the field of law enforcement. I want to see our field of activity become a real career, a profession, to which can be attracted the decent, honorable, respectable young men of the country who can go into it as a career and look forward to making something out of their life's work, rather than as a dumping ground, as all too frequently it has been, for

³⁵Ibid.



some ward politician to use in repaying his obligations to his political party.

. . . Abroad we find in the European countries that the law enforcement units are based upon a career basis. There men go in as young men and remain for life as long as their services are satisfactory and as long as they perform honest and efficient public service. That is what we want to have in this country; I believe it can be attained in the local law enforcement agencies if they will make every endeavor in every way they can.³⁶

Recognition of the many obstacles confronting law enforcement in the 1930's and problems encountered in the training field motivated Mr. Hoover to remark in this same address:

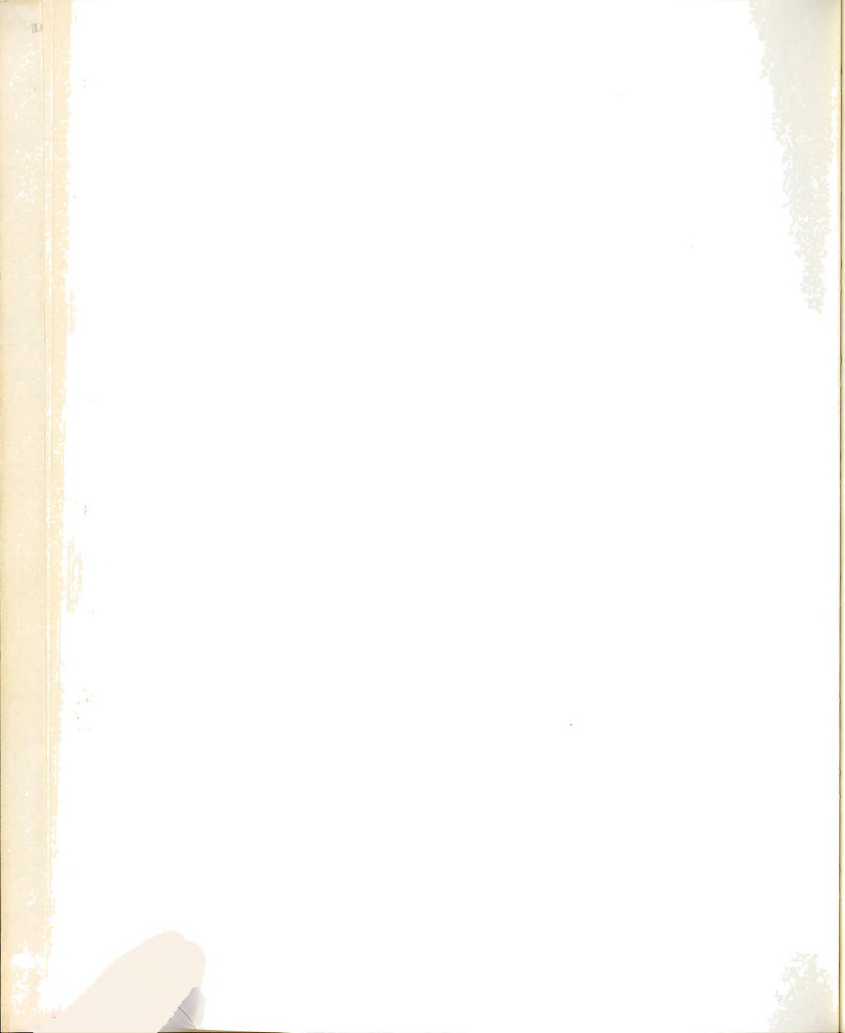
Now, we felt and we know, of course, that in many communities they do not have the training facilities, they haven't the funds with which to establish training such as the Federal Government has had within its power to do. That is one of the reasons that we have endeavored to establish this training school, this institution, so to speak, for the benefit of the police officers sent here.

I personally hope that in a few years we may have in every city, every town, every community of this country, at least one man who has come to Washington to spend three months with us and learned what he could learn from our work and our training. Then that man can go back and in turn be a real missionary of good will in that community in the field of law enforcement. He can not only serve as a liaison officer between the local officers and our representatives in that district, but he can also help to educate the other members of his police department. If that is done, there will spread - there is bound to spread - a great development of the recognition of the need of education and need of training in law enforcement.³⁷

Mr. Hoover's remarks made it implicit that the objective of the FBI National Academy was to train police

³⁶ Ibid.

³⁷ Ibid.



instructors so they could return to their respective departments and teach other members of their organizations. Shortly, it was determined that many of the graduates of the Academy upon their return home received promotions which required them to perform a variety of administrative tasks. This brought about requests from police authorities to train additional representatives of their departments at the Academy. As a direct result of these requests, new objectives were established for the Academy, namely, to train police instructors, administrators, and executives.

The change of objectives is illustrative of the flexibility that has embraced the organizational philosophy of the FBI National Academy. An important factor that influenced the organizational philosophy and overall operation of the Academy was the concept of quality training for all law enforcement agencies. This concept was based upon reasons of thoroughness, maintenance of professional standards, ethical considerations, the protection of individual rights of the accused and a proper relationship with the public. This was consistent with Mr. Hoover's philosophy of how Special Agents of the FBI should be trained. For example, within several months after Mr. Hoover became Director, he implemented training courses for newly appointed Special Agents. Later, he supplemented this with in-service courses which, periodically, brought the experienced Agents back to Washington, D. C.



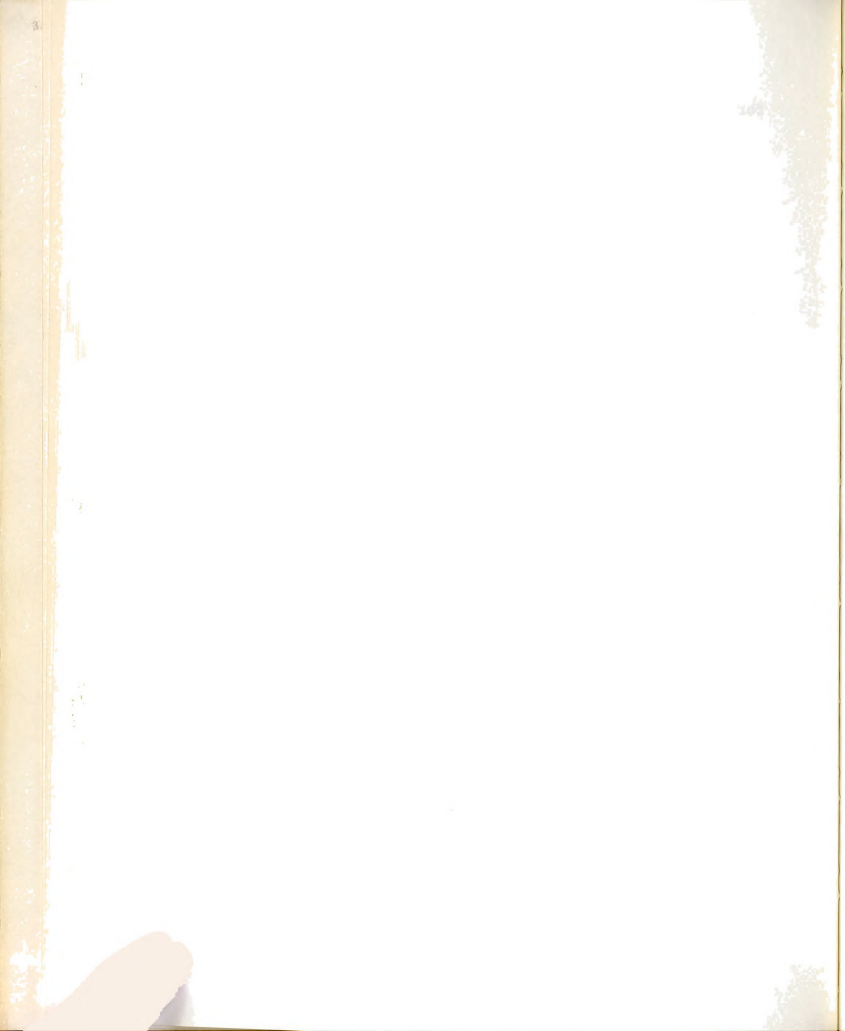
for periods of retraining. In-service training was required of all Special Agents in order that they might be kept up-to-date on new laws, new methods, and new procedures. This was made even more important with the application of the principles of science to crime detection. These priorities among Mr. Hoover's philosophical concepts of good law enforcement provided the inspiration leading to the inauguration of the FBI National Academy.

Rational for Entering Training

Some of the factors that influenced and lead to the opening of the Academy were common complaints lodged against early training programs. These complaints focused on the training conducted by local departments and several educational institutions as being largely theoretical, and of limited value.

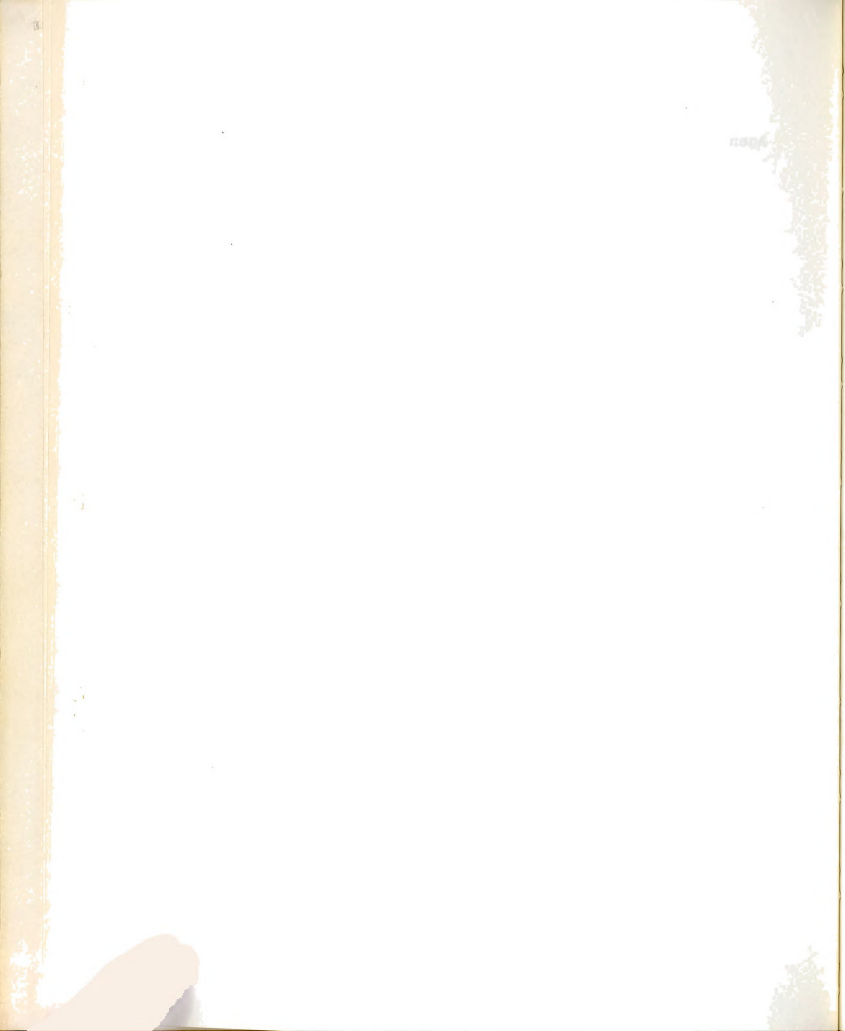
Another motivating factor that influenced the FBI to enter police training was Mr. Hoover's unalterable opposition to a national police force. He has often held that by aiding in the raising of standards of local police there would be a lessening of the demand on the part of citizens for increased federal jurisdiction. Director Hoover has stated in the past that at least 95 per cent of the problems of law enforcement are the responsibility of local police agencies.

The most significant consideration which might have lead to the FBI's entrance into police training was



the important role training played in the career of Special Agents. First, a more thorough examination of the training afforded all newly-appointed Special Agents might provide a clearer perspective of why the FBI entered police training. All new appointees underwent fourteen weeks of intensive instruction, practical experience, and a broad and specific type of training in all the phases of activities in which they were subsequently to engage. The training included rules, regulations, instructions, and methodology employed in the conduct of investigations, scientific and technical methods of instruction, crime statistics work, firearms and defensive tactics, administration and organization, records and report writing, enforcement and regulatory procedure, and tests and practical experience.

Second, a concentrated two-week retraining or in-service program was required of all experienced Special Agents at regular intervals in their career in order that they might familiarize themselves with current methods and investigative techniques, as well as new Federal legislation affecting their enforcement responsibilities. The experience derived from conducting undoubtedly the most comprehensive courses of instruction among any law enforcement agency in the United States equipped the FBI for initiating and maintaining a program of training and education for local and state police officers.



Views on Training and Education

One of the strong points of the training extended to police officers and its relevancy to their needs and interests has been the continuous feed-back and evaluation sought and received by Mr. Hoover over the years. The importance of this appraisal was best expressed in his closing comments to the second session of the Academy when he remarked:

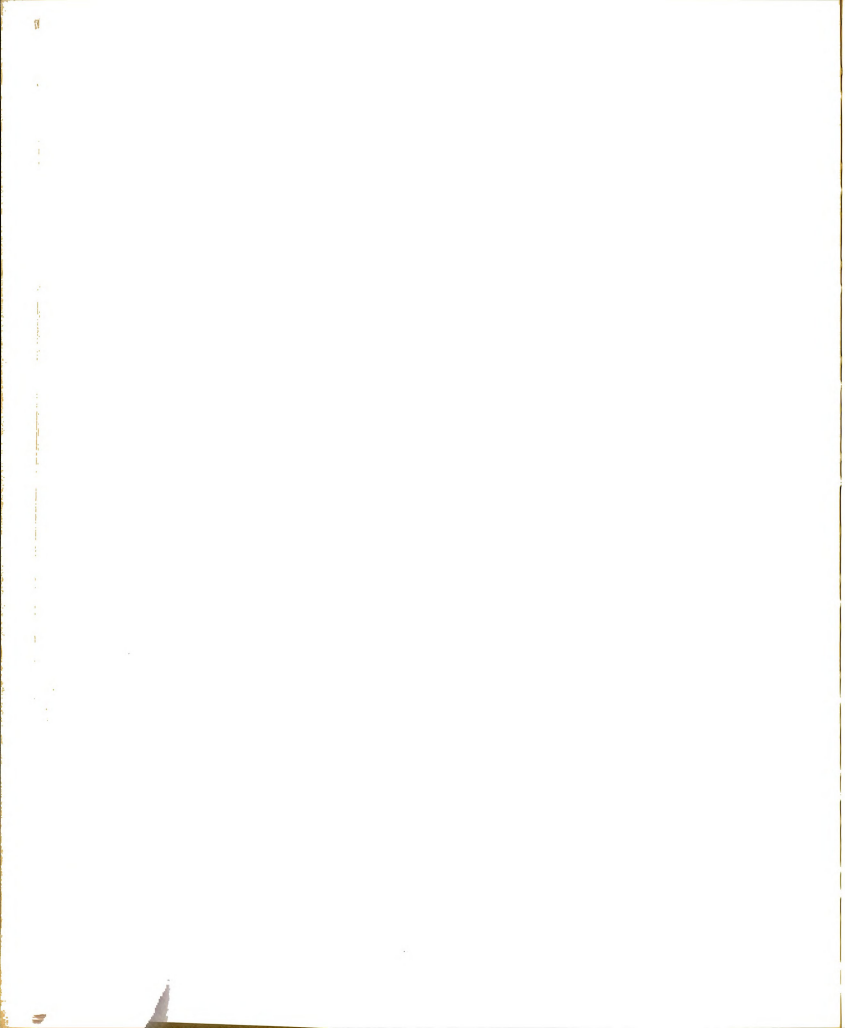
I want you to feel free at all times to offer suggestions, to furnish us with ideas and even criticisms of the course as you progress through it. We in the Federal Bureau of Investigation have no corner on the brain market. We have a great deal to learn, and I feel that the success of law enforcement agencies depends upon their willingness to learn as time goes on. And so in this school I want you to feel free, in the public discussions that will take place and the public forums that will follow each of the lectures, and throughout the entire course, to offer suggestions and ideas and criticisms so that we can improve it. . . . We want your assistance; we want your aid; we want your criticism. In other words, I want you to feel that it is your project as well as our project.³⁸

Mr. Hoover has been a staunch supporter of police education throughout his government career. He best conveyed this belief in October, 1937, when addressing the IACP. His views on education at that time were as follows:

Through education, we shall advance. If we can learn from you, and if you can learn from us; if together we can advance toward a goal of integrity, of intelligence, of perseverance, of efficiency; then, indeed, shall we be able to command the respect of everyone, and possess the enthusiastic support of every good citizen in our battle against many foes.³⁹

³⁸ Ibid.

³⁹ J. Edgar Hoover, "Police Problems and Progress," IACP Yearbook, 1937-1938, p. 12.



Activities of Academy Graduates

As the momentum of the Academy grew so did the enthusiasm of its graduates. At the beginning there was a regularly scheduled retraining program for all graduates of the Academy. The retraining course which originally lasted for two weeks encompassed advances in law enforcement and scientific methods of crime detection. It was customary for the great majority of the graduates to return to Washington for this advanced training. It was later found to be more practical and convenient to conduct this retraining in centrally located places within the territory of the FBI field offices.⁴⁰ These retraining sessions were held during the fall of the year. The officers found this to be the most convenient time to attend the sessions.

The Academy was only several months old when the first class organized the FBI National Academy Associates, the equivalent of an alumni organization. The alumni organization became a vehicle for articulating matters of interest of the Academy to its members, as well as offer annual retraining opportunities on current issues at

⁴⁰The FBI presently has fifty-nine field offices or field divisions located throughout the United States. Each office has a Special Agent in Charge and Assistant Special Agent in Charge who are responsible for the administration, operation, and personnel assigned to the office. The jurisdictional territory of each office may involve part of a state, an entire state, or more than one state. For example, in the State of California there are field offices located at Los Angeles, Sacramento, San Diego, and San Francisco.

various locations throughout the country. Graduates of the FBI National Academy, actively engaged in law enforcement and in good standing, constituted the membership of the organization.

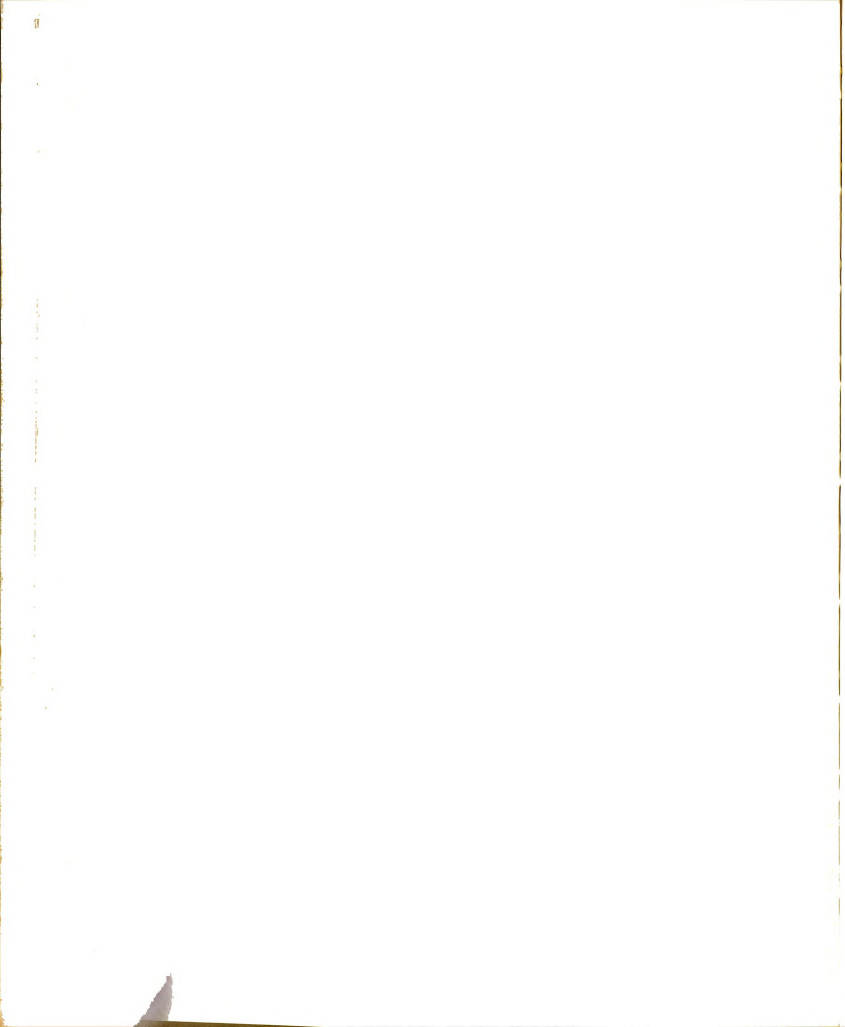
The FBI National Academy Associates have been vocal in expressing their philosophical views of police training and education throughout the years of their existence. They have always openly shared these views with the FBI. For example, a resolution adopted by the Associates at a training session in October, 1947, best exemplifies and incorporates the standards and policies in training they wholeheartedly endorsed. The resolution read as follows:

Whereas police training is considered an investment rather than an expense and is contributing much to raising the standards of law enforcement to a professional status, and, whereas certain standards in police training are essential in order that this work may be performed on a high plane consistent with the highest standards and ideals of professional attainment,

Therefore

Be it resolved by the FBI National Academy Associates in Annual Conference assembled that we endorse, sponsor, promulgate and adopt the following basic standards and policies in police training:

- I. Training in the techniques and methods of law enforcement should be given only to those who are regularly employed on a full-time basis as law enforcement officers.
- II. Instructions in the techniques and methods of law enforcement and the application of general principles to law enforcement should be given by qualified experienced law enforcement officers who have been especially trained as instructors.



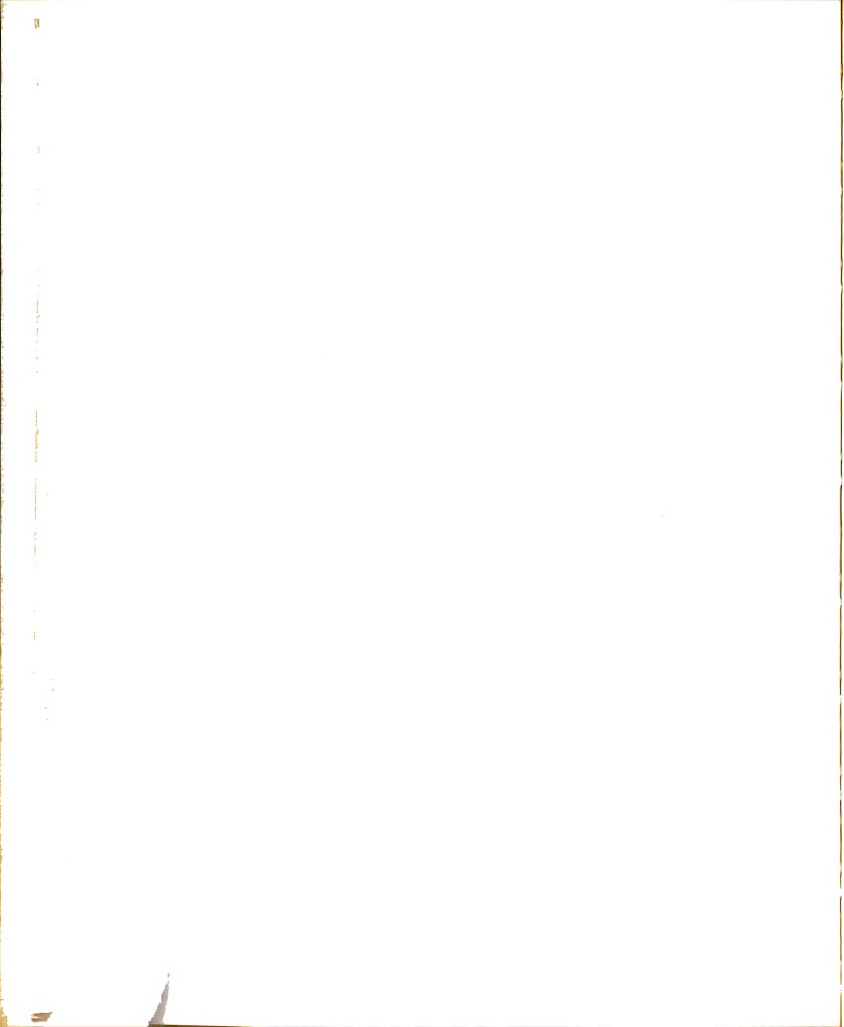
- III. Police training should be conducted exclusively under the control, sponsorship, coordination, and direction of regularly constituted law enforcement agencies and officials.
- IV. We abhor and shall vigorously oppose all types of commercialization and racketeering whether financial or political in police training, and be it further resolved that this resolution be spread on the record of this meeting, that it be printed in the News Letter of the Associates, and that it be given the widest distribution through the channels and vehicles of public information by the officers and directors of the FBI National Academy Associates.⁴¹

Curriculum Considerations

The curriculum of the Academy was developed to provide a training and educational experience for local and state law enforcement officials. This was an extension of the FBI's program of cooperation with local and state law enforcement agencies. The Bureau's program of cooperation extended not only to the field of investigations, but also included fingerprint identification; the collection, compilation and publication of crime statistics; the study and examination of latent evidence in the FBI technical laboratory, all within the framework of the Bureau's total training program.

The courses of instruction at the Academy in Washington, D. C. covered the broad, general field of law enforcement and included subjects under the headings: Scientific and Technical; Statistics, Records and Report

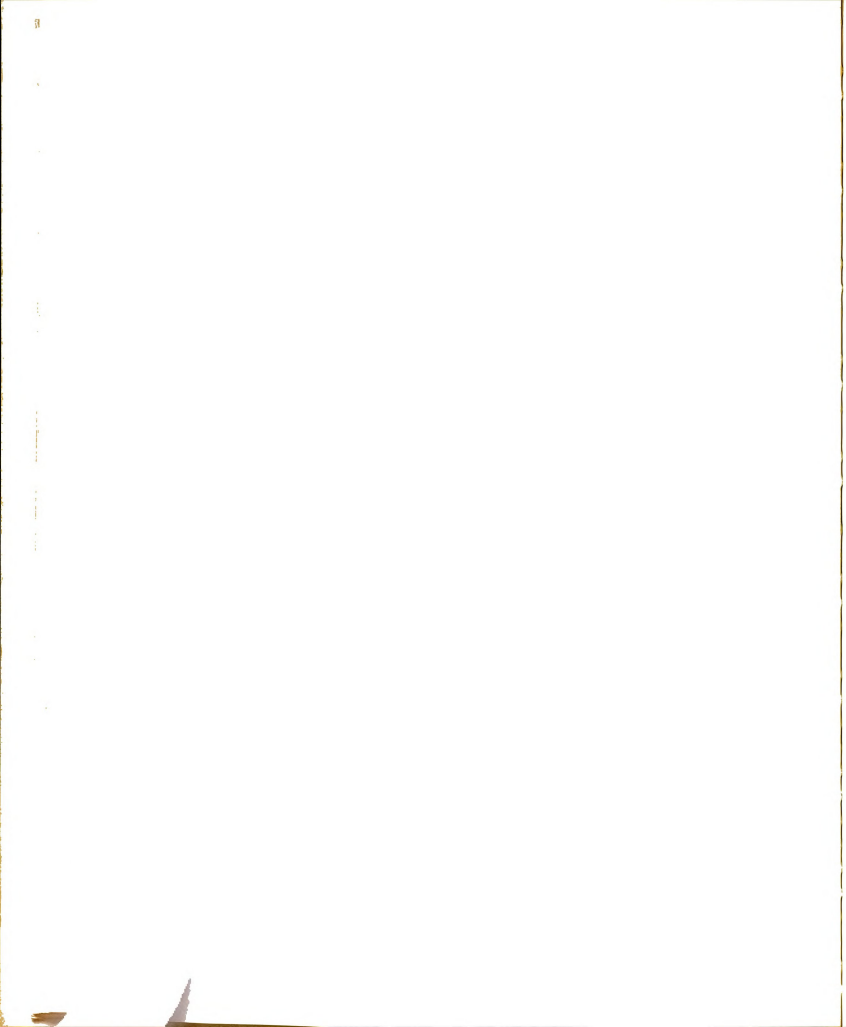
⁴¹Resolution of FBI National Academy Associates, October 2, 1947.



Writing; Firearms Training and First Aid; Investigations, Enforcement and Regulatory Procedure; Tests and Practical Experience; and Police Administration and Organization. The course of training lasted for a period of twelve weeks and from the very nature of the organization of the program was available only to regularly constituted law enforcement officials who were in position to take the entire course.

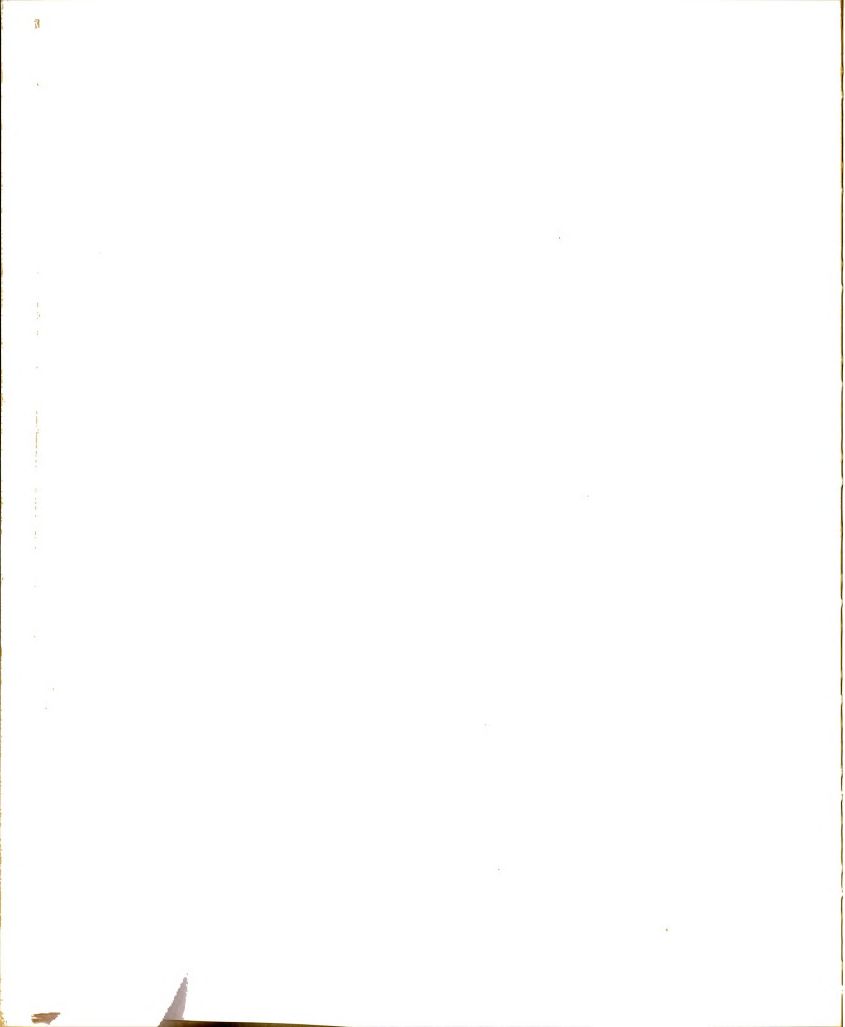
The entire faculty of the FBI training schools assisted in conducting courses of instruction at the Academy. The course of instruction was based largely upon that provided Special Agents of the Bureau. Courses were supplemented, however, by instruction and practical experience in a number of selected subjects which were specifically applicable to local and state law enforcement work. Such subjects as Police Communications; Police Reports; Police Organization and Administration; Traffic; Enforcement of Local and State Statutes; Patrol Work in Cities and Highway Patrols; Personnel Problems; Police Problems in Catastrophes, Explosions and Fires; and research and study of State Laws and Statutes were some of the specialized courses which were added for the special benefit of local and state officials.

There was no expense to those attending the school either for the instruction or for the equipment used in connection with the course of training. The only expense to the student was his transportation and living expenses while in Washington.



In view of the type of instruction that was available in this police training school, it was believed that it would best serve the purpose of affording instruction to those officers who had a broad, general interest or administrative experience in law enforcement work.

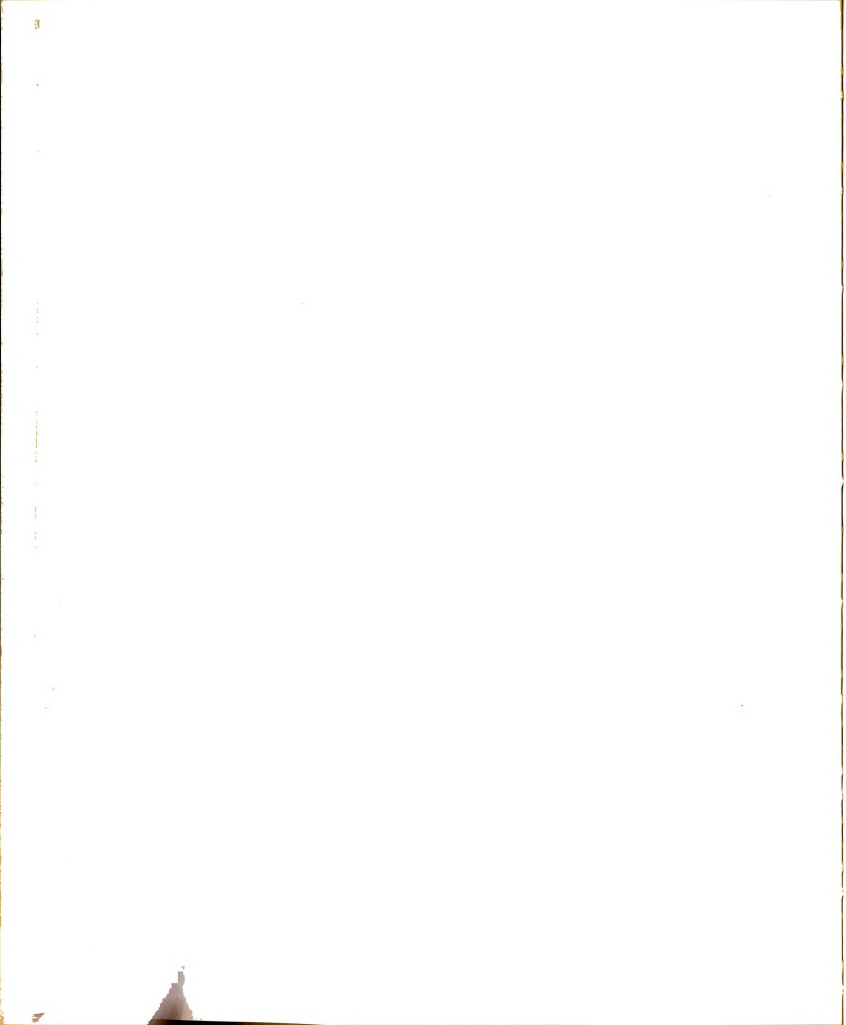
On November 2, 1936, Mr. Hoover enunciated what he believed to be a constructive effort on the part of the FBI to raise the standards of law enforcement throughout the United States. The Bureau had identified predominant problems existing in the police training field. It sought to provide training which would improve not only the technical skill and knowledge of those attending its Academy, but in addition, focused primarily upon training select representatives among law enforcement agencies. The Bureau was cognizant of the fact that to have the FBI train thousands of police officers across the country was an undertaking entirely too ambitious for any one institution to adopt. Therefore, it was proposed that the Academy provide practical training of such a caliber and character as would permit the graduates of the Academy to return to their respective jurisdictions and share the benefit of their experience and training with other members of their organizations. That is to say, the Academy was designed as a school for instructors rather than simply a school teaching methods to be employed in investigations or in police administration.



Ethics in law enforcement received major emphasis throughout the entire curriculum offered at the Academy. Knowledge of the law and respect for the individual's rights have been emphasized. The FBI viewed third degree tactics as part of the dark ages. Further, the Bureau viewed the use of brutality or unnecessary force as an admission of inferior intellect.

The courses of training consisted not only of substantive matters but provided for instruction in teaching methods as they related to police work and the organization and administration of police schools. An illustration of the kinds of courses taught and changes that occurred in the curriculum is available in Appendices B through G.

At the outset the Academy's operation involved three sessions annually extending over a period of twelve weeks each. The usual hours for the classroom sessions were from 9:00 A.M. to 5:00 P.M. six days each week. Ordinarily the classes were in session for fifty minutes and were followed by a ten-minute recess. Periods of physical training and relaxation, likewise, were provided. Participants were required to maintain notebooks that were examined periodically by Special Agent counselors. In addition, officers were required to take written examinations during the course of their training.



An effort was made to limit the enrollment in each class to thirty-five officers so that the participants might more effectively obtain the maximum benefit of personalized instruction.

The curriculum of the Academy has remained an ever-changing process since the first session convened. A thorough review and re-examination of the curriculum was made upon completion of every session. Curricular changes were recommended and adopted as a result of: (1) audit of classes by Special Agent counselors who were assigned to each class to assist officers, (2) observation and suggestions by students, (3) feed-back from graduates who upon return to their departments had an opportunity to examine the applicability of the curriculum, (4) contacts with training officers assigned to FBI field offices throughout the country who geared their instruction to those types of courses and training needs requested by law enforcement agencies, and (5) research and evaluation of ongoing educational and training programs.

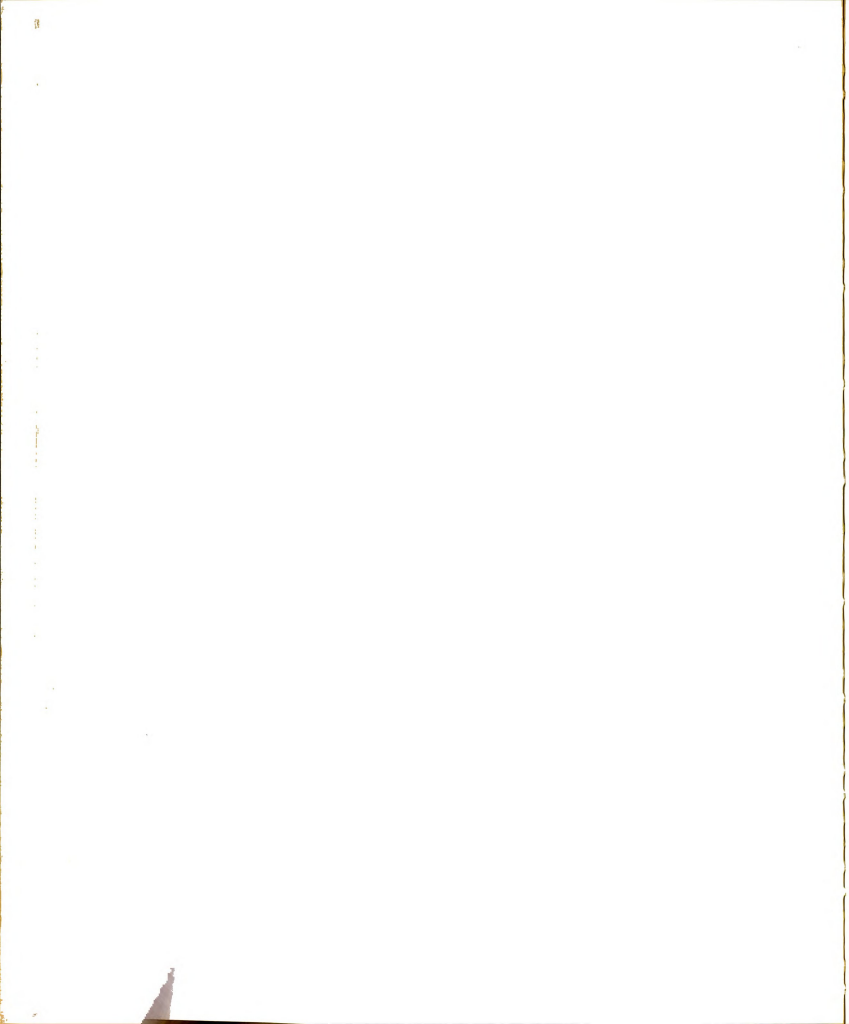
Curricular and scheduling decisions were made after study and referral by the Training Division of the FBI to the Executives' Conference whose chairman was Associate Director Clyde Tolson and included other top ranking officials of the FBI. The ultimate responsibility of rendering a final decision effecting change rested with Mr. Hoover whose decisions have, for the most part, been

consistent with those recommendations advanced by the majority members of the Executives' Conference.

Among the many changes that have occurred in the curriculum and scheduling of the Academy program since 1935, was a change that transpired in 1946. The proceedings of an Executives' Conference held on July 25, 1945, revealed recommendations to alter the schedule of the Academy program. It was unanimously recommended, and subsequently endorsed by Mr. Hoover, that effective with the thirty-first session commencing January 7, 1946, the regular scheduled program of required subjects would be taught during the first ten weeks. The two remaining weeks would be devoted to specialized study of elective subjects selected by the officer.

Those elective subjects to be offered for student specialization were as follows:

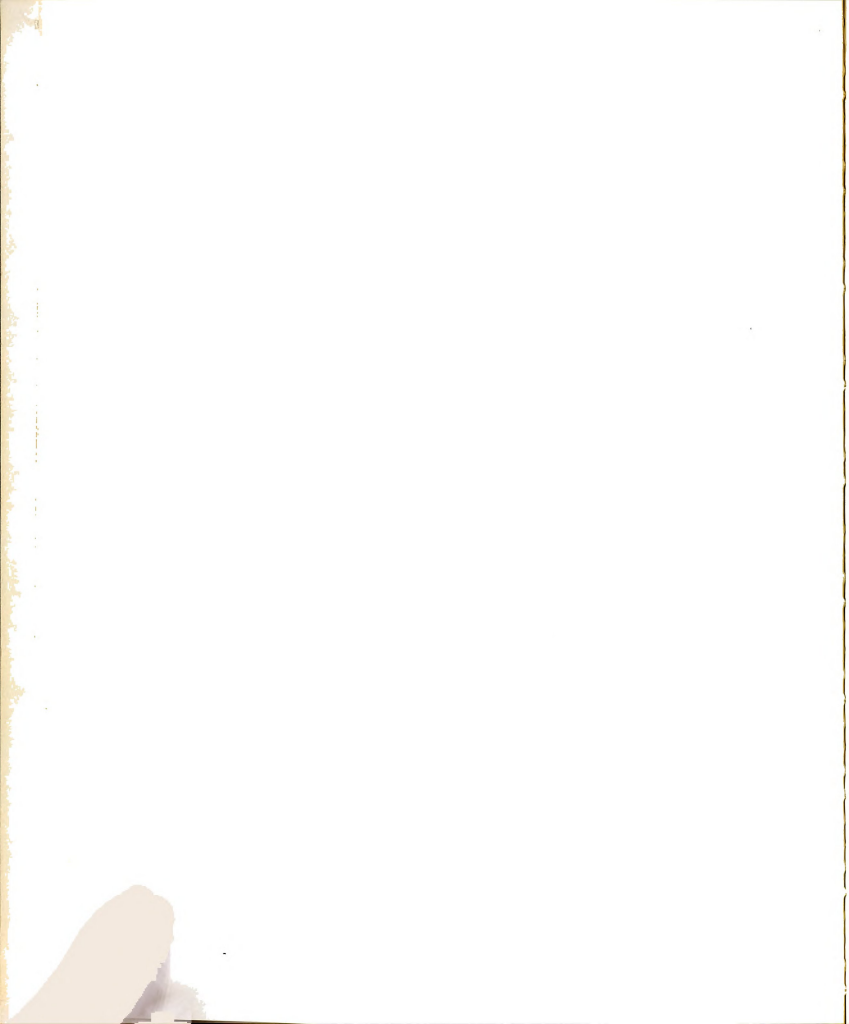
1. Police Administration and Organization
2. How to Set up a Police Laboratory
3. Police Records, Statistics and Report Writing
4. Fingerprint Identification
5. Juvenile Control-Crime Prevention
6. Investigative Methods and Techniques
7. Traffic Matters
8. Firearms Training
9. Police Photography
10. Defensive Tactics



This policy remained in effect until 1960 when it was determined that the majority of students were selecting Police Administration and Organization, as well as Police Management electives as their speciality for the last two weeks of training. Thus, after considerable study, these two subject areas were expanded and allotted more time in the curriculum. The two weeks of specialized study previously offered was eventually discontinued.

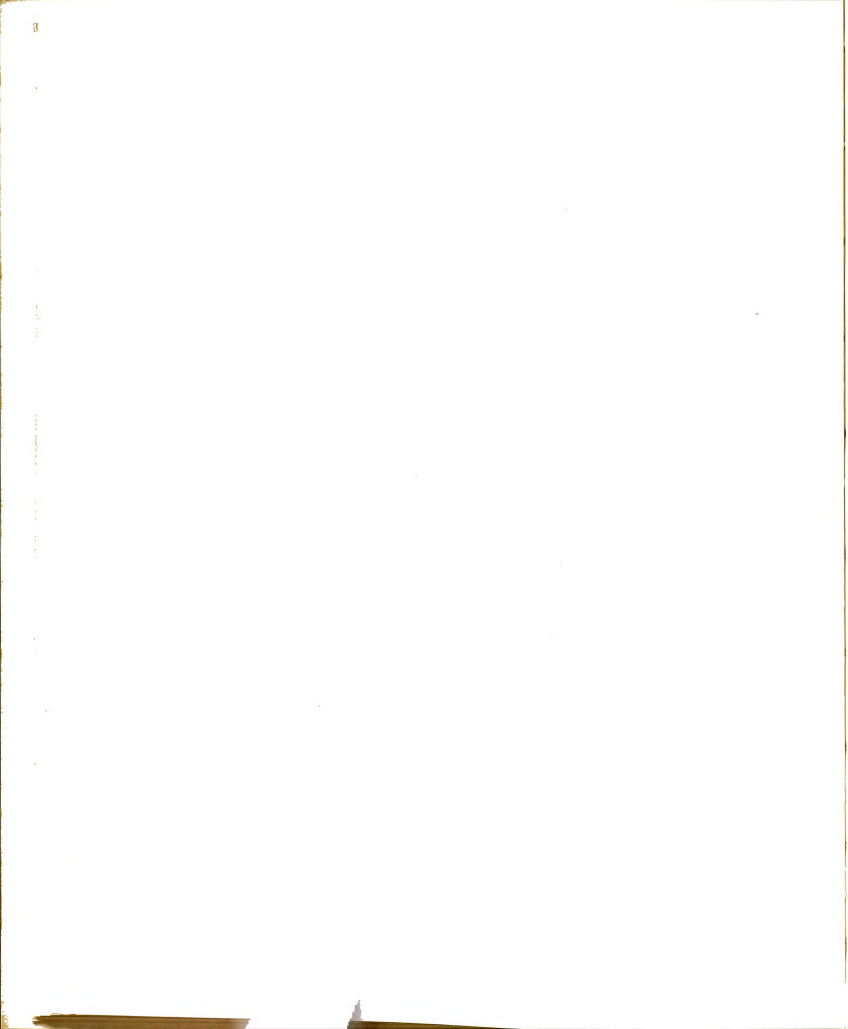
Throughout the training documents in the archives of the FBI Training Division are constant reminders of the effort the FBI has made to assure practicability of courses within the curriculum. The FBI has assumed this position as a result of years of experience and experimentation supporting the hypothesis that police tasks are concerned with specifics, not with generalizations. Curriculum considerations and decisions were made to accommodate the nature of the job by offering courses relevant to the officer's needs.

The effects of expanding training programs became readily apparent with increasing demands from law enforcement to offer a variety of courses. As an example, in 1945 numerous departments in the State of Washington manifested an extreme interest and need for training those officers who seemed to possess the potential ability necessary in becoming firearms instructors for their own departments. Until this time it had been Bureau policy to restrict firearms training to members of the FBI



National Academy at Quantico, Virginia, conducted under controlled conditions by qualified FBI firearms instructors. In view of the apparent crucial need and in keeping with the training philosophy of the FBI, the Bureau approved an experimental firearms school at Fort Lewis, Washington which ultimately lead to a rapid expansion of such training in other states. The results of this and other forms of specialized training will be more thoroughly examined in later chapters.

Additions to the curriculum increased as did requests for training assistance during the 1940's and 1950's. Mr. Hoover urged the Training Division to guard against overcrowding a course, as well as the curriculum with superficiality. He perceived any course worthy of being taught by the FBI as one deserving thoroughness, competence, and meaningfulness. He recognized the need for a reasonable amount of specialization in the curriculum but emphasized that officers ought to be given common core courses regardless of the type of work they were doing and irrespective of their experience and tenure with law enforcement. Pertinent to development of the curriculum was the clientele it was to serve and the selection of those to be trained.



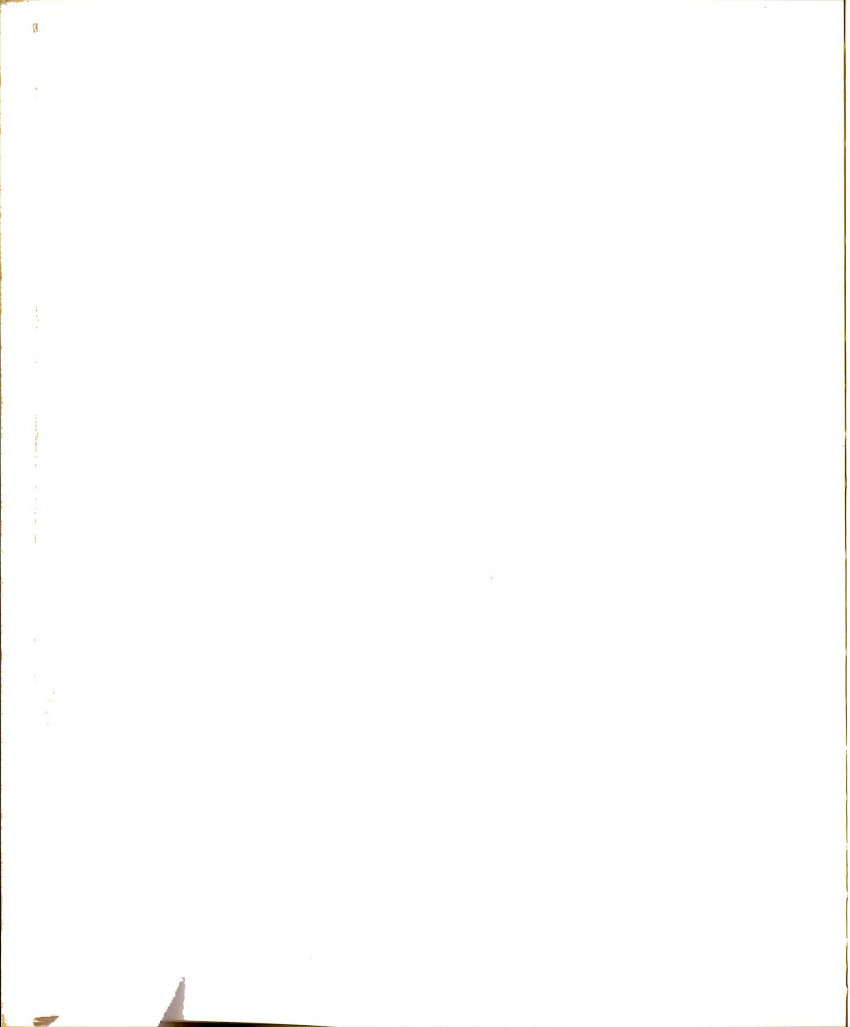
Selection of Academy CandidatesAmerican Officers

The method employed by the FBI in selecting participants to attend the Academy was left to the discretion of the administrative heads of local and state police organizations. Upon receipt of a written communication from the head of a department requesting a representative be designated to attend the Academy, the Special Agent in Charge of the field office of the FBI located in the area of the inquiring department, personally conferred with the department head. The purpose of the training, qualifications of the representative to be designated and the ultimate utilization of the trainee's services upon completion of the course as a training officer was discussed with the department head. A formal application form to be completed by the applicant and signed by the head of department was later adopted by the Bureau. Based upon the applications received at the Bureau, invitations were extended to police departments, sheriff's offices, state police organizations, state highway patrols, and other regularly constituted law enforcement agencies to select a representative of their respective organization to attend one of these schools. Invitations were extended to the police organizations and not to individuals. The law enforcement agencies receiving such invitations were specifically requested to bear in mind the nature of

the course and the qualifications of the personnel in their departments in making the selection.

Originally an applicant who had reached the age of forty-six years was not considered, primarily in view of the fact that an early retirement precluded an older man from rendering a maximum service to his department. The maximum age limit was later changed to admit those applicants who had not reached their fifty-first birthday at the time they commenced training. In addition, the department was requested to designate that representative who could best receive the course of training and would be most likely upon his return to share the benefits of his experience and instruction with other members of the department.

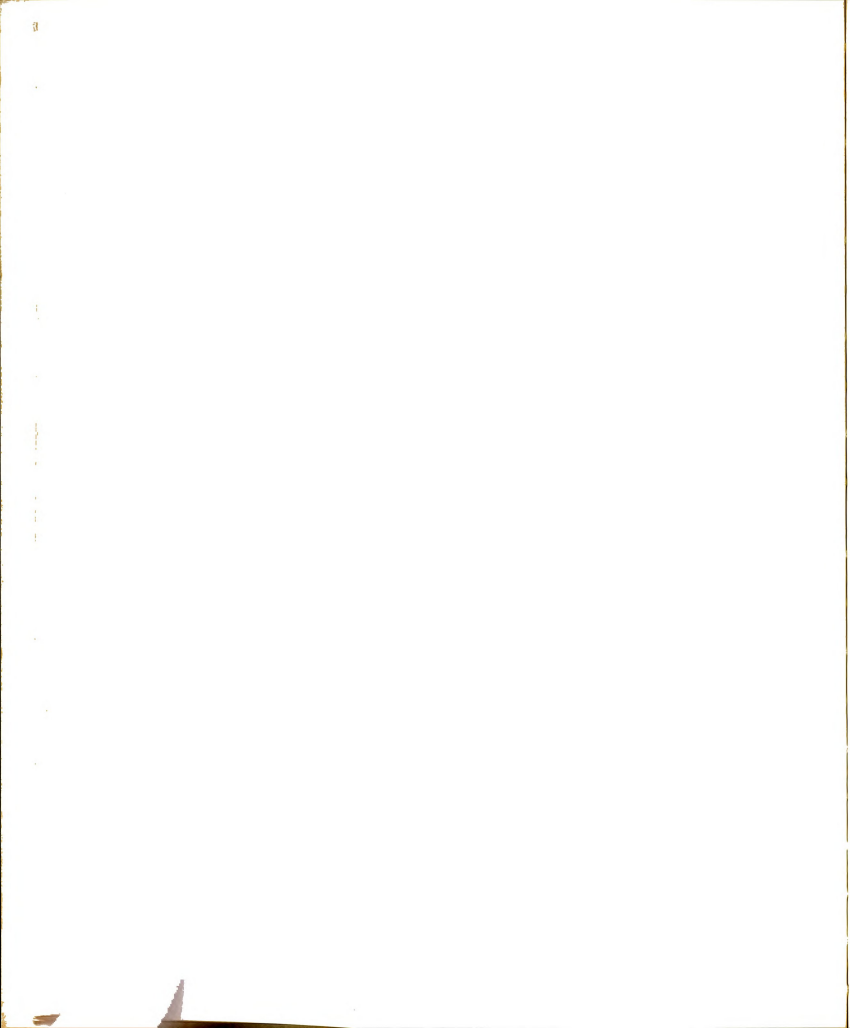
The administrative head was requested to acknowledge that the best available representative had been selected for this training whereupon a written invitation was extended to that department by the FBI. A discreet investigation of the officer selected to attend the Academy was conducted by Special Agents of the FBI. In the event results of the investigation found the applicant to be qualified and worthy he was accepted; otherwise, the invitation was withdrawn and another representative with the necessary qualifications was considered. The FBI reserved the right to decline to accept any designated representative who did not measure up to high standards



of character, general reputation, integrity, and relative ability. Later, the FBI adopted a policy of investigating the applicant prior to extending an invitation to his department.

A more personalized approach was later adopted with respect to evaluating candidates. Upon filing a formal application candidates were personally interviewed by the Special Agent in Charge of a field office to verify completeness of the candidate's answers and clarify any ambiguities that might have existed. The interviewer was to satisfy himself that the nominee occupied a position in his department which would indicate he exhibited promise of assimilating the training and of applying it upon return to his department. In addition, the candidate was required to have five years of substantially continuous law enforcement experience and possess a high school diploma or equivalency certificate.

The training facilities of the FBI National Academy limited those officers it could accommodate to eventually a maximum of approximately 100 officers in each of two annual sessions. In March, 1956, a survey was taken to determine the approximate number of police officers in this country who had expressed either formally or informally the desire to attend the Academy. The survey revealed there had been 7,500 formal applications made. In addition, there were over 12,500 letters and personal inquiries received at FBI field offices and the Bureau.



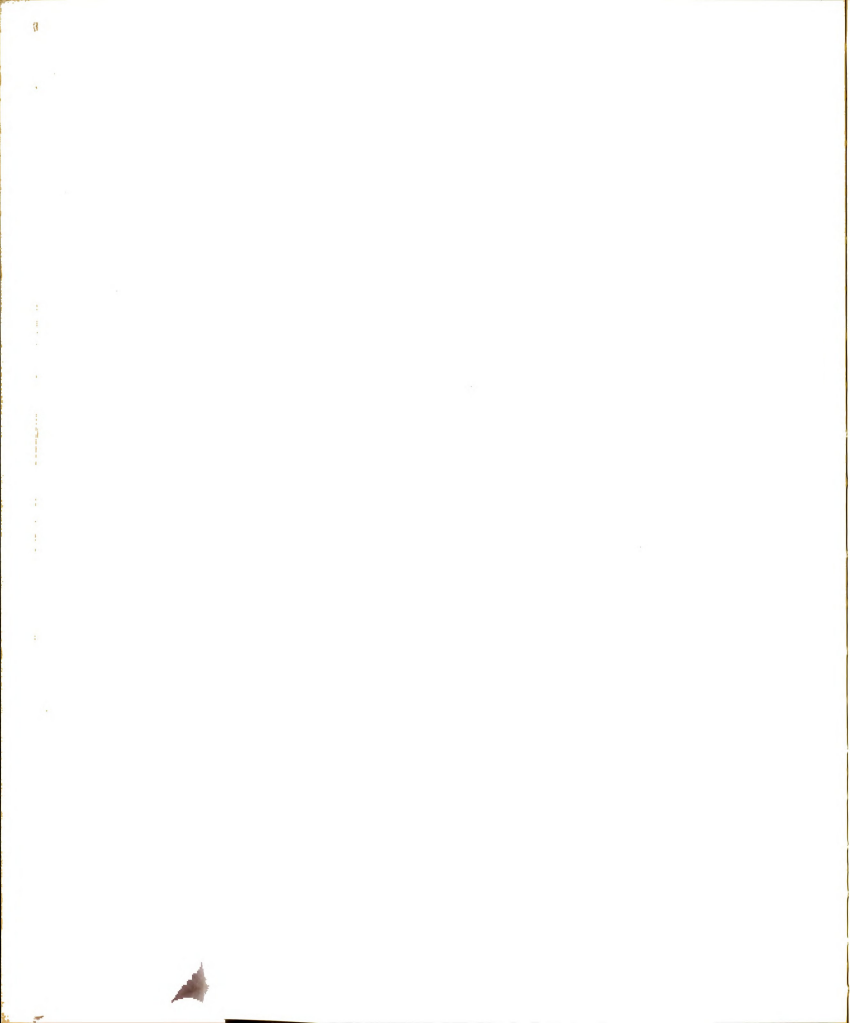
That is to say, more than 20,000 law enforcement officers had expressed an interest in attending the Academy between 1935 and 1956. Seemingly, if a current survey were taken it would indicate even greater academic aspirations on the part of officers seeking avenues to continue their training and education at the FBI National Academy and/or other institutions.

Foreign Officers

Those officers expressing an interest in attending the Academy were not limited to this country alone. The seventh session of the Academy that convened on January 10, 1938, marked the beginning of accepting a limited number of police representatives from foreign countries. The Royal Canadian Mounted Police has the distinction of being the first national police agency of a foreign country to send a representative to the Academy.

In 1962, the Bureau approved expanding the Academy to include up to twenty selected foreign officers annually. Many of the officers selected to attend were sponsored through the Agency for International Development (AID).

In conformance with the interest expressed by the last President, John F. Kennedy, the Academy continued its policy of extending the facilities to foreign officers. On October 31, 1962, President Kennedy eloquently presented his perception of law enforcement in an address before the graduating class of the Seventieth session.



He remarked, in part, that law enforcement,

. . . is extremely difficult and sophisticated work. It involves the most detailed modern communications, the kind of information on great movements of crime throughout the world as well as throughout the country.

. . . It requires a great knowledge and feeling for civil liberties, the rights of those who are accused as well as the rights of those who are innocent.⁴²

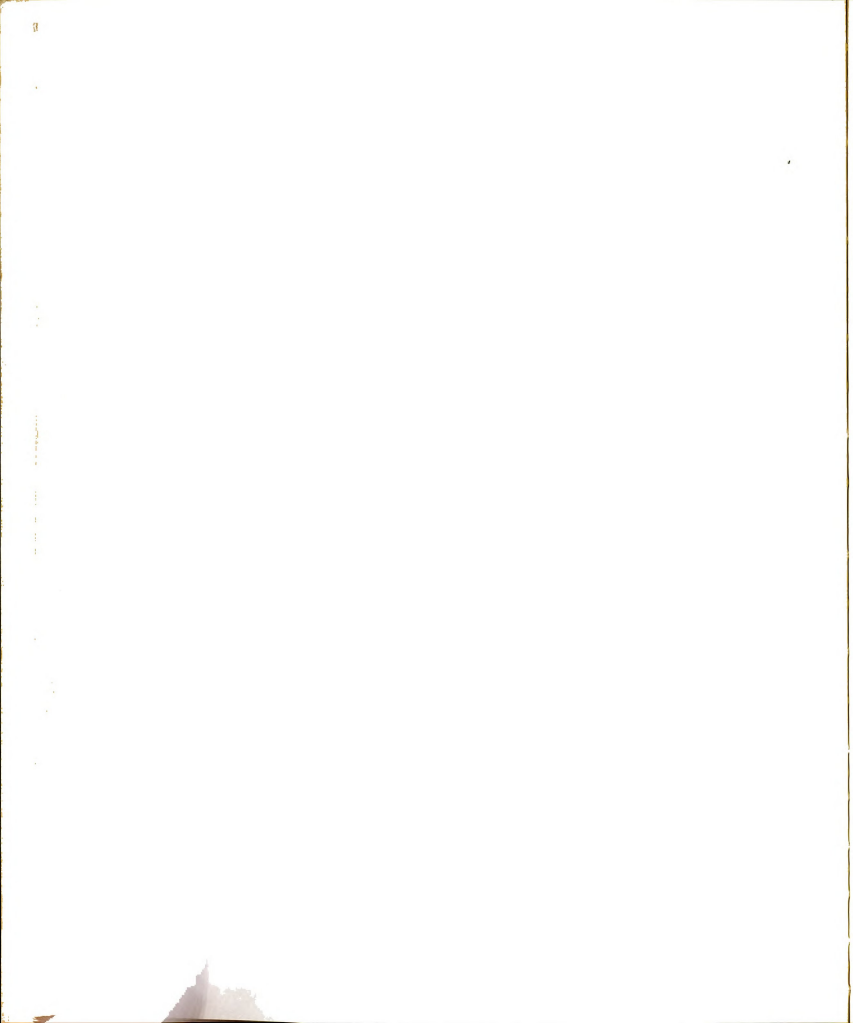
The FBI viewed its role of providing police officials of a country with information of advanced techniques in crime detection and law enforcement as an integral part of the President's "Decade of Development." In 1961 AID was established as a branch of the United States Department of State in an effort to facilitate this program. Coordination and implementation of foreign police training was a part of it's purpose. As a result, foreign police officers have attended the Academy through the assistance provided their respective departments by AID. Many foreign governments would have been unable to send representatives to this country for advanced training in the field of law enforcement without this assistance.

Instructional Personnel

FBI Police Instructors

The prestige and achievement of most successful training and educational programs tends to be contingent

⁴²John F. Kennedy, An Address before the FBI National Academy, Washington, D.C., October 31, 1962.



on the quality and effectiveness of its instructors. Recognition of this fundamental theory has received high priority with the FBI when assigning personnel to the FBI Training Division. The Bureau assigned those men who possessed special aptitudes as instructors. For instance, they tended to select those who had specific training in the field of education. Also, consideration was given to those with law enforcement experience to the extent that their training was not only theoretical but had been developed extensively in the field of practical application.

Further acknowledgment of this prerequisite prompted the FBI to institute a training program for FBI instructors in 1937. Selected Special Agents in Charge and other Special Agents received specialized training as instructors. These instructors were strategically assigned in all FBI field offices where their services could be maximized not only as instructors but also as investigators.

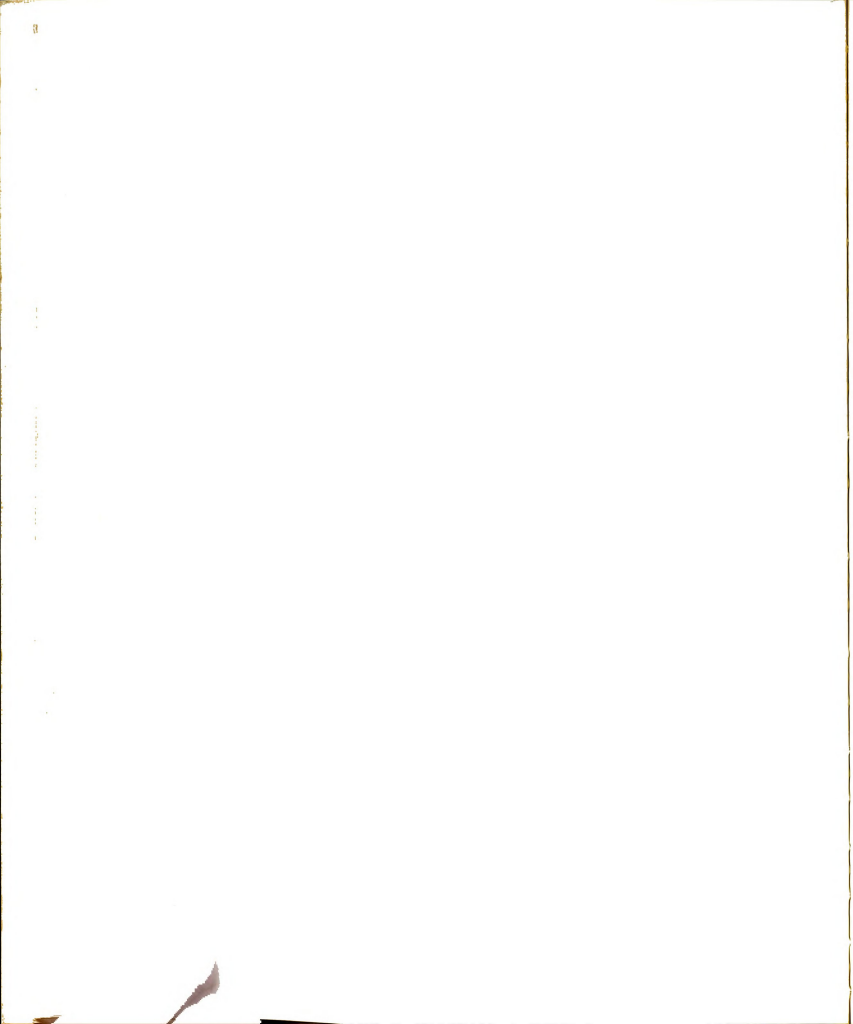
Potential police instructors were required to prepare and submit a manuscript of a lecture they planned to give. The Special Agent in Charge or his assistant monitored the lecture and evaluated his effectiveness, stage presence, and poise.

For several years individual field offices trained selected Agents as police instructors to complement their

local needs. This training procedure entailed close supervision by the Special Agent in Charge of each FBI field office.

During the early stages of developing an efficient and effective police training program for local, county, and state agencies, the Bureau suggested that all qualified general and specialized police instructors be assigned on a rotating manner. This practice was encouraged in order to insure the consistent use of all available instructors in a field office thereby giving them ample opportunities to fully develop their instructional competencies and skills. General police instructors are those qualified to lecture on general police subjects. General police subjects included report writing, interviews, crime scene searches, and similar matters. Specialized police instructors have been considered those who have received training in specialized subjects, such as, firearms, defensive tactics, traffic, fingerprints, laboratory, and similar subjects.

FBI instructors were called upon by Academy graduates for assistance in conducting training within their departments. Initially, Academy graduates experienced some difficulty organizing training schools due to unfavorable attitudes held by some fellow officers. Many of the disenchanting officers were old-timers who felt their experiences had taught them what there was to know about policing and did not believe they needed any formal training. Many of these difficulties were successfully resolved and

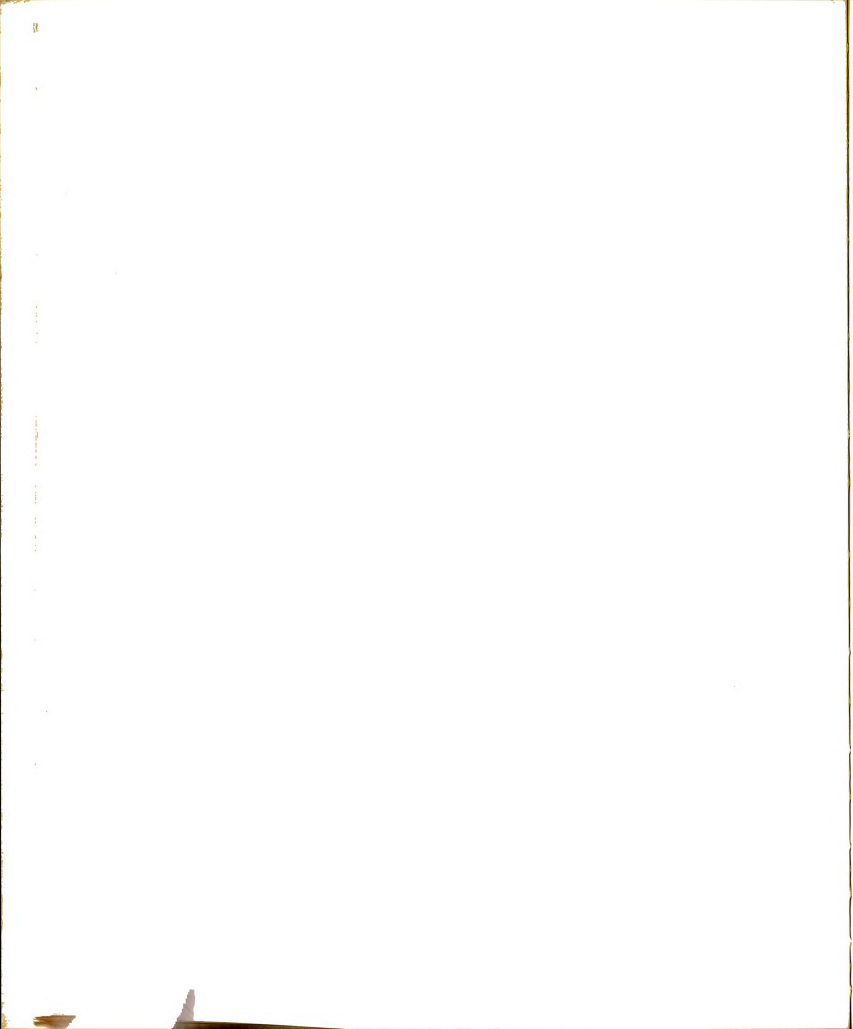


resulted in the organization of numerous schools throughout the country by Academy graduates.

Periodically, the FBI re-instituted a series of instructors' schools to train Special Agents as general police instructors. This training involved two weeks of specialized courses at Washington, D. C. supervised by the Training Division staff. By September, 1951, the FBI had 767 Special Agents who were trained and qualified as police instructors of whom 531 were qualified in specialized subjects.

The Bureau has repeatedly emphasized quality instruction on the part of FBI police training schools. The Bureau has insisted on many occasions over the years that it was essential that material and teaching techniques remain fresh and stimulating. Further, that Special Agents engaged in instructional work devote sufficient time to study and research so that they might maintain high standards of teaching.

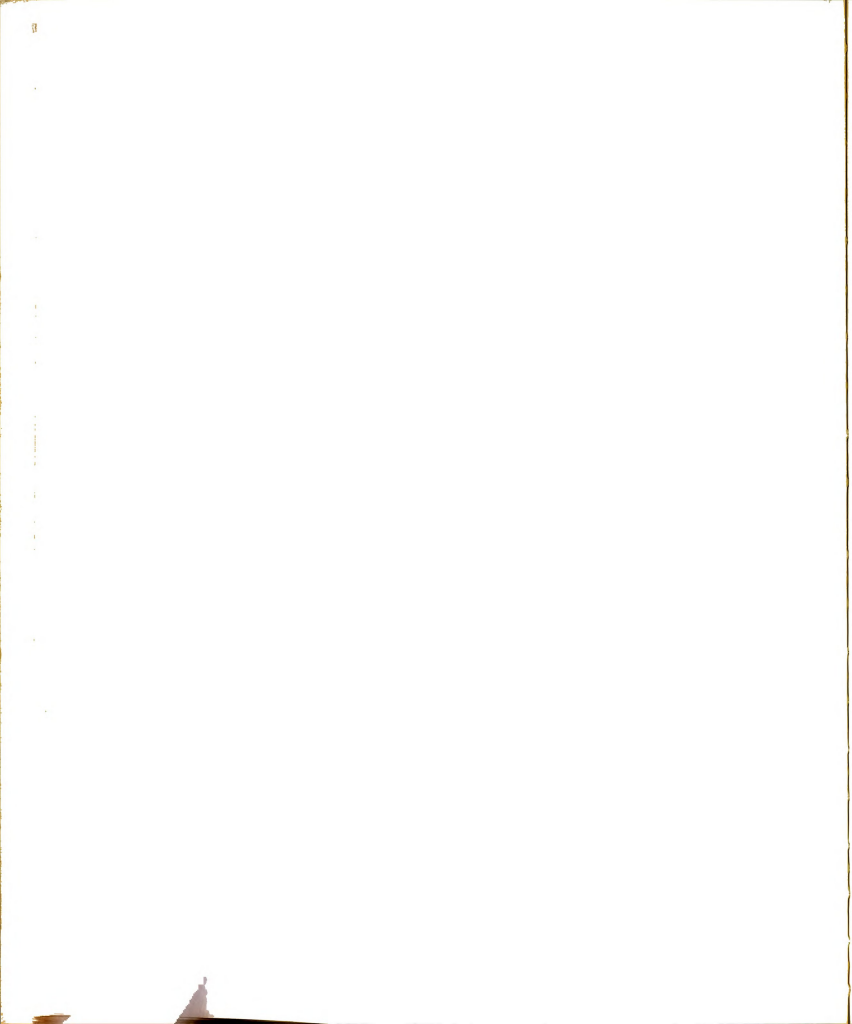
Police instruction has been studied and analyzed regularly in each field office of the FBI for the purpose of long-range planning. Planning in the FBI, per se, has included much more than merely outlining a course of instruction. Planning called for an analysis of educational needs from the most elementary instruction to the advanced specialized courses of training. Naturally, between these two extremes there were various stages of training. For example, in certain communities responsible officials have been interested in training an entire staff. Planning a



training program required appropriate exploration of the kinds of training available. Thus, the program consisted of those courses which could provide the type of particular training needed. Training by progression from the basic to the advanced courses seemed to offer a continuing program with a proper separation of courses of instruction. This avoided unnecessary repetition and yet furnished new and stimulating material to each group as it progressed upward from the elementary.

Although the FBI had engaged in police training in isolated instances before 1935, it was not until after the graduation of the first few sessions of the Academy with the assignment of FBI Agents as instructors to local law enforcement agencies that requests for assistance increased and training, in general, came to the forefront. Graduates of the Academy who were organizing police training schools discovered that one of their greatest needs was for qualified and capable instructors. This may explain the circumstances which prompted the FBI National Academy Associates resolution⁴³ in later years. As a result of this priority, the Bureau was besieged with requests for the use of its personnel for such purposes. The Bureau responded to these requests by adopting a policy which has never changed, that is, a policy of never refusing any reasonable and legitimate request to assist local law

⁴³The resolution referred to appears on pages 37-38.

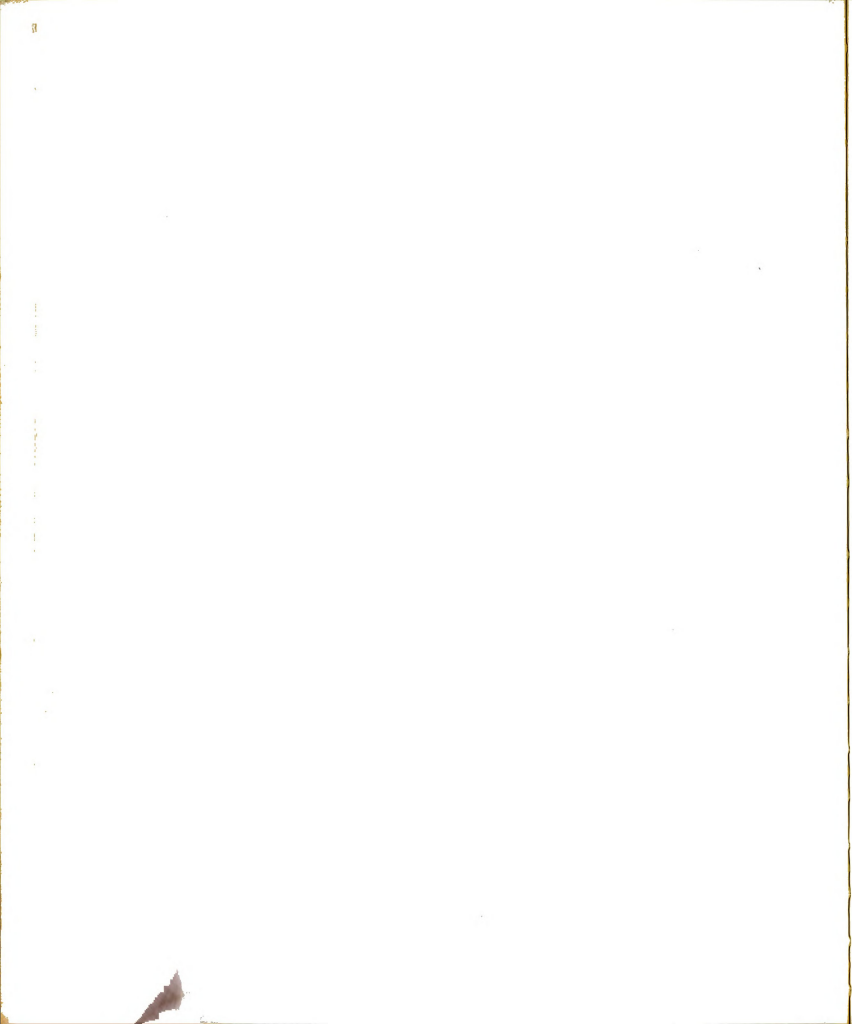


enforcement in their police training program consistent with its investigative responsibilities at the time. It has been the Bureau's policy to make its services available through representatives in the field offices to assist local police agencies in planning a training program suited to the needs and interests of that particular agency. This has best been accomplished by having the Chief of Police advise the Bureau's representative of the needs and weaknesses of his agency. During the course of planning the program consideration was given to the utilization of not only FBI instructors, but in addition, qualified local officers, nearby Academy graduates, local Chiefs and other officials in the community.

Visiting Faculty

Instruction has been provided students attending the FBI National Academy by a training school faculty in the Training Division and by instruction afforded by experts employed in the various technical, administrative, and investigative divisions of the FBI. The instruction of the FBI faculty has been augmented by outstanding criminologists and police officials selected from institutions of higher learning and from police departments and other law enforcement agencies throughout the United States.

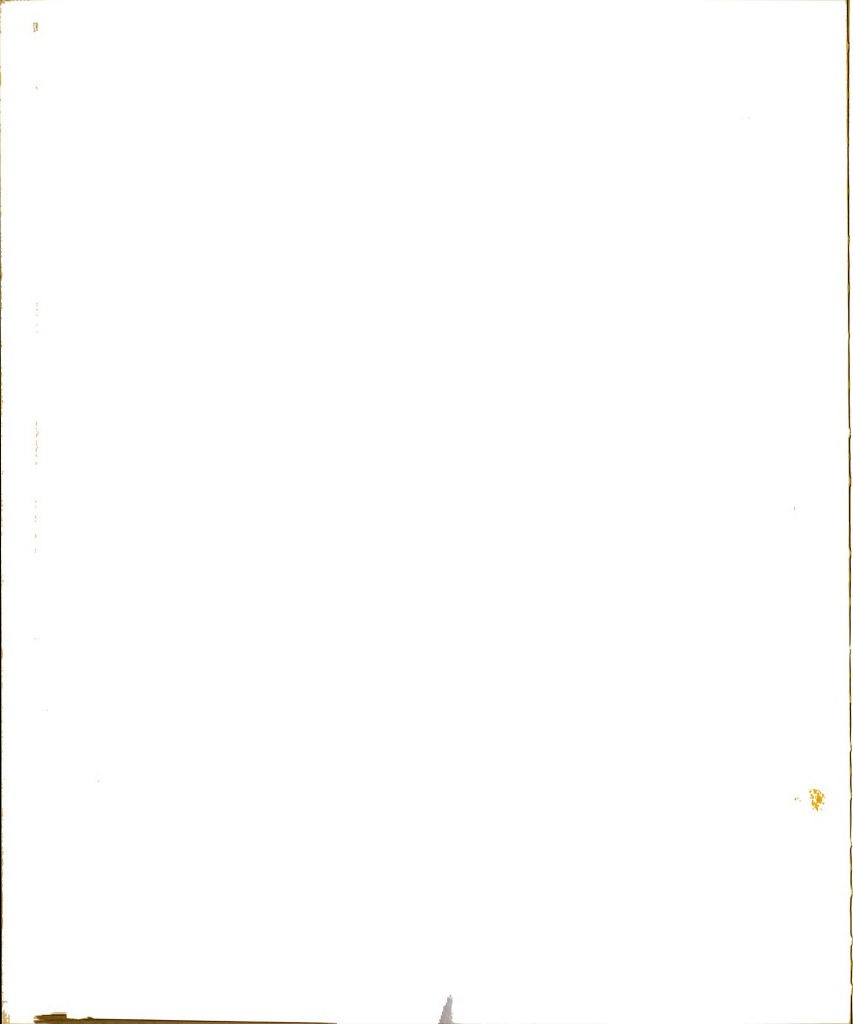
Since the formation of the FBI National Academy, the Bureau has been steadfast in its philosophy of seeking the expertise of those individuals engaged in the



mainstream of policing and law enforcement, as well as outstanding academicians from across the country to share their experiences with students attending the Academy as part of the visiting faculty. The number of visiting faculty has been flexible over the years but a substantial number of educators and public officials have participated in each session of the Academy. Continuous curricular changes at the Academy has necessitated a responsive policy with regard to visiting faculty. A conscientious effort has been made to discover and acquire distinguished individuals to lecture at the Academy who come from a diversity of disciplines and have demonstrated ability of addressing themselves to germane issues relevant to law enforcement. A list of distinguished authorities who appeared as visiting faculty during the early development of the Academy is located in Appendix H.

Implementation of Field Training Schools

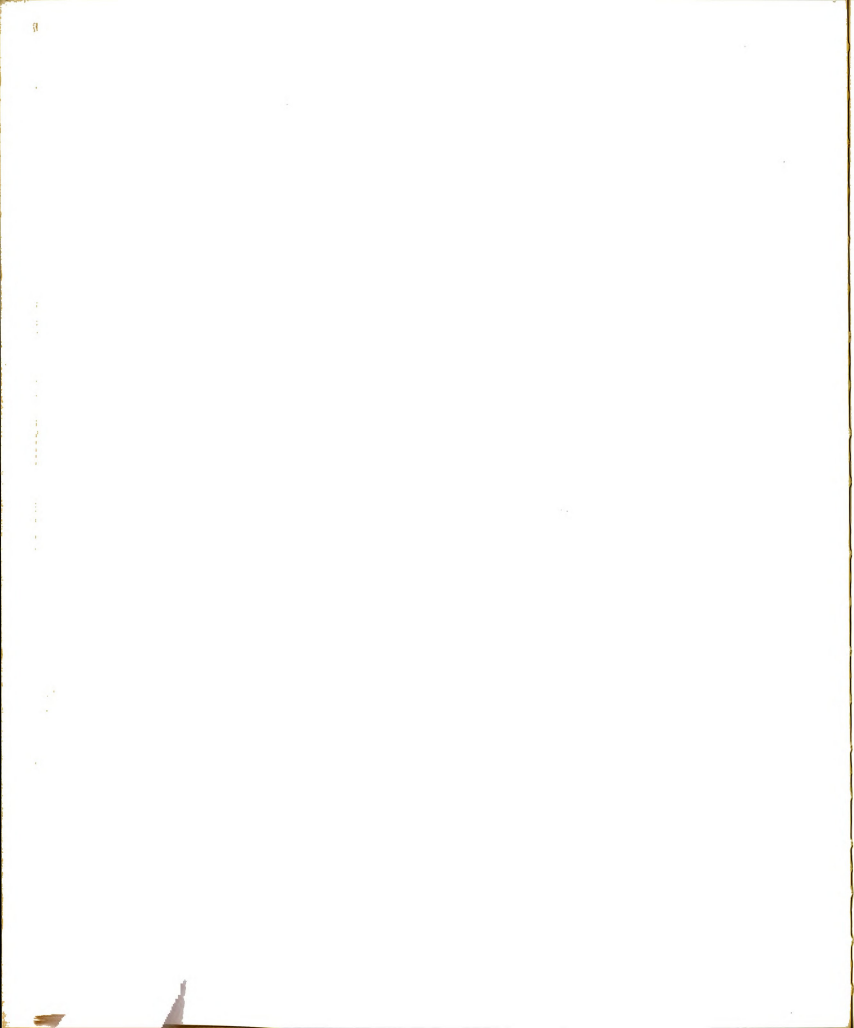
The first school organized by an Academy graduate with the assistance of a local FBI field office was in 1936. The FBI instructed field offices to assist graduates in planning and organizing schools within their respective jurisdictions, as well as make FBI instructors available. Thus, the year 1936 marked the real beginning of training schools in which the FBI participated. To economically facilitate the use of FBI personnel in police training schools, the country was divided into thirteen zones during



January, 1940, in an effort to reduce unnecessary travel and to fully utilize the services of instructors in each zone. Further, it was deemed necessary that all training programs be approved by the Bureau and all commitments of instructors be made from Bureau headquarters. Requests for assignment of FBI instructors were to be made at least thirty days in advance unless unusual circumstances or special conditions existed.

Police training did not gain momentum until after graduates of the Academy and the FBI joined hands to bring training to local agencies. The training practices among police agencies has undergone a dramatic change when one compares the mere handful of police agencies maintaining schools in the middle 1930's with the reported 334 police agencies in which more than 72,000 police officers had modern training available through graduates of the Academy by 1939. The need for police training was more widely recognized as a necessity rather than an optional matter. Training was required in the following city police departments all of which were under the direction of graduates of the Academy:

- Albany, New York, Police Department
- Ardmore, Pennsylvania, Lower Merion Township Police Department
- Atlanta, Georgia, Police Department
- Auburn, New York, Police Department
- Augusta, Georgia, Police Department
- Bakersfield, California, Police Department
- Baltimore, Maryland, Police Department
- Bay City, Michigan, Police Department
- Beckley, West Virginia, Police Department
- Bennington, Vermont, Police Department



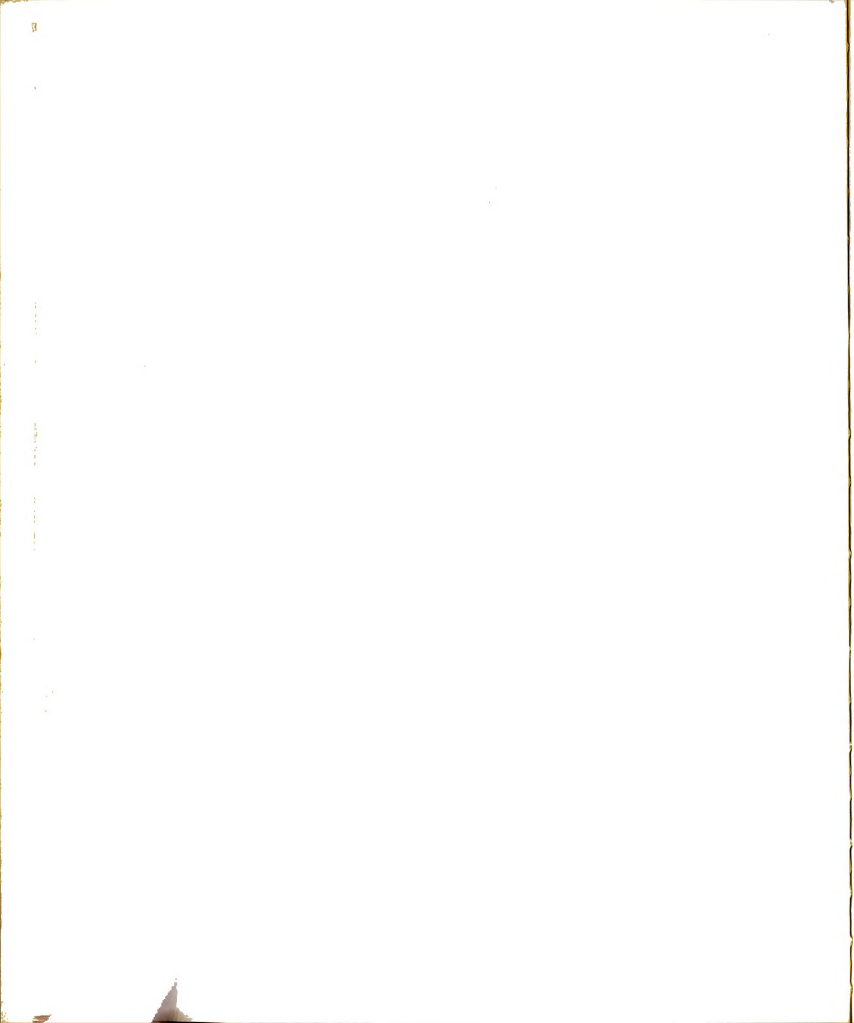
Benton Harbor, Michigan, Police Department
 Berkeley, California, Police Department
 Brookline, Massachusetts, Police Department
 Buffalo, New York, Police Department
 Casper, Wyoming, Police Department
 Charlotte, North Carolina, Police Department
 Cincinnati, Ohio, Police Department
 Cleveland, Ohio, Police Department
 Cleveland Heights, Ohio, Police Department
 Colorado Springs, Colorado, Police Department

Columbia, South Carolina, Police Department
 Columbus, Georgia, Police Department
 Dayton, Ohio, Police Department
 Denver, Colorado, Police Department
 Detroit, Michigan, Police Department
 Duluth, Minnesota, St. Louis County Sheriff's Office
 Durham, North Carolina, Police Department
 East Lansing, Michigan, Police Department
 Elgin, Illinois, Police Department
 Elizabeth, New Jersey, Police Department

Elmira, New York, Police Department
 Elmwood Park, Illinois, Police Department
 Erie, Pennsylvania, Police Department
 Evansville, Indiana, Police Department
 Findlay, Ohio, Police Department
 Flint, Michigan, Police Department
 Fort Wayne, Indiana, Police Department
 Frankfort, Kentucky, Police Department
 Glens Falls, New York, Police Department
 Greenville, South Carolina, Police Department

Greenwich, Connecticut, Police Department
 Hackensack, New Jersey, Bergen County Sheriff's Office
 Hawthorne, New Jersey, Police Department
 Hornell, New York, Police Department
 Huntington, West Virginia, Police Department
 Indianapolis, Indiana, Police Department
 Jacksonville, Florida, Police Department
 Manchester, New Hampshire, Police Department
 Mansfield, Ohio, Police Department
 Milwaukee, Wisconsin, Milwaukee County Sheriff's Office

Mineola, New York, Nassau County Police
 Moline, Illinois, Police Department
 Newark, New Jersey, Police Department
 Norfolk, Virginia, Police Department
 North Chicago, Illinois, Police Department
 Lake Forest, Illinois, Police Department
 Lexington, North Carolina, Police Department
 Long Beach, California, Police Department



Los Angeles, California, Police Department
 Palm Beach, Florida, Police Department

Pasadena, California, Police Department
 Pittsburgh, Pennsylvania, Police Department
 Portland, Maine, Police Department
 Racine, Wisconsin, Police Department
 Rahway, New Jersey, Police Department
 Raleigh, North Carolina, Police Department
 Richmond, Virginia, Henrico County Police
 Riverside, California, Police Department
 Rockville, Maryland, Montgomery County Police
 Rocky Mount, North Carolina, Police Department

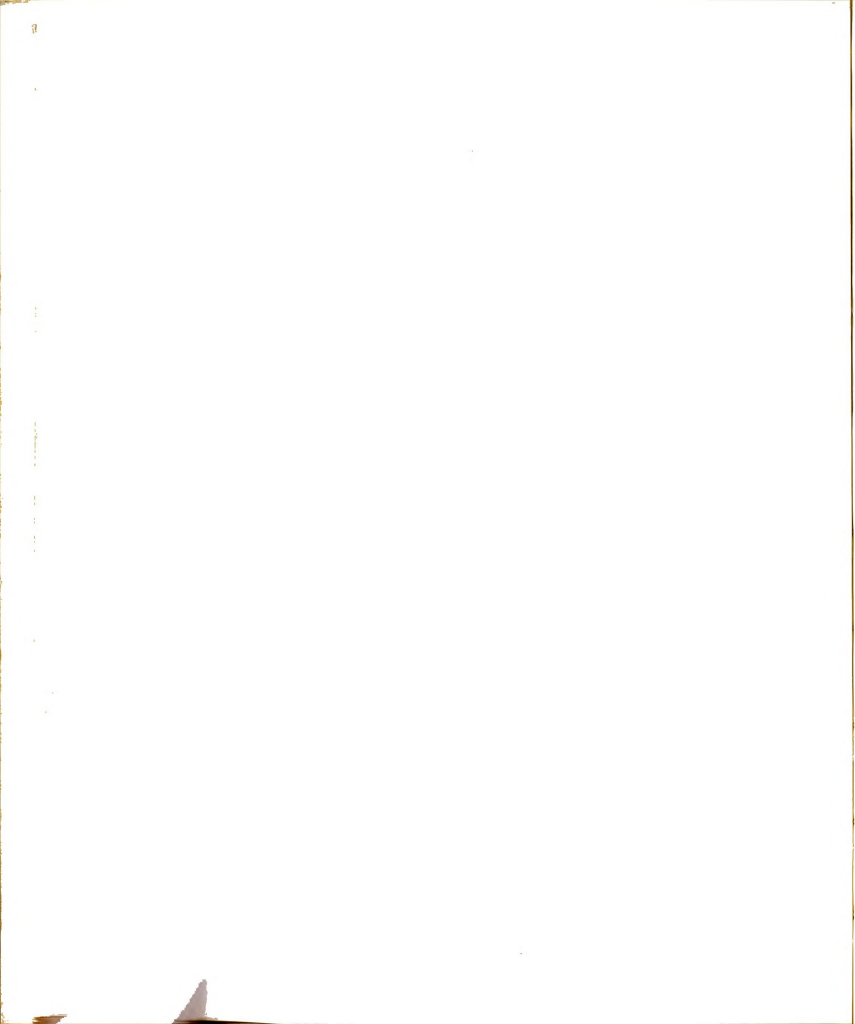
Rome, New York, Police Department
 Salt Lake City, Utah, Police Department
 Saginaw, Michigan, Police Department
 St. Paul, Minnesota, Police Department
 San Francisco, California, Police Department
 Seattle, Washington, Police Department
 South Bend, Indiana, Police Department
 Springfield, Ohio, Police Department
 Sumter, South Carolina, Police Department
 Tacoma, Washington, Police Department

Watertown, New York, Police Department
 Wheeling, West Virginia, Police Department
 White Plains, New York, Westchester County Parkway
 Police
 Wichita, Kansas, Police Department
 Winnetka, Illinois, Police Department
 Winston-Salem, North Carolina, Police Department
 Worcester, Massachusetts, Police Department⁴⁴

In addition, attendance at training school was a standard requirement in the following state police forces, representatives of which had graduated from the Academy:

Arkansas	Michigan
Connecticut	New Hampshire
Delaware	New Mexico
Georgia	North Carolina
Illinois	Ohio
Indiana	Pennsylvania
Kentucky	Rhode Island
Louisiana	South Carolina

⁴⁴Memorandum to Mr. Hoover, March 16, 1939.



Maine
Massachusetts
Maryland

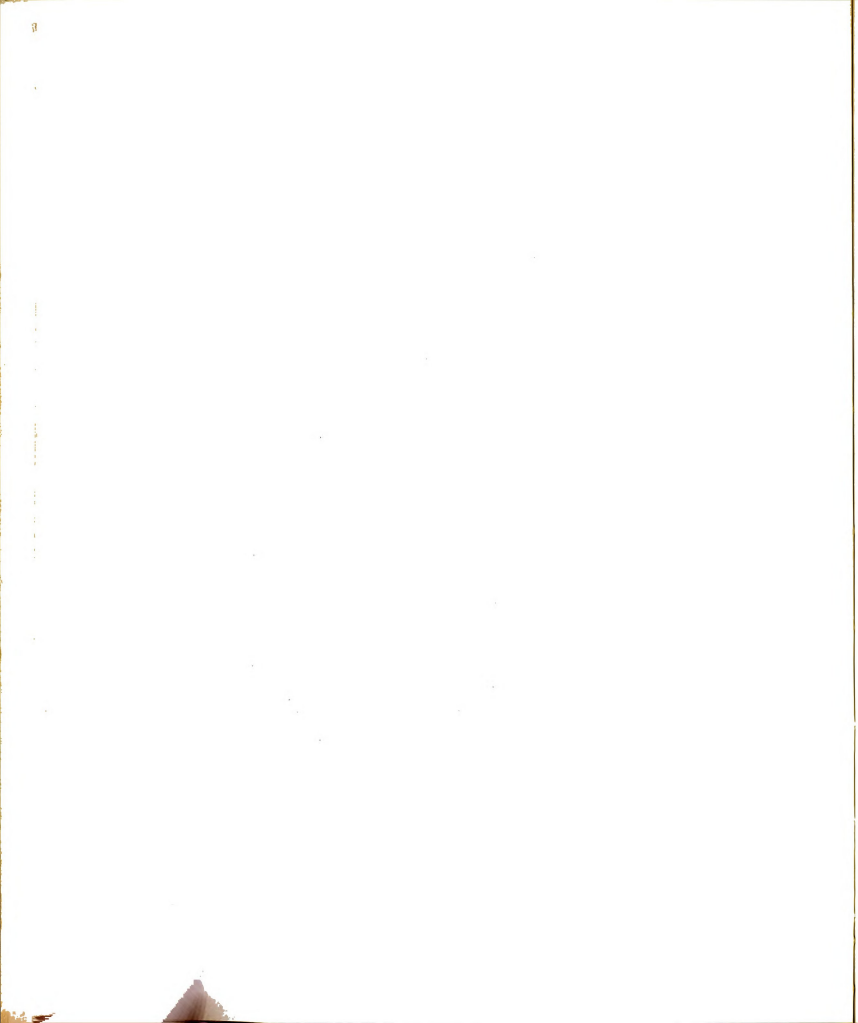
Texas
Virginia
West Virginia⁴⁵

Types of Schools

A broad spectrum of training schools have been found feasible by the FBI in adequately meeting the needs and demands of law enforcement officers. Among the categories of FBI training schools conducted or participated in by the FBI have been the recruit or basic schools, in-service schools for those having completed basic training, supervisory and/or command schools, and specialized schools.

The recruit or basic school involved one to two hundred hours of instruction for the neophyte officer. The rudiments of law enforcement and fundamental skills were emphasized in recruit or basic training. The command school offered courses of instruction dealing with administrative concepts, theory and other organizational considerations of interest to heads of departments, their assistants, and other top ranking officials of a department. Supervisory schools involved courses similar in nature to command schools, but were offered for middle management personnel, e.g., police lieutenants and sergeants. Specialized schools involved an in-depth approach to a specific police function, problem or investigative responsibility. The command, supervisory, and specialized

⁴⁵Ibid.

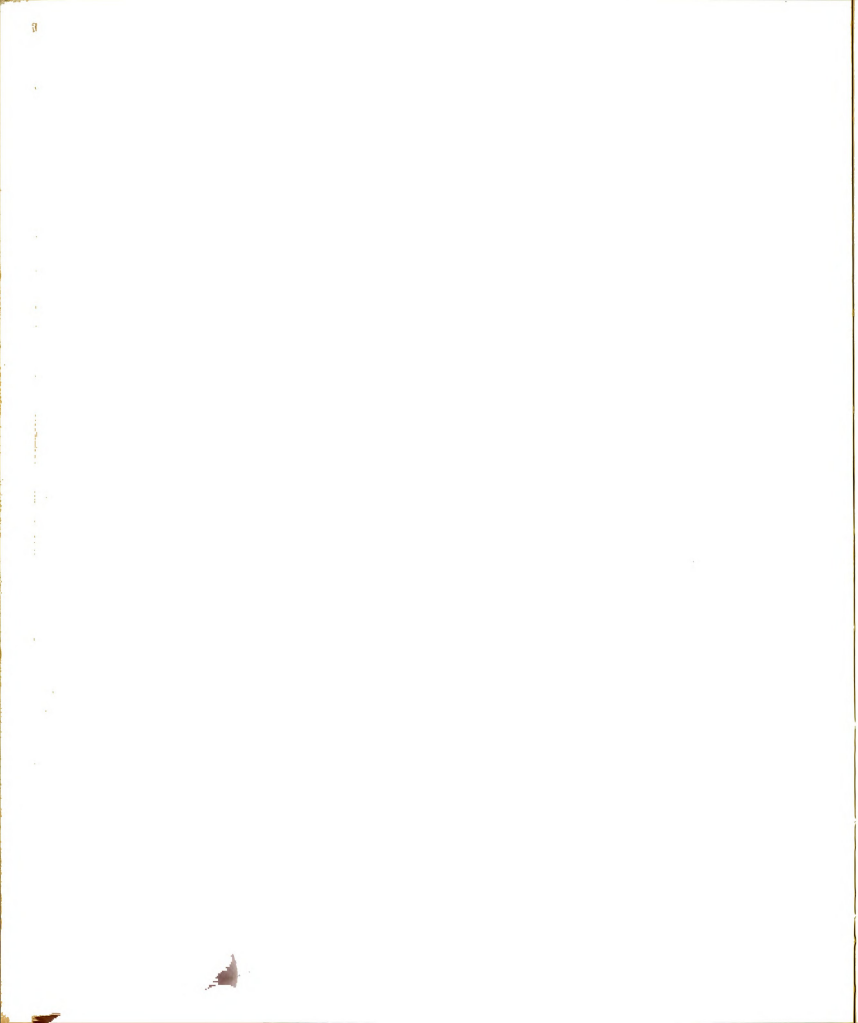


schools could vary in length from several hours to several weeks depending on the purpose.

An effective method of reaching the small police department was the zone sponsored school⁴⁶ employed by the FBI. The zone school was conducted in areas where the size of local agencies was such that only one or two representatives of a department could attend at any one time. In this manner training was taken to the grass roots of law enforcement. Thus, agencies could take advantage of training which otherwise would have been unobtainable by collectively grouping their manpower to form a nucleus for the school.

Field training schools were definitely advantageous for several reasons. First, these schools were conducted within the immediate vicinity of the attending officer's department. Secondly, the training hours could be arranged to satisfy the work schedules of the participants. It was not uncommon for FBI instructors to appear before two different groups of officers within an eight-to ten-hour interval thereby making the same training available to a larger group of officers by repeating the instruction.

⁴⁶The term "zone school" refers to those schools held at a central location within convenient commuting distance for law enforcement officers from surrounding departments.



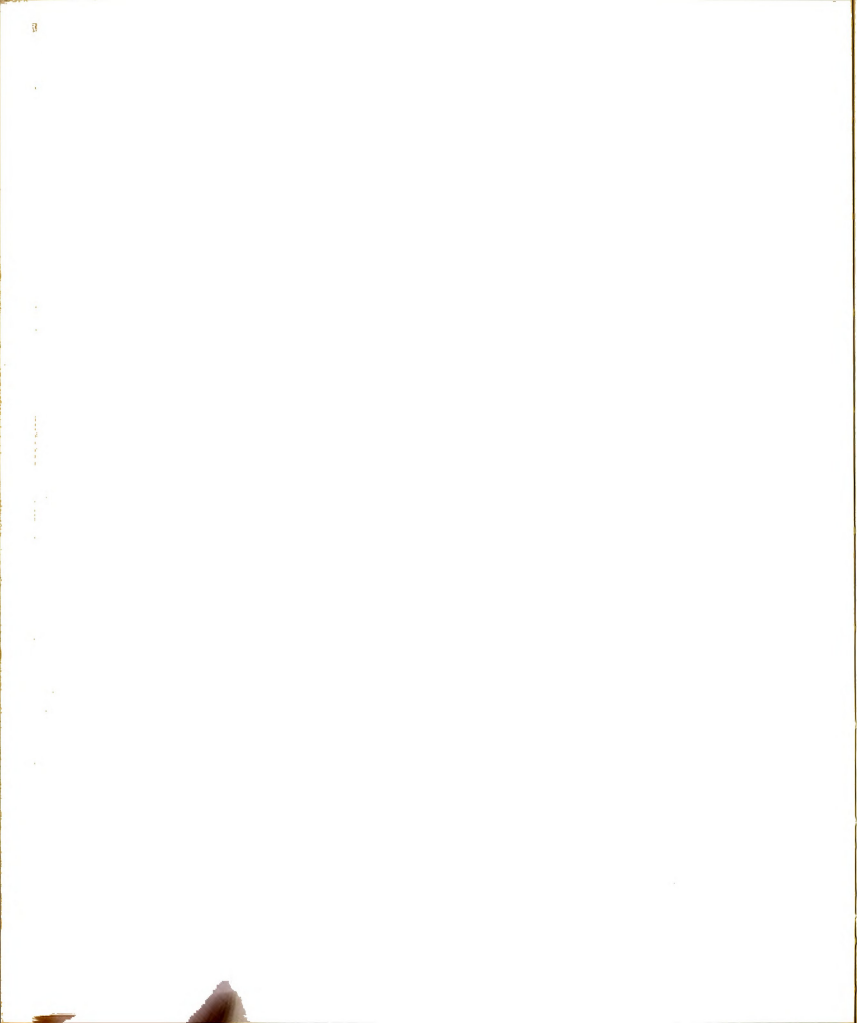
Another effective field training concept advanced by the FBI for local law enforcement was the departmental police training school.⁴⁷ Establishment of the departmental school enabled the police executive to gear instruction to specific needs and weaknesses of his department. The police executive viewed this type of school as a vehicle to project pertinent courses in loyalty, morale, discipline, local laws and ordinances, departmental regulations and policy, local conditions affecting public relations, and similar courses. In addition, other courses less specific in nature could be taught in conjunction with a departmental school.

Progress of Training and Education

Police Training

Regardless of the type or location of the training school conducted or participated in by the FBI, the training division coordinated the appearance of all FBI instructors. In addition, the training division coordinated the police training curricula for all FBI field offices. Various types of curricula were distributed periodically to police training coordinators assigned to each FBI field office for their use as guides and assistance to all instructors. It has been stressed that each school ought

⁴⁷The departmental school was a course of instruction planned and conducted for a specific department.

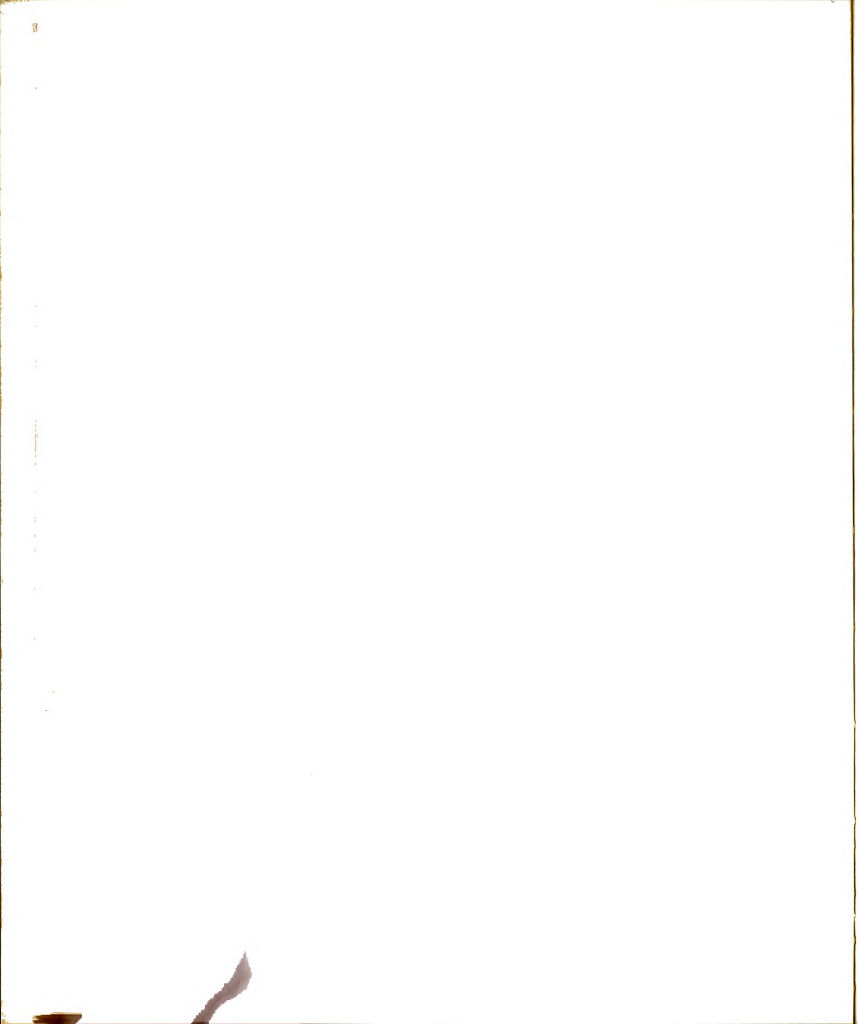


to be organized on the basis of local needs and these guides were merely suggested approaches which had been successfully used by other instructors or researched by training division staff. Visual aids to instruction such as slides and training films have been extensively used by FBI instructors, and have received widespread use by law enforcement in training personnel on all levels.

Greater demands for FBI police training programs were being made continuously by local and state police agencies. The exact number of early police training schools participated in by the FBI is not known. The first recorded statistic of Bureau assisted police schools was for the last six months of 1938 and the first six months of 1939. During that fiscal year, a total of 183 police schools were conducted across the nation among which Bureau instructors made 624 appearances.

At the close of the thirties and during the early stages of World War II, police schools were curtailed due to the heavy investigative responsibilities of the FBI. For example, during the period 1939-1940, there were 421 police schools with the number of schools falling off sharply during 1940-1941 to 216.

Police training during World War II consisted mainly of quarterly police conferences held across the country dealing primarily with internal security matters. Only one session in the FBI National Academy's history



was cancelled, that being the January, 1942 session. Statistical data were not maintained during the calendar years 1942 and 1943. Police training was, as a manner of speaking, reactivated from practically an obscure base about the middle of 1944, to the point where the FBI participated in 555 local schools during the fiscal year ending June 30, 1945.

The FBI participated in 1,344 police training schools during the calendar year 1946. This increased to 2,782 schools by the end of 1950.

Statistical data were compiled and maintained in each FBI field office reflecting: (1) the number and types of schools held, (2) the names of sponsoring agencies and total number of law enforcement agencies represented in each school, and the dates schools were attended, (3) the individual attendance figure for each school by date, (4) the identities of Academy graduates who participated as instructors in police schools organized by the FBI, and (5) the number of hours of instruction furnished by FBI instructors.

Complete and accurate records have been maintained regarding the type of training given to each department. Upon receipt of a request for a school, review of previous instruction given a department was conducted to avoid the danger of the training program degenerating into a routine, stereotyped repetition of previous schools.

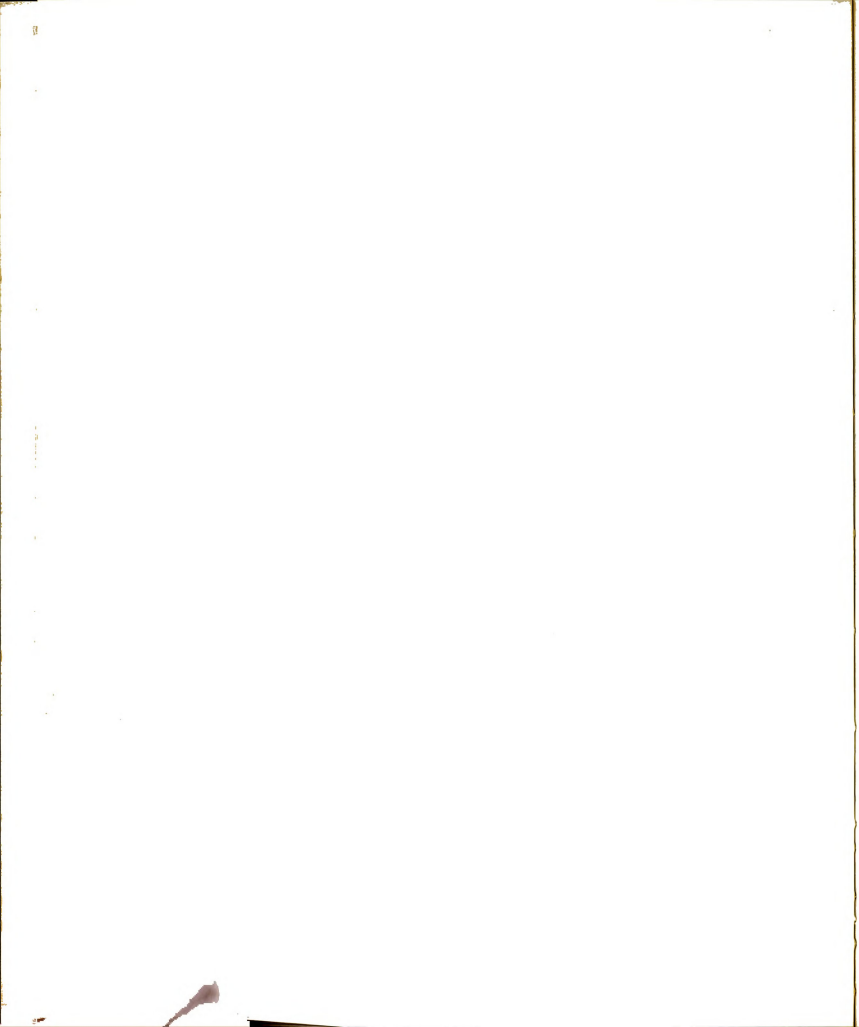
To insure progression and variety in presentation, the subject matter content of previous lectures was reviewed. Copies of all police school lecture manuscripts were available in field office reference files for review in connection with the planning of training programs. Sufficient copies of all newly-developed course manuscripts originating as result of a request for that course were furnished the FBI Training Division.

Training documents have been prepared and furnished each field office from time to time. These provided helpful background data and reduced some field research. These documents were issued on a variety of topics and were primarily designed to provide uniformity throughout the field as to what was being taught and how it was taught. Further, these training documents provided current training material for field use.

Although, at the outset it was necessary for the Bureau of provide leadership and to exert greater effort to raise the professional standing of law enforcement through training it became evident that police training, as an activity, had aroused the interest and ambition of many persons and organizations both inside and outside the law enforcement field.

Higher Education

As early as 1936, Professor George T. Ragsdale, Superintendent of Police Training, Department of Public



Safety, Division of Police, Louisville, Kentucky, expressed his pleasure in the "vast improvement" of methods of organization and instruction his representative to the Academy had demonstrated since returning from Washington. In addition, he made it implicit the important role police education played in advanced training of police. He conceived a dual problem in connection with institutions of higher learning. On the one hand, the problem was:

To get the police to see that advanced training in the university will be of benefit to them and to get them over the backwardness that they may have in becoming university students.

On the other hand, he was concerned that:

In some places it may be difficult to get the university authorities to see that they have a responsibility in the education of police; but that difficulty is mostly out of the way now, because educators are very much taken with the idea of better governmental personnel and nearly all of them are preparing courses suited to this movement. They are also taking up the idea of "in-service training" and offering their facilities to all those who are employed in governmental service.⁴⁸

One might examine the number of institutes, colleges, and universities that implemented law enforcement curricula during the period 1935 to 1950 in order to assess the expansion police training and education had undergone. The expansion of educational facilities have acted at catalysts for further growth of police administration programs. Four-year institutions and newly-forming community

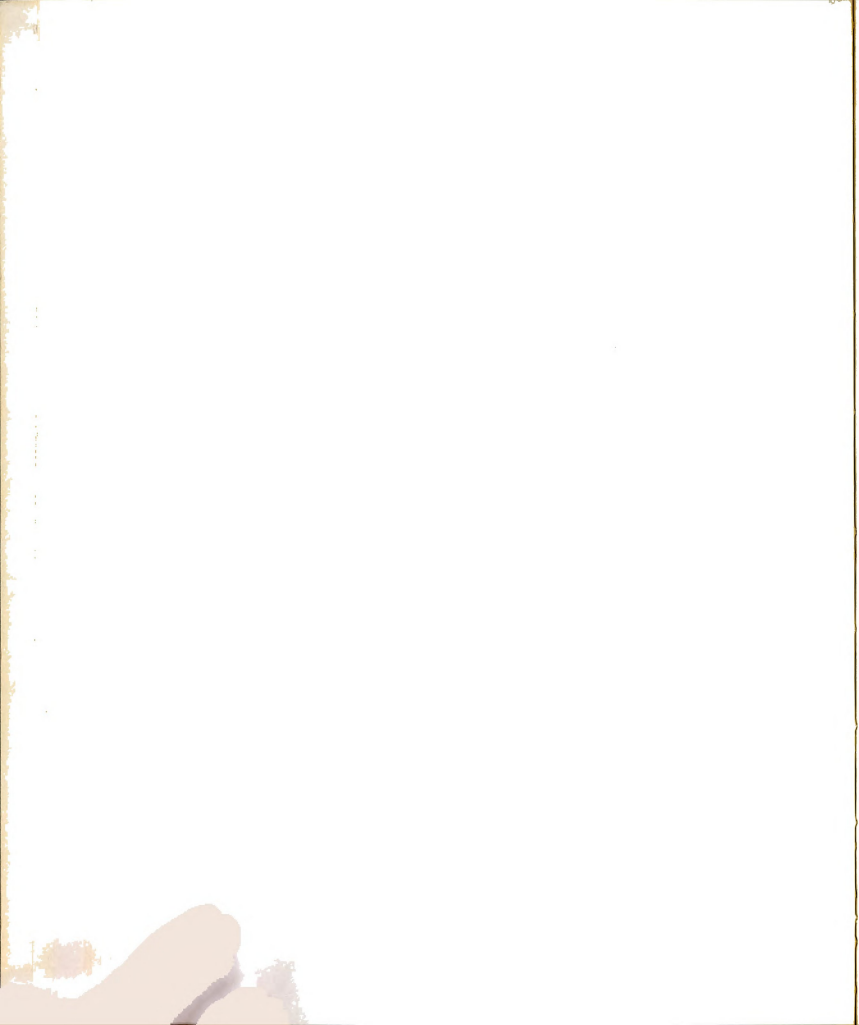
⁴⁸George T. Ragsdale, Letter to the FBI, July 20, 1936.



colleges had begun to plan and implement degree granting programs.

It has been stated previously that the FBI would provide training upon receipt of a legitimate request from a police agency or law enforcement organization. By the same token, the FBI honored appropriate requests from universities in training police officers. FBI training records revealed many instances wherein FBI personnel engaged in a joint enterprise with colleges and universities, or the FBI and a local police association in conducting police school institutes. Schools have been held at Iowa State University, Syracuse University, University of Mississippi, University of Kansas, University of Tennessee, Michigan State University, and other institutions of higher learning. Policy relating to these schools was consistent with police training schools, by and large, in that the Bureau did not take the initiative in starting them or soliciting them. FBI instructors appeared before undergraduate and graduate classes upon request for the purpose of discussing the general jurisdiction and functions of the Bureau, as well as qualifications and opportunities for employment in the FBI.

Perhaps, one of the reasons that brought about such expansion in police training and education in this country was the increasing interest on the part of the police who were seeking further educational and training opportunities within their local communities and states.



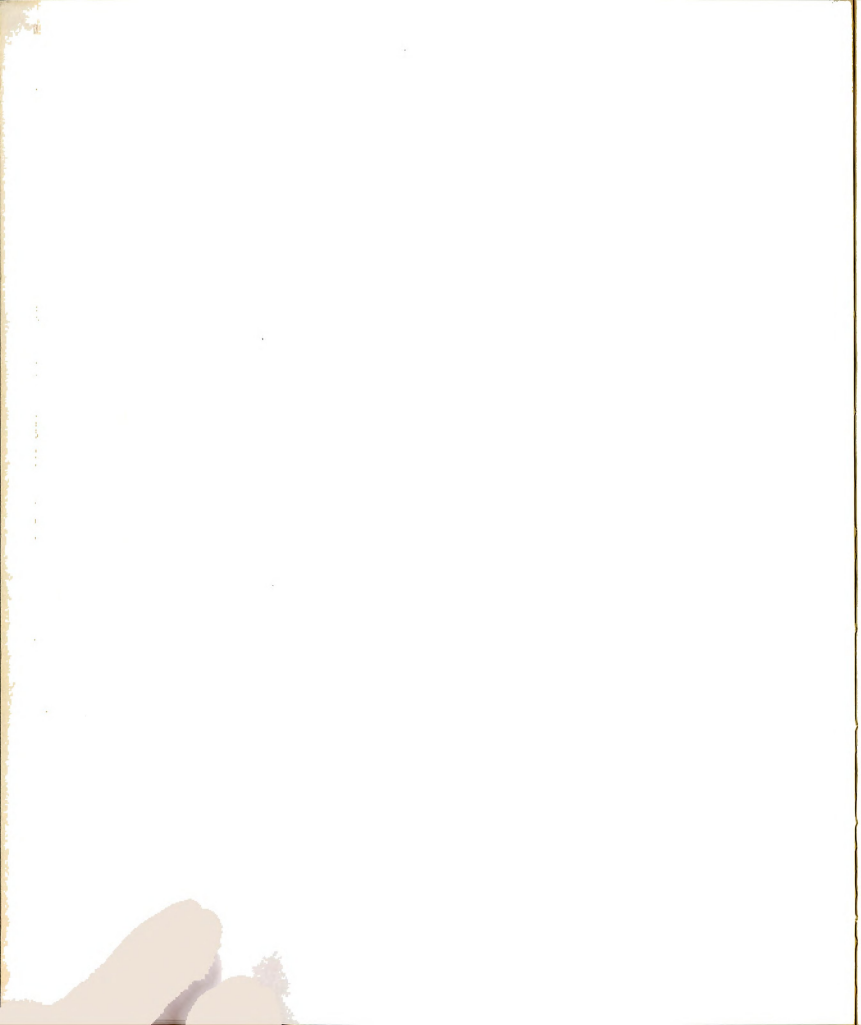
Other Aspects in Training

Courses for Auxiliary Police

It has been shown that graduates of the academy did make a quantitative impact on police training in their respective departments and states. There was an additional training problem that appeared on the scene of local law enforcement in the 1940's. Law enforcement was faced with the problem of training auxiliary police forces that they had recruited for the purpose of supplementing their regular forces.

Local law enforcement once again turned to the FBI for assistance and guidance to resolve this dilemma.

FBI policy with respect to training auxiliary police has remained substantially constant except on isolated occasions when the protection of the internal security of our country could be jeopardized. For instance, during World War II when many departments were dependent upon the use of auxiliary police officers, general training was afforded these officers upon request. In 1950, it was determined to be too burdensome on the Bureau with all of its other responsibilities to specifically train auxiliary forces. Since then FBI personnel have appeared before auxiliary police training schools for the purpose of discussing the FBI's jurisdiction and cooperative services of its various divisions. The main



responsibility of training the auxiliaries was left in the hands and at the discretion of local departments.

Courses for Local Law Enforcement

The FBI has been keenly aware of the many problems facing law enforcement, particularly the training and educational needs and the burdens these were placing on local departments. If one were to measure the FBI's involvement and contribution to law enforcement training only in quantitative terms irrespective of the educational and vocational value that might have been derived from such programs, the magnitude of the impact it has made in this country is remarkable. Perhaps, this is best depicted in Table 1 which summarizes the total number of police schools conducted annually in the United States since 1950. Tables 2 and 3 are a delination of specialized police schools conducted annually in the United States since 1950.

It is apparent that some of the specialized courses conducted by FBI instructors and other qualified police personnel were in areas not handled by FBI investigators. That is to say, that FBI instructors did not always have practical investigative experience in some of those courses in which they taught. However, FBI instructors were afforded rigorous advanced training and education in these specific fields, e.g., traffic and mob and riot control, for the purpose of accommodating the many requests from law enforcement for this type of training. The magnitude

TABLE 1.--Total number police schools conducted by FBI in United States during calendar years 1950-1969.

Year	No. of Schools	No. of Persons in Attendance	No. of Hours of Instruction
1950	2,782		
1951	2,380		
1952	2,388		
1953	2,541		
1954	2,606		
1955*	2,194	64,374	
1956	4,097	130,213	
1957	2,880	85,480	
1958	2,623	76,208	
1959	2,926	73,994	
1960	3,250	86,293	
1961	3,520	81,186	
1962	3,705	103,733	
1963**	4,012	109,924	37,047
1964	4,239	116,182	37,000
1965	5,381	167,473	44,502
1966	5,478	163,302	45,383
1967	6,001	178,882	52,412
1968	6,581	198,936	58,104
1969	8,058	243,517	75,964

*First year tabulations were made of total attendance.

**First year the total hours of instruction were tabulated.

Source: FBI Training Division Annual Reports.

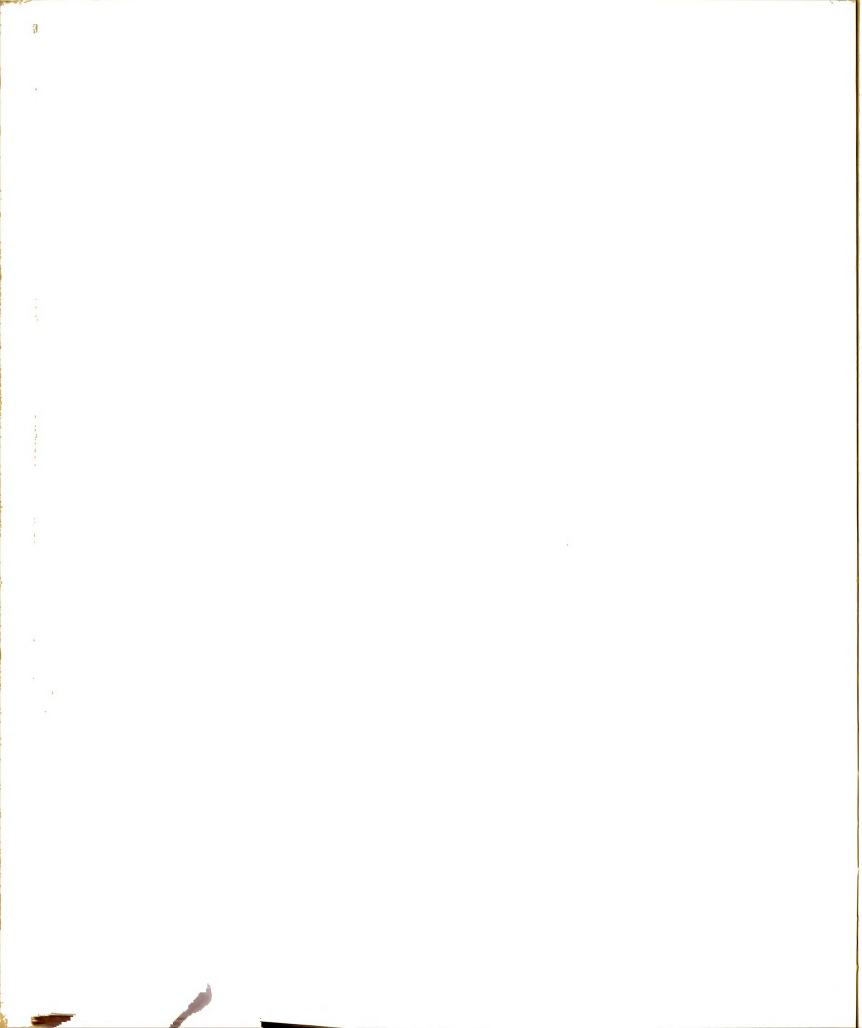


TABLE 2.--Specialized police schools conducted by FBI in United States during fiscal years 1950-1969.

Year	Auto Theft	Bank Robbery	Burglary	Detective	Crim. Invest.	Arrest	Sex Crimes	Juv. Delinq.	Traffic
1950	11		108		27	49		23	105
1951			33		21	29		3	72
1952			22	6	6	15		2	73
1953	2		19	5	10	4		2	40
1954				1		1		7	75
1955			4	4	25	13	13	15	45
1956	185		7	14	30	22	15	25	49
1957	46		22	12	25	11	11	10	24
1958	16	1	5	15	52	14	16	10	20
1959	18	4	16	24			8	10	22
1960	1		3	23	14	8	12	5	19
1961			42	19	18	9	15	6	16
1962	2	1	15	20	23		13	3	13
1963			20	21	30	14	67	6	5
1964	43	6	9	23	20	18	203	8	6
1965	39	4	10	15	20	14	95	4	10
1966	15	17	16	14	19	15	103	4	1
1967	34	5	16	27		30	57	2	2
1968	52	6	42	31		22	54		
1969	58	29	11	24	43	30	60	7	

Source: FBI Training Division Annual Reports.

TABLE 3.--Other specialized police schools conducted by FBI in United States during fiscal years 1950-1969.

Year	Supervisory	Command	Police Ad- ministration, & Management	Police Records & NCIC	Photography	Civil Rights	Defensive Tactics	Finger- Print	Firearms	Legal Matters	Mob and Riot Control
1950	6		28	8	24		126	165	676		
1951	19		32	3	13		50	74	591		
1952	10		24	2	15		96	59	412		
1953	9		24	4	9		72	52	549		
1954			3		20		45	45	516		
1955		2	9	2	19	2	82	75	484		
1956		9	24	13	21	460	134	78	634	4	
1957	2	37	29	2	18	87	129	114	659	20	
1958		24	58	8	47		99	121	592	6	
1959		12	44	7	42		80	96	628		
1960		13	57	6	28		111	102	834		
1961	1	11	50	11	26		83	131	1136		
1962		42	46	5	33		54	104	1209	257	
1963	43	87	43	5	41		89	123	1033	313	
1964	38	41	28	19	41		91	129	1301	160	
1965	14	45	15	18	32	43	141	135	1357	110	731
1966	18	66	53	21	30	15	130	127	1296	218	339
1967	28		178	50	40	7	201	172	1391	383	273
1968	29	40	148	76	37		131	194	1285	355	398
1969	52	50	212	114	54		146	232	1492	607	219

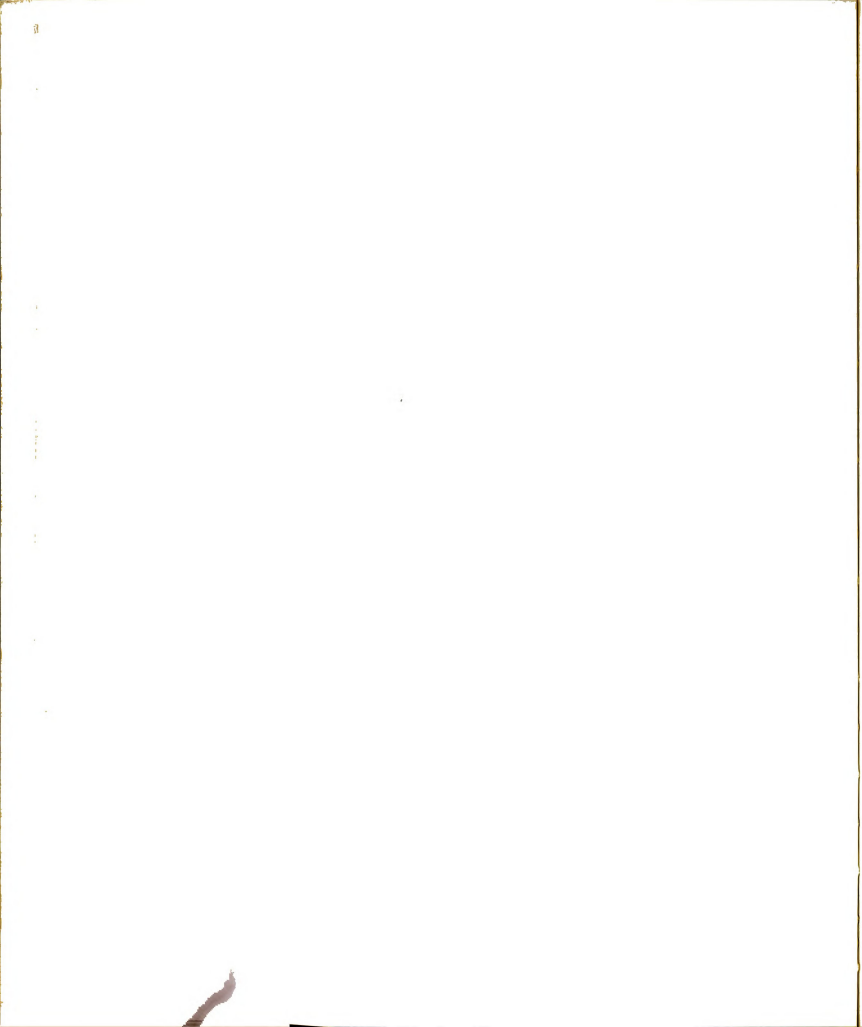
Source: FBI Training Division Annual Reports.



of the schools requested and conducted in the examples cited is apparent as given in Tables 2 and 3. As the FBI was able to train officers to bridge this gap in training needs fewer requests were received to perform this particular training task as can be noted in the case of traffic instruction. Instruction in traffic went from a high of 105 schools conducted for law enforcement in 1950 to as few as 2 schools in 1967, and none for the years 1968 and 1969.

Table 3 portrays some of the vocational specialties that have embraced and formulated an essential part of the law enforcement curriculum. As an example, firearms training has been an integral part of the police officer's professional training. Appropriate facilities are necessary to support a firearms training program. The FBI opened its first firearms range in December, 1940 which by 1951 had expanded to five ranges to accommodate the needs. By 1954 the present FBI firearms ranges had been constructed on the Marine Corps reservation at Quantico, Virginia. The new ranges consisted of a rifle range, pistol and machinegun ranges, electronic target ranges, and skeet fields.

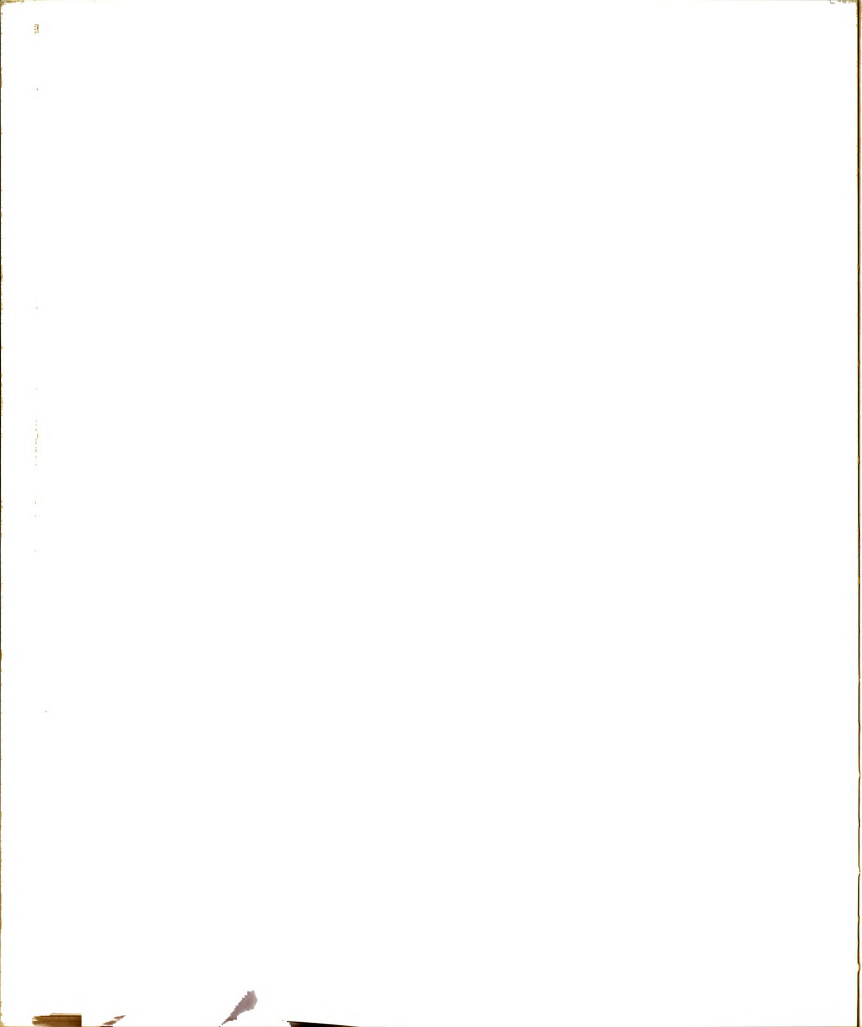
The firearms ranges were designed for maximum safety and efficiency at the insistence of the Bureau and have always operated under the close supervision of FBI firearms experts.



Financial Assistance for Training

Providing educational and training opportunities for all law enforcement agencies, regardless of size, disclosed one of the principal problems alluded to earlier in this chapter. The foremost problem encountered by many municipal, county, and state police organizations was an inability to provide financial assistance for their officers while pursuing this training in Washington, D. C. There was a reluctance on the part of appropriating bodies to include such an item in their budgets which in some cases might have been attributable to a lack of interest, in others, to political considerations, and in a number of cases to a program of curtailment in local finances. A correlative effect of this financial defect became visible at times when the best qualified representative of a department was financially unable to participate and benefit from the training.

As early as 1935, the FBI, upon the request of Mr. Leonard V. Harrison of the Rockefeller Foundation, furnished the Foundation suggestions which it believed should be given consideration if the Foundation was in a position to undertake and provide a grant for a law enforcement project at that time. One of the primary suggestions was to provide financial assistance to police officers for travel and living expenses while attending the FBI National Academy in that the cost of training and equipment was furnished on a cost-free basis. It should



be emphasized at this point that many police agencies could not accept invitations to attend the Academy because of the lack of funds.

During a meeting of the Advisory Committee on Police Training for the IACP, November 29, 1935, the Director suggested the possibility of the IACP Executive Committee contacting the Rockefeller Foundation for a grant to cover expenses for police officers attending the FBI Training School. On January 24, 1936, Mr. Hoover advised Mr. Leonard V. Harrison by letter that representatives of the IACP were interested in contacting him and others of the Foundation regarding the allotment of funds for police expenses attending the FBI Training School.

On February 5, 1936, Mr. Harrison replied by letter that:

. . . I have delayed in replying to your letter of January 24th for the reason that I had not had word as to the probable action that the Rockefeller Foundation would take in connection with my report on a possible Foundation program in the field of criminology. Yesterday I learned, to my great regret, that the Foundation expects to concentrate its attention upon fields of work already in hand, and will not launch upon a definite program in criminology, at least not in the near future.⁴⁹

He suggested the Spelman Fund of which Guy Moffett was the Director might be interested in such a venture in that the Spelman Fund had demonstrated an interest in

⁴⁹Letter to Mr. Hoover from Leonard V. Harrison dated February 5, 1936.

police training functions, especially those affiliated with Leagues of Municipalities.

On May 25, 1937, Mr. Hoover requested the support of the Spelman Fund in a letter to its Director, Mr. Guy Moffett. Mr. Hoover pointed out in his letter that the FBI has been able to make available the personnel, equipment, and resources of the FBI in regards to Police Training Schools and suggested that the Spelman Fund might be in a position to furnish financial support to this venture. Mr. Hoover continued that while training and equipment are furnished free of charge, the cost of transportation, board, room, laundry, and other incidental expenses had kept many deserving police agencies from benefiting by this type of training.

The following reply to Mr. Hoover's letter previously mentioned was received from Guy Moffett on June 12, 1937:

I have had the opportunity to discuss with my associates here the question raised in your letter of May 25 in regard to the possibility of providing travel and maintenance expenses for police officers designated to attend the National Police Academy. It is regretted that I must advise you that the Fund will not be in position at present to make funds available for this purpose.

The whole field of the administration of justice is an extremely important one and, in the past, we have made some exploration of the possibilities of developing a program in that field. However, the limitations upon our resources, in relation to the active program already projected, are such that we have felt it impracticable to extend our interest into this new area.



I hope that you may find other means of extending this opportunity for instruction to police officers.⁵⁰

Federal legislation finally provided funds necessary in resolving the financial dilemma that the Bureau encountered from the outset. Thus, a proposal made in 1935, outlining a major problem confronting police training was overcome thirty-three years later making the availability of training more realistic for many police agencies operating on limited budgets.⁵¹

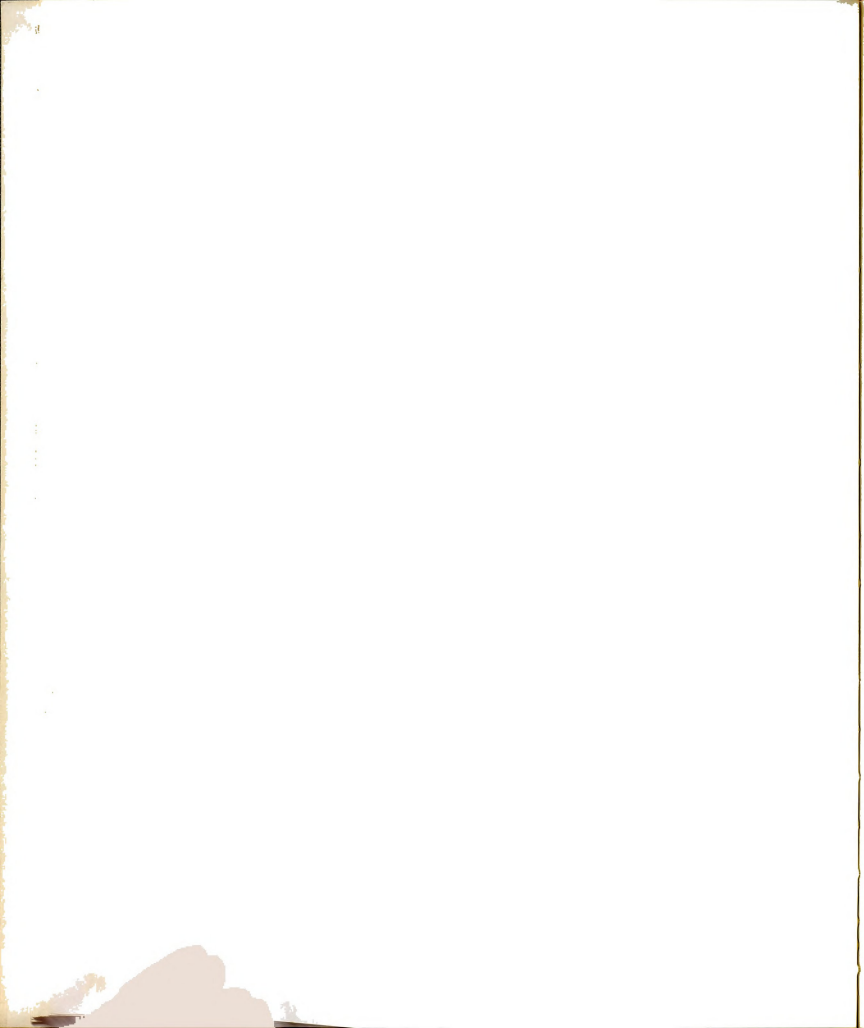
Specialized Training

The financial hardships in earlier years did not deter the FBI's commitment to law enforcement training in the United States.

The FBI continued to respond to requests and needs of law enforcement on the local and state levels. Specialized FBI police training schools were developed consistent with the needs of local law enforcement, as well as introduced to them when new Federal legislation was passed by Congress which ultimately affected local or state enforcement agencies. For example, in 1954, new training courses were designed to familiarize local authorities with various aspects of Civil Rights Laws when requested by police

⁵⁰Guy Moffett's letter to Mr. Hoover, June 12, 1937.

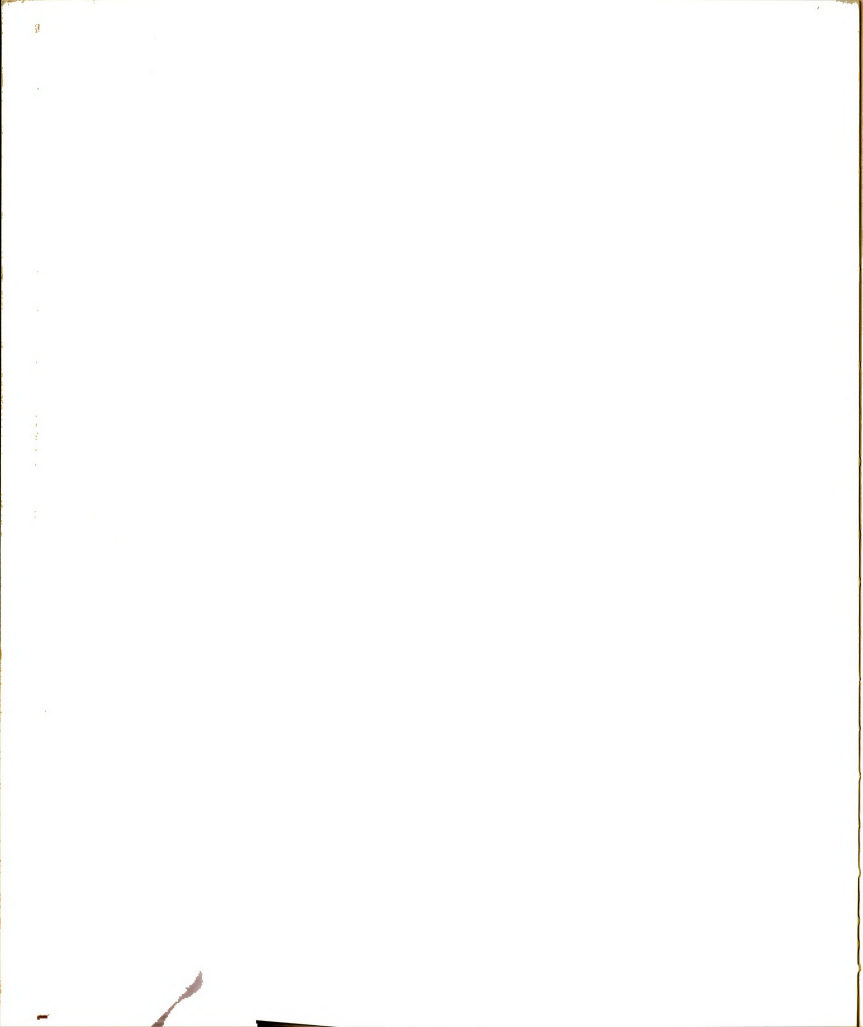
⁵¹Federal legislation made funds available in 1968 to resolve this dilemma. Details relating to this advent will be covered in Chapter IV.



officials. Also, in 1964 the President directed the FBI to make riot control training available to all police departments in the United States.

Specialized schools were developed at the command, supervisory, and patrolman levels depending on local and/or national needs. The command level schools were designed to meet the needs of police executives at the Chief, Deputy Chief, and Captain levels. The supervisory level was geared toward the Lieutenant and Sergeants. As an illustration, there has been a necessity for the development and presentation of specific courses of instruction for law enforcement in such matters as auto theft, arrest matters, burglary, major case investigations, sex crimes investigations, traffic, and other pertinent areas. More sophisticated types of criminal activity have emerged within the total context of our highly mobile society prompting a departure from traditional aspects of enforcement practices. Thus, the progressive police executive has been motivated to seek specialized training for his men as a means of better preparing them to cope with and better understand the intricacies of increased criminal activity and preventive enforcement procedures. This training is extremely helpful and vital to the officer in dealing with the complexities of our twentieth century social milieu in which the police find themselves.

Of significance were the increased requests from law enforcement for specialized instruction in civil rights



matters and legal matters during fiscal years 1955 through 1957. Again in the 1960's the FBI conducted substantially more legal schools than in previous years. This would tend to suggest the responsiveness on the part of law enforcement officials in carrying out the dictates of legislative action and United States Supreme Court decisions.

The following specialized courses of instruction have been conducted by FBI instructors for local, county, and state law enforcement agencies:

Police Organization, Administration
and Management

Police Administration
Major Police Problems
Police Management
Public Relations
Supervision
Command

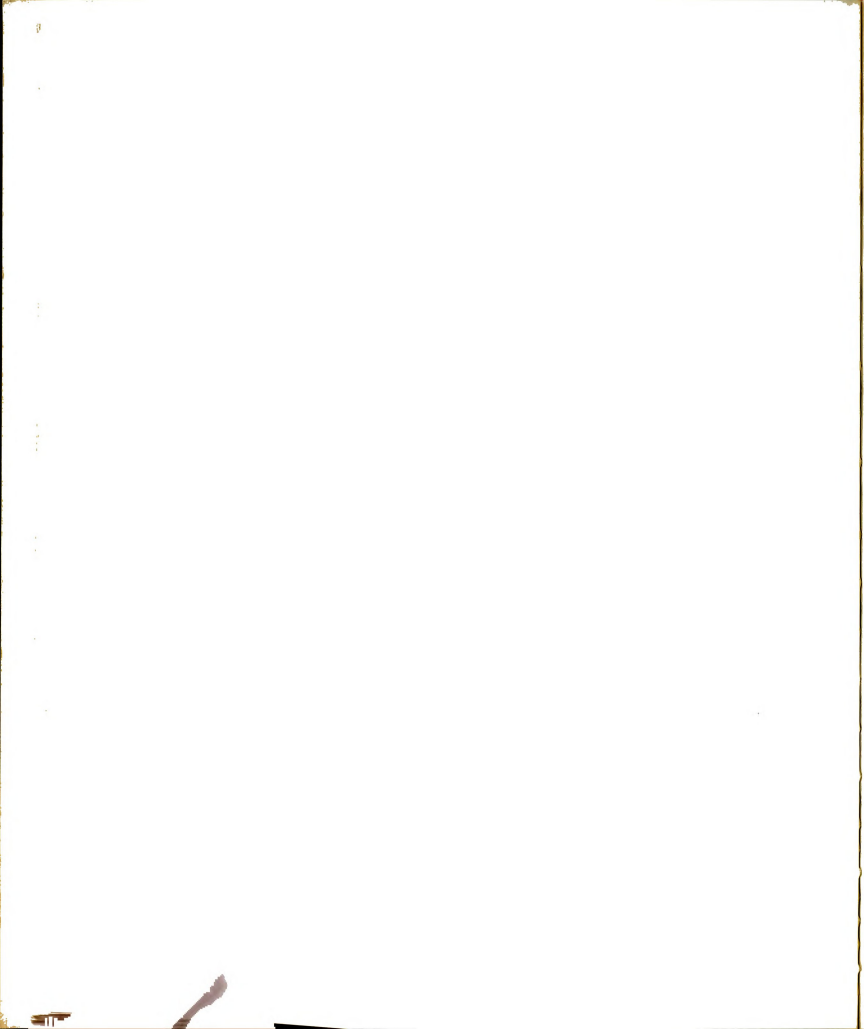
Police Records and Related Matters

Records and Report Writing
Uniform Crime Reporting
National Crime Information Center
Photography

Investigative Schools

Arson
Auto Theft
Bank Robbery
Burglary
Crime Scene

Homicide
Major Case
Detective
Criminal (Investigative techniques)
Interview and Interrogation



Arrest
 Road Blocks
 Sex Crimes
 Juvenile Delinquency
 Traffic

Patrol
 Security
 Identification
 Practical Problems

Miscellaneous Specialities

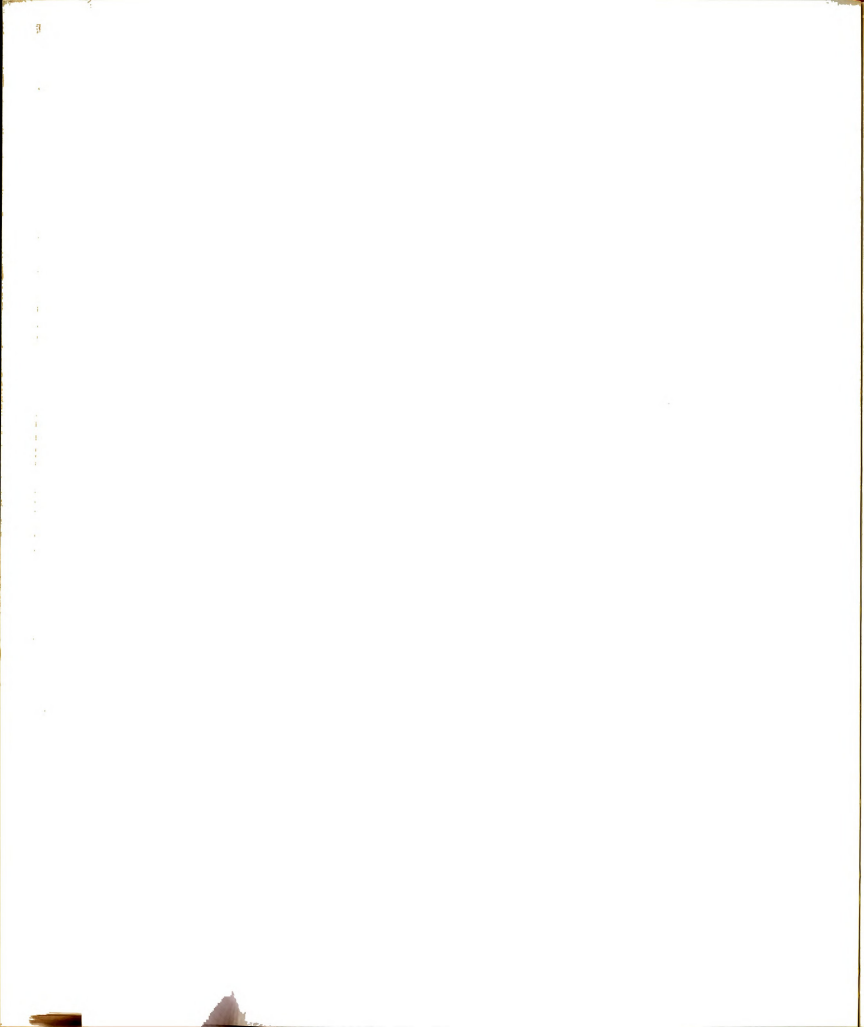
Civil Rights
 Defensive Tactics
 Fingerprint
 Firearms
 Laboratory

Legal Matters
 Mob and Riot Control
 Auxiliary Police
 Emergency Disasters
 Civilian Defense
 Police-Community Relations

The FBI has assiduously worked at providing leadership to law enforcement in the field of police training. The purpose has been to stimulate interest, harmonize divergent views, and provide uniformity of training. The Bureau has sought to provide the type of training that was needed by each law enforcement agency always realizing that the needs of various departments and sheriff's offices may and do differ. Because of the visits which Special Agents regularly make to police agencies and other public officials in all parts of the country, it is in an especially advantageous position to determine on a day-to-day basis the training needs of practically all police agencies in the nation. Law enforcement conferences have provided

additional opportunities to acquaint law enforcement officials with Bureau facilities and capabilities, as well as to seek current training needs capable of meeting constantly changing police problems.

It might be recalled that police training schools offered by the FBI regardless of the location were for regularly constituted law enforcement officers only. It has been the practice to restrict attendance at closed sessions of police schools to authorized law enforcement officers. Primarily, the purpose of police schools was to train officers to better fulfill their investigatory and administrative responsibilities within the department and community they served. To accomplish this objective, it was necessary to discuss such restricted matters as investigative techniques. It has been found that officers attending police schools tended to discuss experiences they have had more openly, though possibly embarrassing at times, if no outsiders were present. There are exceptions to this restricted attendance practice. Since 1953, the FBI has annually conducted special conferences throughout the country on topics of national interest. Every field office of the FBI participated on a regional basis. The purpose of such conferences has been to assist in coordinating law enforcement and related activities. The FBI organized the conferences, called the meetings, arranged the programs, and conducted the conferences with the



assistance of participating local, county, and state enforcement agencies. Conferences on such topics as bank robbery have been open to banking and financial institutions who were confronted with this national problem. That is to say, law enforcement officials and local businessmen gathered together to effect a better understanding of each others problems and explore ways of effectively combating these costly menaces to the citizenry. Table 4 illustrates the different subject matter presented at these annual conferences, as well as the number of participants and agencies represented in a given year. For the sake of uniformity, Table 4 contains a complete listing of all conferences conducted by the FBI from 1953 to 1968.

Summary

About thirty years ago there existed a degree of skepticism about the value of formal training among the ranks of law enforcement in this country. Graduates of the FBI National Academy helped provide the impetus to the police training movement which was necessary in persuading many of the skeptics of the need for thorough training. Since 1935 the FBI National Academy has become the "West Point of Law Enforcement" for police officers.

It was former Attorney General James P. McGranery sharing his views of training with the graduating class of

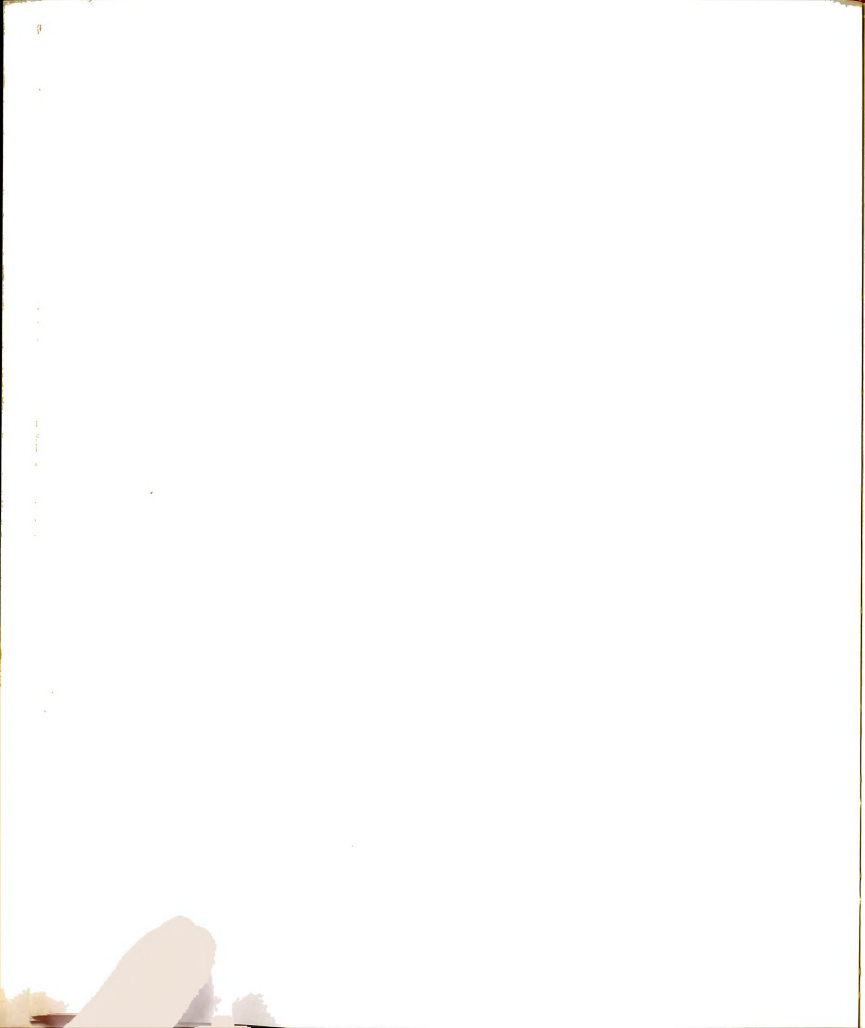


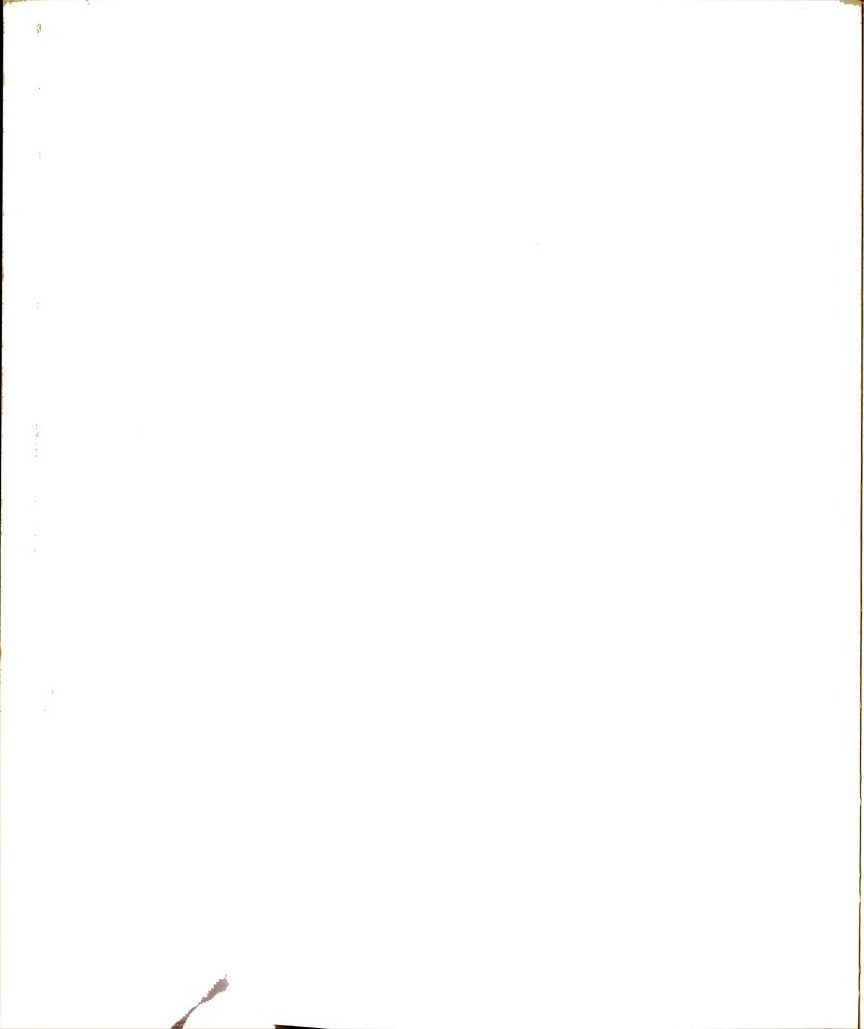
TABLE 4.--Special FBI law enforcement conferences conducted annually in the United States.

Year	No. of Conferences	No. of Persons in Attendance	No. of Agencies Represented	Subject Matter Discussed
1953	133	8,702	4,159	Theft from Interstate Shipments
1954	144	10,142	5,570	Interstate Transportation of Stolen Property
1955	178	16,909	8,652*	Bank Robbery
1956	178	13,530	4,616	Auto Theft
1957	179	13,370	4,993	Law Enforcement and Fleeing Felon Matters
1958 (1)	186	14,968	6,405	Interstate Transportation of Stolen Property
(2)**	176	8,112	3,687	Bombings and Threats of Bombing
1959	162	7,515	3,790	Organized Crime
1960	197	13,036	5,014	Interstate Transportation of Stolen Motor Vehicles
1961	215	20,470	9,856*	Bank Robbery and Incidental Crimes
1962	198	13,694	5,761	Major Criminal Violations
1963	258	26,964	11,077*	Bank Robbery and Incidental Crimes
1964	228	20,184	6,406	Fleeing Felon and Civil Rights Acts of 1964
1965	227	18,456	5,846	Responsibilities of Law Enforcement in 1965
1966	245	20,165	6,132	The Law Enforcement Image
1967	275	21,695	6,780	National Crime Information Center & Legal Decisions Affecting Law Enforcement
1968	282	29,265	12,210*	Bank Robbery and Incidental Crimes

*Includes banking and savings and loan representatives in addition to law enforcement personnel in the total listed.

**Represents two independent conferences held in 1958.

Source: FBI Training Division Annual Reports.



the 50th session of the FBI National Academy who remarked:

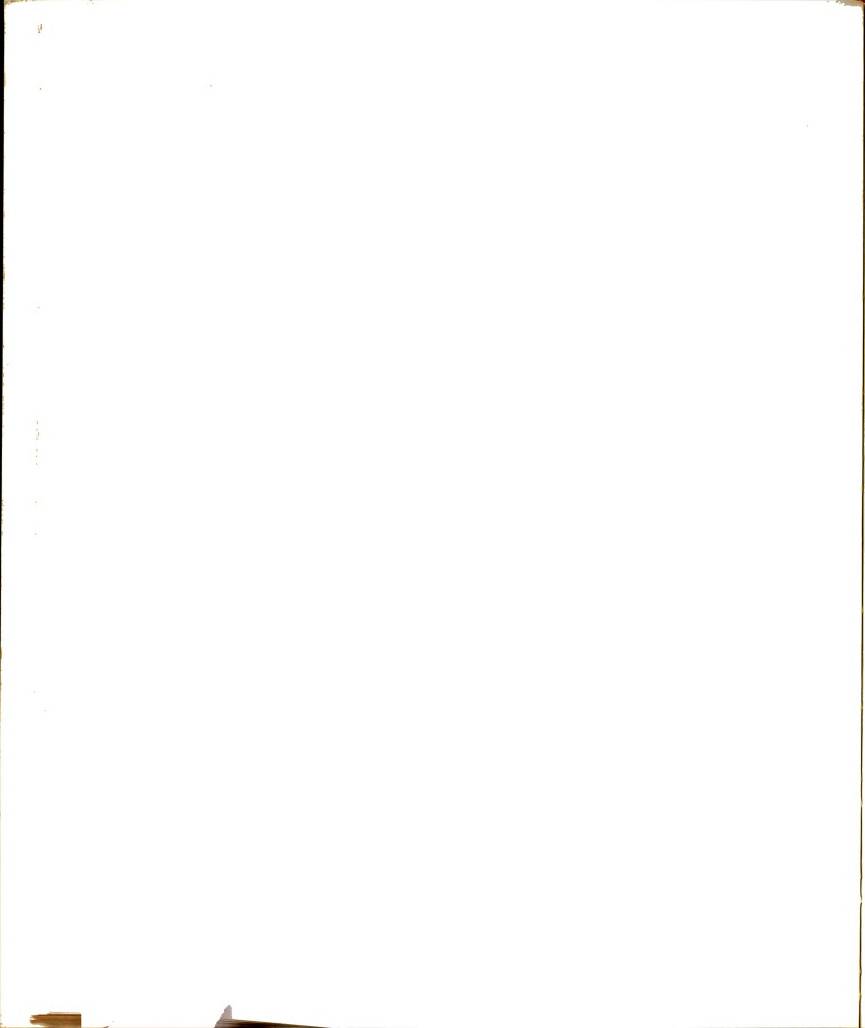
There is no substitute in the profession of law enforcement for proper training. Zeal alone cannot compensate for a lack of detailed and scientific knowledge. The compilation of forces in our society move too rapidly for one not adequately fitted to cope with them. The professionalism of organized crime must be met by the profession of law enforcement.⁵²

Training and education has assumed an ever-increasing and consequential role in providing law enforcement with the tools and skills needed to facilitate personal and professional growth. Today, the need for police training and education is accepted by all segments of law enforcement.

This chapter began by emphasizing the inadequacies of police training and education in the United States prior to the birth of the FBI National Academy in 1935. Virtually, only a handful of police agencies offered any formal training for their personnel at this time. J. Edgar Hoover personally championed the cause of police training and educational opportunity for law enforcement in the United States.

Implementation of the Academy program for the expressed purpose of training a professional corps of career officers as police instructors, administrators, and

⁵²James P. McGranery, An Address before the 50th Commencement Exercises, FBI National Academy, Washington, D. C., November 14, 1952.



executives for local departments acted as the catalyst needed to spread the opportunity and availability of training throughout the nation. The Academy has truly become the "West Point of Law Enforcement" to the police profession.

Trained FBI instructors joined hands with Academy graduates, educators, and public officials to offer training upon request to municipal, county, and state law enforcement agencies regardless of size or geographical location.

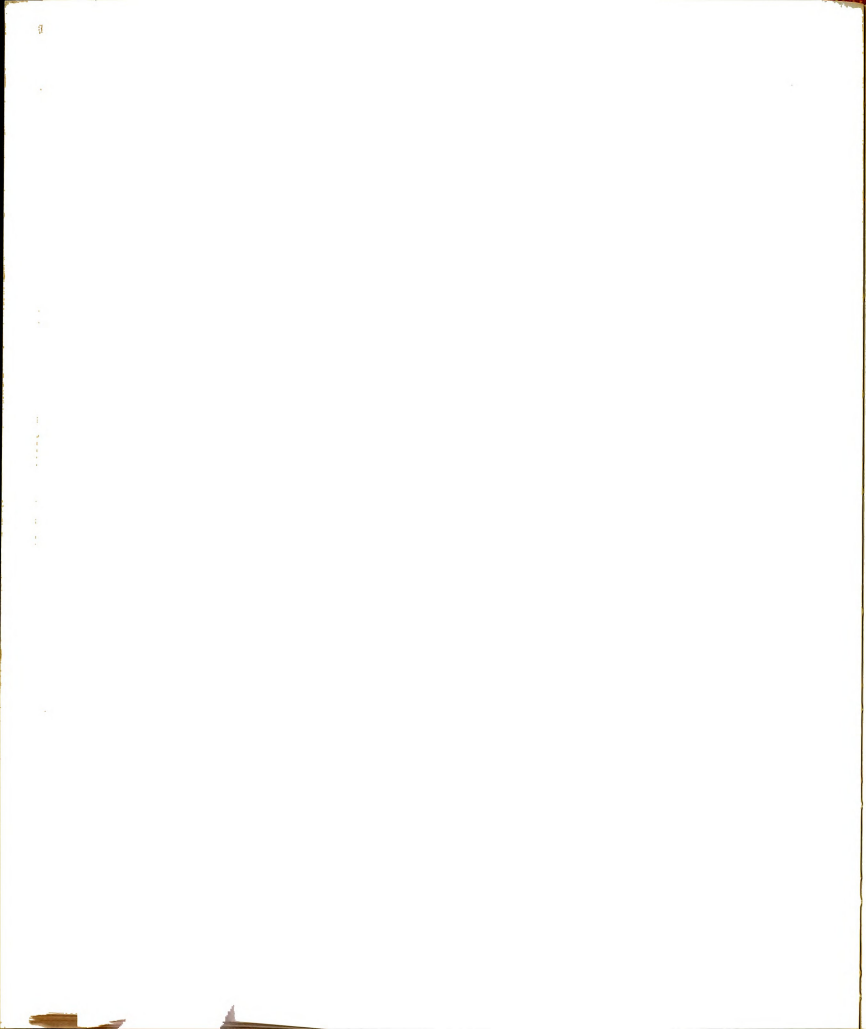
By the middle of the twentieth century police training in some form had reached many of the more remote communities in the country. It was no longer the exception but the rule of orderly and progressive law enforcement to offer training and educational programs to the neophyte officer. Specialized courses, conferences, and police seminars at institutions of higher learning were being conducted with regularity for the purpose of meeting the needs and interests of law enforcement.

The continuous improvement and sophistication of instructional programs afforded law enforcement personnel on all levels has been a major contributing factor for increased efficiency and elevation of standards among many police agencies across the nation. The FBI National Academy has been seen by many as the motivating force that has given nurturement and encouragement to the graduate



interested in climbing the academic ladder upon return to his community. Many Academy graduates have returned to their respective communities and pursued undergraduate and graduate degrees.

Educational programs supported and financed by the Federal Government have made a substantial impact. These programs have been a contributing factor in encouraging continuing education on the part of law enforcement officers.



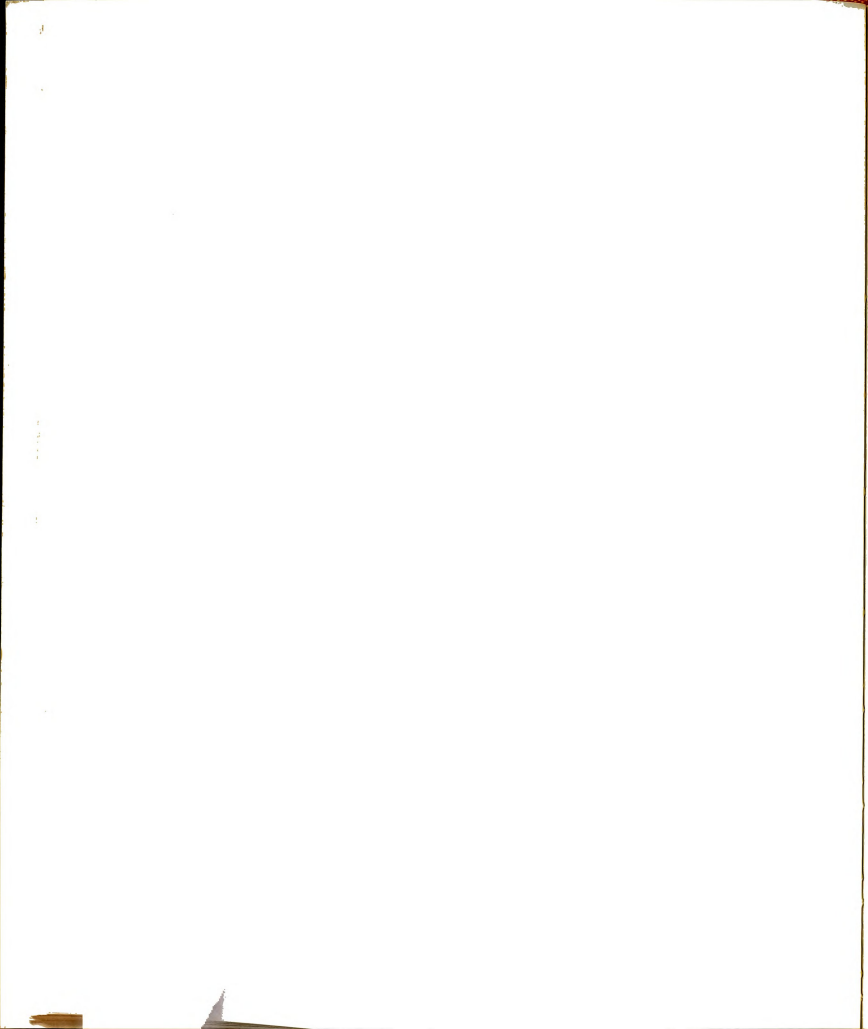
CHAPTER IV

EXPANSION AND NEW PRIORITIES

(1965-1970)

In a message to Congress on March 8, 1965, President Lyndon B. Johnson emphasized the need for efficiency in law enforcement and the administration of justice.⁵³ He perceived the Federal Government's role as providing additional training and technical assistance to state and local law enforcement agencies as a means of lessening this complex problem. Congress reacted favorably to the President's appeal by appropriating funds for the expansion of FBI training facilities. The President requested that the FBI accelerate the training services it provided to state and local law enforcement agencies throughout the United States through the facilities of the FBI National Academy. This necessitated an expansion of existing FBI training facilities located on the Marine Corps School's Base, Quantico, Virginia. Eighty acres of land located

⁵³Federal Bureau of Investigation, "FBI Training Programs," FBI Law Enforcement Bulletin, XXXVII, No. 5 (May, 1968), 9.



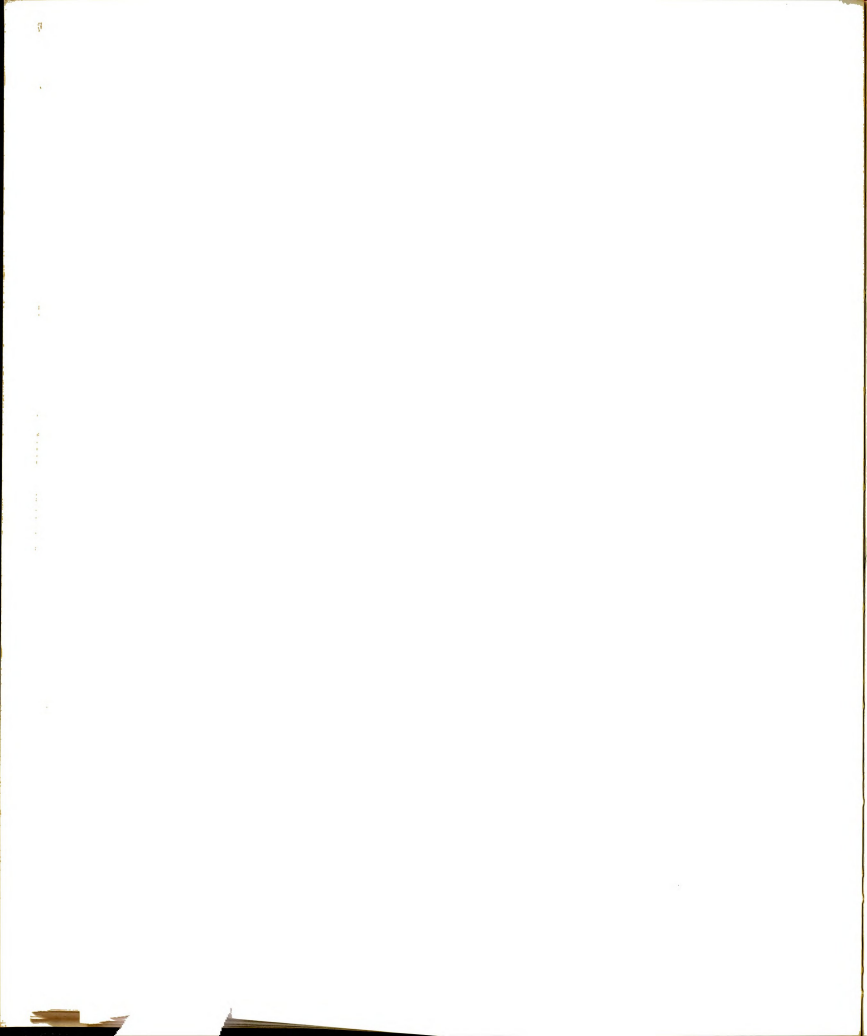
just south of the present FBI firearms ranges was made available for the construction site of the new Academy.

Thus, in May, 1965 the Attorney General of the United States announced that the proposed expansion of training facilities conceived by the FBI and approved by the President and Congress would make it possible to provide training for additional law enforcement officers. The expanded training facilities would accommodate a total of 1,200 qualified law enforcement officers each year as compared with the 200 officers who now annually attend the Academy. Further, two- to three-week specialized training courses could be offered to as many as 1,000 officers each year.

The FBI Academy Today

The FBI National Academy has received nationwide recognition as the foremost training school for professional law enforcement officers in the United States since its inception in 1935. Appointments are offered only to those career members of law enforcement agencies who show promise and potential of asserting a strong, positive influence in the future in positions of leadership in police training and management.

Graduates of the Academy have achieved an impressive record. They represent the nucleus of strength among law enforcement agencies in every state of the Union. Since 1935, a total of 5,635 officers have completed the



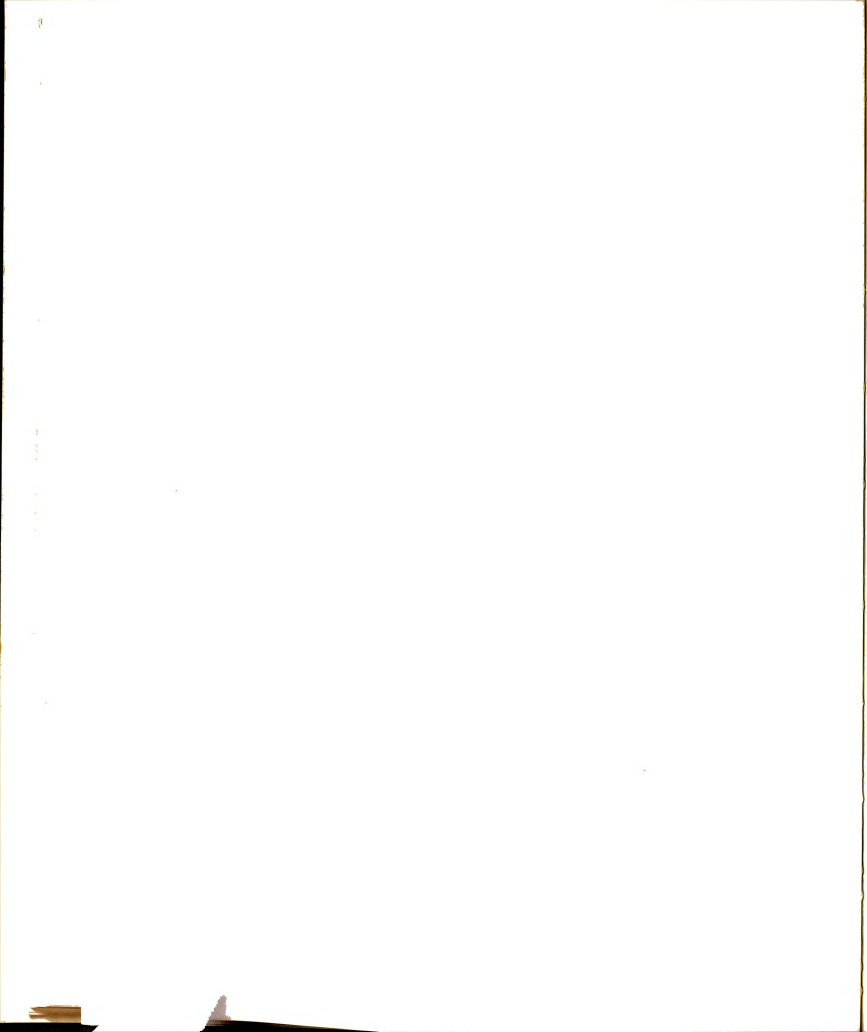
tuition-free course offered by the FBI. Nearly 28 per cent of the graduates who are presently engaged in law enforcement occupy top executive positions in their respective agencies.⁵⁴ As of 1970, the Academy has 175 graduates from a total of 40 different foreign countries. These men have been of valuable assistance on many occasions.

The FBI National Academy utilizes the same facilities as those used in the training and retraining programs which the FBI affords its own investigative staff. The FBI Academy at Quantico is the focal point for instruction in firearms, mob and riot control problems, and other matters involving practical application of special law enforcement skills.

Special Agent Training

Today, the responsibility for training new Special Agents of the FBI is of paramount importance to the Bureau. A rigorous fourteen-week course was developed to qualify new Agents in the investigation of various criminal, security, applicant, and civil cases within the investigative jurisdiction of the FBI. At the completion of their training these Agents will be called upon to handle a variety of investigative matters including the location of fugitives wanted by state authorities and the

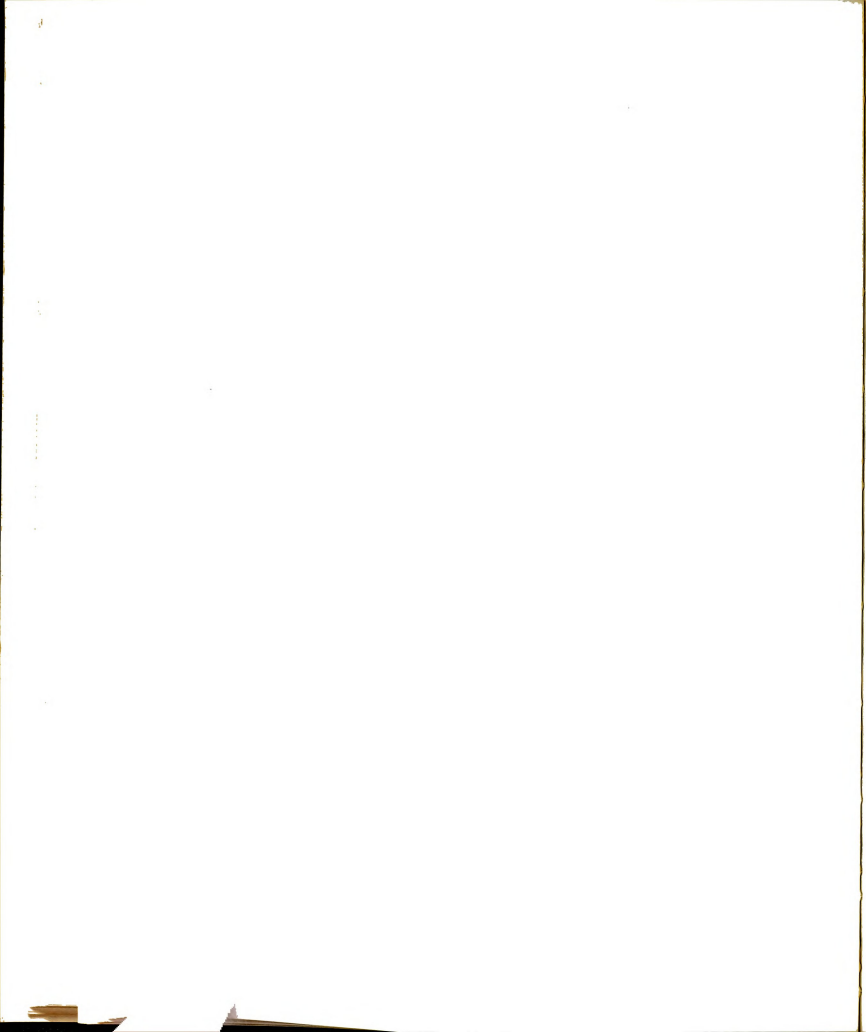
⁵⁴Inspector James V. Cotter, FBI National Academy, Washington, D. C., Personal interview, March 12, 1970.



investigation of subversive individuals and organizations. Classes are held at Bureau headquarters in Washington, D. C. and at the FBI Academy at Quantico, Virginia.

The training initially provides the new Agents with a history of the overall general operations of the FBI. This is followed by a unit of study comprised of legal subjects such as Evidence, the Law of Search and Seizure, Criminal Law, Arrests, and Federal Criminal Procedure. The new Agents are then grounded in law enforcement basics as Investigative Techniques, Interviews, Report Writing, and Crime Scene Searches.

Firearms training with the pistol, rifle, sub-machine gun, shotgun, and other specialized weapons such as the gas gun is provided during the fourteen weeks. The new Agents are given training in defensive tactics to enable them to protect themselves without the use of a weapon. Units of training in field office administration and communications, as well as laboratory matters, which include the most modern scientific instruments used to combat crime and subversion, are included in the curriculum. Several weeks are devoted to the study of substantive violations, including the individual elements of the statutes along with policy and procedure for handling the investigations. Each new Agent is taught to classify fingerprints, also to develop, photograph, and lift latent fingerprints. In addition, each new Agent is required to



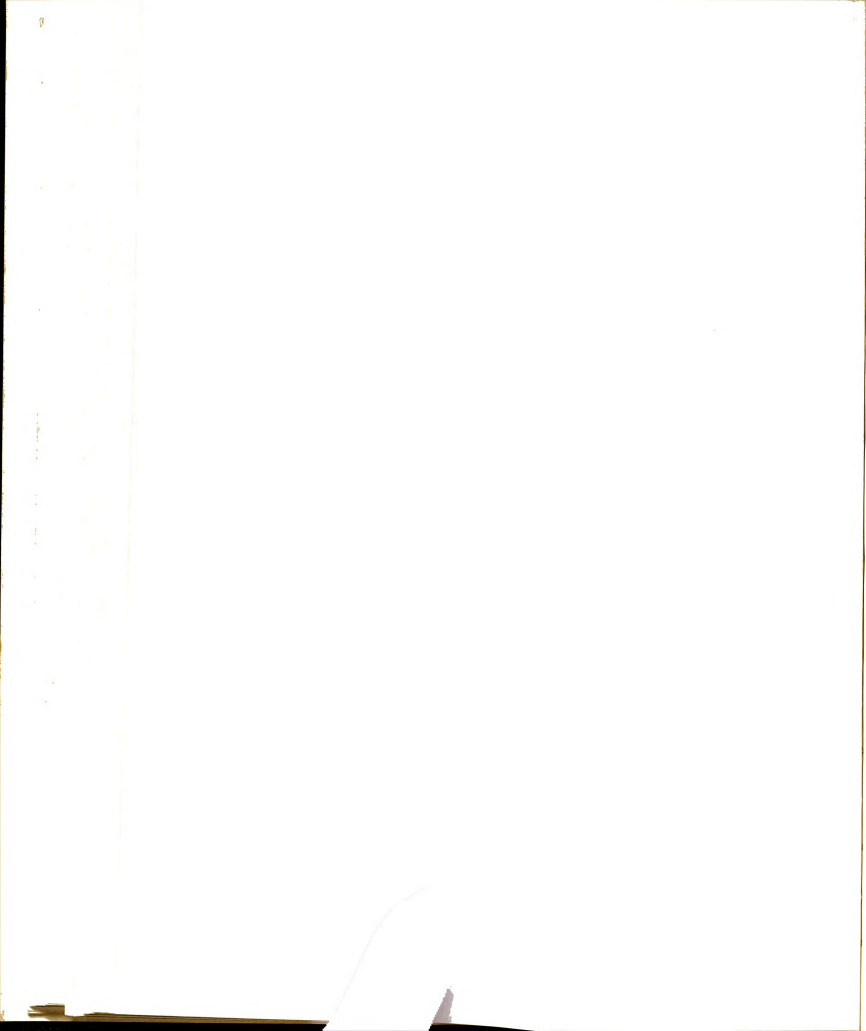
participate in and work out a series of practical problems covering interviews and investigative techniques. They must be thoroughly knowledgeable in such areas as Interstate Thefts, Fleeing Felons, Selective Service Matters, Applicant Matters, Civil Rights, and a host of violations indigenous to the FBI alone.

The present facilities are taxed to the maximum in view of the growth of the FBI National Academy and Special Agent training programs. These and other considerations prompted the President to seek Congressional assistance in providing for an expansion of the Academy and law enforcement training.

As a result of the confidence the President and Congress placed in the FBI when providing for the expanded training facilities, an immediate study was implemented. Mr. Hoover requested a systematic and scientific study be conducted to determine the future path training and education in the FBI would take.

The FBI Training Division has been directly responsible for the overall administration and coordination of all FBI training. Thus, Joseph J. Casper, Assistant Director in Charge of the Training Division and his staff was designated to spearhead this study.

One of the first areas identified as requiring immediate attention was the need for specialized training in police supervision and management. This phase of the



study was to result in the development of modernized concepts and techniques in management procedures and human relations for law enforcement. These and other forms of specialized training will be more completely explored later in this chapter.

Growth of FBI Training Facilities

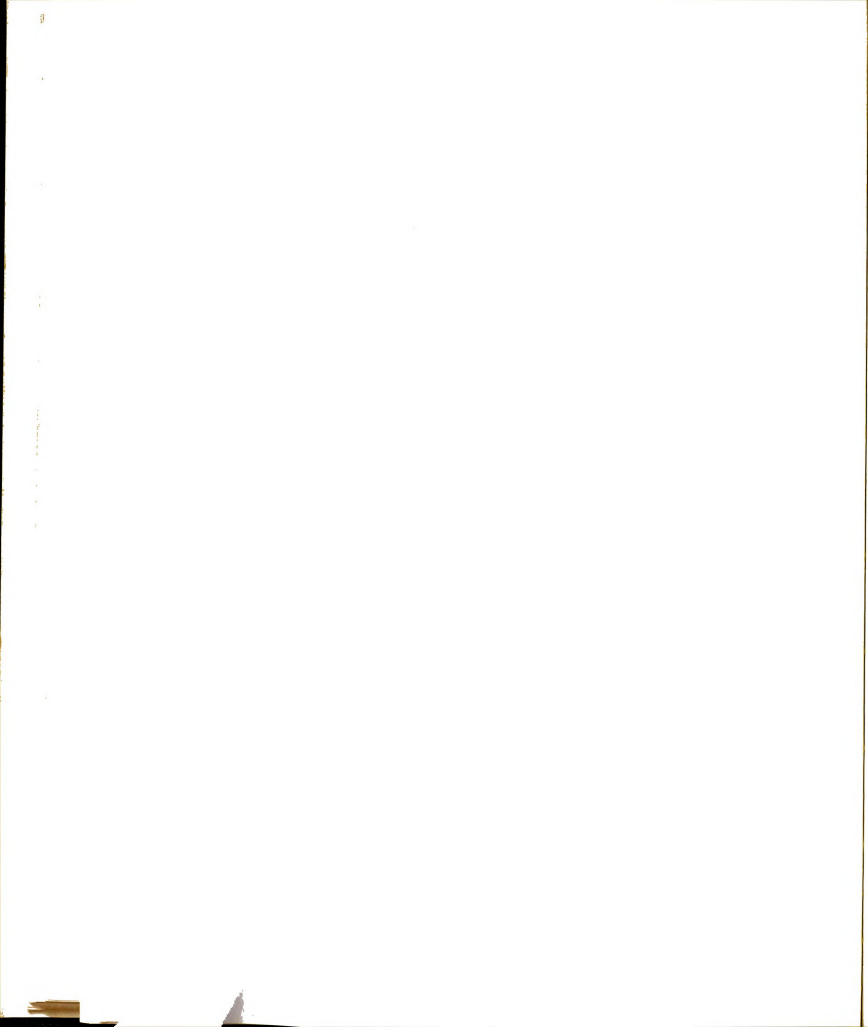
The present Academy building was constructed in 1940. Several additions have been made over the years and now provides 37,346 square feet of space for classrooms, dining facilities, and dormitory space. An essential phase of the study addressed itself to a new structure to house an expanded FBI Academy program.

There were slightly over 900 Special Agents in the FBI when the original FBI Academy building was constructed in 1940 as contrasted with approximately 7,000 Special Agents today.⁵⁵

During fiscal year 1969 the FBI trained 766 new Special Agents. The Bureau contemplates training 550 to 600 new Special Agents per year, as well as conducting in-service training for approximately 1,200 other experienced Special Agents.⁵⁶

⁵⁵William M. Mooney, Chief, Planning and Research Unit, FBI Training Division, Washington, D. C., personal interview, September 11, 1969.

⁵⁶Assistant Director Joseph J. Casper, FBI, Washington, D. C., personal interview, March 12, 1970.

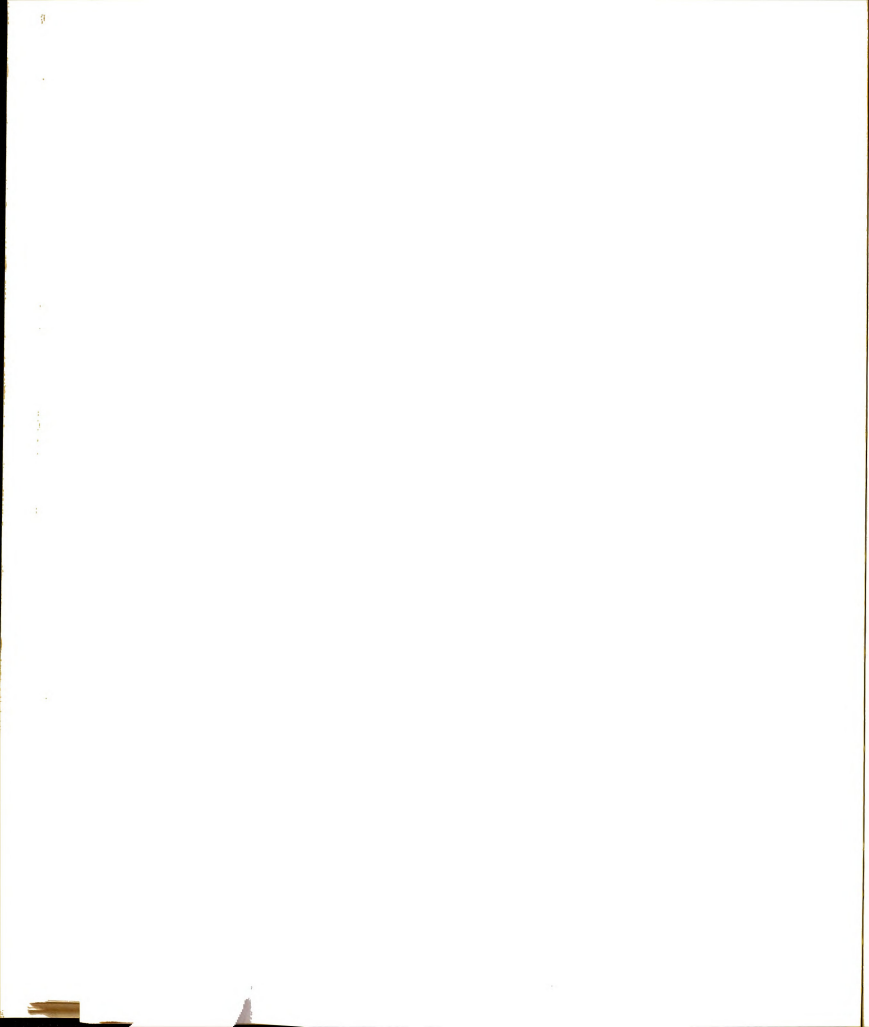


At the outset, there were only one-half as many police officers accepted annually to attend the Academy as are accepted today. Currently as many as eight officers are assigned to rooms designed to accommodate four in an effort to meet these needs. The FBI has thus far been able to handle its regular Special Agents' training programs at Quantico. Further, the Bureau has also been able to conduct two FBI National Academy Sessions each year for approximately 200 police officers.

There are an estimated 400,000 police employees in the United States. The impact made by graduating 200 men from the FBI National Academy each year is naturally extremely limited. The FBI proposed, and the President approved, an expansion in this training which would increase sixfold (from 200 to 1,200) the number of qualified officers who could attend the FBI National Academy each year.

Local law enforcement is this country's first line of defense in its effort to control crime since the crime dilemma has its roots and draws its vitality at the local community level. The war against crime must be won at the local level. An effective training program can do much to bolster the law enforcement effort.

Construction of new FBI training facilities at Quantico would accommodate a long felt need of providing greater training opportunities and experiences for law enforcement, as well as for its own personnel.



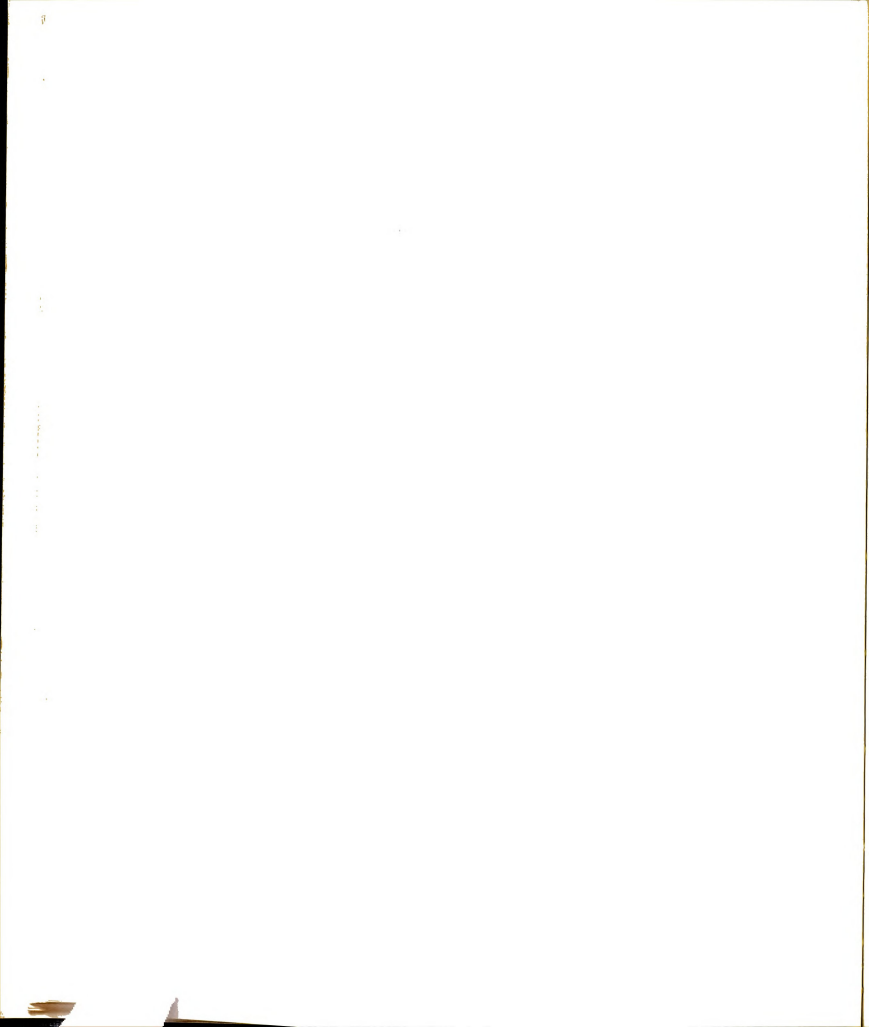
Federal Legislation

Federal legislation and funding have revitalized and facilitated training and educational opportunities for law enforcement. Pertinent legislation was acknowledged when the President signed the Omnibus Crime Control and Safe Streets Act of 1968 on June 19, 1968. This Act authorized the FBI to greatly expand its police training programs in two main areas. Funding was provided for implementation in these areas on August 30, 1968.⁵⁷

The first area authorized an expansion in the number of police officers being trained at the FBI National Academy from 200 to 2,000 a year (a tenfold increase), and to provide shorter, specialized courses of training for 1,000 other officers each year. Such expansion will become a reality only when the new Academy facilities at Quantico, Virginia, are completed. The new law made provision for the payment of the travel and subsistence costs for the officers attending FBI National Academy courses of training.

Secondly, the new Omnibus Crime Act authorized the FBI to greatly increase the number of local and zone training schools for state and local law enforcement personnel as requested by these authorities. Selected Special Agent personnel must receive intensive, in-depth training in order to meet this obligation.

⁵⁷William M. Mooney, personal interview.

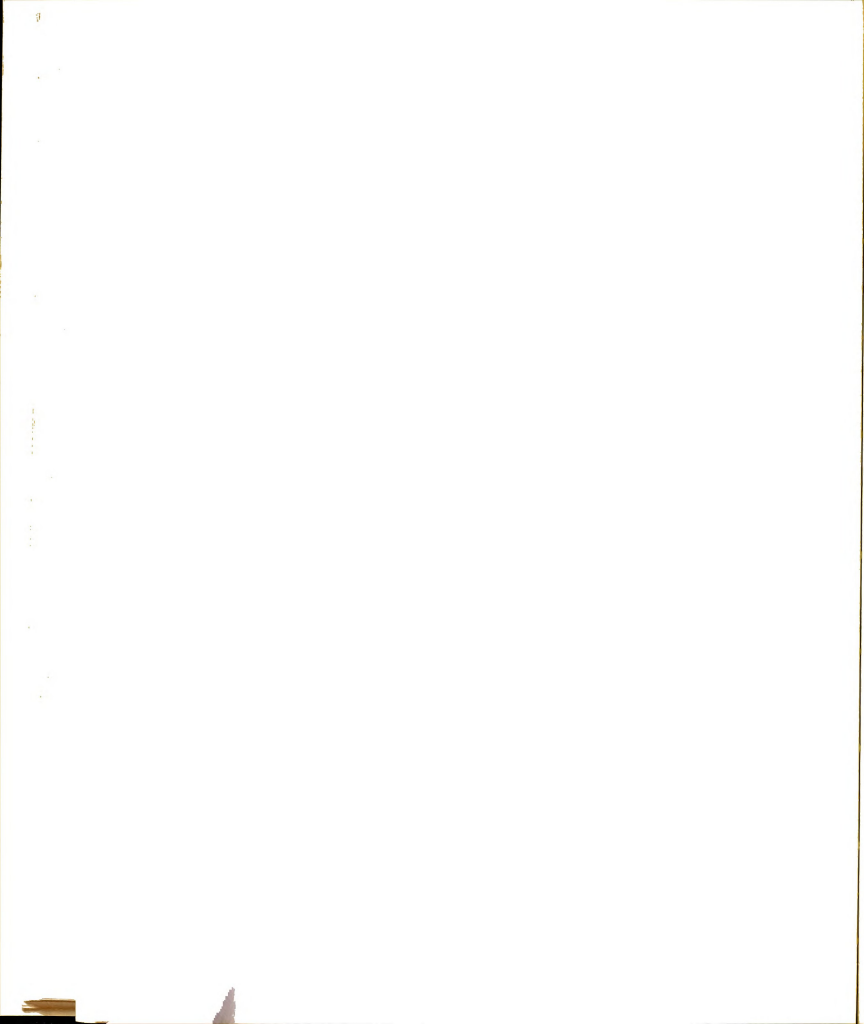


Specifically, Title I, Section 404 of the Act authorized the FBI, under the authority of the Attorney General to: (1) establish and conduct training programs at the FBI National Academy, Quantico, Virginia, to provide, at the request of a State or unit of local government, training for State and local law enforcement personnel; (2) develop new or improved approaches, techniques, systems, equipment and devices to improve and strengthen law enforcement; and (3) assist in conducting local and regional training programs for state and local law enforcement personnel, when requested to do so by state or units of local government.

In addition, this Act provided educational aid to law enforcement officers and students contemplating law enforcement careers. The educational aid was in the form of grants and loans for eligible law enforcement officers pursuing law enforcement related courses. Loans of up to \$1,800.00 per academic year could be given to full-time students employed by a law enforcement agency or a student preparing to enter law enforcement.

New Priorities in Police Training Programs

The passage and enactment of the Omnibus Crime Control and Safe Streets Act of 1968 imposed specific responsibilities on the FBI in the area of law enforcement training. Appropriate planning and implementation of new

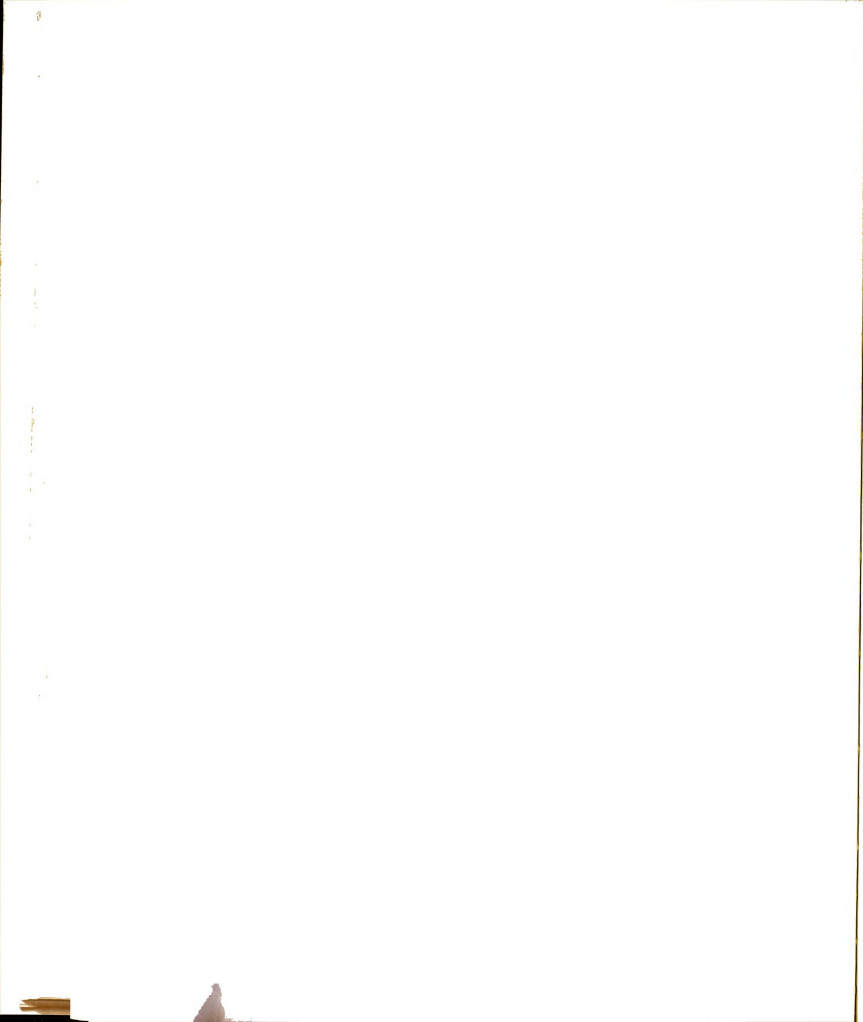


ideas and approaches to police training were made feasible with additional funding.

Local Law Enforcement
Training Schools

The FBI has offered and provided training assistance to local law enforcement for many years. During the calendar year 1969, in response to requests from municipal, county, and state law enforcement agencies, the FBI cooperated in providing instruction in a record 8,058 local police training schools throughout the country which were attended by 243,517 officers (see Table 1, page 70).

In keeping with the provisions of the new crime law and because of the additional funds and personnel made available under the law, the FBI participated, in response to requests, in a greatly increased number of police training schools throughout the country. The funds made available under the new law have enabled the Bureau to increase its training staff during the current fiscal year and to equip it with the needed instructional support. The FBI is also utilizing the services of experts in other fields to assure that assistance in any phase of police training is the best available. Along this same line, some of the institutes, seminars, and workshops are co-sponsored by cooperating colleges and institutions also interested in perfecting the skills of the law enforcement officer.

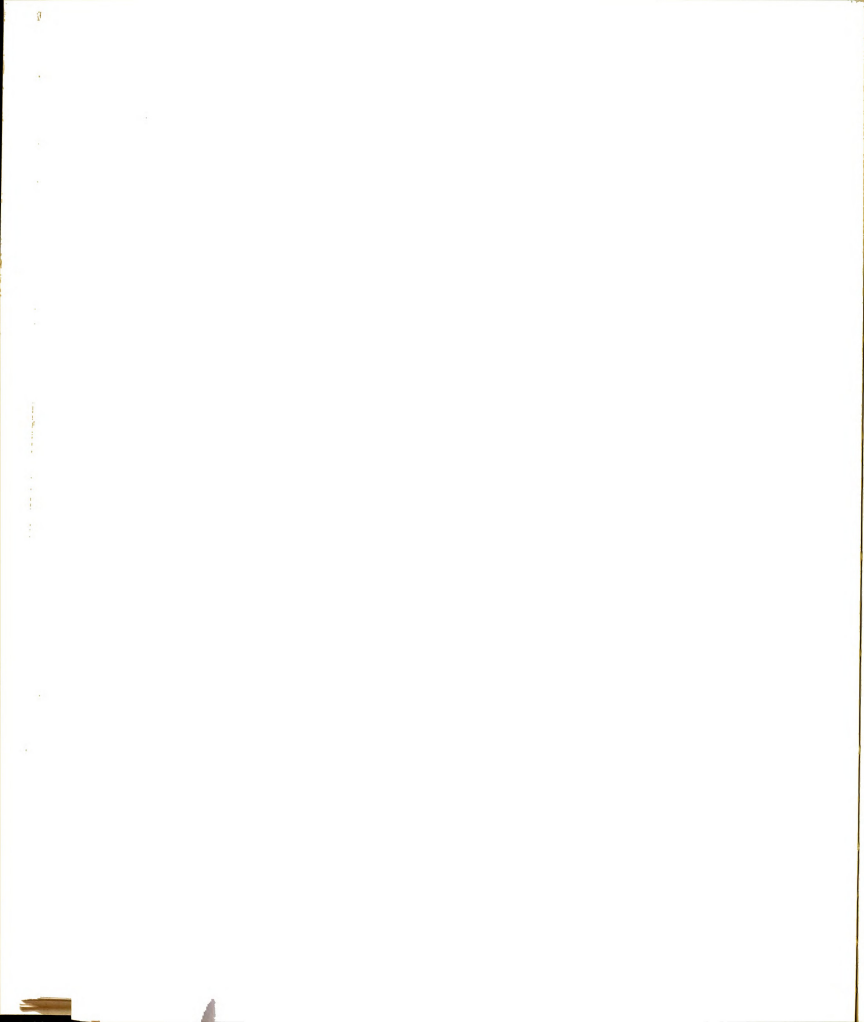


Training of FBI Instructors
Increased

Increased federal legislation and funding have provided the necessary impetus needed in planning and introducing advanced courses for middle management and supervisory personnel. Efforts to elevate the standards and status of law enforcement has generated a critical need for advanced training of police administrators at all levels.

In 1966 selected FBI personnel received specialized instructor's training on police management. This training equipped representatives of FBI field offices throughout the country with the capabilities of providing instruction on topical matters of interest to local law enforcement administrators.

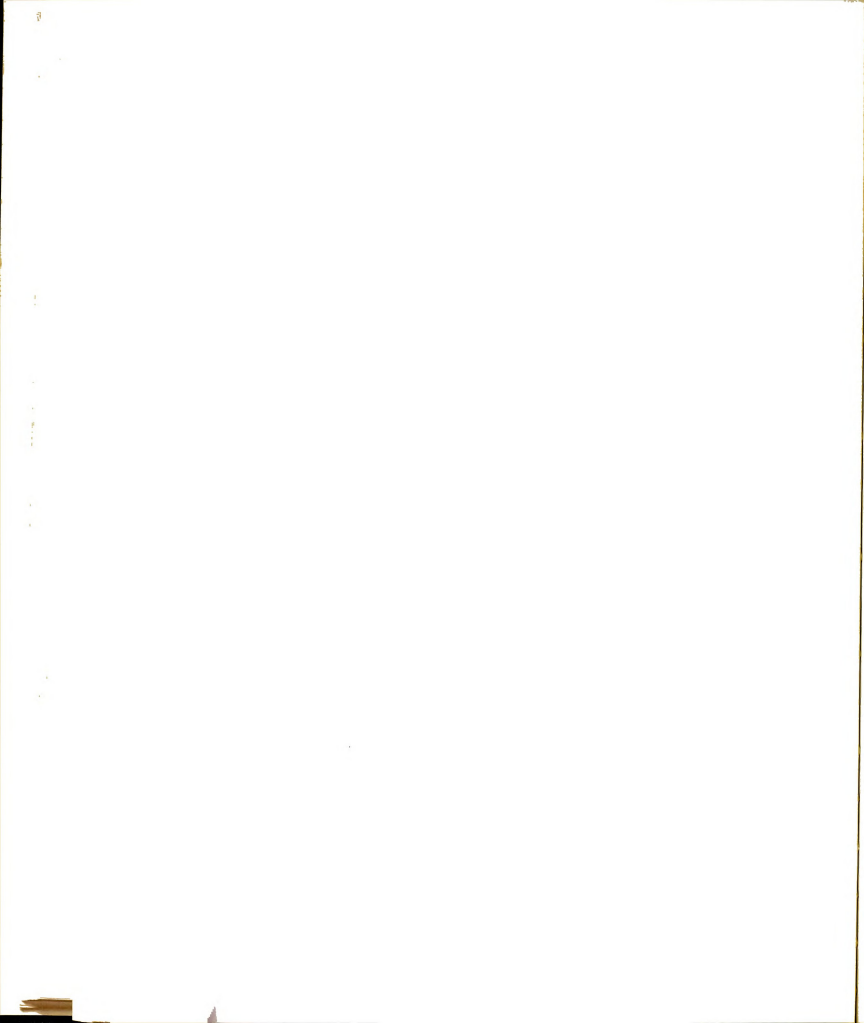
The FBI Training Division has made a concerted effort to develop an adequate corps of qualified instructors in each FBI field office to handle a diversity of specialized training matters. For example, it was imperative that law enforcement officers understood and abided by current Supreme Court decisions. These rulings had a profound effect upon the daily duties and responsibilities of law enforcement. Therefore, accelerated specialized training in legal matters was among those specialties offered local law enforcement. This was an attempt to clarify any confusion encountered by police in complying with



current rulings regarding arrests, interrogations, and searches and seizures.

In 1966 a special school to train one Special Agent from each field office as a specialized police instructor in the proper handling of physical evidence was undertaken. The training of qualified instructors who could instruct local law enforcement personnel in the proper method of searching for physical evidence, the correct preservation of evidence, and insuring that police personnel knew of the nature and value of available examinations became increasingly important. By the very nature of restrictions placed by court decisions on admission of confessions and incriminating statements made by defendants in criminal cases, training courses in these and similar matters were of particular significance.

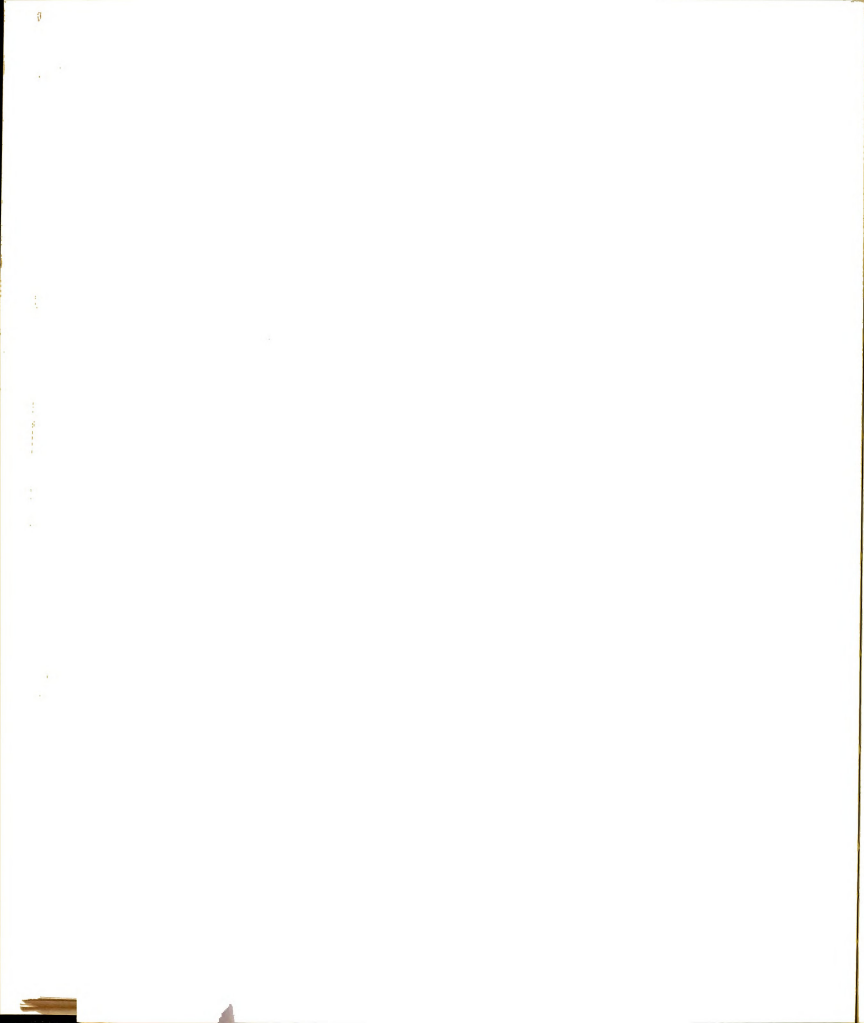
During the first part of 1967, the FBI Training Division selected a team of Special Agents to receive intensive and comprehensive training in management and human relations courses. Effective May 1, 1967, these instructors, upon completion of training, assisted the field offices in planning and conducting worthwhile administrative schools throughout the country. These instructors were assigned to the Training Division and generally functioned as two-man teams. The "management teams" as they were commonly labeled were equipped to discuss in-depth such topics as: Introduction to Police Management; Recruitment and Selection of Personnel; Evaluation of



Personnel, Performance Rating Systems; Inspection; Police Planning; Police Organization; Decision Making-Practical Problems; Police Personnel Management; Handling of Personnel-Practical Problems; Administrative Devices and Controls; Human Relations in Management; Supervisory and Executive Development. In any event, curricular decisions were tailored to meet the needs and desires of the law enforcement agency and/or agencies requesting police management training. During the process of scheduling such training programs for police administrators, the Bureau continued to stress the desirability of using outstanding instructional personnel from business, industry, and academic circles. During the first seven months that these courses were offered, 3,288 law enforcement administrators attended seventy-seven schools. In 1968 the special instructor teams from FBI Headquarters were requested to conduct 131 police management training schools which were attended by over 5,000 police administrators and supervisory personnel.⁵⁸

Other specialized training courses have since been planned, implemented, and tested in such areas as: mob and riot control, legal instruction, community relations, and other highly relevant areas of interest to law enforcement. For instance, the legal research unit of the Training Division was originally conceived and continues to

⁵⁸William M. Mooney, personal interview.



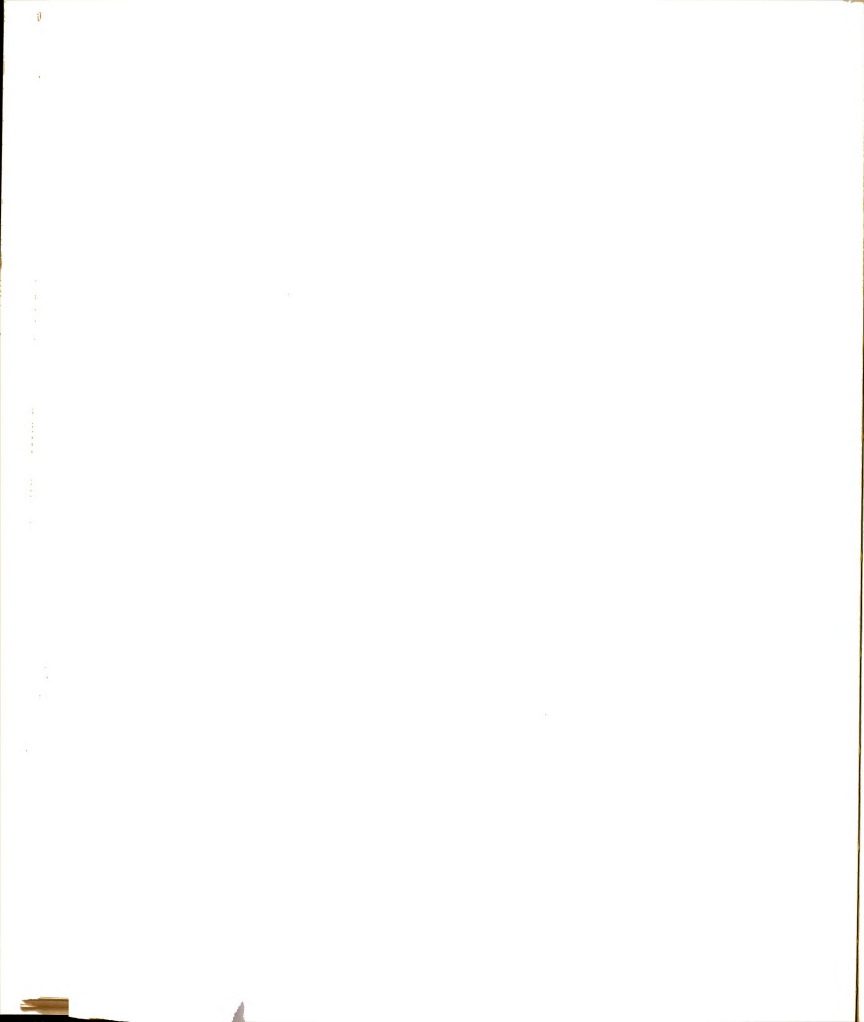
serve the FBI's investigative functions throughout the Bureau. This unit disseminates current court decisions and their affect on FBI operations to all Special Agents. They research legal matters of interest to law enforcement and present their findings to the FBI National Academy, Special Agents in-service classes and other special groups of local law enforcement officers.

The legal research unit has, in addition to its other responsibilities, trained a qualified corps of over 150 Special Agents who all possess law degrees as legal instructors. These legal instructors assist in Special Agents continuing field training seminars, as well as provide instruction upon request to local law enforcement officers.

The widespread need for competent instructors in the field of community relations became a mandate to train additional FBI police instructors in each field office. In 1969 specialized training was afforded Special Agents so they might be better prepared to give training to local law enforcement personnel requesting assistance in this area.

In addition, FBI police instructors assigned to each field office were to be provided additional motor vehicles equipped with modern audio-visual equipment.

The corps of FBI police instructors has steadily grown to meet increasing demands of local law enforcement

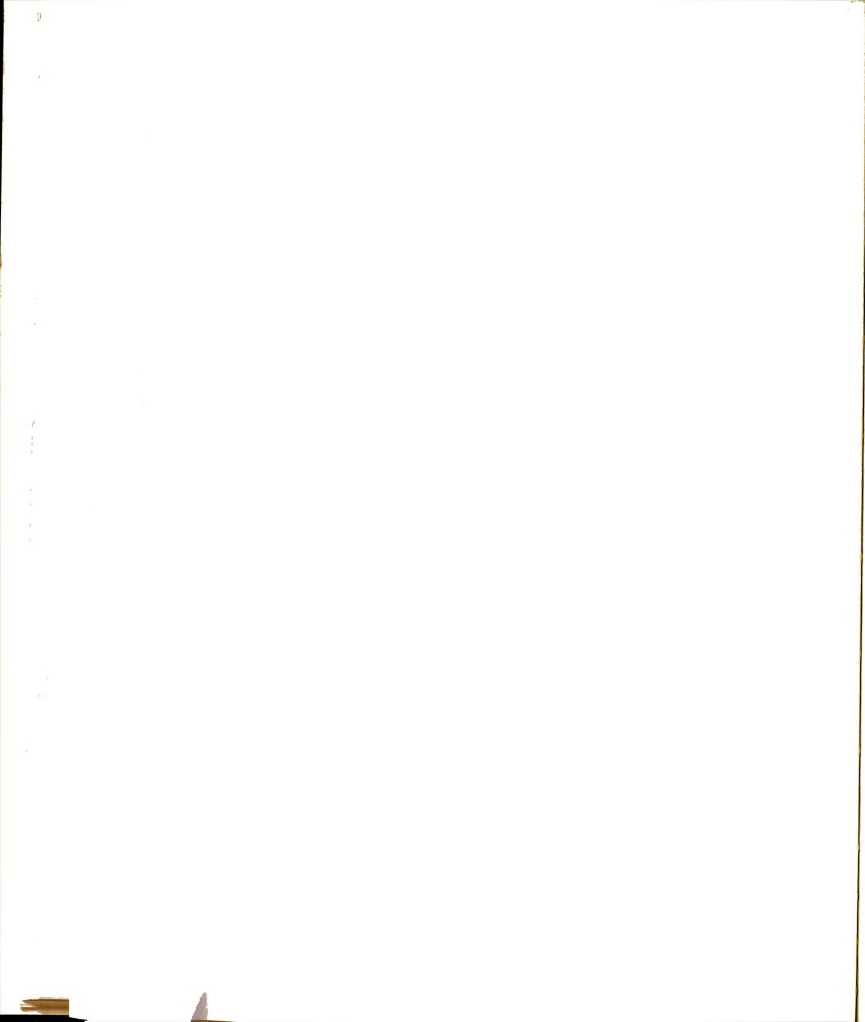


for a multiplicity of training programs. As of June 30, 1969, the FBI had, among its personnel, over 1,500 Special Agents assigned in the field and at the Bureau who were trained as instructors in law enforcement matters.⁵⁹

The availability of Federal funds during the period of 1965 to the present has made it possible for the FBI to intensify its efforts and services in the police training field. Appropriations made it possible to increase the Bureau's complement of men by 150 additional Special Agents in 1968. The additional personnel permitted the FBI to assign qualified police instructors to training matters on a full-time basis for the first time in its history.

It was during this same period of time that duly appointed police training committees, councils or centralized police academies were recognized by the public in many states. These sources contributed substantially to the training of police personnel in their respective geographical locations. The Bureau continues to work in close harmony with the training committees of various associations of chiefs of police and sheriffs. The membership of such councils have and should continue to be drawn from recognized, progressive-minded law enforcement officials, bona fide state law enforcement associations and educators.

⁵⁹Compilation pertaining to FBI Field Training, Training Division, Washington, D. C.



Planning for the Future

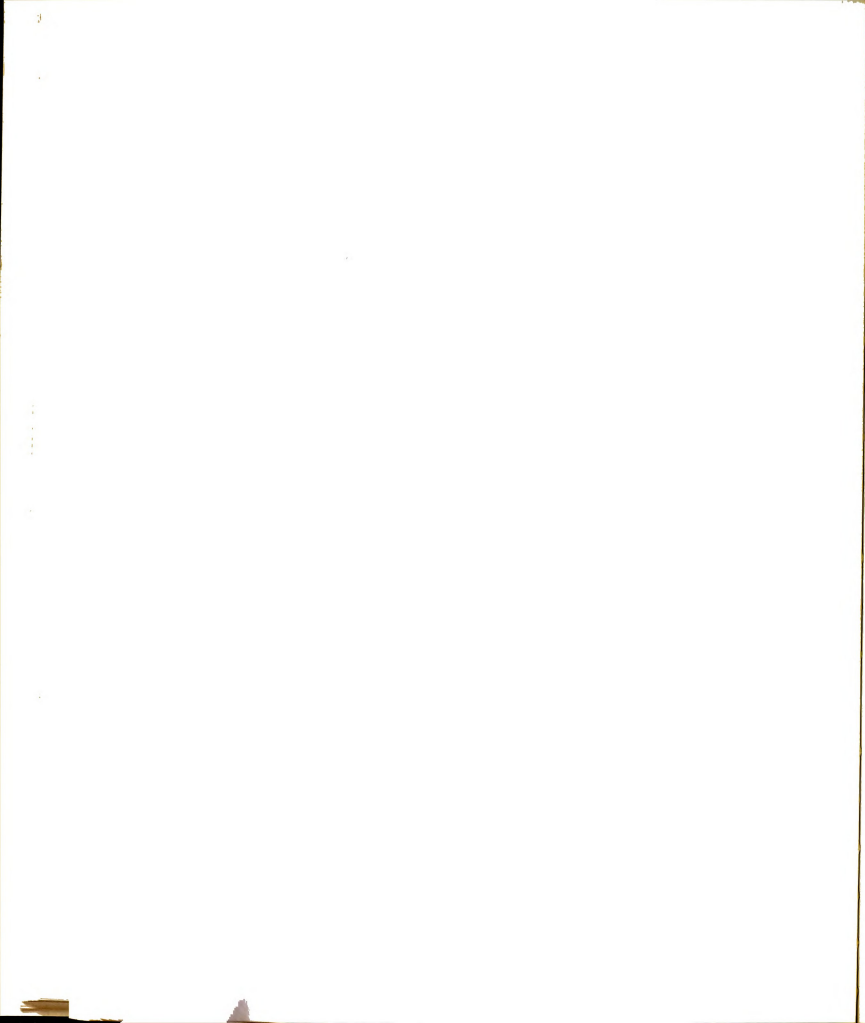
At the same time the FBI was planning and implementing new ideas and programs for local law enforcement through its fifty-nine field offices, it was planning the future role of the FBI National Academy.

Proposed New FBI Academy Facilities⁶⁰

The proposed new eighty acre building site is located in an area some ten miles from the present FBI Academy building and immediately adjacent to the FBI's modern firearms ranges. This is a most beneficial arrangement since it would place the FBI Academy building and the firearms ranges in one location.

Since there will be as many as 700 men in training at one time under the proposed expanded training program, the new structure will provide two-man study and sleeping rooms for 700 trainees. In addition, other related facilities include classrooms, an auditorium, a library, a gymnasium and dining facilities, as well as necessary maintenance and utility areas. One of the greatest handicaps of the present facilities is the crowded conditions and lack of quiet study space for the trainees. Under the proposed expanded training program, the trainees will be at Quantico for longer periods of time and thus the bedrooms are designed for two men. A description of the various buildings

⁶⁰William M. Mooney, personal interview, March 12, 1970.



which compose the complex, as well as the architect's design of the new Academy appear in Appendix I.

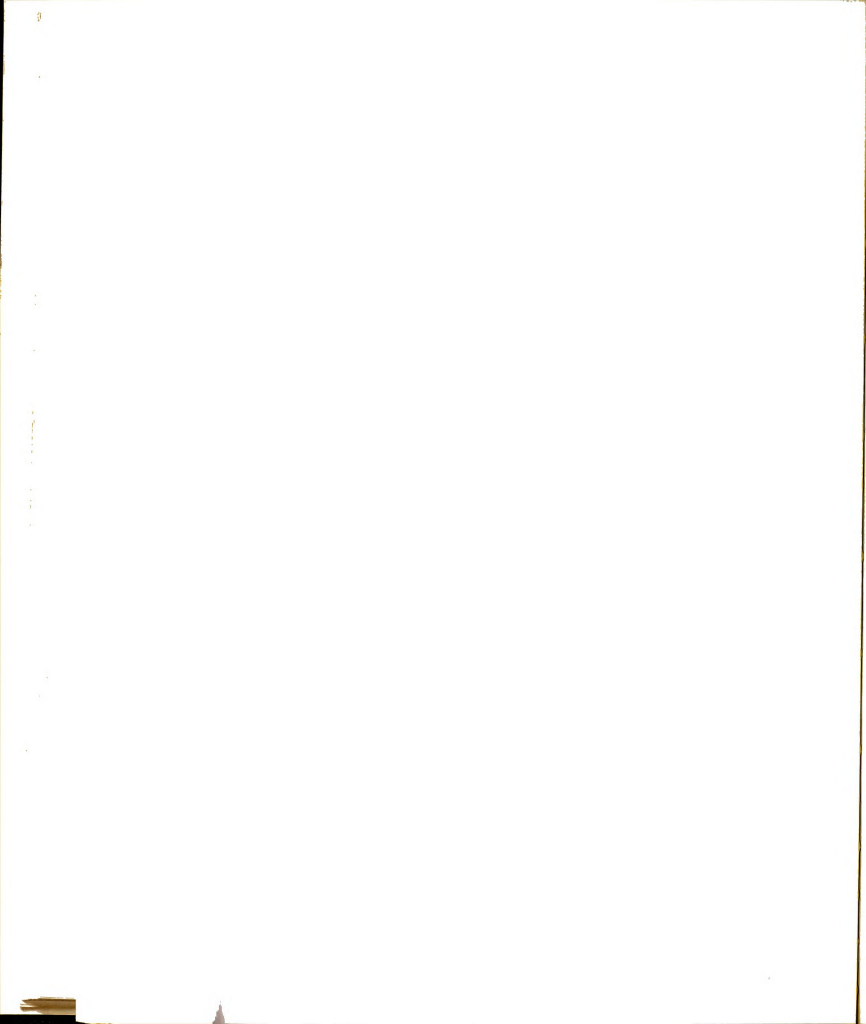
Consequently, the proposed new facilities, under the direction of the training division, will be operating an institution serving approximately 5,000 trainees annually.

Expansion of the facilities and instructional opportunities of the Academy ought to provide the structure and means for introducing meaningful and innovative programs for law enforcement. The introduction of significant and innovative programs will depend largely on the qualitative input and overall commitment of the faculty and administration to such programs. Historically, the faculty and administration have been responsive to and contributed to the vocational and academic respectability of the Academy.

Curriculum Considerations and Related Matters

Development of a flexible and relevant curriculum was recorded high on the list of priorities for the new Academy.

Since 1965 there has emerged a change in emphasis in the Academy curriculum. There has been a steady transition from a vocational to a behavioral science orientation in the Academy. See Appendices B through G for curriculum changes. This change has provided for a more in-depth coverage of data in courses such as

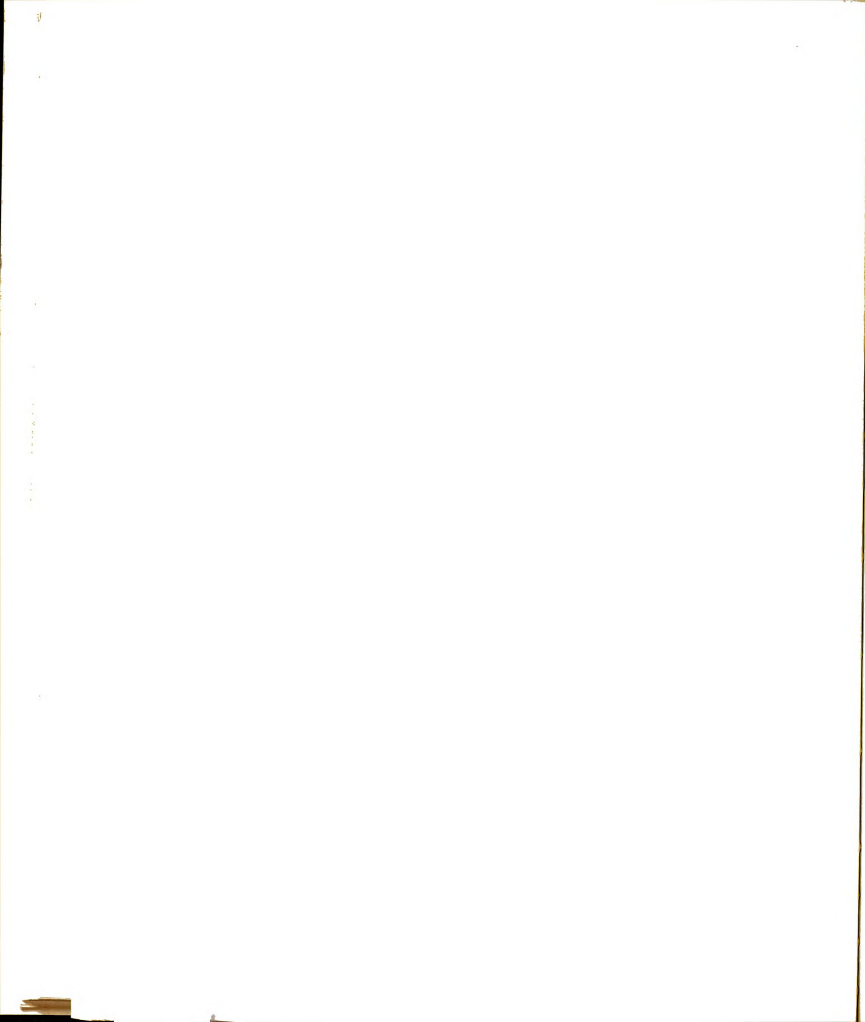


psychology, sociology, criminology, and police-community relations. The philosophy supporting this change in emphasis was the concept that it was essential for the modern law enforcement officer to have a substantial understanding of government, law, psychology, and sociology. Police officers are exposed to an array of situations that require an insight into individual and group differences and underlying causes. The police officer, if he is to be an effective force in today's dynamic society, must be knowledgeable and have some comprehension of the prejudices and problems of dealing with the individual and ethnic groups.

A change in curricular considerations emerged as a result of feedback from National Academy graduates and police instructors and extensive review and research by the National Academy faculty.

In 1968 and 1969 experimental workshops or seminars were conducted for local law enforcement administrators at Washington, D. C. and Quantico, Virginia. These workshops were conducted in the specialized areas of: (1) legal problems, (2) advanced identification (fingerprint) matters, (3) firearms and defensive tactics, (4) organized crime matters, and (5) police instructional matters.⁶¹ Results of these and other pilot programs presently under study

⁶¹James V. Cotter, personal interview.

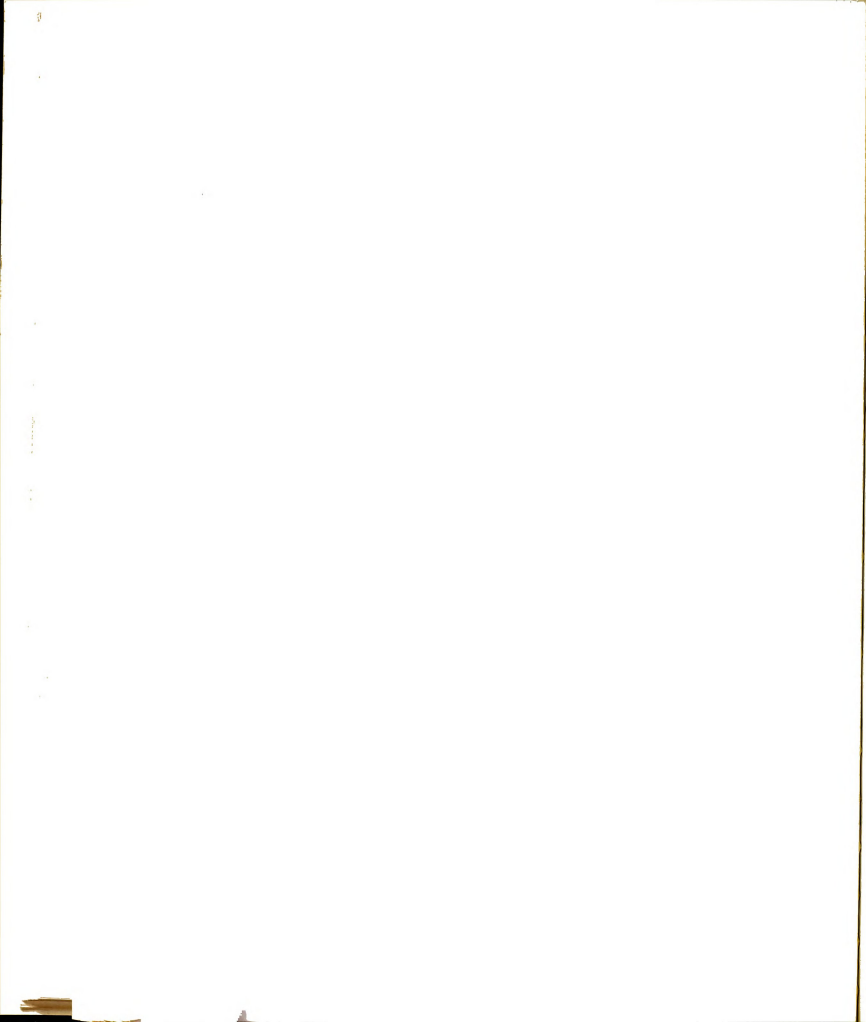


should provide valuable data when analyzing the total curricula within the context of field training programs.

One facet of measuring the relevancy and effectiveness of the curriculum is the utilization of modern training and teaching aids presently employed in the Academy. Included in this process is a teaching machine system which consists of slide and film projectors, an instructor's console, and student response units. This system permits the instructor to test the class while the subject matter is being presented to obtain some assurance as to whether the students are absorbing the essentials of the instruction. Continuing research is being conducted in the field of educational technology to explore future use of sophisticated equipment and methodology in FBI training.

The library, its facilities, and staff play an important and essential role in the success of any academic program. Curriculum development and decisions relating thereto cannot be separated without damaging the scholastic respectability and stature of an institution of learning.

Recognition of this fact prompted the Bureau to study and consult ongoing libraries servicing similar institutions as the proposed new Academy. The library will be a necessary support for students, staff, and curricula. The collection of library material is expected to support the overall curricula in-depth with sufficient volumes for each subject area offered. It is estimated



that the library will initially accommodate some 20,000 specialized volumes pertinent to law enforcement.

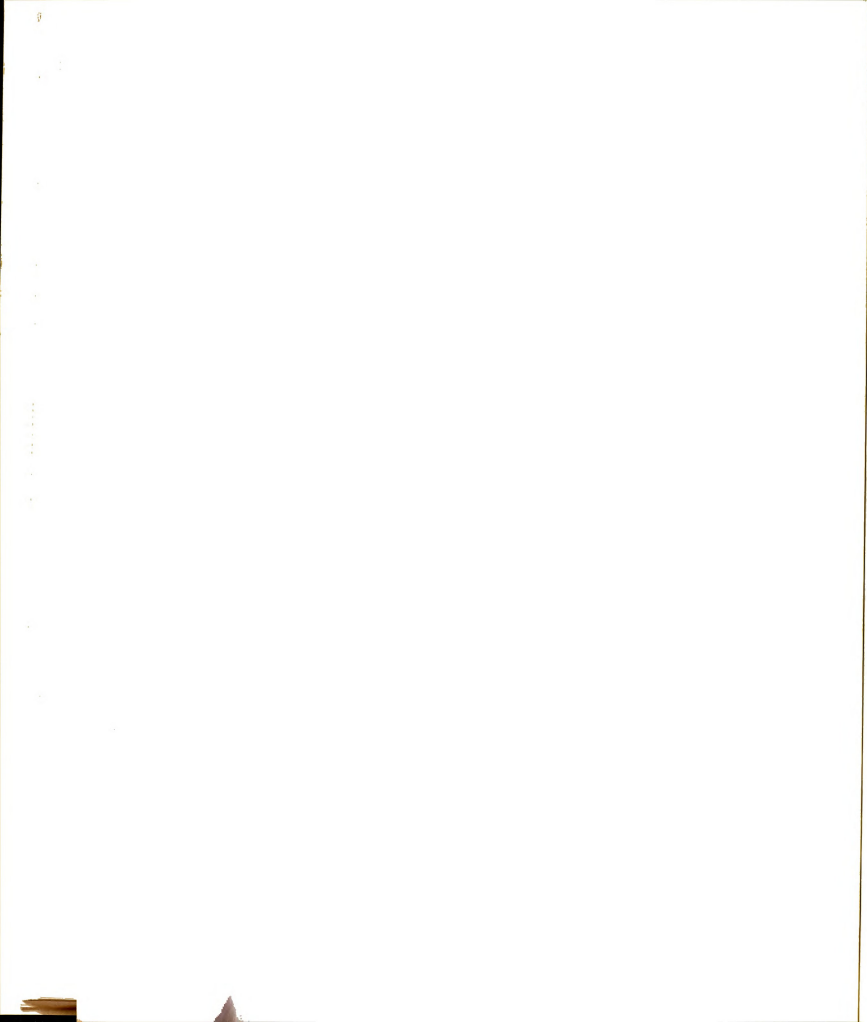
The presence of a supportive collection is in itself not sufficient. An indication of the amount of emphasis the Academy administration places on intellectual matters will be the degree to which faculty and students use the library as a means of extending their intellectual pursuits.

The librarian will be expected to work closely with faculty members and students preparing a well-rounded, meaningful curriculum. The staff of professionally trained librarians must work to make the library a functioning, vital, and rewarding learning center for the pursuit of faculty and student research and educational enrichment.

Within the organizational structure of many institutions, the librarian is responsible to the head of academic programs. Regardless, it has been suggested that the librarian be an active member of all curriculum committees affecting the institution as a whole.

Evaluation of the Curriculum

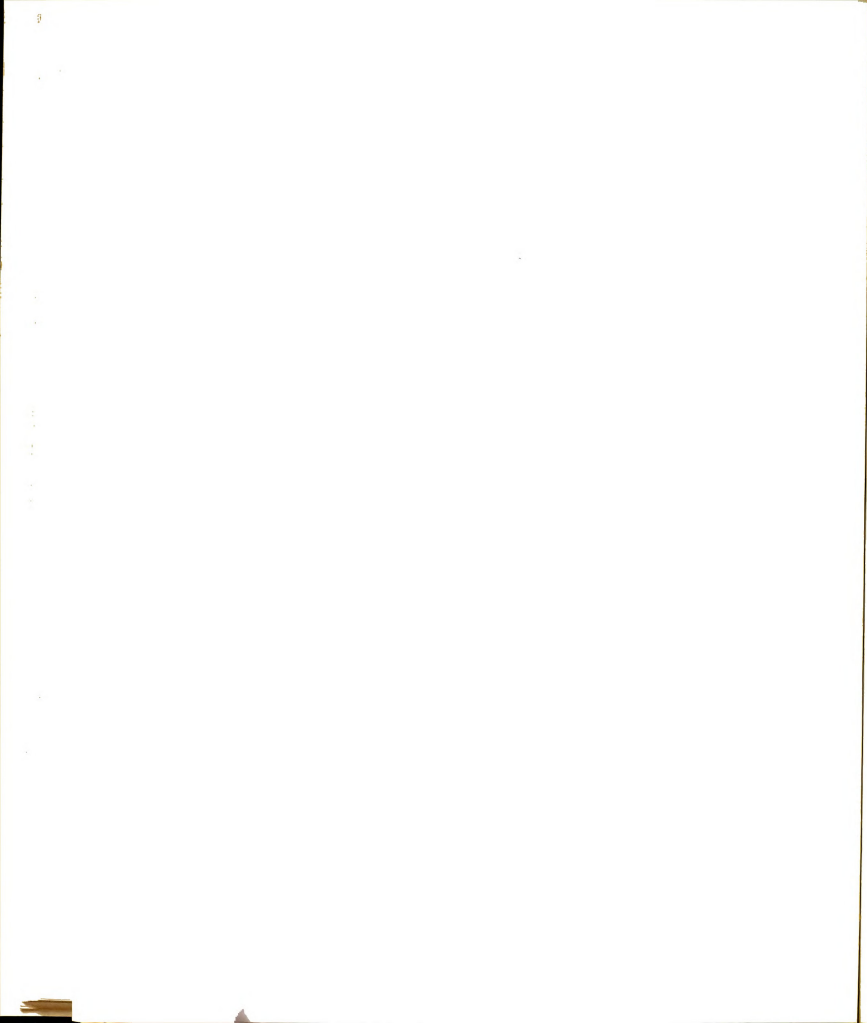
Historically, the FBI Training Division and members of the National Academy faculty have involved trainees and graduates in the evaluative process of the curricula. This process has been accomplished, in part, through Special Agent counselors assigned to each session of the Academy. Trainees and graduates have continuously been



encouraged to either formally or informally express themselves freely regarding training courses at the Academy or in the field. The interrelationships developed among the FBI Academy faculty, counselors, and trainees has directly resulted in many curricular changes in the past.

Another influential resource which has provided the Bureau with pertinent data is the FBI field office instructors. These police instructors are continuously in personal contact with local law enforcement agencies and police educators across the nation. Evaluation of courses in the field, as well as those presented at the Academy are furnished regularly to the Training Division. For example, there was an increasing concern expressed among Academy trainees and law enforcement agencies across the country with respect to the growing problem of narcotics and related drug abuse. As a result, adjustments were made in the curriculum, size of classes, and scheduling to enhance the opportunity for additional instruction and discussion on the part of the trainees.

Since the beginning of the FBI National Academy in 1935, Mr. Hoover has articulated the Bureau's desire to receive honest and candid observations and evaluations of the curriculum and methodology used in its training programs. The files of the Training Division contain voluminous correspondence from law enforcement agencies and police educators which express an overwhelming endorsement of the Bureau's training programs.



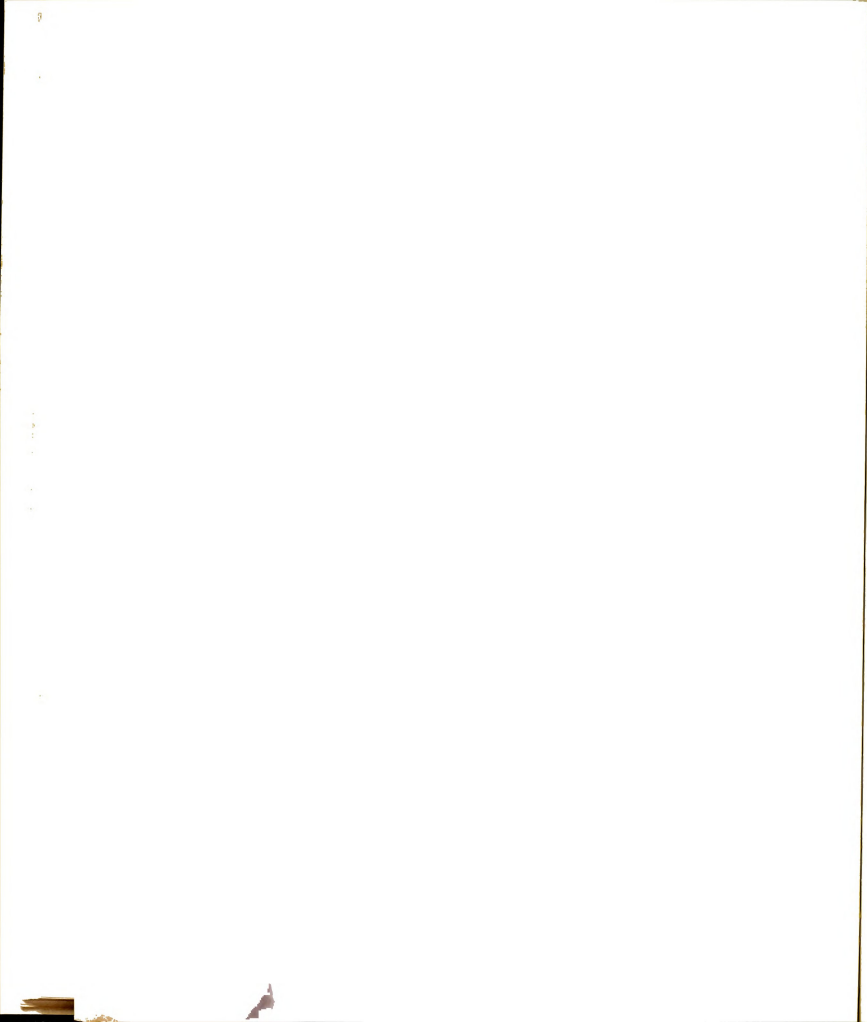
Suggestions for improvement offered by Academy trainees and graduates have rarely related to the qualitative aspects of the curriculum or the instructional staff. Recommendations submitted related to the need for additional physical facilities which would provide greater opportunity for more seminars within a small class atmosphere.

The Bureau and Academy faculty have been cognizant of the need for additional training facilities for a number of years. Consideration was given to a training center complex near Washington, D. C. in the 1940's and early 1950's. This consideration of expansion was directly dependent upon Congressional appropriations which were not feasible at this point in time because of other governmental commitments.

The proposed new Academy will alleviate the large size of classes by providing the needed space where the size of classes can be significantly reduced.

Faculty Development

Providing for the expansion of physical facilities capable of accommodating about 5,000 trainees annually will necessitate a substantial increase in the Academy faculty.



Development of faculty with appropriate graduate degrees and an accreditation of the institution are among the primary long-range goals for the new Academy.⁶²

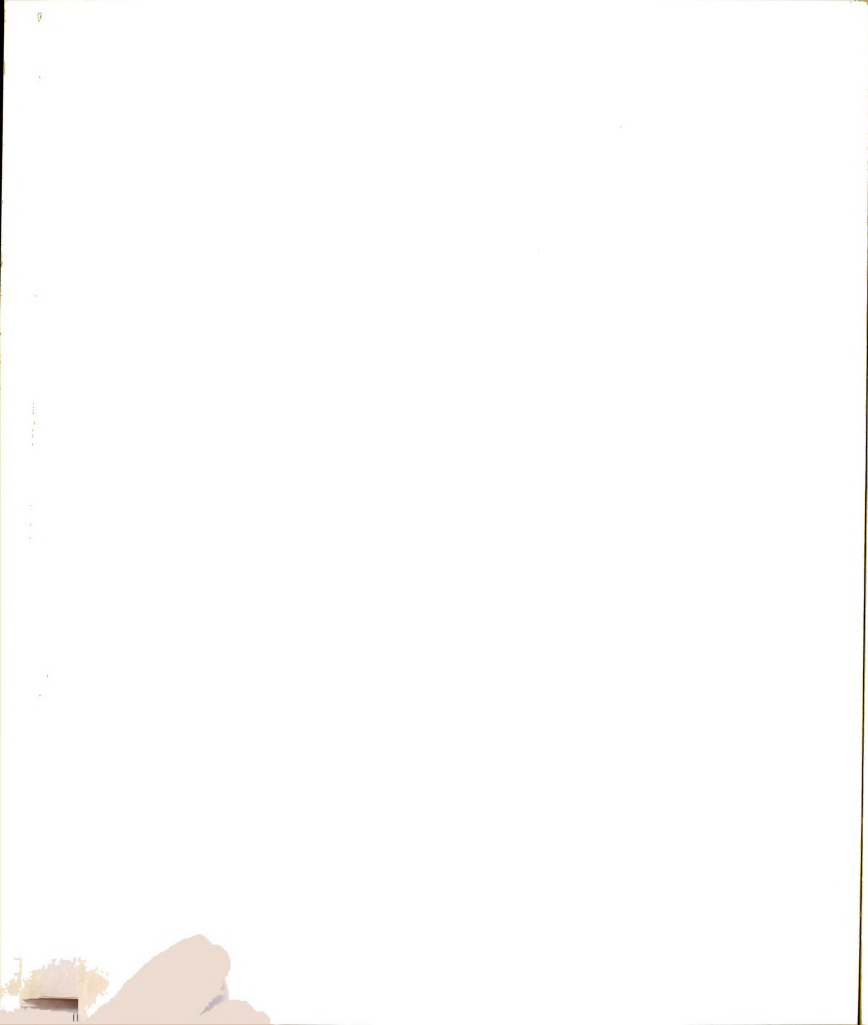
The FBI Training Division began its search for potential faculty by examining the background, experience, and education of its own staff, as well as personnel assigned in the FBI field offices.

During the latter part of 1965, staff of the FBI Training Division pursued a comprehensive program of developing a qualified faculty to staff the expanded training facilities of the new Academy. Selection of prospective faculty members for the new Academy consisted primarily of three considerations: (1) articulation, (2) research, and (3) ability to communicate. To be articulate, the faculty member should possess a depth of competence in his subject matter, as well as have a good understanding of related subject areas.⁶³

It was anticipated that graduate study for those selected would provide much of this, as well as assisting them to develop research abilities. Further, graduate study was expected to provide them with ample opportunity to polish their communication skills. In addition, it

⁶² Joseph J. Casper, personal interview.

⁶³ Ibid.



would provide the theoretical foundation to complement their law enforcement experiences.

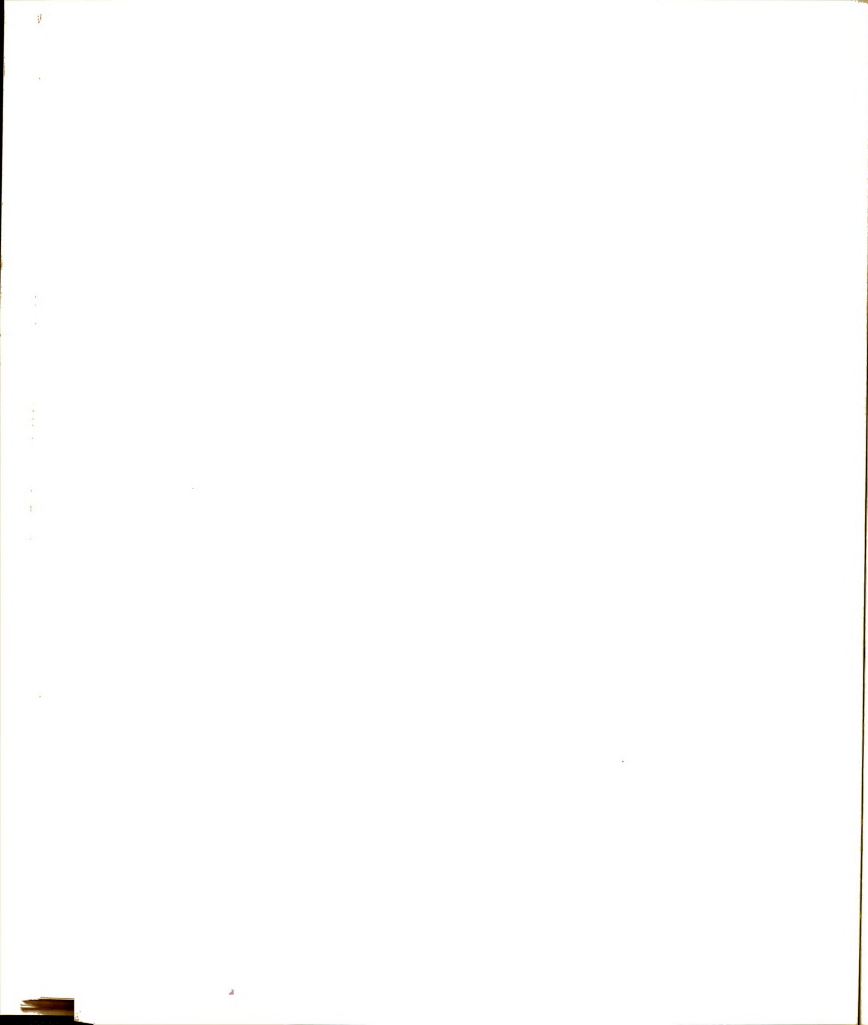
A recent study of thirty-three FBI Training Division personnel and eighty-three Special Agents attending specialized courses was conducted to develop the profile of the successful police educator.⁶⁴ The testing instrument employed was the Job Analysis and Interest Measurement (JAIM) distributed by the Educational Testing Service, Princeton, New Jersey. The JAİM profile scores " . . . indicate that the successful police educator in the FBI knows what has to be done and is able to concentrate for long periods of time on getting the task at hand completed (perseverance)."⁶⁵ Other significant findings of this study indicated the FBI police educator: (1) has supervisory capabilities, (2) prefers to work in closely structured atmospheres, (3) is highly motivated by internal standards, (4) often assumes a leadership role within group activity, (5) is articulate, and (6) enjoys an occupational role.⁶⁶

Upon completion of the preliminary selection process, the Bureau selected experienced Special Agents from within the FBI Training Division and several FBI field

⁶⁴John Mitchell Kirsch, "The Successful Police Educator: A Profile" unpublished Masters thesis, George Washington University, 1969, p. 35.

⁶⁵Ibid., p. 90.

⁶⁶Ibid., pp. 90-91.



offices to attend some of the prominent universities in the United States. Those selected to obtain advanced degrees were expected to formulate the nucleus of the new Academy's faculty.⁶⁷ Advanced degrees are being pursued in psychology, sociology, police administration, public administration, personnel administration, law, education, educational administration, educational technology, and other disciplines.⁶⁸

The FBI contemplates the initial need for fifty qualified faculty members, exclusive of firearms and physical training personnel.

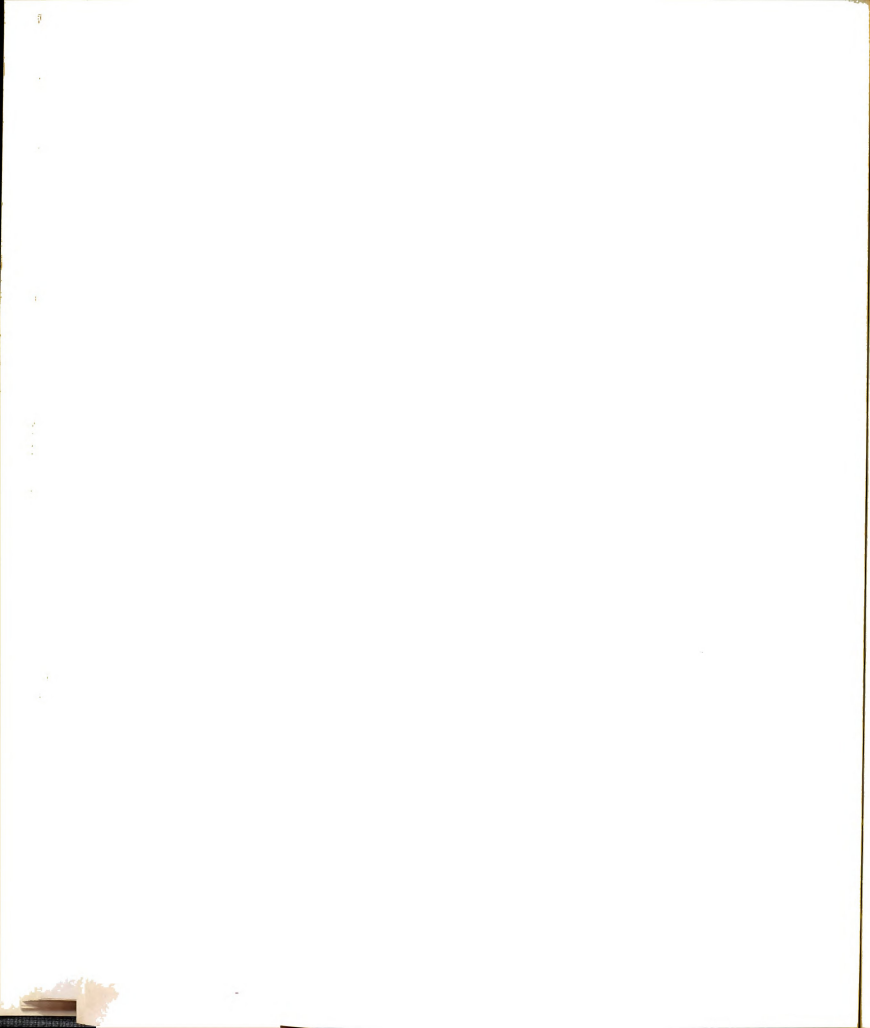
The expanded training facilities at Quantico, Virginia, are scheduled to open in less than two years. Development of the faculty has been consistent with the overall plans and ultimate goals of the new Academy.

Summary

The enlargement of the FBI training facilities in the form of the proposed facility at Quantico is based on the premise that more assistance must be extended to local law enforcement in the fight against crime. The initially approved expansion of the FBI Academy would increase the number of trainees from 200 officers a year to 1,200 officers a year. Subsequently, Congress passed and the

⁶⁷ Joseph J. Casper, personal interview.

⁶⁸ William M. Mooney, personal interview.

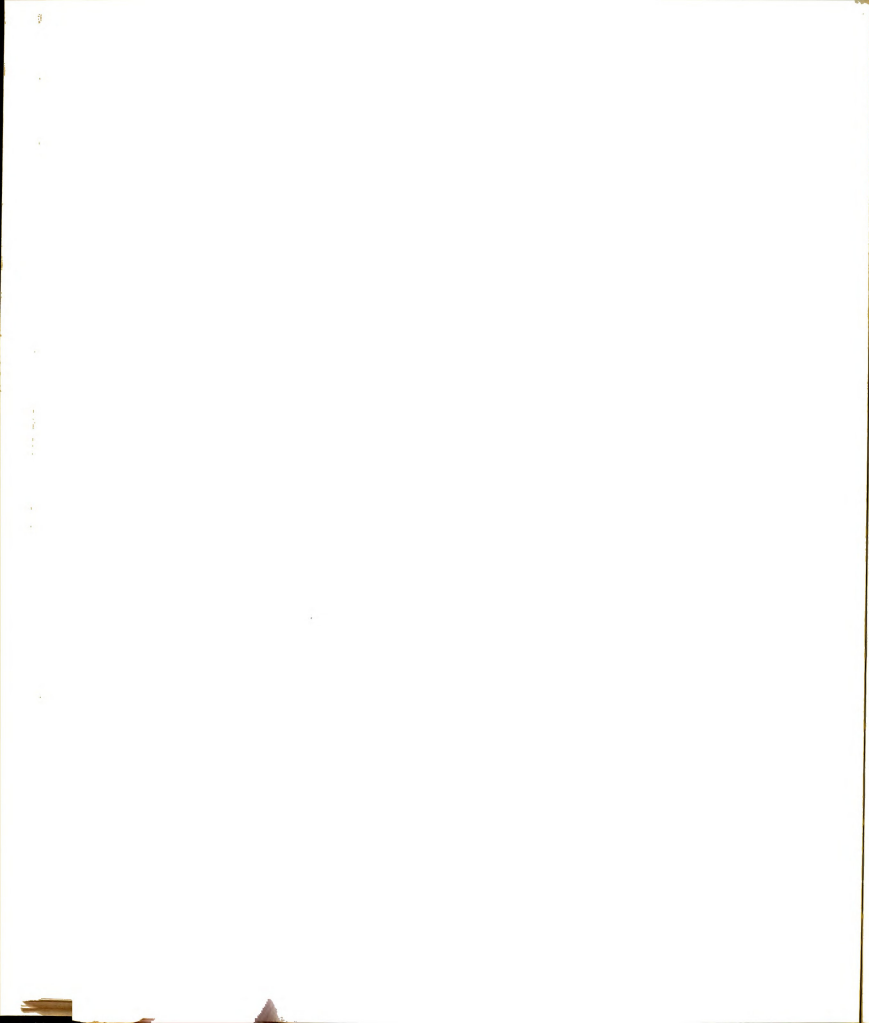


President signed the Omnibus Crime Control and Safe Streets Act of 1968. This legislation authorized the FBI to train 2,000 law enforcement officers each year, as well as 1,000 officers who would receive specialized training of two or three weeks' duration. In addition, the training of new Special Agents and in-service training for experienced Agents will be handled at the Academy.

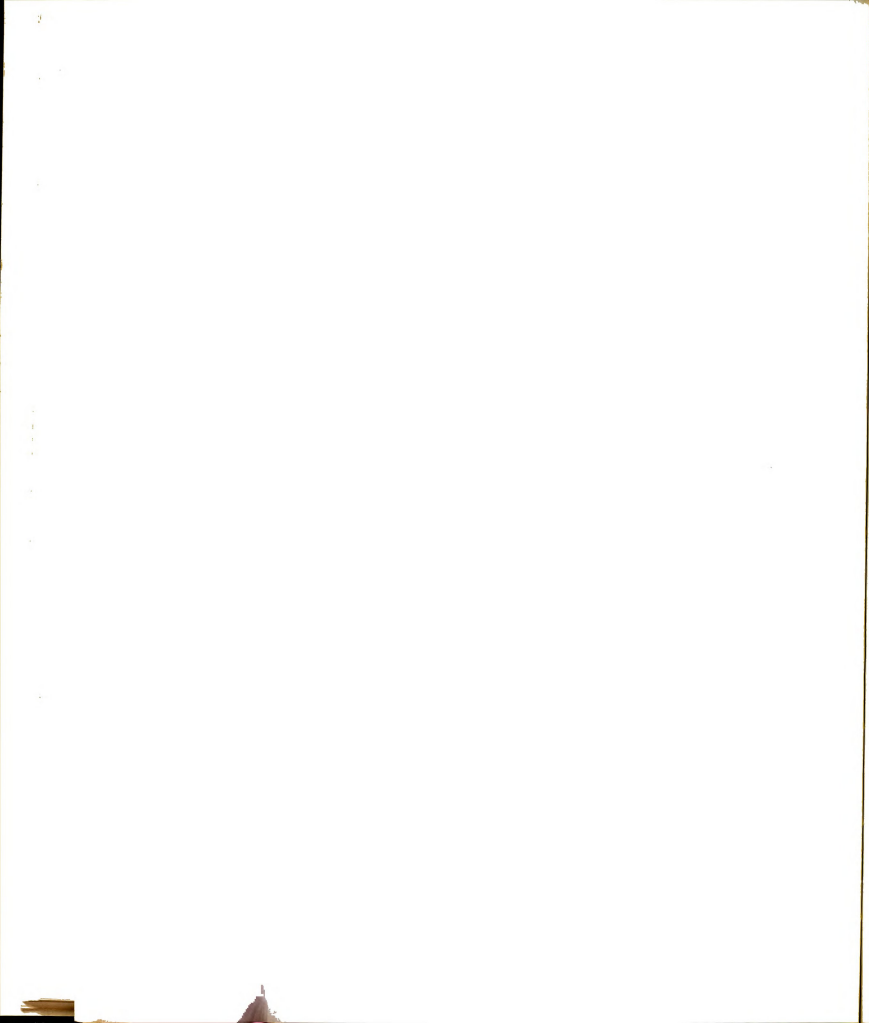
FBI training programs for its own personnel, as well as the training of local law enforcement agencies has experienced tremendous growth since the construction of the present Academy in 1940.

Federal legislation and funding during the last five years has imposed specific law enforcement training responsibilities on the FBI. Specialized training of FBI police instructors and law enforcement administrators has been accelerated in significant areas of interest to law enforcement.

The FBI Training Division implemented an extensive developmental and planning program for the expansion of the New Academy. Aspects of this expansion involved construction of the new Academy, curriculum considerations, specialized pilot workshops, faculty development, and other related matters. The culmination of planning the overall expansion program for the new FBI Academy will be a larger and more modern "West Point of Law Enforcement." It is the



FBI's expectation that the Academy will continue to project an image of true professionalism, both academically, and operationally.



CHAPTER V

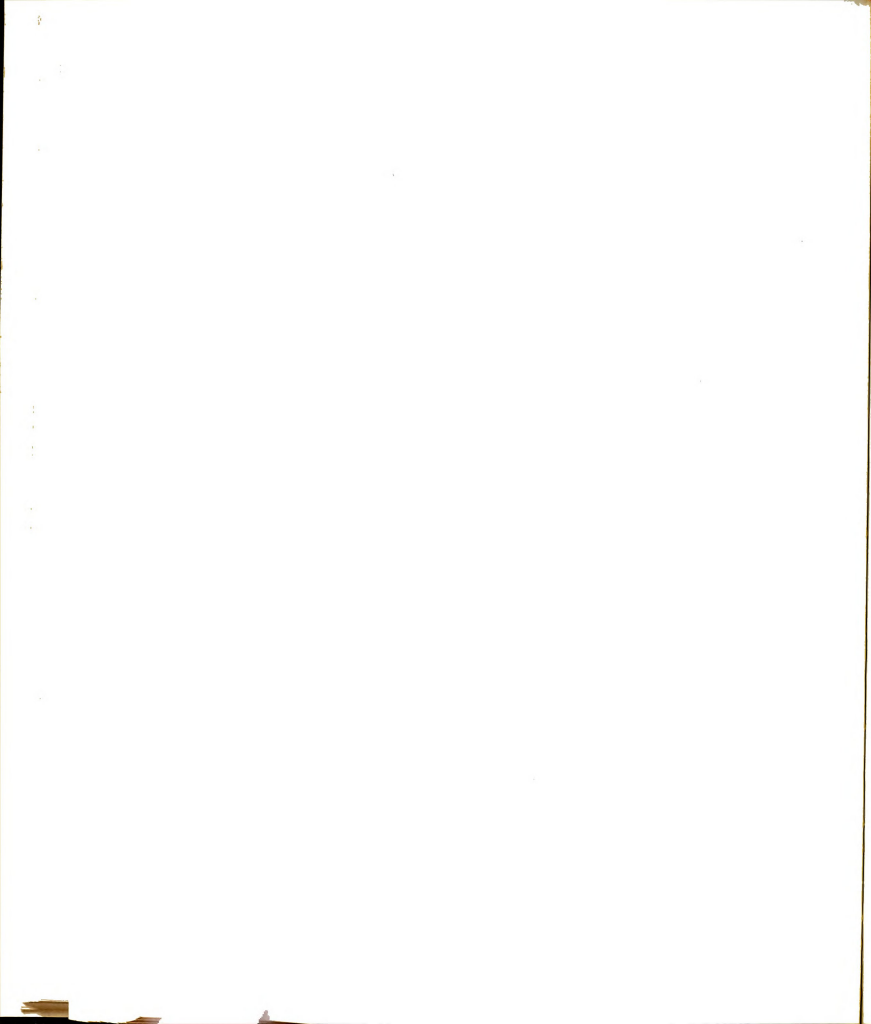
SUMMARY AND EXPECTATIONS

The FBI National Academy has been recognized by law enforcement and police educators alike for its responsiveness and sensitivity to the needs and interests of law enforcement. Historically, the Academy and its instructors have supported the concept of facilitating the professional maturation of a corps of instructors, administrators, and executives for local law enforcement. Thus, the FBI National Academy has become prestigiously known as the "West Point of Law Enforcement."

Summary

It has been the purpose of this study to provide an historical perspective of the Federal Bureau of Investigation's participation in, and contribution to, police training and education in the United States commencing with the appointment of J. Edgar Hoover as Director in 1924.

The scope of this thesis was limited to a study of law enforcement training in (1) the FBI National Academy and (2) the FBI field training programs offered throughout



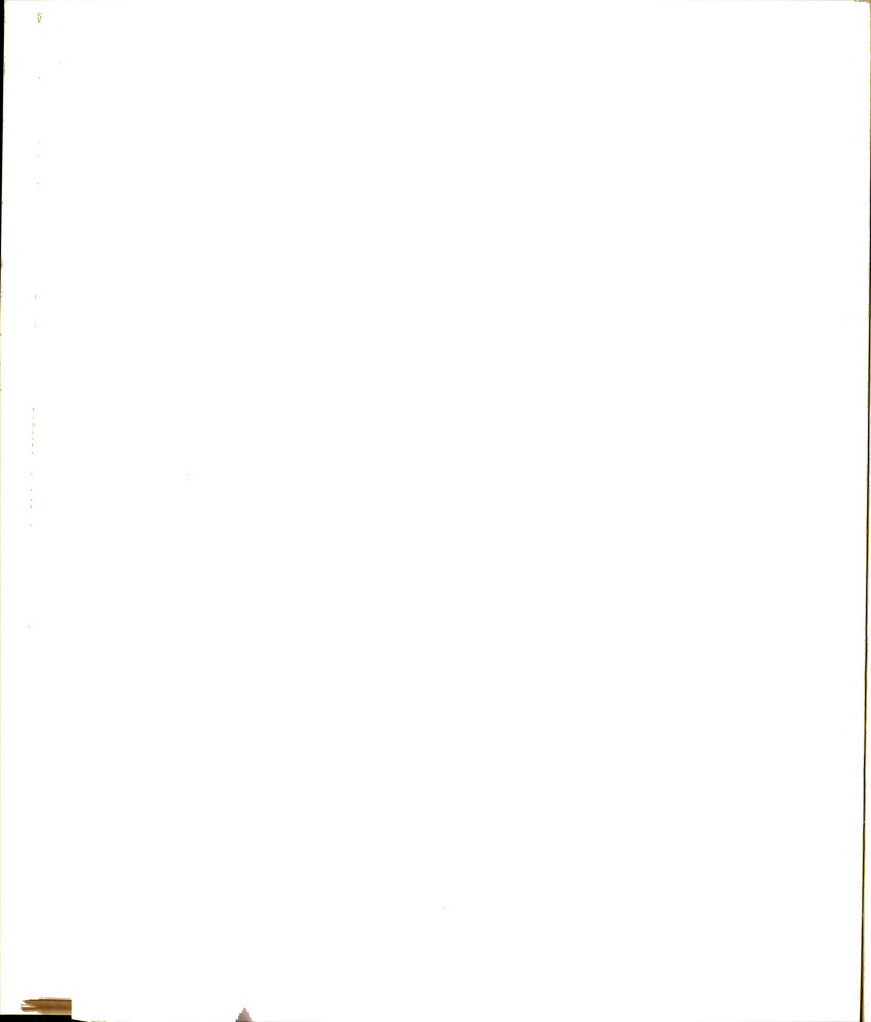
the nation. Training afforded Special Agents of the FBI was not specifically investigated but was treated within the context of the FBI's total training program.

In 1931, the inadequacy of early police training programs was publicized in a study by the National Commission on Law Observance and Law Enforcement (Wickersham Commission). The study emphasized the critical need for establishing standards of training and programs for cities of all sizes in coping with the rampant crime conditions. The severity of this dilemma provided the FBI with the impetus needed to introduce a comprehensive and intensive training program for local law enforcement officers.

On July 29, 1935 one of the most significant contributions to police training and education in the United States was introduced, namely, the FBI National Academy envisioned and pioneered by J. Edgar Hoover.

The tradition of the FBI National Academy has been one of service to law enforcement. The FBI has dedicated its energies and expertise to the enhancement of police training and education in the United States.

Since approximately 1935, the FBI has developed a corps of highly trained and qualified FBI instructors to assist law enforcement agencies with the training of their personnel. FBI police instructors have provided law enforcement agencies with consultative and instructional services to accommodate their needs, as well as perform

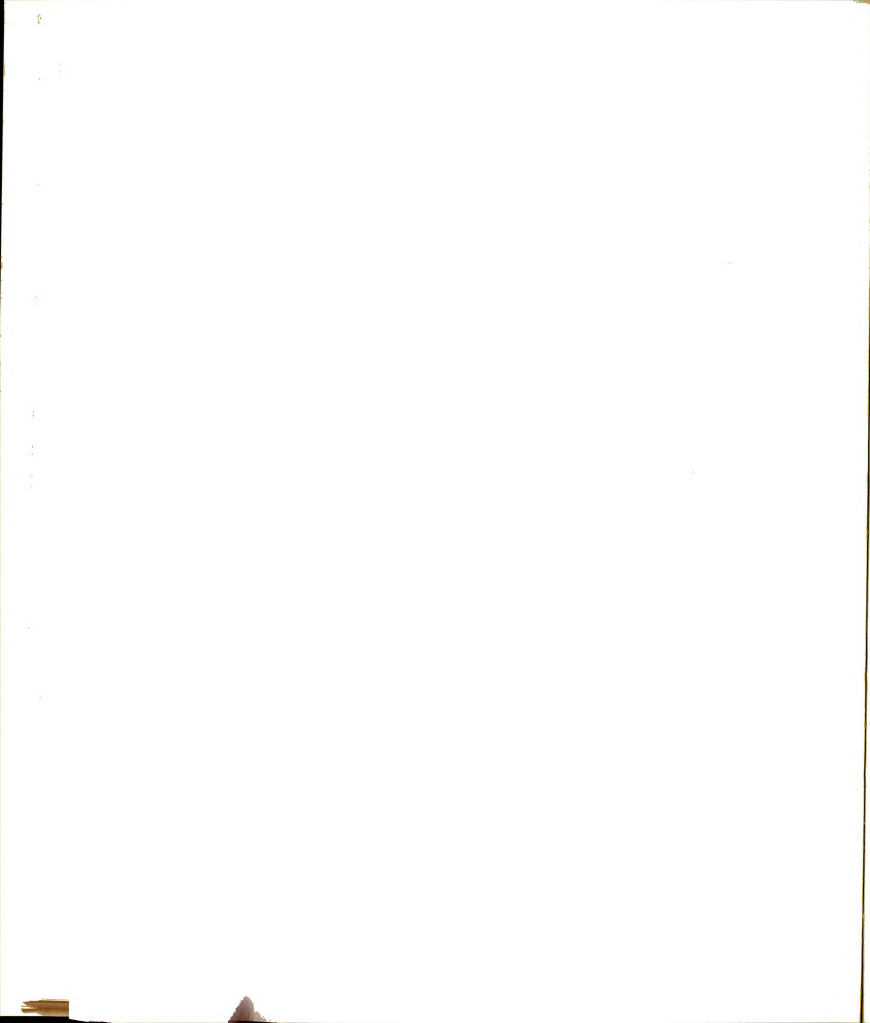


the service requested within their departments or jurisdictions. Regardless of the agency's size or geographical location, training has been offered on any instructional level requested.

Services rendered by the FBI in training and educational programs have increased steadily in the last thirty-five years. These services are best exemplified by the number of schools conducted or participated in, as well as the number of officers who have been trained. The spiraling crime rate has brought about a proportionate increase in requests for training by local law enforcement agencies. Also, increased Federal funding has facilitated the expansion of training opportunities for those agencies operating on limited training budgets.

The Bureau has been instrumental in developing a diversity of specialized police training courses applicable to the law enforcement practitioner. These courses have primarily focused on and contributed to the officer's continuing education and development as a more effective and efficient representative of law enforcement. Additionally, it has provided law enforcement agencies with the use of a multiplicity of training films, slides, and other audio-visual aids for their training programs.

Results of this study suggest that the FBI has provided law enforcement with the inspirational and



professional leadership it needed to develop an organized and systematic procedure of training its personnel.

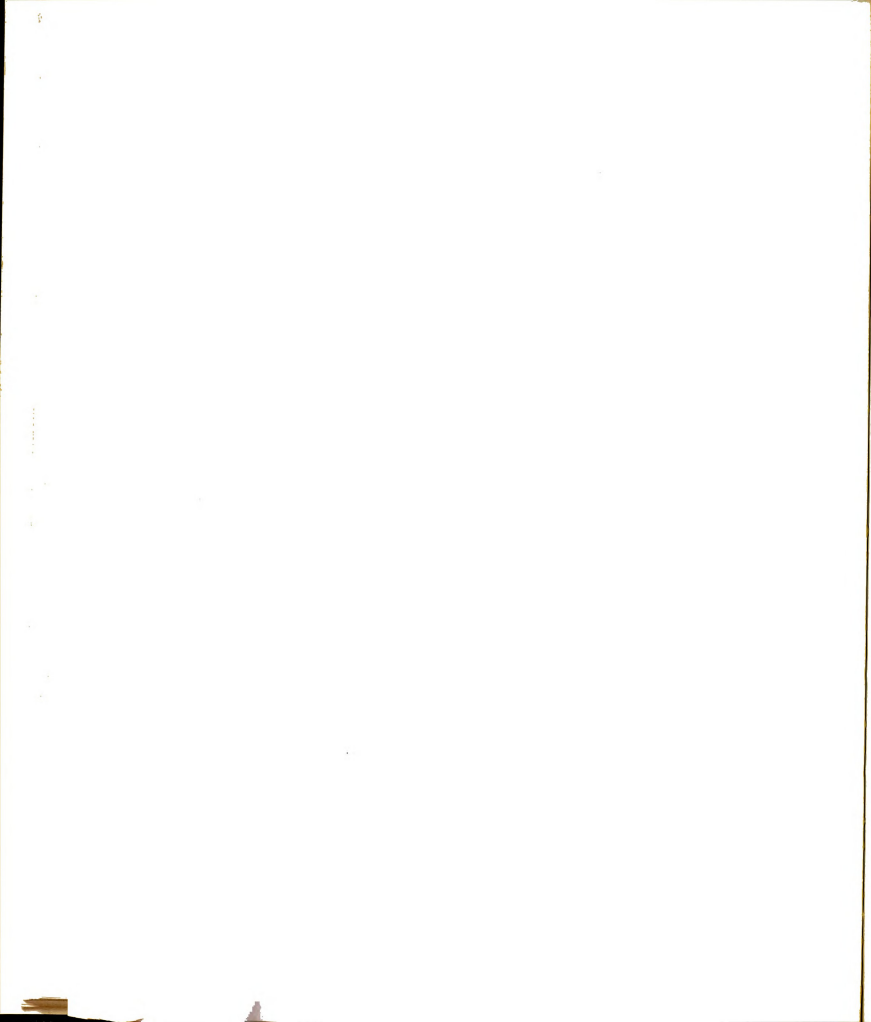
The development, implementation, and maintenance of a relevant curriculum for the training and education of police officers has been among the FBI's major contributions to law enforcement.

The FBI has secured the talent of distinguished public officials, educators, and law enforcement officials as visiting faculty at the Academy. Many of the visiting faculty members who represent various disciplines have expanded the academic continuum for trainees by relating their discipline's to appropriate areas of law enforcement. Thus, the incorporation and coordination of these additional faculty resources within the total instructional program have resulted in the availability of courses which are interdisciplinary in nature and scope.

Expansion of the physical facilities of the FBI National Academy, as well as the training and educational programs across the country will play an important role in contributing to the professionalization of law enforcement.

Expectations

Organized and systematic training and educational programs for law enforcement are more widely recognized by police administrators, as well as the general public, than at any other time in history. However, there exists

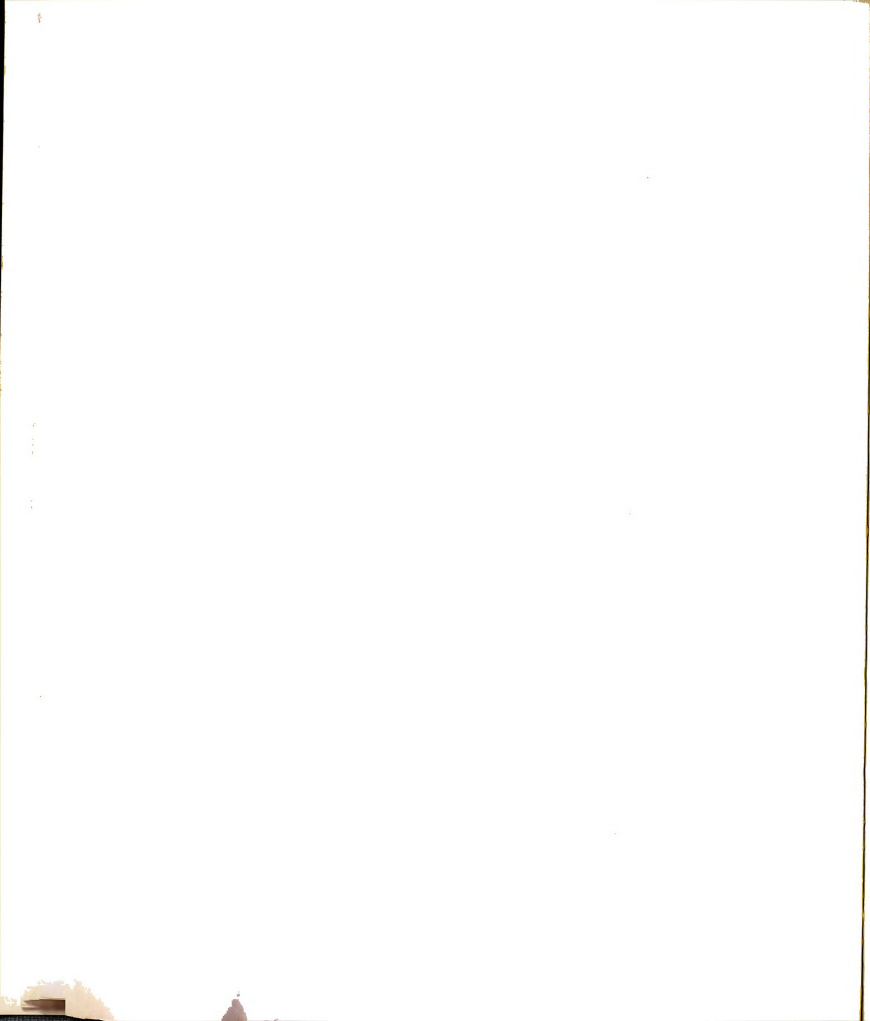


today, in many communities across the nation, a growing need for refinement and enlargement of training and educational programs for law enforcement.

Many successful and progressive institutions have established certain priorities and expectations for future growth. In some institutions, these expectations are specified as short-term goals and long-term goals. Regardless of the terminology used, these expectations or goals become an influential and integral part of the institution, its programs, and those who support it.

It is contemplated that the FBI National Academy will seek accreditation through a university. To obtain accreditation, the FBI faculty must possess the academic credentials recognized by regional accrediting associations, as well as operate within the guidelines and regulations expected of quality institutions of higher learning. Presently, the FBI has sponsored a select group of Special Agents who are pursuing or have earned graduate degrees on the Masters and Doctoral levels.

Professional development of the faculty entails a responsibility and a commitment on their part to remain attuned to current trends and thinking in their respective fields. The faculty can fulfill this responsibility, in part, by maintaining an active membership in their professional societies. The personal relationships developed in these societies, as well as the publications they



disseminate, are valuable resources to faculty members and their institutions.

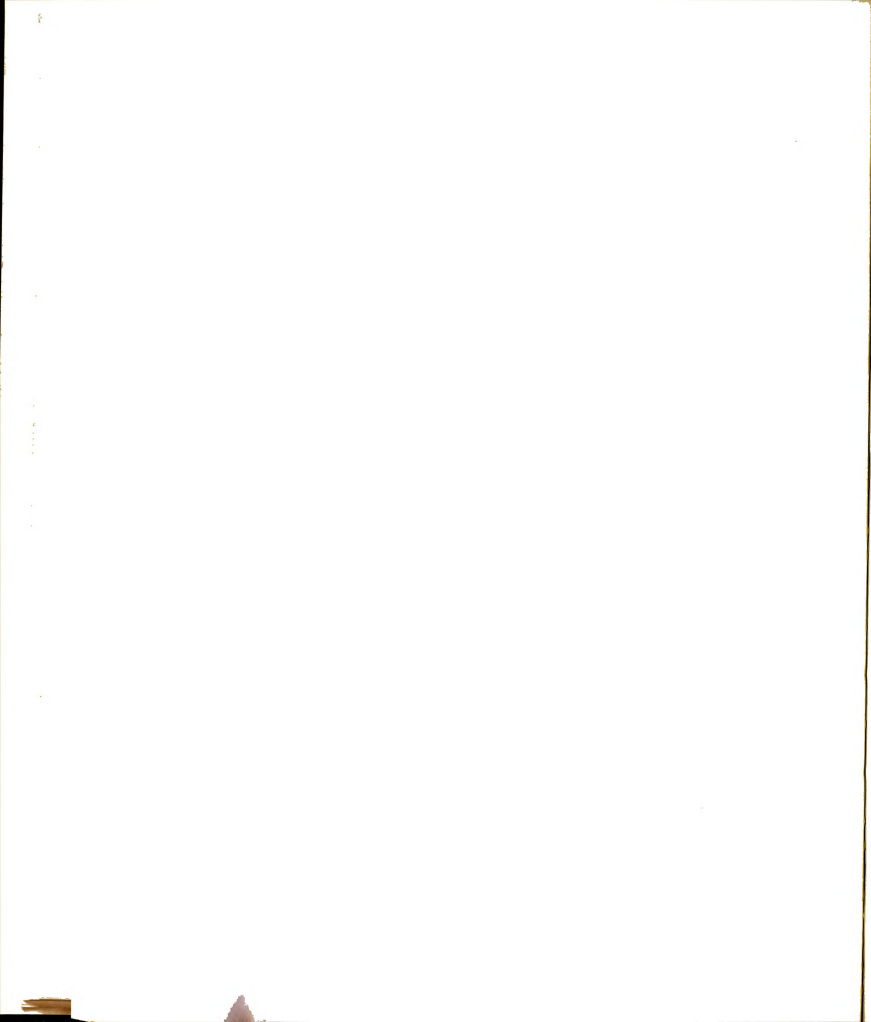
During the course of this study, additional priorities and expectations for the development and operation of the new Academy were identified and listed. This list was consolidated into seven questions which were transmitted to Mr. Hoover for his observation and response. These questions and responses, in part, reflect upon the future direction of the FBI Academy and its programs. These questions do not encompass all the priorities of the FBI but are representative only of those items identified in the research of this study.

Following are the questions, as well as the responses to the questions:⁶⁹

QUESTION I: Will the FBI consider taking appropriate steps to satisfy requirements of some local university in order to have at least the educational courses certified for accreditation?

RESPONSE: There is great emphasis today by all major professions to achieve recognition in their respective fields and in furtherance of this to establish appropriate goals, standards, and a code of ethics. Law enforcement is no exception. Academic achievement is one characteristic of such professionalization. Colleges and universities throughout the country are including Police Science, Police Administration, and related courses in their curricula, and grants by Federal, state and private sources are readily available to further develop college and university programs and to finance individual attendance. Law enforcement officers attending FBI programs are showing an increasing interest in continuing their education at the college level and more and more frequently the question of accreditation for FBI programs is being raised.

⁶⁹A letter from J. Edgar Hoover, January 7, 1970.



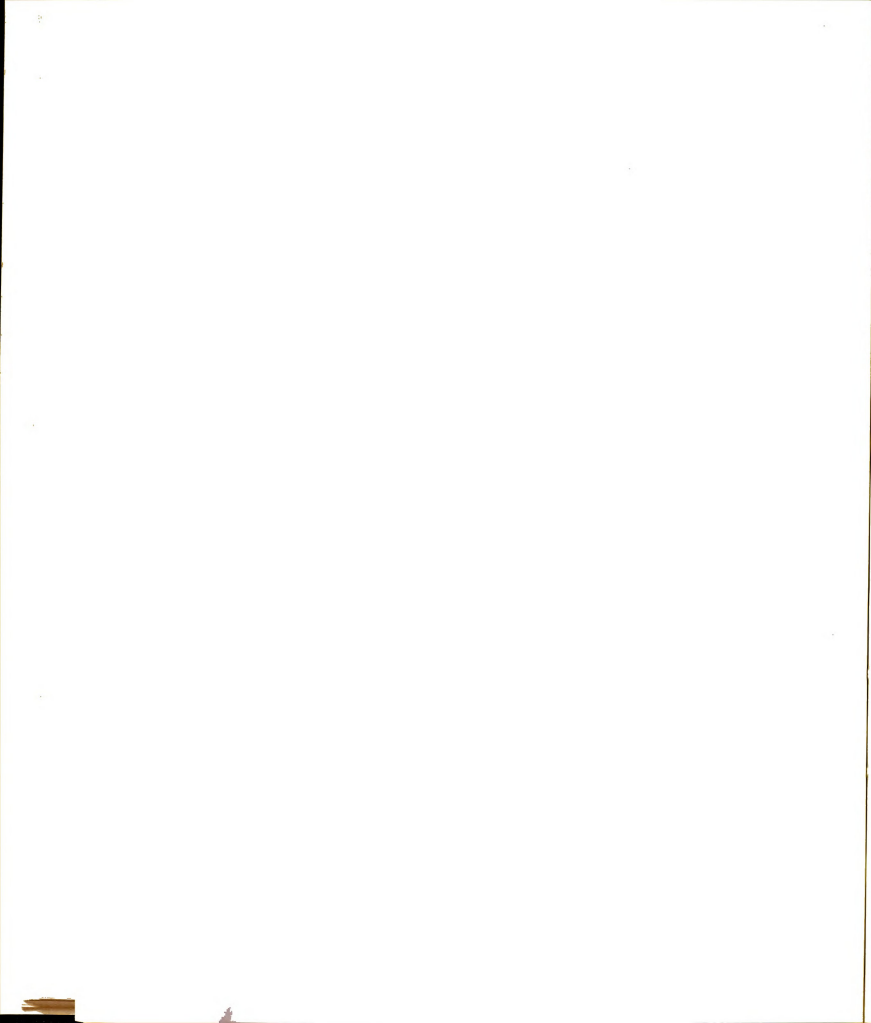
States, professional associations, and regional educational groups have developed criteria for determining whether or not institutions, which voluntarily submit to a visitation by an evaluating team, are presenting and maintaining the stated purposes of the institution. If they are found to be meeting these ends, they are approved, certified, or accredited.

Essentially the accreditation process includes four steps: the establishment of criteria, the evaluation of an institution by competent authorities to determine whether the established criteria are being met, publication of a list of institutions meeting the criteria, and periodic reviews to ascertain whether or not these institutions continue to meet the criteria.

The FBI has always maintained the highest standards in its training and educational programs. Recognizing that the success of an organization is attributable to three important factors: the selection of high caliber personnel, a carefully structured program to train and educate them, and a continuous program of supervision and evaluation, I have always placed appropriate emphasis on training and education. I have no doubt that the courses presented by FBI personnel in subjects such as police administration, personnel management, sociology, psychology, law, etc., compare favorably with similar programs offered by highly reputable accredited colleges and universities.

With this in mind, I anticipate that an agreement will be reached with an institution of higher learning in the Washington-Virginia area which will be mutually advantageous to the FBI, the institution of higher learning, and our students and faculty. I foresee no major problems in having our educational courses certified by affiliation with an institution of higher learning.

QUESTION II: In view of the knowledge and technological explosion in the past 10 years, business, industry and government have recognized the need for specialization in areas of administration and operation. Will the FBI have its new Academy responsive to similar needs of local law enforcement? Specifically, will National Academy programs be directed to executive, mid-management and supervisory levels? If so, how?



RESPONSE: The knowledge and technology explosion of the past two decades has indeed had an impact on business, industry, and government. It has brought about many noteworthy developments and one in particular is significant. Management and operational personnel are exhibiting an intense, sincere desire for data and assistance related to their particular functions. Personnel in law enforcement exhibit the same awareness of the expanding growth in their obligations and responsibilities. They have in many instances sensed an inadequacy of qualifications and/or preparation for their particular job or function in today's environment.

While there is a need for specialists in the management and operation of our modern law enforcement agencies, there is also an equally important and justifiable need for generalists. Law enforcement personnel are not only members of a specific organization but are important members of their respective communities in particular and of society in general. As such, they need broad but balanced training and education. An individual can achieve a certain amount of this by himself but must thereafter rely upon resources of his own agency as well as outside sources for additional training and education.

One of these outside sources, the FBI, has been cognizant of the needs of law enforcement and for more than 35 years has been designing and conducting programs to meet these specific needs. The FBI will continue to plan, organize, and conduct training and educational programs at the general and special levels both throughout the field and at the new Academy. It would be folly to stand still in our dynamic environment. Law enforcement will either vigorously progress and thereby increase its professional stature or disappointingly regress and consequently sink into a quagmire of mediocrity. The direction in which the profession goes depends entirely upon the actions of its members. The FBI dedicates itself to providing for the needs of local law enforcement in an effort to assist and encourage further professional development. The FBI shall continue, therefore, to be responsive to the knowledge and technological explosion that is occurring in business, government, and industry and our training programs will include both general and specialized educational curricula directed to executive, mid-management and supervisory levels.

QUESTION III: Will the FBI consider any specific entrance requirements for the National Academy, such as a minimum number of years in law enforcement; pledge to remain for a definite amount of time with a certain law enforcement organization; a minimum educational background, such as high school diploma, junior college degree; and, finally, will a candidate be required to pass a standard entrance examination for acceptance?

RESPONSE: At the present time, the FBI has specific requirements for enrollment in the FBI National Academy and in other programs of a training or educational nature. The requirements vary according to the type of program. I feel that this will continue in the future particularly with regard to the minimum number of years in law enforcement, the pledge to remain for a definite period of time with a specific law enforcement agency, and a minimum level of educational achievement. I do not anticipate that all candidates for FBI programs will be required to pass a standard entrance examination. Such an examination may be a requirement for those who are seeking semester credit hours for work taken in certain fields which would be transferable to an institution of higher learning in their home areas. This, however, would be a requirement imposed by the institution of higher learning granting credit for the courses and not by the FBI.

QUESTION IV: Will membership in the National Academy faculty be based on practical experience, academic background, or a combination of both?

RESPONSE: The experienced, competent, professional Special Agent with a solid academic background in his area of specialization and the ability to organize and articulate his thoughts on his subject is the faculty member we want.

Not only must he be able to expound theory but also to relate that theory to practice in a manner suitable for his career law enforcement students. He must not merely be a specialist remaining abreast of current trends in his field, but also a generalist since he must clearly understand the role of law enforcement in our complex, democratic society. Moreover, he must be an imaginative individual familiar with the adult learning process, sound educational methodology, and supportive educational technology who is capable of stimulating his students.

Since we have over 1,500 experienced Special Agents, many of whom hold advanced degrees in a wide variety of law enforcement related subjects, serving as field police instructors offering instruction to local law enforcement officers throughout the nation we have a reservoir from which to draw. Furthermore, there are over 75 experienced Special Agents currently matriculating for advanced degrees in appropriate fields under Bureau sponsorship who will be considered for teaching assignments on the faculty of the FBI National Academy. In general, the membership of the FBI National Academy faculty will be based upon academic excellence and outstanding practical experience.

QUESTION V: Will the organizational structure of the new Academy resemble that of a newly-developing community college whose objectives, among others, are geared to the development of vocational and/or technical skills, as well as a general education?

RESPONSE: While the FBI is primarily an investigative agency it has directed over the years a substantial effort in the area of law enforcement training and education. This division of responsibilities was uppermost in our thinking during the early planning stages for the new Academy. During the initial stages of the development of the new Academy concept there was a comprehensive planning phase which included academic, environmental, economic, and managerial considerations. The functions and characteristics of both an institution of higher education and a Federal investigative agency were considered. A resulting organizational structure will be mutually responsive to both. The courses offered will develop vocational and/or technical skills; general education and highly specialized advanced disciplines.

QUESTION VI: The contributions of the FBI to law enforcement training are well known. What expanded contributions in the areas of police training and education do you foresee in conjunction with the expanded facilities available?

RESPONSE: The new Academy will provide means for the FBI to give greater assistance to local and state law enforcement agencies in training and technical matters. It will increase from 200 to more than 2,000 the number of qualified officers who can attend the Academy each year, and will permit 1,000 others to be given specialized training each year.

I have always been concerned with the utilitarian training and education programs for law enforcement personnel. This concern will continue in the future. Every effort will be made to meet the specific and general demands of personnel selected to attend programs at this Academy. All levels of management and administration will be treated in both long and short programs. In addition, there will be a number of one- and two-week courses dealing with specific areas such as evaluation of personnel, selection of personnel, the decision making process, investigative techniques, sex crime investigations, law, police-community relations, etc.

QUESTION VII: Does the FBI foresee the use in the National Academy of faculty members from colleges and universities throughout the country on a semester or yearly basis in conjunction with sabbatical leaves?

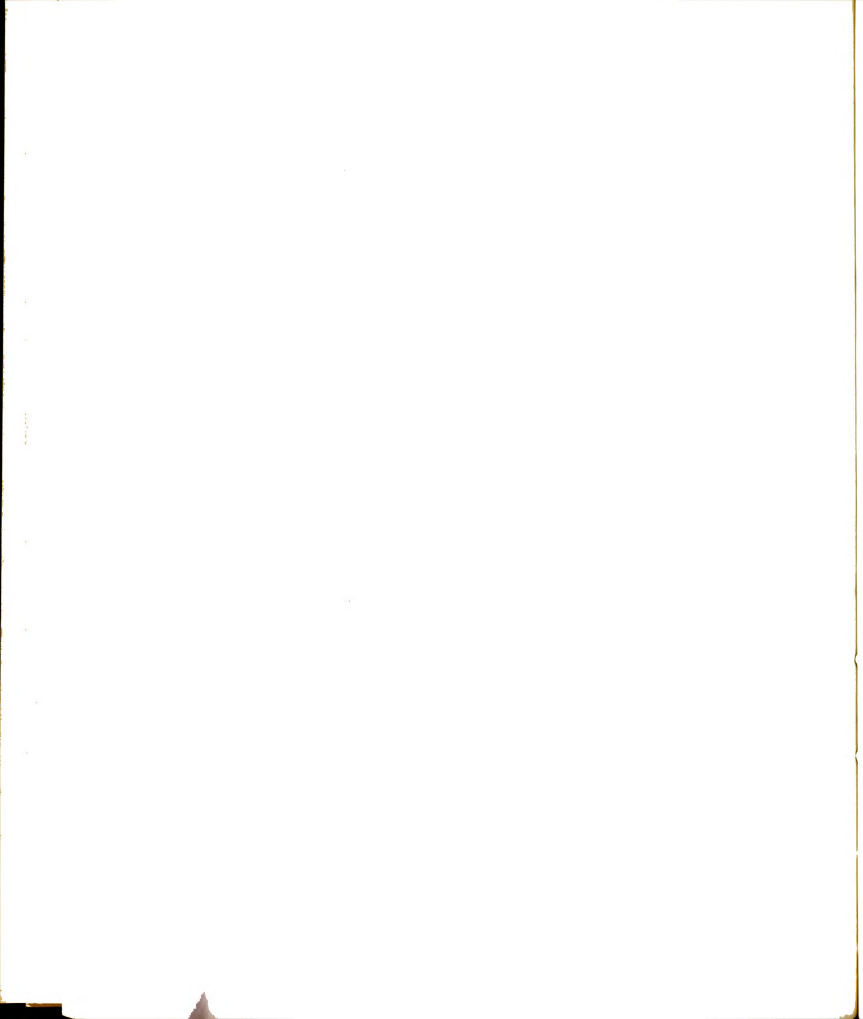
RESPONSE: It has been a long-standing policy of the FBI to utilize the best resources possible in its training and education programs. In addition to the lectures and instruction afforded by experts of this Bureau, our programs are supplemented by instruction from leading authorities who are connected with institutions of higher learning as well as by instruction in practical training given by outstanding police officials. For example, during the second year of operation in 1936 the National Academy program included faculty members from Vanderbilt University, Yale University, University of Utah, University of North Carolina, Harvard University, Johns Hopkins University, Northwestern University, Columbia University, and the University of California. Through the succeeding years we have continued to invite leading authorities from various colleges and universities to lecture in disciplines related to the field of law enforcement. Where pertinent and feasible, I expect no change in this policy.

The FBI National Academy has grown from a modest beginning to one of pre-eminence in the field of law enforcement training. FBI training and educational programs offered at the grass root level of law enforcement have contributed to the growth of training programs in the United States.

Remarkable progress has been made in the intellectual and vocational preparation of police officers in the last thirty-five years.

The FBI, through its Academy and satellite training programs throughout the country, are dedicated to the future development of quality training and educational opportunities for law enforcement.

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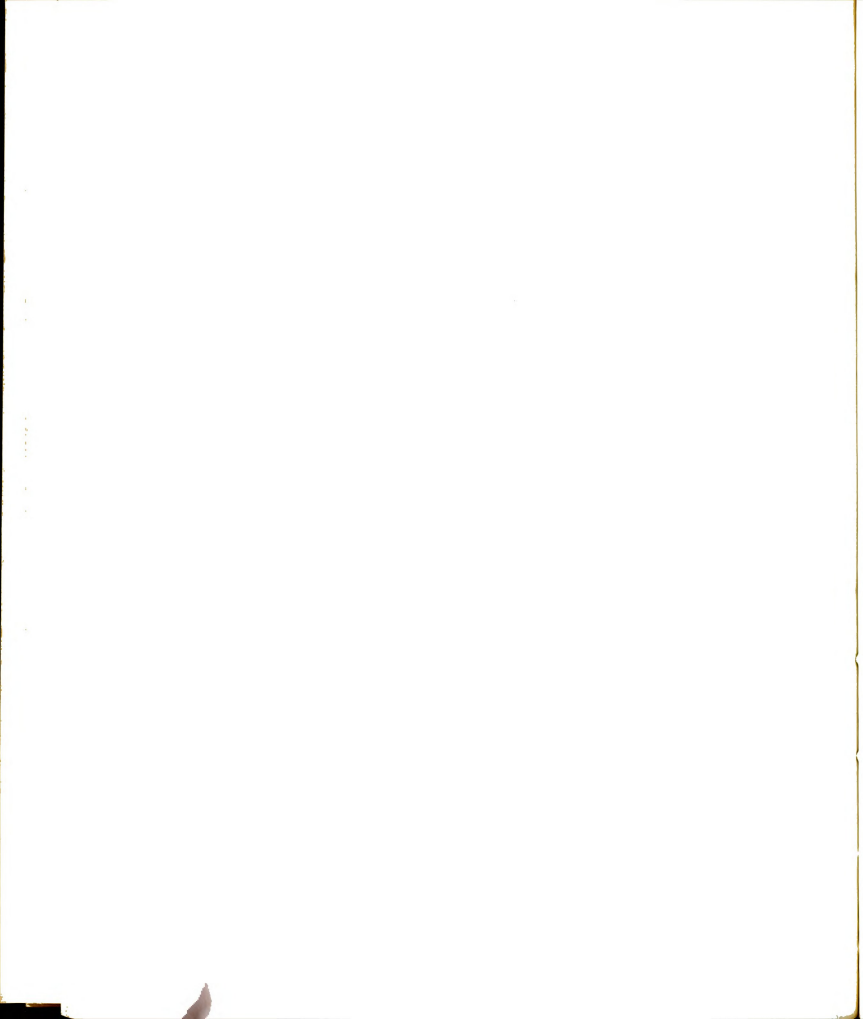
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- Mooney, William M. Chief, Planning and Research Unit, FBI Training Division, Washington, D. C.

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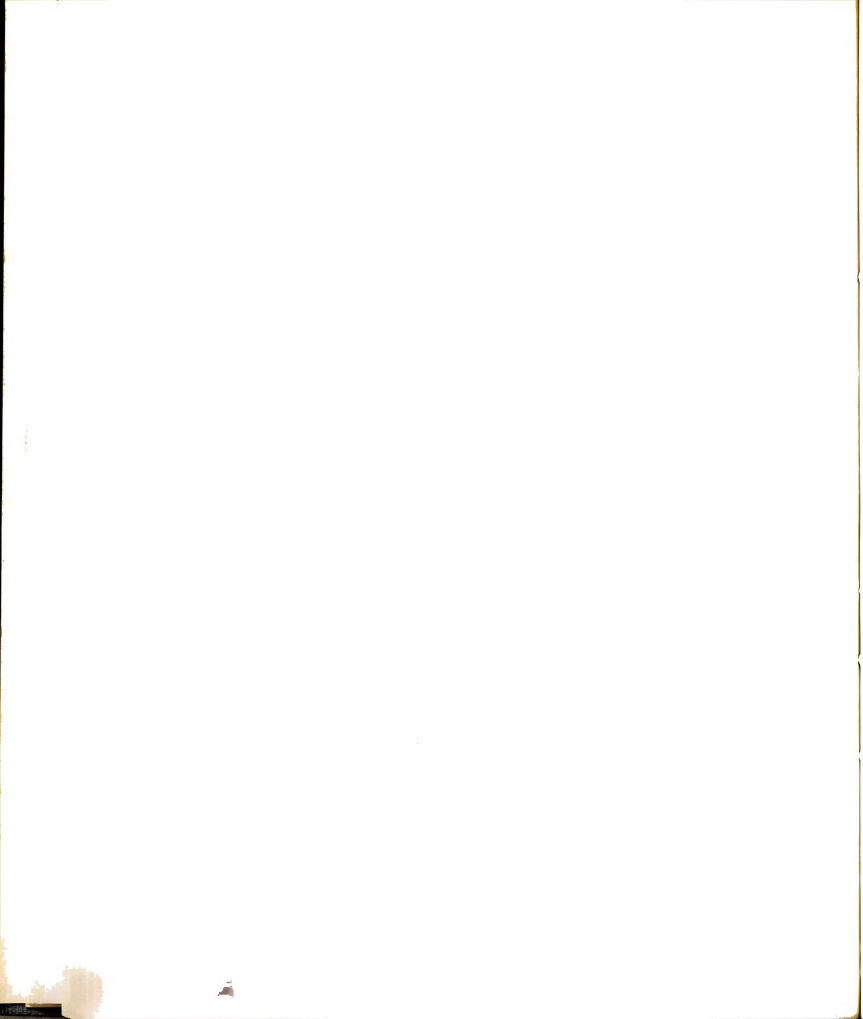
APPENDICES

APPENDIX A

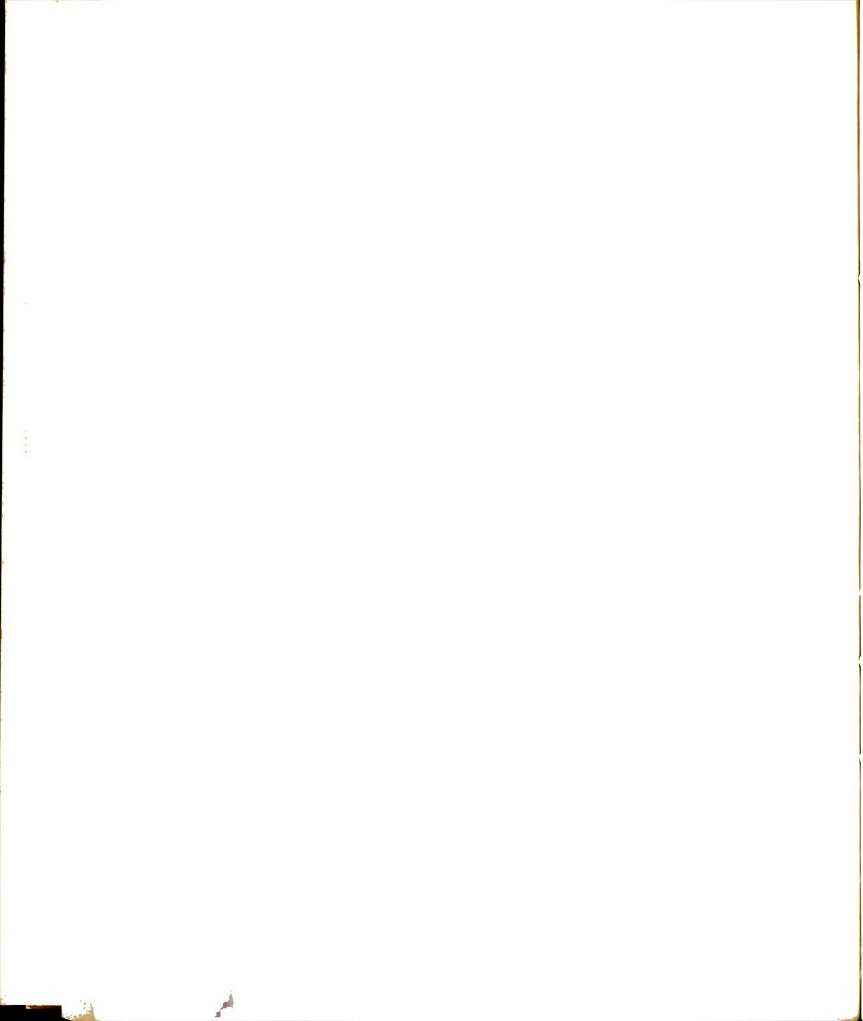
ROSTER OF THE FIRST SESSION OF THE FBI
NATIONAL ACADEMY (JULY 29, 1935)

APPENDIX A
ROSTER OF THE FIRST SESSION OF THE FBI
NATIONAL ACADEMY (JULY 29, 1935)

<u>Name</u>	<u>Rank and Agency</u>
William Adams	Assistant Chief of Police Cincinnati, Ohio Police Department
Ralph W. Alvis	Lieutenant, Ohio Highway Patrol
Charles R. Blake	Sergeant, Rhode Island State Police
Claude Broom	Patrolman, Detroit, Michigan Police Department
Matthew J. Donohue	Lieutenant, Bergen County, New Jersey Police Department
James C. Downs	Lieutenant, Baltimore, Maryland Police Department
L. E. Goodrich	Investigator, State of Florida
Earl J. Henry	Lieutenant, Pennsylvania Highway Patrol
Nelson Hughes	Chief of Police, Tamaqua, Pennsyl- vania
Francis X. Latulipe	Inspector, San Francisco, California Police Department
Fred J. Manning	Inspector, Miami, Florida Police Department
Camille Marcel	Sergeant, Pittsfield, Massachusetts Police Department
Leo Mulcahy	Patrolman, Connecticut State Police



<u>Name</u>	<u>Rank and Agency</u>
Morgan J. Naught	Patrolman, Elizabeth, New Jersey Police Department
Michael P. Naughton	Lieutenant, Chicago, Illinois Police Department
James B. Nolan	Lieutenant, New York City Police Department
Norman R. Purnell	Lieutenant, Delaware State Highway Patrol
C. W. Ray	Sergeant, West Virginia State Police
Harry T. Riddell	Patrolman, Dallas, Texas Police Department
E. W. Savory	Patrolman, Petersburg, Virginia Police Department
James T. Sheehan	Captain, Boston, Massachusetts Police Department
Clarence Smith	Patrolman, Stamford, Connecticut Police Department
Ellis J. Wyatt	Chief of Police, Prescott, Arizona



APPENDIX B

FBI NATIONAL ACADEMY CURRICULUM

As of January, 1939

APPENDIX B
FBI NATIONAL ACADEMY CURRICULUM

As of January, 1939

Set out below is the general curriculum of the twelve weeks' course of training of the FBI National Academy.

Law and Investigations

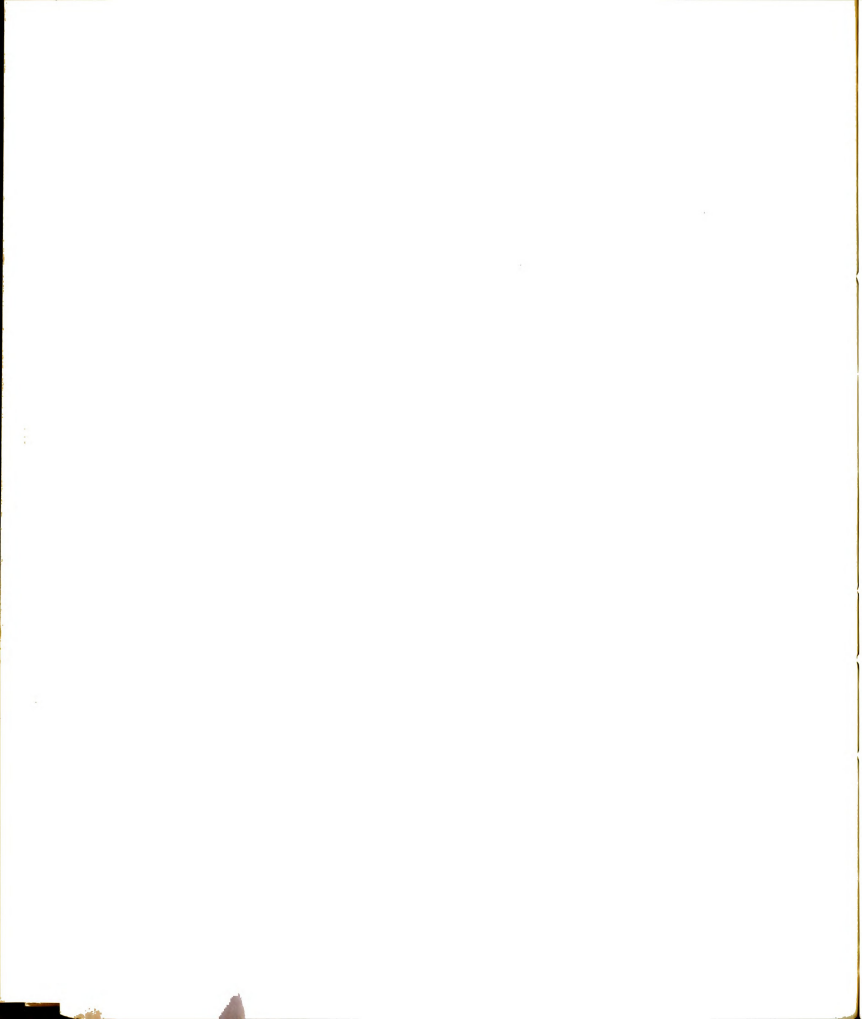
(In addition to instruction in Substantive and Adjective law courses, the instruction in investigative procedures in specific subjects includes an analysis of their specific laws and their essential elements, the application of specific Laws of Evidence and the ethical and legal methods of obtaining evidence.)

Criminal Law

<u>Subject</u>	<u>Hours</u>
Evidence, Confessions and Circumstantial Evidence	8
Criminal Law	6
The Law of Arrests, Searches and Seizures and Courtroom Behavior	3
Expert Testimony	2
Prosecution Administration	<u>2</u>
Total Hours	21

Investigations

<u>Subject</u>	<u>Hours</u>
Arson Investigations	4
Bank Robbery Investigations	2
Extortion Investigations	3
Fugitive Investigations	2
Hijacking and Thefts of Shipments Investigations	2
Hit-and-Run Driver Investigations	3
Homicide Investigations	3
Larceny, Theft and Burglary and Robbery Investigations	6



Investigations (Continued)

<u>Subject</u>	<u>Hours</u>
Auto Theft Investigations	2
Perjury Investigations	1
Racketeering Investigations	1
Unlawful Flight to Avoid Prosecution Investigations	1
White Slavery, Prostitution and Sex Crimes	2
Criminal Investigations Practical Work	14
Crime Scene Search Demonstration and Practical Work	7
Raids and Roadblocks	3½
Gambling Investigations	2
Total Hours	58½

Police Organization and AdministrationAdministration and Management

<u>Subject</u>	<u>Hours</u>
Personnel Problems and Personnel Administration	3
Selection of Personnel	2½
Discipline and Rating of Personnel	2½
The Merit System	2
Parades, Assemblies and Emergencies	1
Property Records	3½
Personnel Records	2
Police Filing, Exhibit and Indexing Systems and Physical Relation of Records and Communications System	2½
Office Management	2
Modus Operandi, Photographic and Sources of Information Records	3
Police Organization and Administration including local and state agencies	15
Police Radio Administration	3
Handling Riots and Unlawful Assemblies	3
Total Hours	45

Economics

<u>Subject</u>	<u>Hours</u>
The Budget and Police Finance	1½
Total Hours	1½

Statistics and Their Interpretation

<u>Subject</u>	<u>Hours</u>
Crime Statistics and Practical Problems	10½
Uniform Crime Reports and Records	<u>10½</u>
Total Hours	21

ScienceBiology

<u>Subject</u>	<u>Hours</u>
Medical Examinations	3
Forensic Medicine	3
Toxicology; Blood and other Body Fluids	7
Hair and Other Fibers	1
Pathology	<u>3</u>
Total Hours	17

Chemistry

<u>Subject</u>	<u>Hours</u>
Chemistry in Crime Detection	3
Explosives	2
Metals	3
Moulage	3
Petrographic Examinations	<u>1</u>
Total Hours	12

General Science

<u>Subject</u>	<u>Hours</u>
Introduction to Laboratory Work	2
Document Identification	7
Codes and Secret Writings	2
Narcotics	<u>2</u>
Total Hours	13

Physics

<u>Subject</u>	<u>Hours</u>
Physics in Crime Detection	3
Sound and Electrical Equipment	12
Sound Recording	2
Photography	6½
Technical Apparatus	4
Drawing, Charting and Recording Data at Crime Scenes	3
Lock Studies	2
Glass Fractures	<u>2</u>
Total Hours	34½

Identification Techniques

<u>Subject</u>	<u>Hours</u>
Fingerprint Classification, Identification and Records	52
Latent Fingerprints	14
Portrait Parle and Description of Persons	5
Firearms Identification	<u>11</u>
Total Hours	82

Education and PsychologyEducation

<u>Subject</u>	<u>Hours</u>
Training Methods and Operation of Police Training Schools	5
Training Projects	20
Training Methods	12
Visual Aids	<u>1</u>
Total Hours	38

Applied Psychology

<u>Subject</u>	<u>Hours</u>
Auditory and Observation Tests	2
Developing Confidential Informants and Sources of Information	1
Interviews and Confessions	6
Practical Psychology in Investigations	3
Pretexts	<u>1</u>

Applied Psychology (Continued)

<u>Subject</u>	<u>Hours</u>
Law Enforcement Officer and the Press	2
Detection of Deception	1
Crime Motivation	3
Police Work and the Youthful Offender	<u>3</u>
Total Hours	22

General Social Science

<u>Subject</u>	<u>Hours</u>
Foreign Police Organizations	2
Organization, Jurisdiction and Cooperative Functions of FBI	4
Jurisdiction of Federal Investigative Agencies	2
Law Enforcement as a Profession	2
General Social Problems	6
Law Enforcement and Sociology	4
Ethics in Law Enforcement	1½
Private Enforcement Agencies--their functions and cooperation	4
Crime Prevention	3
Traffic Organization, Control and Safety	6
Safety Education in Police Work	<u>3</u>
Total Hours	37½

Physical Education

<u>Subject</u>	<u>Hours</u>
Physical Training, Physical Training Methods and Defensive Techniques	<u>60</u>
Total Hours	60

Vocational Education

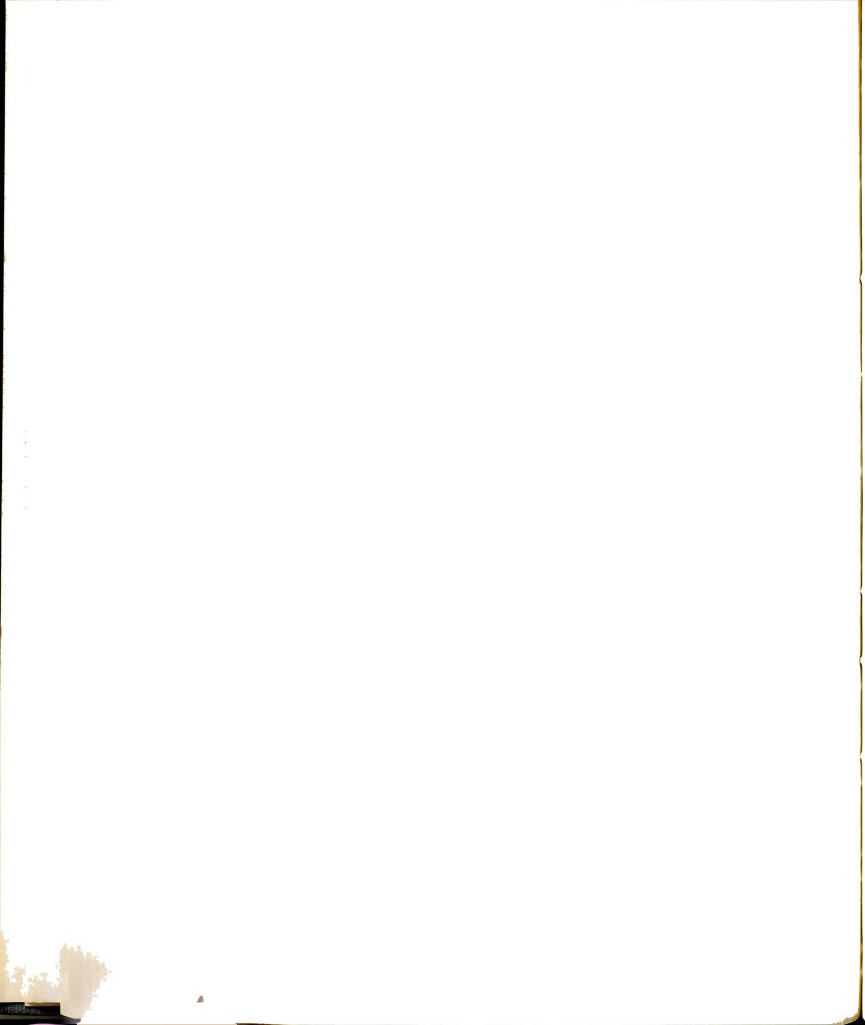
<u>Subject</u>	<u>Hours</u>
Firearms Training	5½
First Aid	1
Fundamentals of Typing and Dictation	1
Photography	6½
Preparation and Making of Speeches	3
Speeches by Class Members with Analytical Critiques	9
Patrol Work	<u>1</u>
Total Hours	27

Source: FBI National Academy, Washington, D. C.

APPENDIX C

FBI NATIONAL ACADEMY CURRICULUM

As of August, 1959



APPENDIX C
FBI NATIONAL ACADEMY CURRICULUM

As of August, 1959

Set out below is the general curriculum of the twelve weeks' course of training of the FBI National Academy.

Law and Investigations

Law

<u>Subject</u>	<u>Hours</u>
Evidence and Confessions	4
Laws of Arrest, Searches and Seizures	2
The Constitution and the Bill of Rights	3
The Juvenile Court	2
Testifying in Court	<u>4</u>
Total Hours	15

Investigations

<u>Subject</u>	<u>Hours</u>
Accident Investigation Procedures	3
Arson	1
Auto Theft Investigations	2
Burglary Investigations	2
Crime Scene Search Demonstrations	6
Criminal Investigation Practical Work	14
Fugitive Investigations	1
Hit-and-Run Accident Investigations	2
Homicide Investigations	3
Narcotics	2
Supervision of Civil Rights Matters	2
Supervision of Raids and Roadblocks	4
Unlawful Flight to Avoid Prosecution	<u>2</u>
Total Hours	44

Administration and Personnel ManagementAdministration

<u>Subject</u>	<u>Hours</u>
Administrative Aspects of Police Records	5
Co-ordinating Traffic Control-Panel Forum	3
Disaster Planning	1
Interdepartmental Safety Programs	1½
Organization of a Police Department	3
Planning for Parades, Assemblies and Special Events	1
Police Organization and Administration- Panel Forum	4
Police Traffic Supervision	1½
Preparation of a Police Manual	2
Presenting a Police Budget	1
Selective Traffic Enforcement	1½
Supervision of Accident Records	1
Supervision of Accident Reporting Methods	1
Supervision of Reports and Report Writing	4
Traffic Law Enforcement and Administration	1
Total Hours	31½

Personnel Management

<u>Subject</u>	<u>Hours</u>
Disciplinary Policies	2
Inspections	2
Principles of Supervision	2
Selection of Personnel	1
Total Hours	7

Economics

<u>Subject</u>	<u>Hours</u>
The Budget and Police Finance	2
Total Hours	2

ScienceGeneral Science

<u>Subject</u>	<u>Hours</u>
Automotive Crash Injury Research	2
Blood and Other Body Fluids	1
Chemistry, Toxicology and Arson	3
Document Examinations	2
Emergency Obstetrics	1
Intoxication Tests	1
Introduction to Laboratory Work	1
Microscopy	3
Narcotics	2
Unnatural Causes of Death	<u>1</u>
Total Hours	17

Identification Techniques

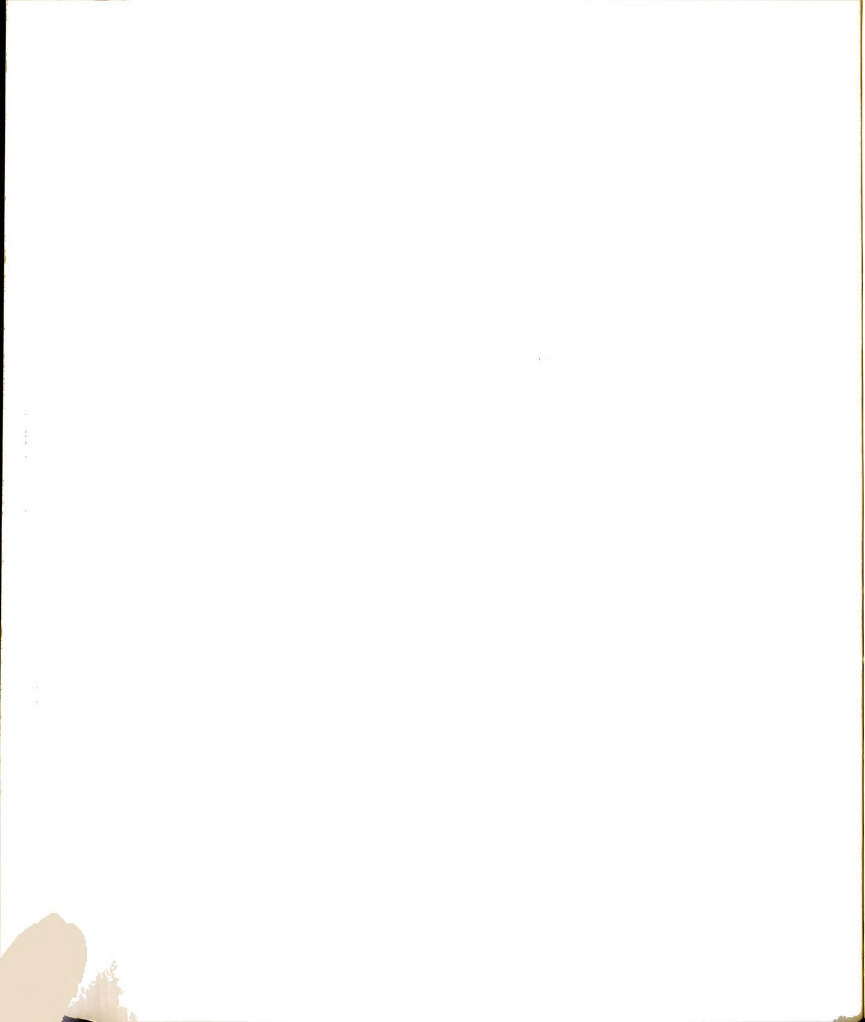
<u>Subject</u>	<u>Hours</u>
Fingerprint Identification	24
Latent Fingerprint Examinations	6
Plaster Casting	<u>1</u>
Total Hours	31

Physics

<u>Subject</u>	<u>Hours</u>
Physics in Crime Detection	3
Radiation Hazards	2
Speed Calculations	<u>1</u>
Total Hours	6

Education and PsychologyEducation

<u>Subject</u>	<u>Hours</u>
Books of Interest to Law Enforcement Officers	1
Development and History of the Traffic Problem	1
Evaluating Results of Training	1
Operation of Police Training Schools	1
Organization of Traffic Surveys	1
Teaching Methods	5



Education (Continued)

<u>Subject</u>	<u>Hours</u>
Training Methods (Projects by Class Members)	18
Traffic Safety Education	1½
Traffic Survey Field Work	<u>3</u>
Total Hours	32½

Physical Education

<u>Subject</u>	
Physical Training--including Defensive Tactics, Judo, and Operation of Physical Training Program	<u>42½</u>
Total Hours	42½

Vocational Education

<u>Subject</u>	<u>Hours</u>
Drawing and Charting Techniques	3
Firearms Training	41
Fundamentals of Typing	1
Photography in Law Enforcement	6
Police Patrol Methods	2
Preparation of Case for Trial	1
Supervision of Surveillances	1
Techniques and Mechanics of Arrest	<u>6</u>
Total Hours	61

Public Speaking

<u>Subject</u>	<u>Hours</u>
Public Speaking	2
Practice Public Speaking by Class Members with Analytical Critiques	<u>12</u>
Total Hours	14

Applied Psychology

<u>Subject</u>	<u>Hours</u>
Development and Control of Confidential Informants	1
Interview Techniques	<u>3</u>

Applied Psychology (Continued)

<u>Subject</u>	<u>Hours</u>
Obtaining Public Support for Law Enforcement	2
Parking Control and Enforcement	1½
Pedestrian Control and Enforcement	1
Police Role in Catastrophes	2
Public Relations in Traffic Enforcement	1
Relationship Between the Press and Law Enforcement	<u>3</u>
Total Hours	14½

Education Psychology

<u>Subject</u>	<u>Hours</u>
Making Notes in Class and Classroom Orientation	<u>4</u>
Total Hours	4

Social Psychology

<u>Subject</u>	<u>Hours</u>
Analyzing the Juvenile Delinquency Problem from the Standpoint of the Law Enforcement Officer	2
Departmental Planning in Crime Prevention Methods	2
Law Enforcement and Sociology	4
Psychology of the Juvenile Delinquent	4
Working with Juveniles	<u>2</u>
Total Hours	14

SociologyGeneral Social Science

<u>Subject</u>	<u>Hours</u>
The Chief of Police as a Community Leader	1
The Function of Psychiatry in Police Work	1
Jurisdiction of Federal Investigative Agencies	1
Law Enforcement as a Profession; Ethics in Law Enforcement	1½
Organization, Jurisdiction and Cooperative Functions of FBI	<u>3</u>
Total Hours	7½

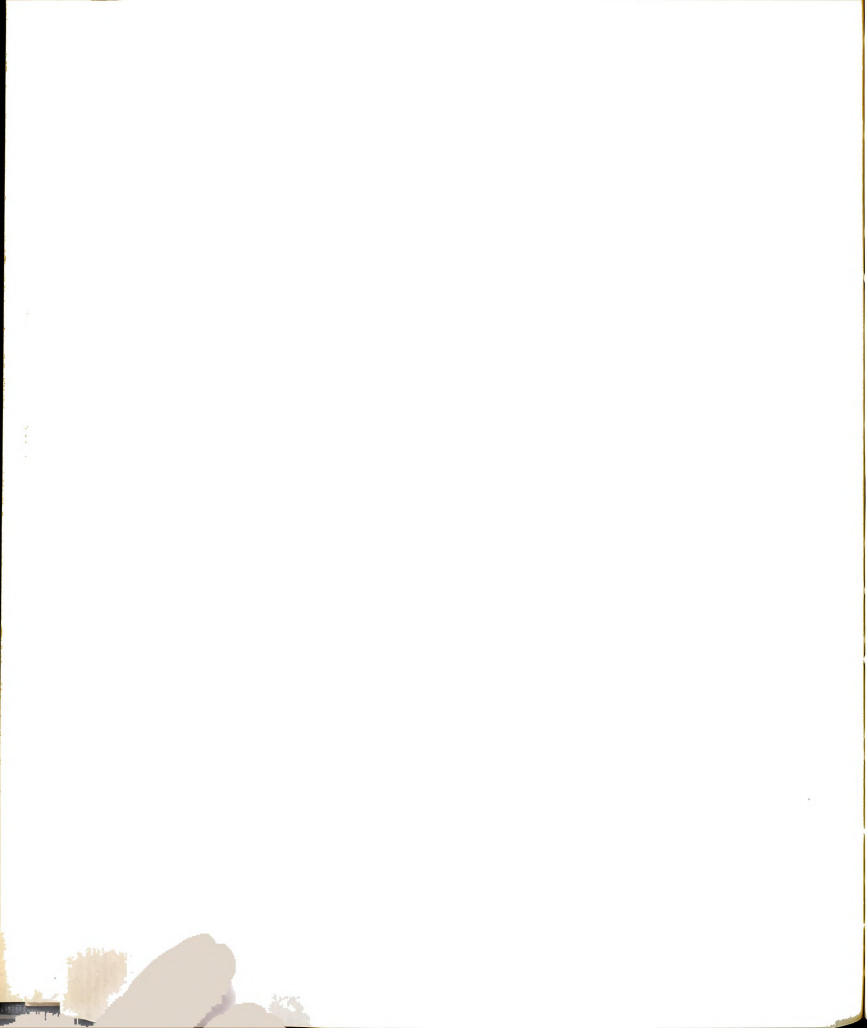
Statistics and Their Interpretation

<u>Subject</u>	<u>Hours</u>
Uniform Crime Reporting	3
Traffic Survey and Summary	<u>5</u>
Total Hours	8

Tours and Field Trips

<u>Subject</u>	<u>Hours</u>
Tour of FBI Facilities	2
Field Trip to District of Columbia	
Traffic Facilities	<u>2</u>
Total Hours	4

Source: FBI National Academy, Washington, D. C.



APPENDIX D

FBI NATIONAL ACADEMY CURRICULUM

SEVENTY-SECOND SESSION

8/19/63 - 11/6/63

APPENDIX D
FBI NATIONAL ACADEMY CURRICULUM
SEVENTY-SECOND SESSION

8/19/63 - 11/6/63

Set out below is the general curriculum of the twelve weeks' course of training of the FBI National Academy.

Law and Investigations

Criminal Law and Court Procedures

<u>Subject</u>	<u>Hours</u>
Due Process in Criminal Interrogation	2
Evidence and Confessions	5
Law of Arrest	2
Law of Search and Seizure	3
Legal Aspects of Roadblocks	1
Police Liability	2
Testifying in Court	2
The Juvenile Court	2
The Law Enforcement Officer and the Courts	2
The United States Constitution and the Bill of Rights	3
Total Hours	24

Investigations and Case Preparation

<u>Subject</u>	<u>Hours</u>
Accident	1
Arson	3
Auto Theft	2
Bank Robbery	1
Bombing	2
Burglary	3
Civil Rights	2
Counterfeiting	1
Crime Scene Search Demonstration	3

Investigations and Case Preparation (Continued)

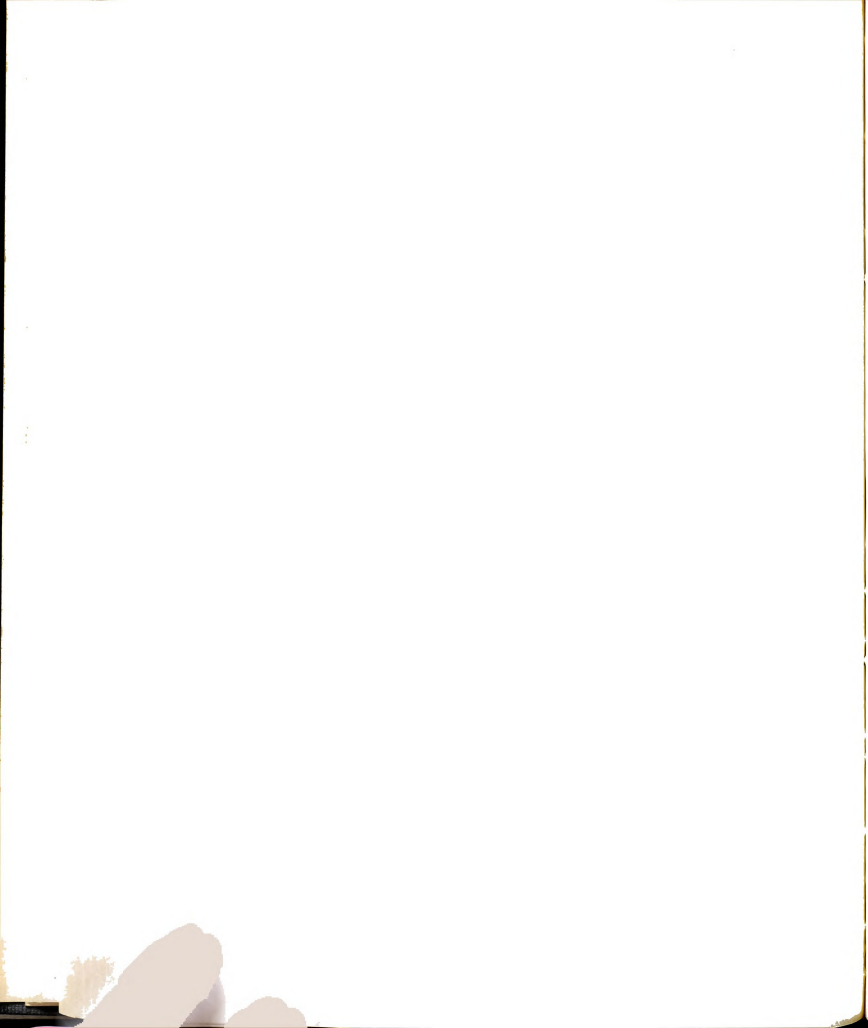
<u>Subject</u>	<u>Hours</u>
Hit-and-Run Accidents	1
Homicide	2
Major Case	5
Narcotics	3
Practical Case Problem	9
Preparation of a Case for Trial	1
Raids and Roadblocks	2
Sex Crimes	4
	<hr/>
Total Hours	45

Education and PsychologyEducation

<u>Subject</u>	<u>Hours</u>
Classroom Orientation: Making Notes in Class	5
Evaluating Results of Training	1
Mandated Municipal Police Training Programs	1
Operating Police Training Schools	6
Research Techniques	11
Teaching Methods--Lecture, Conference, Discussion, Panel Forum, Vocational, Audio-Visual Aids	6
Traffic Safety Education	2
	<hr/>
Total Hours	32

Physical Education

<u>Subject</u>	<u>Hours</u>
Physical Training Program--including Defensive Tactics, Judo and Operation of Physical Program	32
Techniques and Mechanics of Arrest	6
	<hr/>
Total Hours	38



Vocational Education

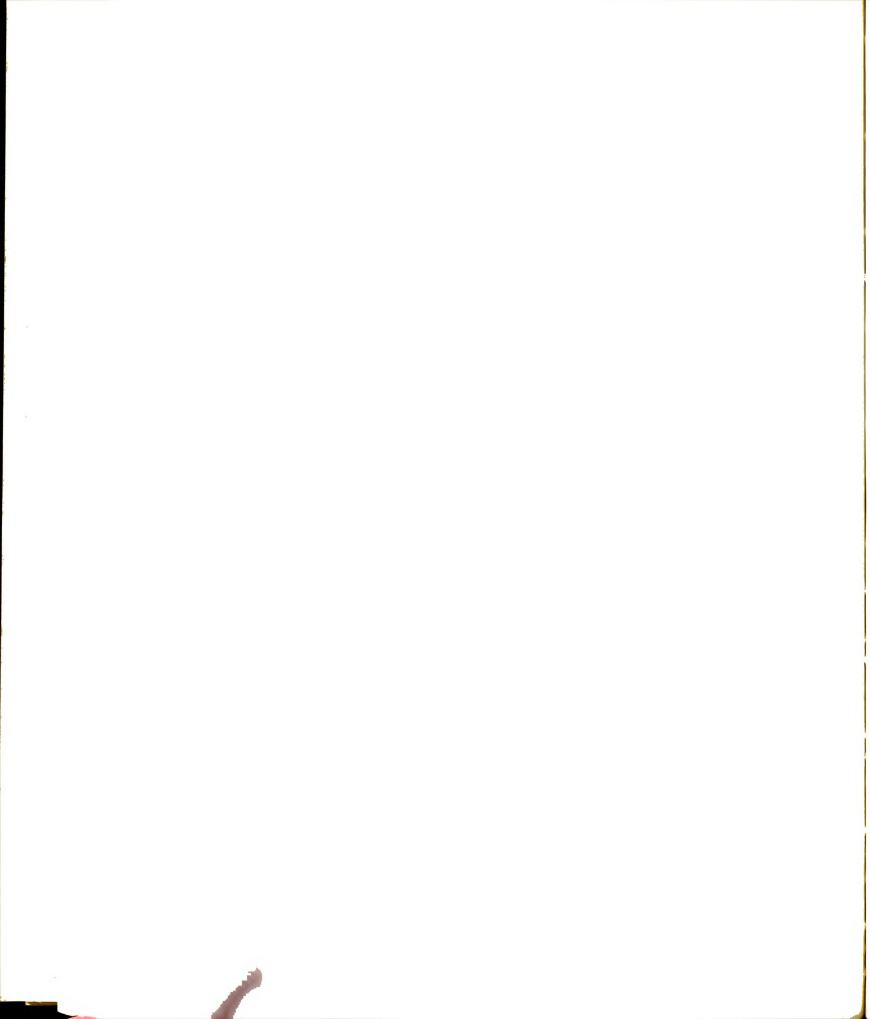
<u>Subject</u>	<u>Hours</u>
Firearms Training	47
Fundamentals of Typing	1
Patrol Methods	1
Public Speaking	15
Surveillances	1
Use of Photography in Law Enforcement	6
Practical Police Procedures in Mob and Riot Control-Field Work	<u>7</u>
Total Hours	78

Psychology

<u>Subject</u>	<u>Hours</u>
Confidential Informants	1
Interview Techniques	3
Gaining Support for Law Enforcement	2
Practical Police Procedures in Mob and Riot Control-Lecture	2
Press and Youthful Criminality	1
Psychological Factors in the Development and Behavior of Mobs	1
Psychology in Law Enforcement	3
Relations Between Press and Law Enforcement	<u>4</u>
Total Hours	17

Organization and ManagementOrganization and Business Management

<u>Subject</u>	<u>Hours</u>
Departmental Planning for Crime Prevention	1
Inspections	3
Interdepartmental Safety Programs	2
Police Organization and Administration	20
Police Records	9
Preparation of a Police Manual	1
Presenting a Police Budget	1
Report Writing and Supervision of Reports	2
Uniform Crime Reporting	3
Use of Dogs in Law Enforcement	<u>2</u>
Total Hours	44



Personnel Management

<u>Subject</u>	<u>Hours</u>
Disciplinary Problems	2
Ethics in Law Enforcement	1
Principles of Supervision	3
Rating and Testing Procedures in Law Enforcement	2
Selection of Personnel	<u>1</u>
Total Hours	9

ScienceBiology and Serology

<u>Subject</u>	<u>Hours</u>
Blood and Body Fluids	1
Hairs and Fibers	<u>1</u>
Total Hours	2

Chemistry

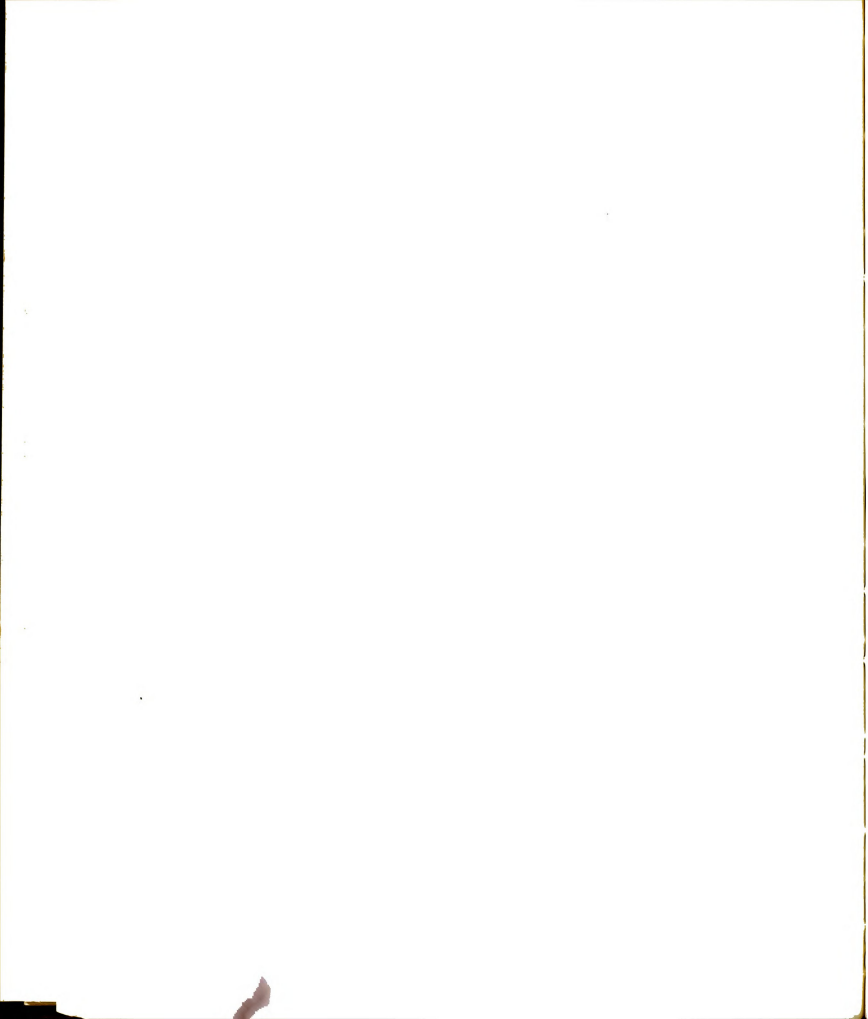
<u>Subject</u>	<u>Hours</u>
Chemistry in Crime Detection	1
Radiation Hazards	<u>2</u>
Total Hours	3

Identification Techniques

<u>Subject</u>	<u>Hours</u>
Classification of Fingerprints	7
Document Examination	2
Identification of Disaster Victims	1
Identification Problems	2
Latent Fingerprints	<u>7</u>
Total Hours	19

Laboratory Techniques and Research

<u>Subject</u>	<u>Hours</u>
Introduction to Laboratory Work	1
Evidence Examination Procedures	2
Organization of FBI Laboratory	<u>1</u>
Total Hours	4



Petrography and Metallurgy

<u>Subject</u>	<u>Hours</u>
Soils and Metals Examinations	<u>3</u>
Total Hours	3

Physics

<u>Subject</u>	<u>Hours</u>
Physics in Crime Detection	1
Firearms, Toolmarks, Glass, Explosives and Wood Examinations	4
Shoe Prints and Tire Tread Examinations	<u>1</u>
Total Hours	6

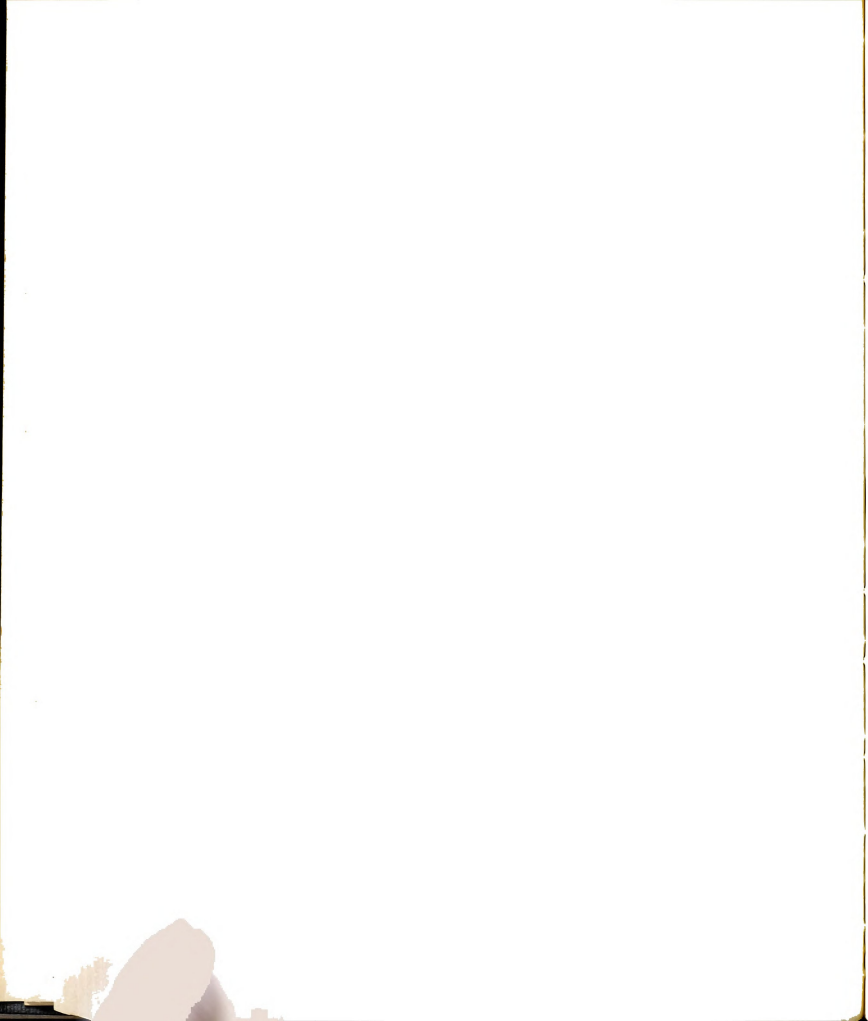
SociologySocial Psychology

<u>Subject</u>	<u>Hours</u>
Analyzing the Juvenile Delinquency Problem from the Standpoint of the Law Enforcement Officer	1
Police Techniques in Handling Juveniles	1
Nation of Islam	<u>2</u>
Total Hours	4

Social Science

<u>Subject</u>	<u>Hours</u>
Communism and Related Movements	2
Espionage	4
History of Traffic Development	2
Jurisdiction, Organization and Cooperative Functions of the FBI	3
Jurisdiction of Federal Agencies	3
Law Enforcement as a Profession: History of Law Enforcement	3
Social Aspects of Crime	3
The Chief of Police as a Community Leader	2
The Function of Psychiagry in Police Work	<u>2</u>
Total Hours	24

Source: FBI National Academy, Washington, D. C.

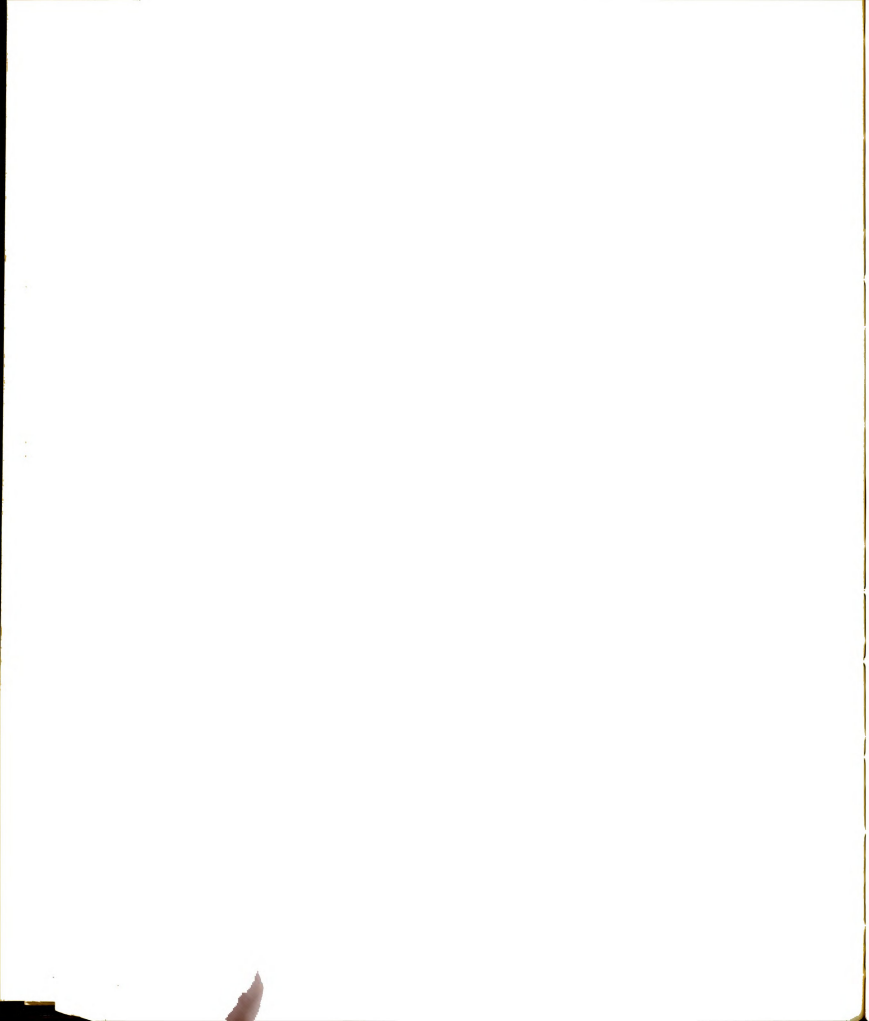


APPENDIX E

FBI NATIONAL ACADEMY CURRICULUM

SEVENTY-FOURTH SESSION

8/3/64 - 10/21/64



APPENDIX E

FBI NATIONAL ACADEMY CURRICULUM

SEVENTY-FOURTH SESSION

8/3/64 - 10/21/64

Set out below is the general curriculum of the twelve weeks' course of training of the FBI National Academy.

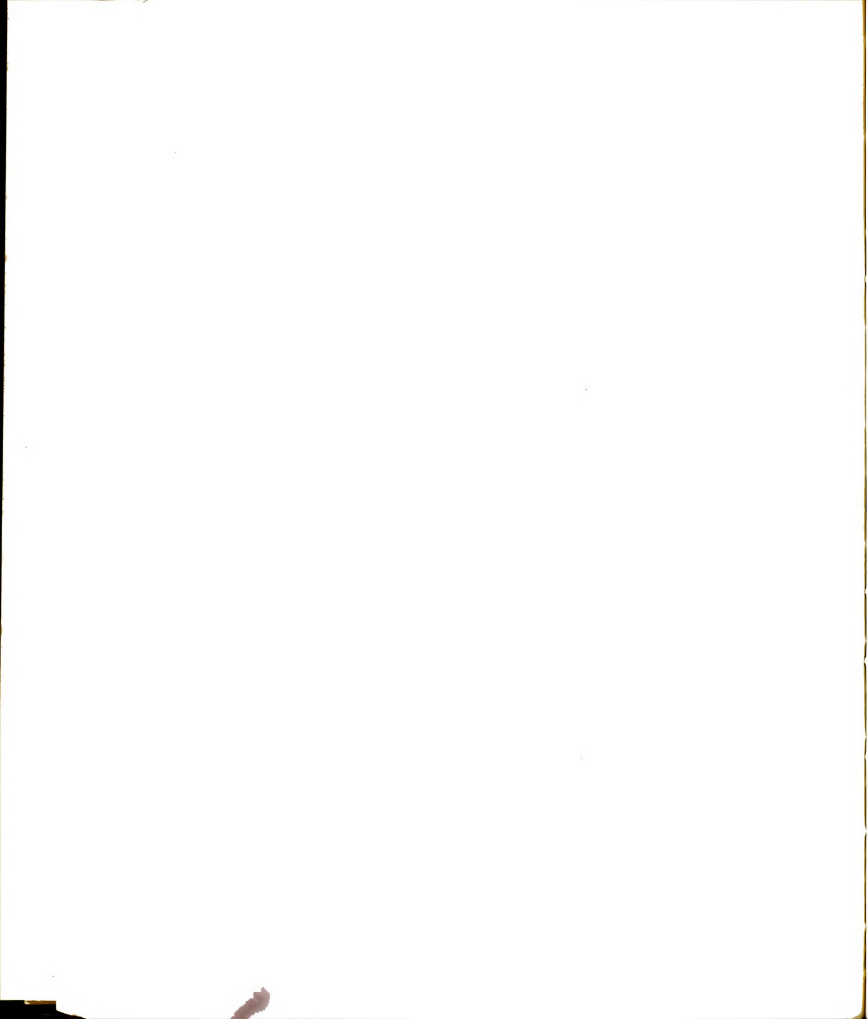
Law and Investigations

Criminal Law and Court Procedures

<u>Subject</u>	<u>Hours</u>
Due Process in Criminal Interrogation	2
Evidence and Confessions	3
Law of Arrest, Searches and Seizures	5
Legal Aspects of Investigations	7
Legal Aspects of Roadblocks	1
Medical-Legal Aspects of Homicidal Investigations	4
Police Liability	2
Testifying in Court	2
The Constitution and the Bill of Rights	3
The Law Enforcement Officer and the Courts	1
The Juvenile Court	2
Total Hours	32

Investigations and Case Preparation

<u>Subject</u>	<u>Hours</u>
Arson	3
Auto Theft	3
Bank Robbery	1
Bombing	1
Burglary	3
Civil Rights	3
Counterfeiting	2
Homicide	3
Major Case	2



Investigations and Case Preparation (Continued)

<u>Subject</u>	<u>Hours</u>
Narcotics	3
Preparation of a Case for Trial	1
Roadblocks	2
Sex Crimes	8
Unlawful Flight to Avoid Prosecution	<u>1</u>
Total Hours	36

Education and PsychologyEducation

<u>Subject</u>	<u>Hours</u>
Application of Research to Training	1
Classroom Orientation; Making Notes in Class; Use of Typewriter	8
Evaluating Results of Training	9
Municipal Police Training Programs	1
Operating Police Training Schools	1
Research Methods and Techniques	5
Supervised Individual Research, Seminars on Organization and Presentation of Research Papers	6
Teaching Methods-Lecture, Conference, Dis- cussion, Panel Forum, Vocational, Audio-Visual Aids	4
Traffic Safety Education	<u>2</u>
Total Hours	37

Physical Education

<u>Subject</u>	<u>Hours</u>
Physical Training Program--including Defensive Tactics, Judo, and Operation of a Physical Training Program	35
Techniques and Mechanics of Arrest	<u>3</u>
Total Hours	38

Vocational Education

<u>Subject</u>	<u>Hours</u>
Firearms Training	42
Organization of a Crime Scene Search, Crime Scene Sketching-Practical Problems	24
Public Speaking-Techniques and Practical Work	18
Surveillances	1
Use of Photography in Law Enforcement	3
Total Hours	88

Psychology

<u>Subject</u>	<u>Hours</u>
Community Relations-The School and The Police	1
Confidential Informants	1
Interview Techniques	3
Police Human Relation	2
Psychology in Law Enforcement	1
Psychology Factors in Development and Behavior of Mobs	1
Relations of Press and Law Enforcement	3
Total Hours	12

Police AdministrationBusiness Management and Policy

<u>Subject</u>	<u>Hours</u>
Departmental Planning for Crime Prevention	1
Gaining Support for Law Enforcement	2
Inspections	3
Interdepartmental Safety Programs	2
Mob and Riot Control--Practical Procedures and Demonstrations	12
Police Administration Seminars	29
Police Budgets--Presentation, Use of Data Processing	5
Police Records	6
Police Techniques in Handling Juveniles	3
Policy and Planning	6
Report Writing, Supervision of Reports, Written Communications	3
Uniform Crime Reporting	6
Use of Dogs in Law Enforcement	2
Use of Publicity in Investigations	1
Total Hours	81

Personnel Management

<u>Subject</u>	<u>Hours</u>
Disciplinary Problems	2
Ethics in Law Enforcement	1
Principles of Supervision	3
Rating and Testing Procedures in Law Enforcement	2
Selection of Personnel	<u>1</u>
Total Hours	9

ScienceBiology and Serology

<u>Subject</u>	<u>Hours</u>
Blood and Body Fluids	<u>2</u>
Total Hours	2

Chemistry

<u>Subject</u>	<u>Hours</u>
Chemistry in Crime Detection and Technical Aspects of Arson	<u>1½</u>
Total Hours	1½

Identification Techniques

<u>Subject</u>	<u>Hours</u>
Classification of Fingerprints	7
Document Examination	2
Identification of Disaster Victims	1
Identification Problems	1
Latent Fingerprints	<u>7</u>
Total Hours	18

Laboratory Techniques and Research

<u>Subject</u>	<u>Hours</u>
Introduction to Laboratory Work	1
Evidence Examination Procedures	2
Organization of FBI Laboratory	<u>2</u>
Total Hours	5

Petrography and Metallurgy

<u>Subject</u>	<u>Hours</u>
Soils and Metals Examination	<u>4</u>
Total Hours	4

Physics

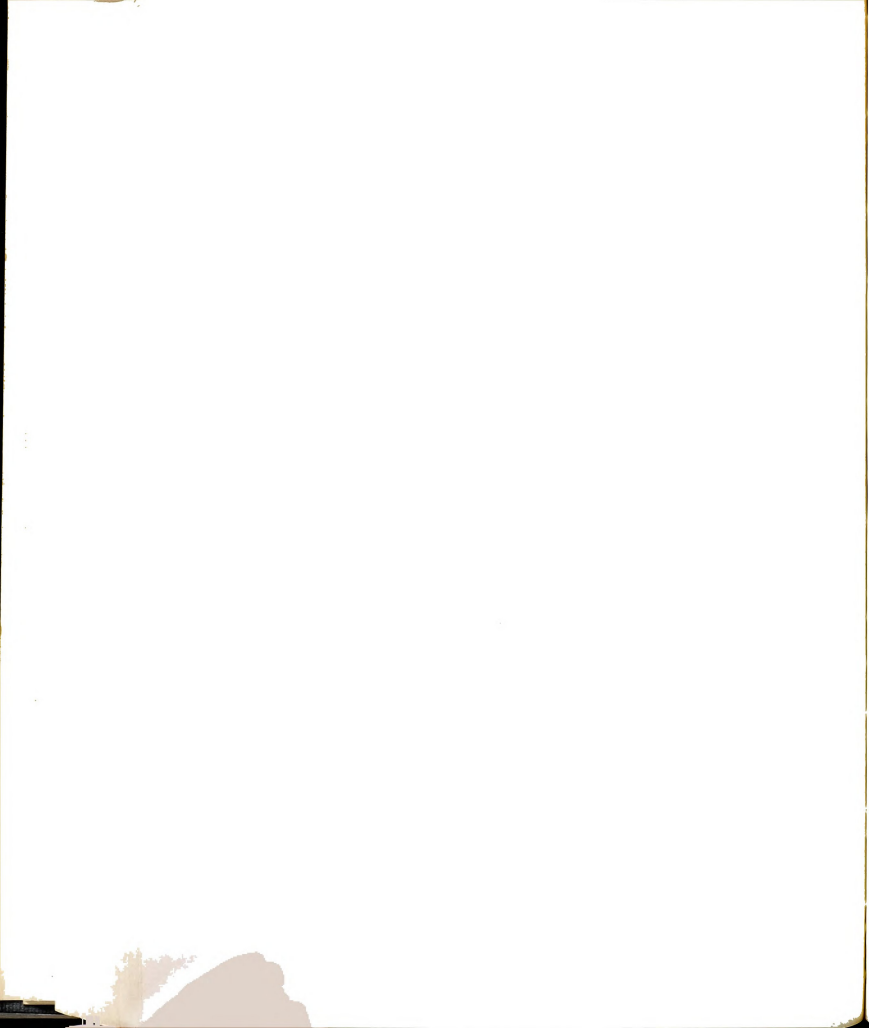
<u>Subject</u>	<u>Hours</u>
Physics in Crime Detection	4
Radiation Hazards, Firearms, Toolmarks, Explosives, Hairs and Fibers	4½
Shoe Prints and Tire Examinations	<u>1</u>
Total Hours	9½

SociologySocial Psychology

<u>Subject</u>	<u>Hours</u>
Analyzing the Juvenile Delinquency Problem	1
Nation of Islam	<u>2</u>
Total Hours	3

Social Science

<u>Subject</u>	<u>Hours</u>
Communism and Related Movements	2
Espionage	4
Psychiatry in Law Enforcement	3
Social Aspects of Crime	3
The Chief of Police as a Community Leader	2
Jurisdiction of Federal Agencies	<u>10</u>
Total Hours	24



APPENDIX F

FBI NATIONAL ACADEMY CURRICULUM

EIGHTY-THIRD SESSION

3/10/69 - 5/28/69

APPENDIX F
FBI NATIONAL ACADEMY CURRICULUM

EIGHTY-THIRD SESSION

3/10/69 - 5/28/69

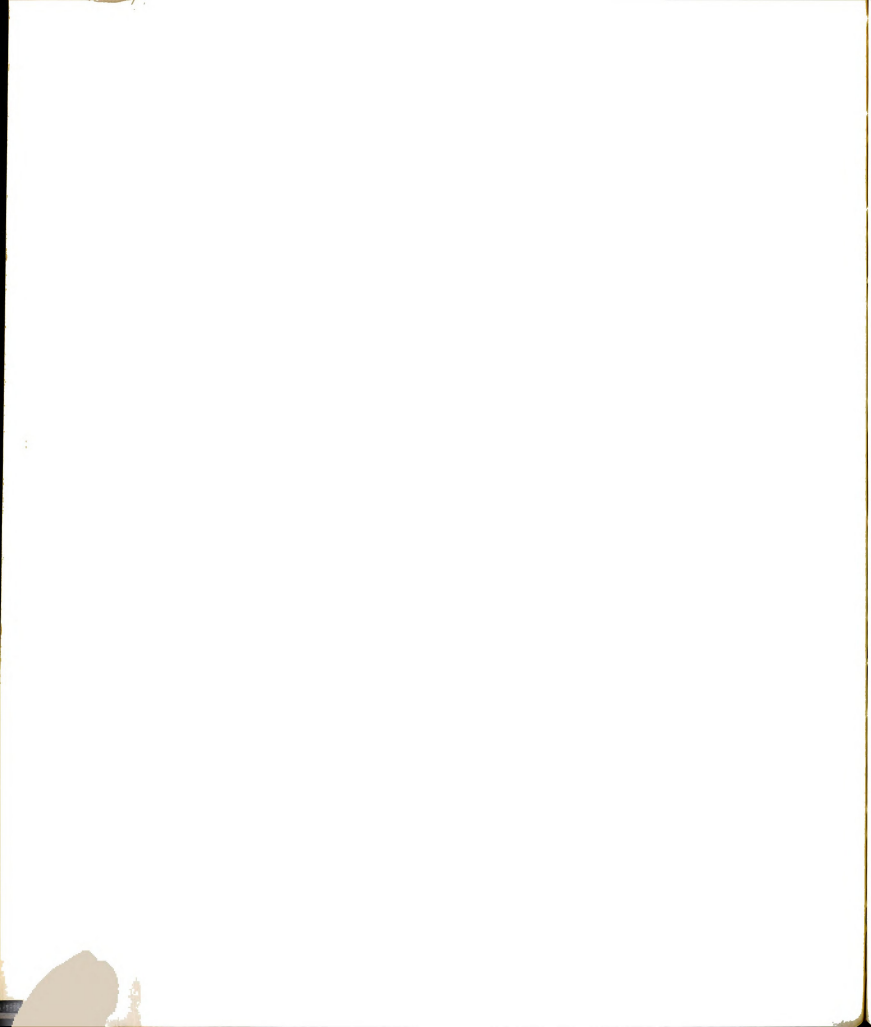
Set out below is the general curriculum of the twelve weeks' course of training at the FBI National Academy.

Criminal Law and Court Procedures

	<u>Hours</u>
Introduction to Legal Matters	1
Civil Rights Statutes	3
Civil Liability for Police Action	2
The Constitution and The Bill of Rights	3
Evidence	6
Eyewitness Identification	3
Interrogations and Confessions	4
Law of Arrest, Probable Cause, Investigative Detention, Frisk, Search of Person, Premises and Vehicles, Seminar on Related Legal Matters	24
Legal Aspects of Eavesdropping and Wiretapping	1
Legal Aspects of Roadblocks	1
Medical-Legal Aspects of Homicide Investigations	4
Omnibus Crime Control and Safe Streets Act of 1968	1
Principles of Criminal Law	3
The Law Enforcement Officer and The Courts	2
The Juvenile Court	<u>2</u>
Total Hours	60

Investigations

	<u>Hours</u>
Auto Theft	3
Counterfeiting	2½
Dangerous Drugs	2
Investigative Aids and Techniques	16
Major Case Investigations	3
Narcotics	3
Sex Crimes	<u>6</u>
Total Hours	35½

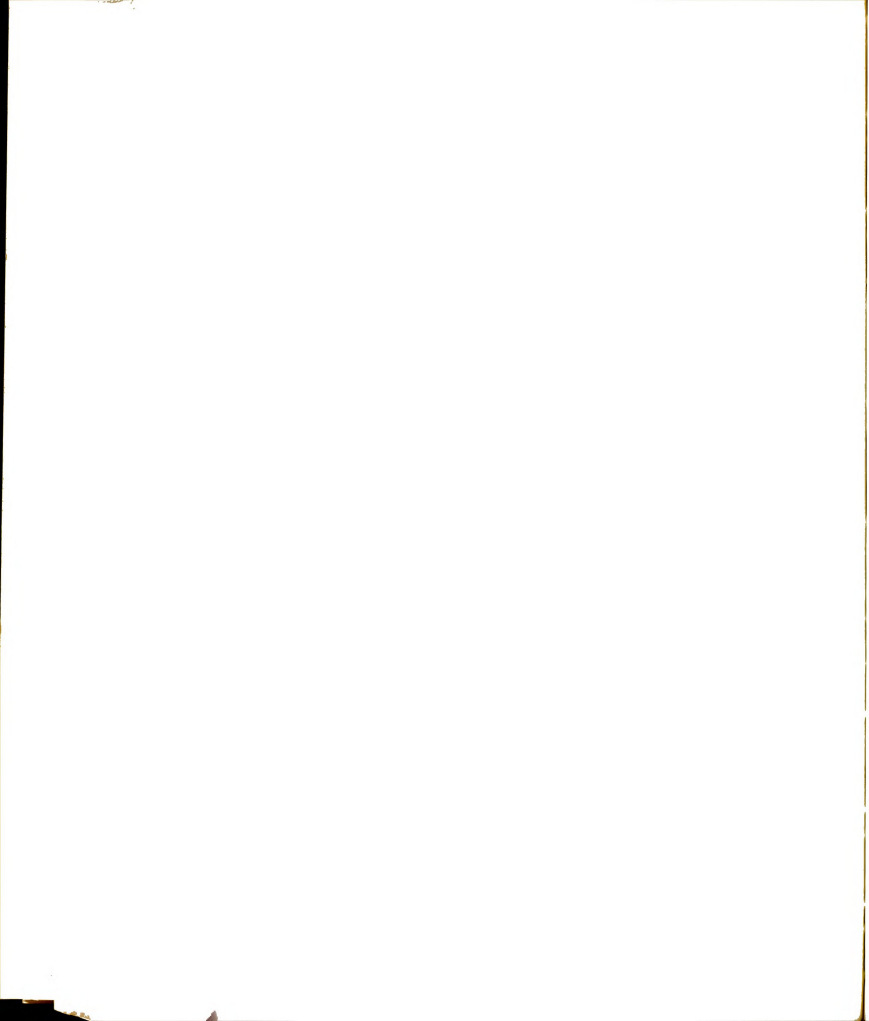


Police Management

	<u>Hours</u>
Crime Analysis--Prevention, Planning, Allocation and Distribution of Forces	3
Mob and Riot Control--Practical Problems, Rumor Clinics, Sit-in Techniques, Anti-sniper Squad, Chemical Agents, Police Procedures and Demonstration	12
National Crime Information Center	1
Police Legislation	2
Police Management including Introduction, Police Policy and Planning, Selection and Recruitment of Personnel, Police Organization, Records, Supervisory and Executive Development, Administrative Devices and Controls, Inspections, Human Relations, Police Personnel Management, Evaluation of Personnel, Disciplinary Problems, Handling Personal Problems, Decision Making, "In-Basket Training"	46
Uniform Crime Reporting	2
Total Hours	66

Behavioral Sciences

	<u>Hours</u>
Communism and Related Movements	2
Criminology	6
Espionage	2
Ethics	2½
Hate Groups	3
Jurisdiction of Federal Agencies	3
New Left	2
Organized Crime	4
Police Role in the Community	8
Psychiatry in Law Enforcement	2
Psychology in Law Enforcement	11½
Social Aspects of Crime	3
Sociology	6
Relations Between Press and Law Enforcement	3
Techniques for Handling Juveniles	3
Total Hours	61



Vocational and Technical Education

	<u>Hours</u>
Administrative Matters	14
Classroom Orientation, Making Notes in Class, How to Listen	4½
Communications	3
Crime Photography	3
Evaluating Results of Training	7½
Firearms Training	41
Instruction Methods and Techniques and Operation of Police Training Schools	15
Physical Training Program including Defensive Tactics, Judo, Operation of a Physical Training Program	37½
Public Speaking--Techniques and Practical Work	28½
Research Methods	12
Techniques and Mechanics of Arrest	6
Total Hours	172

Science in Crime Detection

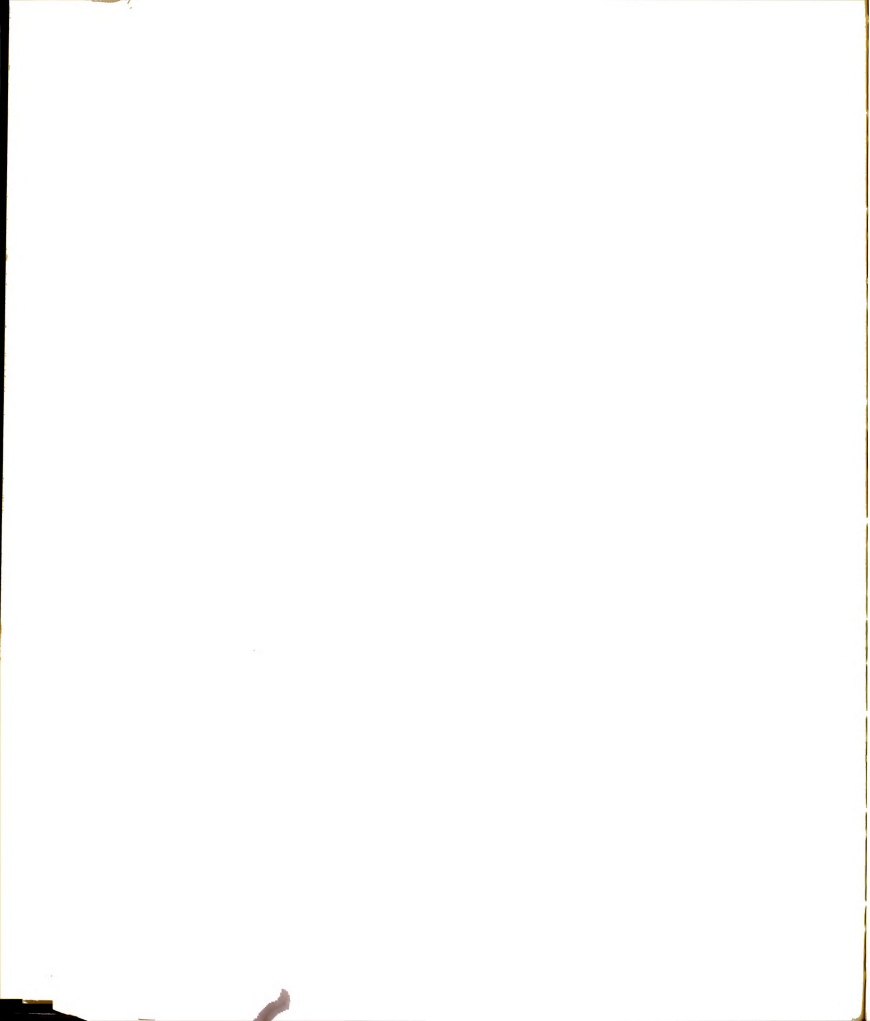
	<u>Hours</u>
This block of subjects is presented by FBI Laboratory experts and covers the scientific examination of blood, hairs and fibers, explo- sives, firearms, metals, shoe prints, soils, toolmarks, tire treads and unknown substances. Physics in Crime Detection covers principles of Neutron Activation Analysis and Radiation Hazards	15
Identification Techniques and document examinations	9
Total Hours	24

APPENDIX G

FBI NATIONAL ACADEMY CURRICULUM

EIGHTY-FOURTH SESSION

8/18/69 - 11/5/69



APPENDIX G
FBI NATIONAL ACADEMY CURRICULUM
EIGHTY-FOURTH SESSION

8/18/69 - 11/5/69

Set out below is the general curriculum of the twelve weeks' course of training at the FBI National Academy.

Criminal Law and Court Procedures

<u>Subject</u>	<u>Hours</u>
Introduction to Legal Matters	1
Civil Liability for Police Action	2
Civil Rights Statutes	3
Evidence	6
Eyewitness Identification	3
Law of Arrest, Probable Cause, Investigative Detention, Frisk, Search of Person, Premises and Vehicles, Seminar on Related Legal Matters	16
Legal Aspects of Eavesdropping and Wiretapping	1
Legal Aspects of Roadblocks	1
Medical-Legal Aspects of Homicide Investigations	4
Police Interrogation	4
Police Legislation	2
Principles of Criminal Law	4
The Constitution and the Bill of Rights	3
The Law Enforcement Officer and The Courts	2
The Juvenile Court	2
Total Hours	54

Investigations

<u>Subject</u>	<u>Hours</u>
Auto Theft	3
Counterfeiting	2½
Investigative Aids and Techniques	14
Major Case Investigations	2
Narcotics and Dangerous Drugs	7
Sex Crimes	6
Total Hours	34½

Police Management

<u>Subject</u>	<u>Hours</u>
Evaluation of Criminal Intelligence	2
Management and Operational Information	7
Mob and Riot Control--Practical Problems, Rumor Clinics, Police Procedures and Demonstration	7
Police Management including Introduction to Management, Police Policy and Planning, Recruitment and Selection of Personnel, Police Organization, Supervisory and Executive Development, Administrative Devices and Controls, Inspections, Human Relations, Police Personnel Management, Evaluation of Personnel, Disciplinary Problems, Decision Making, In- Basket Training, Budgets, Panel Discussion, Film and Field Trip on Management Matters	53½
Total Hours	69½

Vocational and Technical Education

<u>Subject</u>	<u>Hours</u>
Administrative Matters, including Classroom Orientation, Taking Notes in Class	23½
Communications	3
Educational Technology including Course Evaluation and Operation of Police Training Schools	21½
Firearms Training	42
Physical Training including Defensive Tactics and Operation of a Physical Training Program	33
Public Speaking--Techniques and Practical Work	26
Research Methods	9
Techniques and Mechanics of Arrest	6
Total Hours	164

Behavioral Sciences

<u>Subject</u>	<u>Hours</u>
Communism and Related Movements	2
Criminology	9
Espionage	2
Hate Groups	4
Jurisdiction of Federal Agencies	2½
New Left	2
Organized Crime	2
Police Role in the Community	11
Psychology in Law Enforcement	4½
Relations Between Press and Law Enforcement	3
Social Aspects of Crime	3
Sociology	6
Techniques for Handling Juveniles	<u>2</u>
Total Hours	53

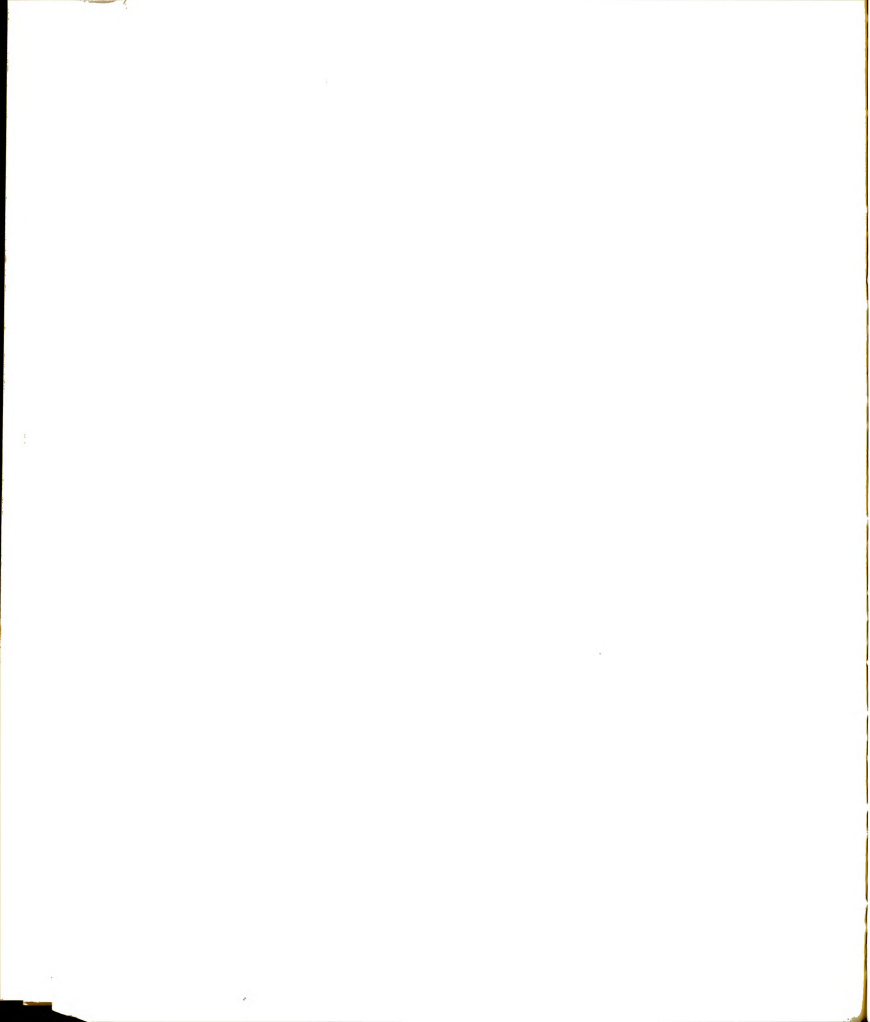
Science in Crime Detection

	<u>Hours</u>
This block of subjects is presented by FBI Laboratory experts and covers the scientific examination of blood, hair and fibers, explosives, firearms, metals, shoe prints, soils, toolmarks, tire treads and documents. Also included are presentations related to Neutron Activation Analysis, Gambling Technology, Radiation Hazards and the Crime Photography Laboratory	21
Identification Techniques	<u>7</u>
Total Hours	28

Source: FBI National Academy, Washington, D. C.

APPENDIX H

LIST OF FBI NATIONAL ACADEMY VISITING FACULTY
MEMBERS AND THEIR SUBJECTS AS OF
JULY 20, 1936



APPENDIX H
LIST OF FBI NATIONAL ACADEMY VISITING FACULTY
MEMBERS AND THEIR SUBJECTS AS OF
JULY 20, 1936

Mr. J. P. Allman, Commissioner of Police, Chicago, Illinois.
Subject: Parades, Assemblies, and Emergencies.

Dr. Earl C. Arnold, Dean, Vanderbilt University Law School.
Subject: Evidence, Confessions, and Circumstantial Evidence, Searches and Seizures.

Professor Thurman W. Arnold, Yale University Law School; former Dean of Law School, University of West Virginia; member of Advisory Committee on Federal Court Study for National Commission on Law Observance and Enforcement.
Subject: Criminal Law.

Dr. Arthur L. Beeley, Professor of Sociology, University of Utah; General Chairman of Institute of Criminology, University of Utah; an authority on sociological problems.
Subject: Law Enforcement and Sociology.

Mr. Lawrence J. Benson, General Superintendent of Police, Chicago, Milwaukee, St. Paul, and Pacific Railroad; President, Chicago Special Agents and Police Association.
Subject: Private Law Enforcement Agencies, Their Functions and Cooperation.

Lieutenant Colonel A. J. Drexel Biddle, United States Marine Corps Reserve, Philadelphia, Pennsylvania; former international amateur boxing champion and authority on combined arts of self-defense and jujitsu. Subject: Jujitsu.

Colonel Lynn C. Black, Superintendent, Ohio Highway Patrol; formerly member of West Virginia State Police and former Deputy Sheriff. Subjects: Highway Patrol Work; Auto Accidents.

Mr. Sherwood Brockwell, Fire Marshal of the State of North Carolina; former President, Fire Marshals Association of North America. Subject: The Police and the Fire Department.

Mr. Thomas P. Brophy, Chief Fire Marshal for New York City; lecturer in New York City Police Department Detective Academy and in the Fire College of the City of New York. Subject: Police Problems in Catastrophes, Explosions, and Fires.

Mr. Edward F. Burke, formerly Superintendent, Identification Bureau, Rochester, New York, Police Department. Subject: Photography in Law Enforcement Work.

Mr. George W. Buzby, Protective Section, Association of American Railways, Philadelphia, Pennsylvania, and Superintendent of Police, Pennsylvania Railroad. Subject: Private Enforcement Agencies.

Mr. Cornelius Cahalane, Port of New York Authority; Police Consultant for the Port of New York Authority; former Deputy Commissioner of Police, New York City. Subjects: Patrol Work in Cities; Show-Ups; Practical Psychology in Investigations.

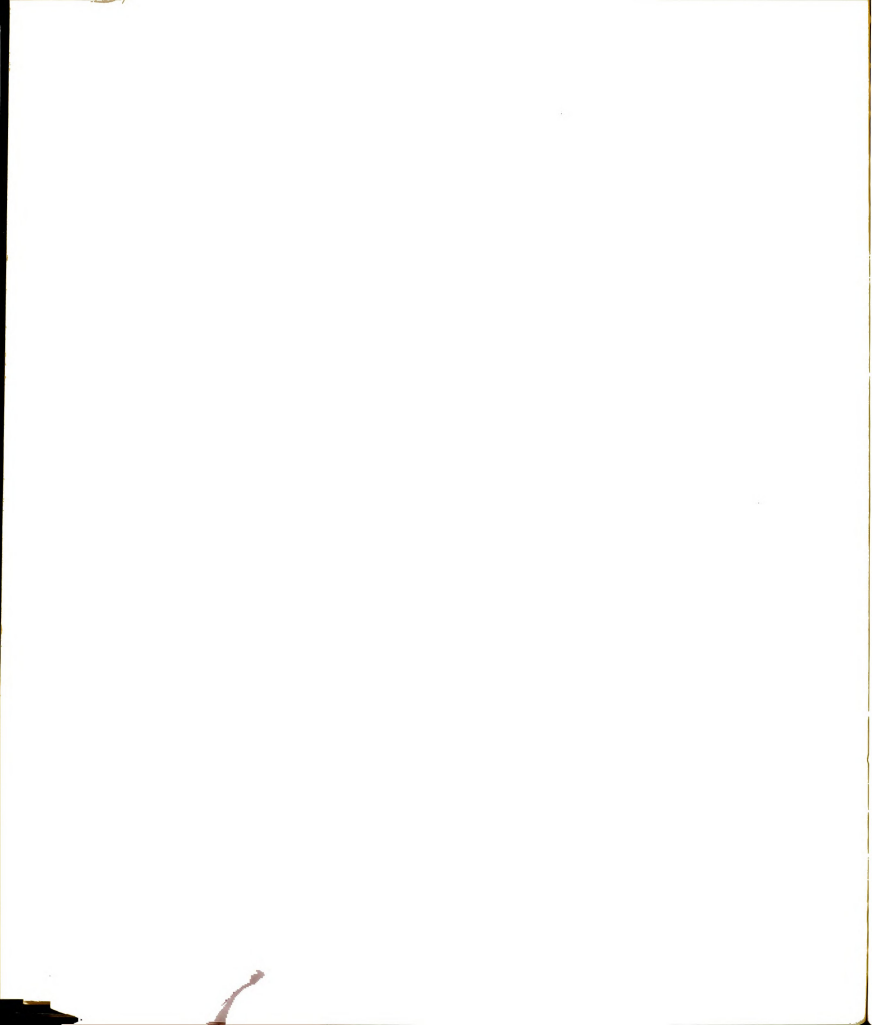
Professor Albert Coates, Professor of Criminal Law and Criminal Law Administration at University of North Carolina, and Director of the North Carolina Institute of Government. Subject: Criminal Law.

Courtney Ryley Cooper, noted Crime Reporter, Newspaper Man, Magazine Writer and Author of "Ten Thousand Public Enemies." Subject: The Law Enforcement Officers' Relations with the Press.

Professor Felix Frankfurter, Harvard University; Professor of Law and Administrative Law, Harvard University, since 1914; Secretary and Counsel to President's Mediation Commission; co-author of "Criminal Justice in Cleveland." Subject: The Law Enforcement Officer and the Prosecutor.

Dr. Eugene M. K. Geiling, Professor of Pharmacology and Experimental Therapeutics, Johns Hopkins University. Subject: Toxicology.

Dr. Alexander H. Gettler, Chief Toxicologist, City of New York; formerly active staff member of Bellevue Hospital and Professor in the Department of Forensic Medicine, New York University; originator of a test for alcoholism. Subjects: Toxicology and Medical Examinations.



Mr. John A. Greening, Chief of Berkeley, California, Police Department. Subjects: Police Records, Reports, Statistics, and Spot Maps; Selection and Rating of Law Enforcement Personnel.

Mr. Will T. Griffin, Chief of Detectives, Memphis, Tennessee; Secretary of Tennessee and Mississippi Sheriffs' and Peace Officers' Association. Subject: Police Tactics.

Mr. Maxwell Halsey, Assistant Director of Bureau for Street Traffic Research, Harvard University; Staff Safety Engineer, Bureau of Surety and Casualty Underwriters. Subject: Traffic: Organization, Control, Safety, and Investigation.

Mr. Leonard V. Harrison, Bureau of Social Hygiene; Research Consultant, National Commission on Law Observance and Enforcement. Subject: Police Responsibilities and Functions.

Major Julian S. Hatcher, Ordnance Department, United States Army, and graduate of United States Naval Academy. Subject: Ballistics of Police Firearms.

Dr. William Healy, Director of Judge Baker Foundation; former Professor and Research Associate, Institute of Human Relations, Yale University; President, Society of Psychiatry and Neurology. Subject: Police Work and Youthful Offenders.

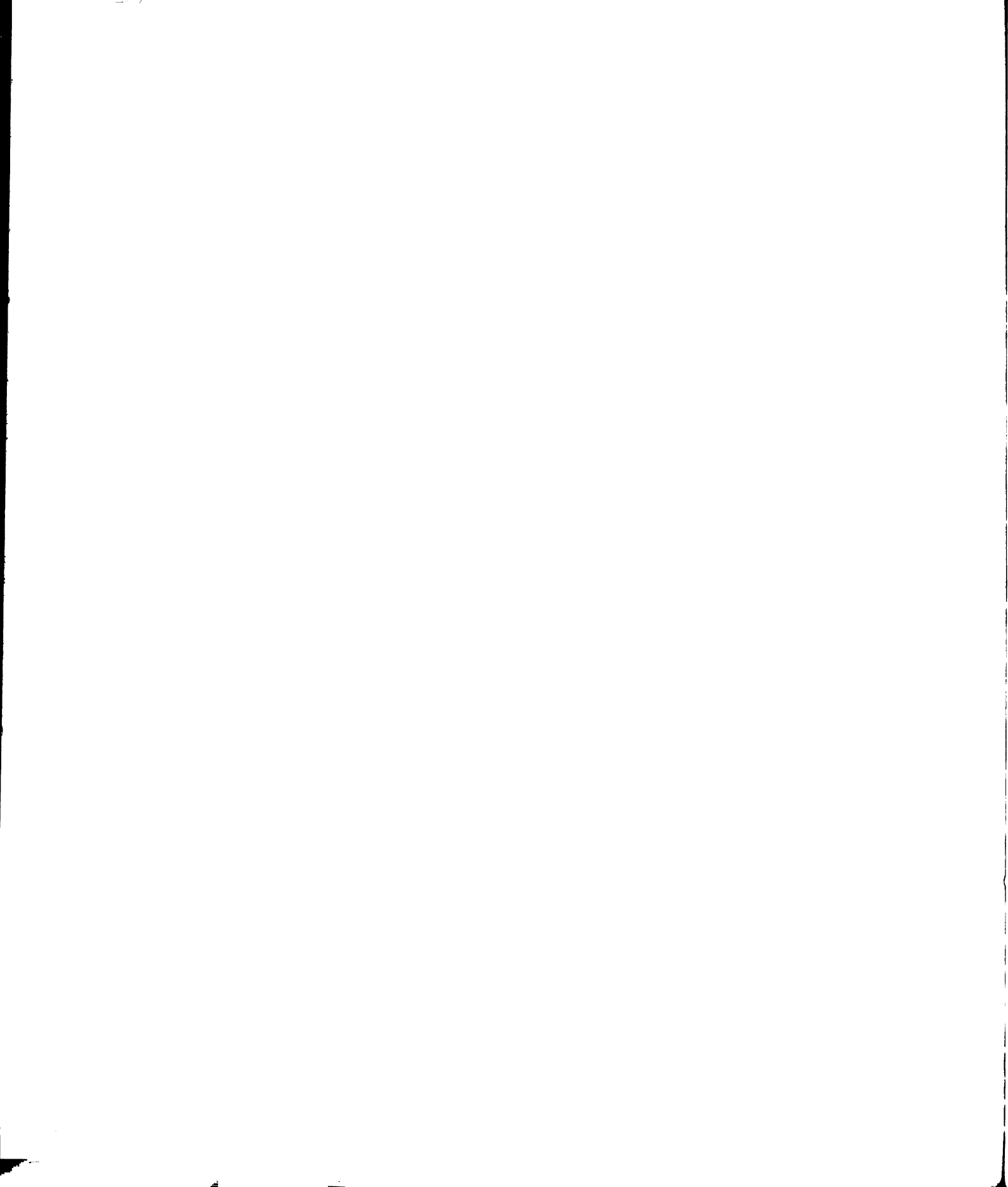
Mr. L. V. Jenkins, Inspector of Police, Portland, Oregon; First Vice-President, International Association of Chiefs of Police. Subject: Police Cooperation with Public Health and Sanitation Officials.

Mr. E. K. Jett, Assistant Chief Engineer, Federal Communications Commission, Washington, D. C. Subject: Police Radio Administration.

Mr. Andrew J. Kavanaugh, President of the International Association of Chiefs of Police; Director of Public Safety, Miami, Florida. Subject: Police Cooperation.

Mr. Paul G. Kirk, Superintendent of Public Safety, State of Massachusetts; Colonel, Massachusetts National Guard; formerly an attorney in Boston. Subjects: State Police; Functions and Administration of State Police.

Lieutenant Frank M. Kreml, Director, Bureau of Accident Prevention, Evanston, Illinois, Police Department; Director of Northwestern University Traffic Officers Training School. Subject: Traffic: Organization, Control, Safety, and Investigation.



Mr. J. G. Laubenheimer, Chief of Police, Milwaukee, Wisconsin; former President of the Wisconsin Chiefs of Police Association; member of the International Association of Chiefs of Police. Subject: Enforcement of Racketeering Statutes.

Mr. Donald Leonard, Captain, Michigan State Police; member, Executive Committee, International Association of Chiefs of Police. Subjects: Traffic: Organization, Control, Safety, and Investigation; State Police Traffic Control; Cooperation Between State and Municipal Law Enforcement Agencies.

Mr. V. A. Leonard, Superintendent, Identification Bureau of the Fort Worth, Texas, Police Department. Subject: Communications in Law Enforcement Work.

Dr. George Burgess Magrath, formerly Medical Examiner, Suffolk County, Massachusetts; in charge of the Department of Legal Medicine, Harvard University. Subjects: Expert Medical Testimony; Legal Medicine; Medical Examinations; Pathology.

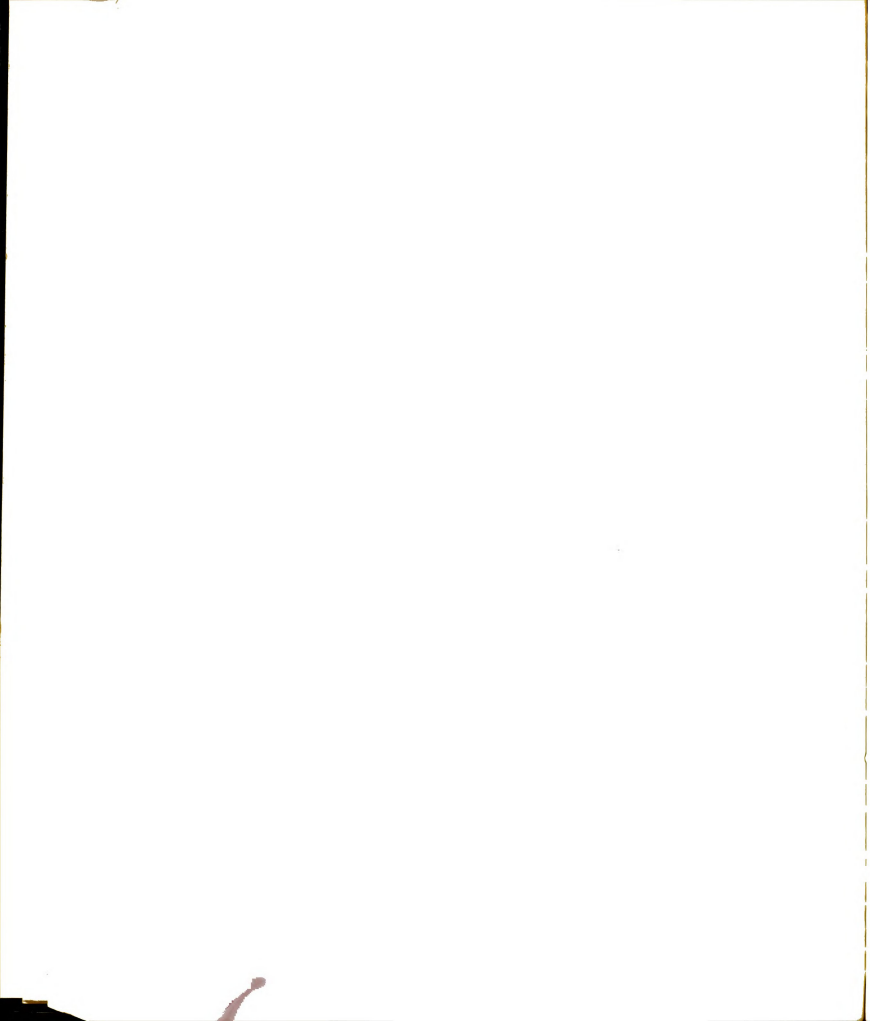
Mr. Burton Marsh, Director, Safety and Traffic Engineering Department, American Automobile Association; Member of Committee on Traffic Control, American Society of Municipal Engineers. Subject: Traffic: Organization, Control, Safety, and Investigation.

Dr. E. K. Marshall, Professor of Pharmacology and Experimental Therapeutics and Director of the Department of Pharmacology and Experimental Therapeutics, Johns Hopkins University. Subject: Toxicology.

Dr. Mark A. May, Director, Institute of Human Relations and Professor of Psychology, Yale University. Subject: Crime Motivation.

Dr. Elton Mayo, Harvard University; Professor of Industrial Research, Harvard University, School of Business Administration, since 1926. Author of psychiatric method of treatment of shell shock victims which has been universally adopted. Authority on interview methods. Subject: Interviews.

Dr. Miller McClintock, Director of Bureau for Street Traffic Research, Harvard University; Traffic Engineering Consultant to many cities and states. Subject: Traffic: Organization, Control, Safety, and Investigation.



Mr. John Jay McKelvey, New York City; attorney and author of several outstanding works on "Evidence"; founder and first editor-in-chief of Harvard Law Review. Subject: Evidence.

Mr. George Z. Medalie, former United States Attorney, Southern District of New York; former Special Assistant to the Attorney General in charge of Prosecution of Election Frauds and Special Assistant to the Attorney General in charge of Census Prosecutions. Subject: The Law Enforcement Officer and the Bar.

Mr. Arnold Miles, former Member Survey Committee for Installing Communications System in Chicago Police Department, and member of the Staff of the Public Administration Service. Subject: Communications in Law Enforcement Work.

Mr. Edward A. Mitte, Inspector and Director of Traffic, Detroit, Michigan, Police Department. Subject: Traffic: Organization, Control, Safety, and Investigation.

Professor Raymond Moley, Professor of Public Law, Columbia University. Subject: Prosecution Administration.

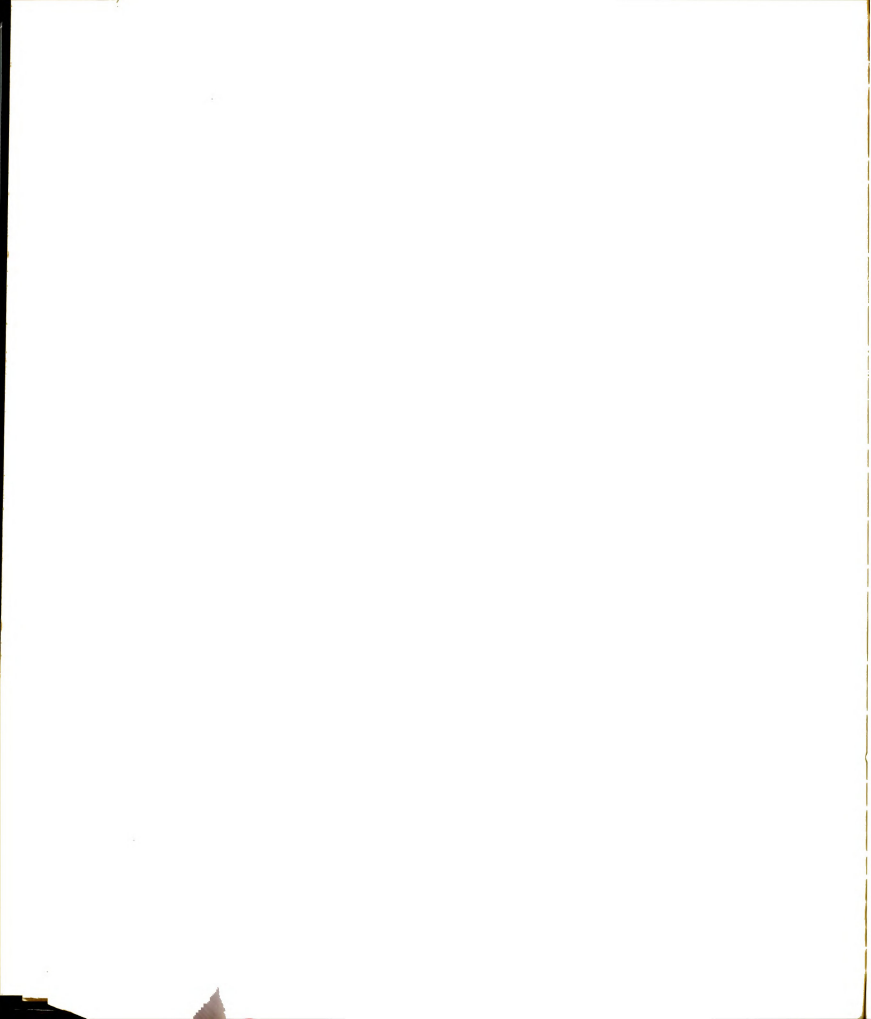
Dr. J. J. B. Morgan, Professor of Psychology, Northwestern University; Fellow, American Academy of Arts and Sciences. Subject: Interviews.

Mr. John J. O'Connell, Deputy Chief Inspector in charge of the Police College of New York City Police Department. Subject: Personnel Problems.

Professor George T. Ragsdale, Director of Police Training, Louisville, Kentucky. Instructor in Louisville Police School since 1923. Member of Mayor's Advisory Committee covering Police Department. Subjects: Selection and Rating of Personnel; Police Ethics, morale, Discipline; Public Relations.

Mr. James T. Sheehan, Captain in Charge of Records, Boston, Massachusetts, Police Department; Member of First Police Training School of the Federal Bureau of Investigation and President of the FBI National Police School Association. Subject: Records, Reports, and Spot Maps.

Dr. Joseph Eastman Sheehan, New York City; an outstanding authority and lecturer on Plastic Surgery in the United States and Europe. Subject: Plastic Surgery.



Colonel P. D. Shingleton, Superintendent, West Virginia State Police; formerly Adjutant General of West Virginia.
Subjects: Ethics in Law Enforcement; Morale and Discipline in Law Enforcement Organizations; Public Relations.

Mr. Bruce Smith, Institute of Public Administration; Member, National Crime Commission; Director, Commission on Uniform Crime Records of International Association of Chiefs of Police; Director, Chicago Police Survey. Subjects: Police Organization and Administration; Patrols.

Mr. Clyde Smith, Director of Licensing and Enforcement Division, Pennsylvania State Liquor Control Board.
Subject: Licensing and Inspections.

Dr. Herbert J. Stack, Instructor in Safety Education, Columbia University; Director of Public Safety for the National Bureau of Casualty and Surety Underwriters.
Subject: Safety Education Work in Police Departments.

Mr. Donald C. Stone, Director of Consulting and Research Division, Public Administration Service, and Executive Director of International Association of Public Works Officials and American Society of Municipal Engineers.
Subject: Police Records.

Dr. Horace M. Taylor, Assistant Professor of Economics, Columbia University; Member, American Economics Association, Academy of Political Science and Royal Economics Society. Subject: Investigations in Business.

Professor August Vollmer, Professor of Police Administration, University of California; former Chief of Police, Berkeley, California; former President of the International Association of Chiefs of Police. Subject: Police Executives.

Reverend E. A. Walsh, Georgetown University; Clergyman and Educator; Member, American Economics Association. Subject: Social Problems and Social Changes and Their Relation to Law Enforcement Problems.

Dr. William A. White, Superintendent, St. Elizabeths Hospital, Washington, D. C., and Professor, Nervous and Mental Diseases, George Washington University; former President of both the American Psychiatric Association and the American Psychopathological Association. Subjects: Abnormal Psychology; Psychiatry; Crime Motivation; Juvenile Delinquencies.

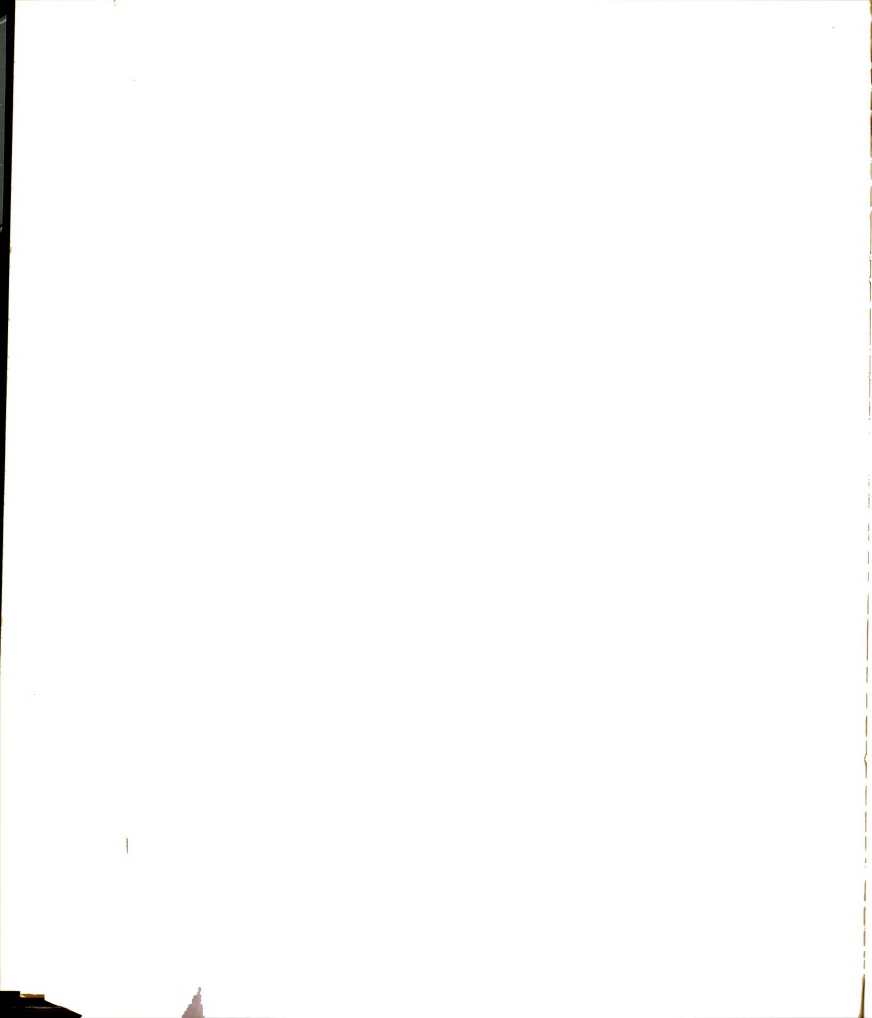
Dr. Jesse Feiring Williams, Professor of Physical Education, Teachers College, Columbia University; former President, American Physical Education Society; President, New York Society of Physical Education. Subject: Physical Education.

Dr. Ralph C. Williams, Assistant Surgeon General of the United States; President of the Association of Military Surgeons of the United States. Subject: First Aid.

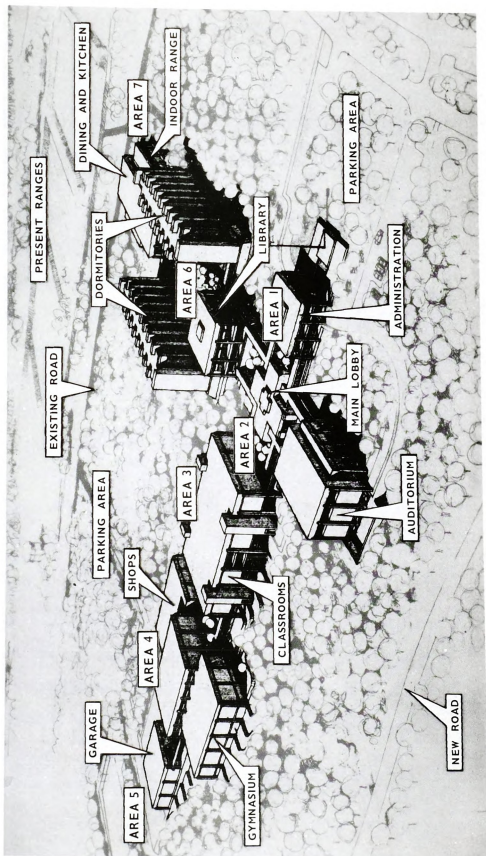
Dr. R. W. Wood, Professor of Physics at Johns Hopkins University; President, American Physical Society. Subject: Physics and Its Application to Law Enforcement.

APPENDIX I

ARTIST'S CONCEPTION OF NEW QUANTICO TRAINING
FACILITY AND DESCRIPTION OF BUILDINGS



ARTIST'S CONCEPTION OF NEW QUANTICO TRAINING FACILITY



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ARTIST'S CONCEPTION OF NEW QUANTICO TRAINING FACILITY AND DESCRIPTION OF BUILDINGS

Administration Building

This building will consist of office space designated for use by the Assistant Director in charge of training, his administrative and support staff, necessary secretarial and clerical help.

This area will also be used as a check-in point for arriving students or visitors. Room assignments will be handled from the main reception desk in the Administration Building. The Administration Building is a two-story structure and essentially controls the entire facility.

Main Lobby--Student Services Building

The Main Lobby is a one-story building, centrally located, which contains a meditation chapel, post office, student information center, and a central lounge area. It will also serve as the foyer area to the auditorium.

Source: Records of the Planning and Research Unit, FBI Training Division, Washington, D. C., May 1, 1969.

Any institution devoted to educating and training the individual must address itself to the whole man. Man is a complex being with moral, intellectual, social, and physical needs and it would, therefore, be folly to neglect any of them.

The Law Enforcement Profession needs highly principled personnel of great integrity. Law Enforcement personnel attending courses at FBI facilities are appropriately investigated to determine that they possess these qualities.

Appropriately, therefore, plans for the expanded FBI facilities at Quantico, Virginia, include a meditation room. This will provide a simple, quiet, peaceful place where trainees can go to engage in contemplation and reflection.

Plans call for this room to be furnished with an altar of simple design, dorsal curtain behind the altar, altar rail and chapel choirs so that it can readily be used for religious services in the event that base facilities become overtaxed.

Library

A three-story library facility of approximately 12,000 square feet will initially accommodate some 20,000 specialized volumes pertinent to police work--subjects relative to investigative functions, legal matters, and law enforcement regulations throughout the country. It



will also contain audio-visual storage and equipment. The library will be utilized by new FBI Agents, those taking refresher courses, and by members of the National Academy as a place to study and conduct research. The inclusion of a library is primary in any area of academic interest. In addition to its strictly functional purposes, the library will also offer recreational reading for those in attendance. The library will provide day-night use seven days per week.

Auditorium

The building complex of the new FBI Academy will contain a readily accessible auditorium with a seating capacity of 1,000. This auditorium will be used for the National Academy graduation exercises, training purposes, conferences, and other official meetings. It will be provided with a sloping floor, fixed seats (one arm of each shall be hinged to snap in place for taking notes). Related auditorium facilities shall include a conference room behind the stage, a reception room, toilet facilities for men and women, an adequate coat room, a projection booth, and public address system.

The auditorium also will serve another area of the attendees' needs. It will be used as a recreational area, i.e., movies, choral presentations, and concerts. Inasmuch as the FBI Academy will be located many miles



from any urban area, it is imperative that the Academy be equipped to offer some form of social recreation for those in attendance.

Classrooms

This three-story classroom building will contain identification, photographic, and science laboratories. It will also provide office suites for the FBI National Academy and New Agent Training programs. In addition, there are 17 two-man offices for the instructional staff.

The second and third floors each contain ten classrooms and four conference rooms. Classroom capacity averages fifty-five seats per room. Classrooms have fixed seating arranged on tiers.

Classrooms are arranged in a central core of the building with elevator stations at either end. The ten-foot-wide audio-visual center serving classrooms on either side contains complete audio-visual and electronic-response teaching apparatus, and classroom walls adjacent to this corridor are equipped with rear-view screens. Since ten feet normally is not enough depth for this sort of projection, cameras will be set at angles, with mirrors increasing projection throw. Electronic-response and audio-visual teaching aids will be used throughout the Academy.

Physical Training-Central Plant

Gymnasium.--The physical training building will contain a multi-purpose gymnasium sized for two full basketball courts as well as an enclosed, heated training pool. Locker, dressing room, and spectator areas will be provided. Inasmuch as the FBI has provided for the social needs of the attendees in the auditorium and related facilities, it will attempt to meet the physical needs of students through the gymnasium and its related functions. This area will approximate 17,500 square feet and will accommodate 700 trainees, the entire student body, at one time if necessary. Students will participate in regularly scheduled calisthenics classes and defensive tactics instruction. Provision is made for basketball, volleyball, and other participant sports. The ceiling height will be sufficient to provide for such game activities and permit use of swing-up type basketball backstops.

Training Pool.--A total of 12,300 square feet has been allocated for this facility in which classes of 100 trainees per session will receive intensive indoctrination in water-rescue operations. The training pool shall be 75 feet wide, 125 feet long and vary in depth from three to ten feet. It will be used in the underwater evidence recovery training.

Locker Rooms, etc.--The locker room comprises an area of 7,000 square feet with 700 full-size lockers for

trainee use. Two rooms of 1,800 square feet each are provided for showers and toweling. Two 200 square foot toilet rooms are included in the complex. One therapeutic room, containing 800 square feet, is required to accommodate four treatment tables, electrically heated cabinet baths, infrared lamps, ultraviolet lamps, etc., and a cabinet for first-aid supplies. One room, comprising 3,700 square feet, is provided for the storage of gymnasium equipment. This area, consisting of locker room, showers and toweling, toilets, therapeutic room, and storage area, is located in close proximity to the training pool and gymnasium.

Crime Scene Training Room.--A total of 6,000 square feet has been allocated for this activity. The physical characteristics of this room can be classified as a "Theatre-in-the-Square." Trainees will witness the re-enactment of various crime scenes from an observation area. Static reproductions of crime scenes will be located in the space.

Maintenance Shops. Provision has been made for five maintenance shops within the 4,400 square feet allocated. (Carpenter Shop, Electric Shop, Paint Shop, Furniture Repair Shop, and Plumbing Shop.)

Also contained in this building is the central power plant which services the entire complex.

Dormitory Facilities

The new FBI Academy will be capable of housing 722 trainees at one time utilizing the full capacity of two dormitory buildings. Each of the dormitory rooms is designed to provide combination study and sleeping accommodations for two trainees. Each room contains an ample built-in closet for each trainee's clothing and personal belongings. A lavatory, water closet, and shower facilities will be included between each two dormitory rooms. Each seven-story dormitory building will have an area on the ground floor which will provide adequate space in which to install coin-operated automatic washing and drying machines. Lounge areas are also provided on the ground level for use by the trainees for leisure and recreational purposes.

Dining Facilities-Indoor Ranges

This three-story, multi-service building will contain a cafeteria and kitchen area, a post exchange facility, a general lounge and recreation area, indoor firearms ranges and support areas, a dispensary and a barber shop. A further breakdown under individual captions is set forth below for clarification.

Dining and Kitchen Facilities.--Total seating capacity of the 7,000 square foot self-service cafeteria for trainees shall be 400. The dining facility is designed for 100 tables, each to accommodate four trainees.

Two serving counters will be required to facilitate handling of trainees within eating periods of one hour duration. The staff dining room with waiter service shall consist of an area comprising approximately 400 square feet. The main food preparation and service areas shall be in close proximity to the cafeteria and staff dining room.

Post Exchange.--This facility shall consist of three component parts; namely, a display and sales area, snack bar which will serve trainees with sandwiches, soft drinks, candy, etc., and a supply room in which Post Exchange merchandise will be stored.

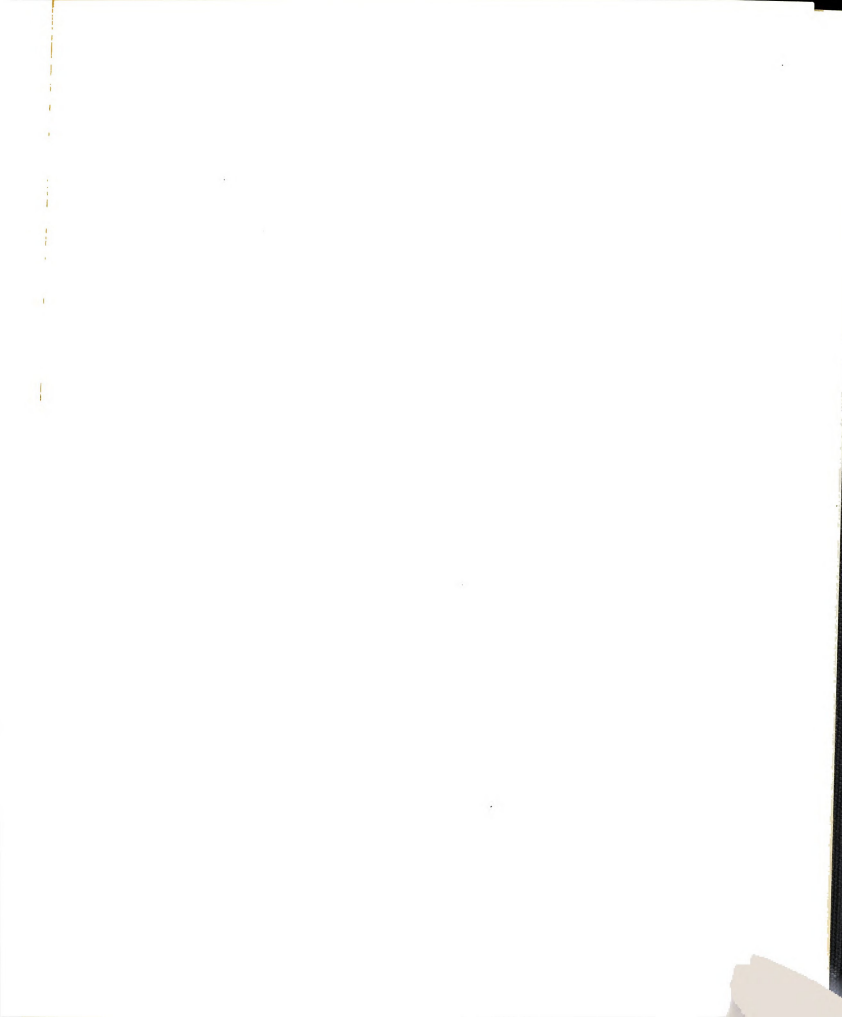
Barber Shop.--A barber shop is located adjacent to the Post Exchange where trainees in residence can obtain haircuts.

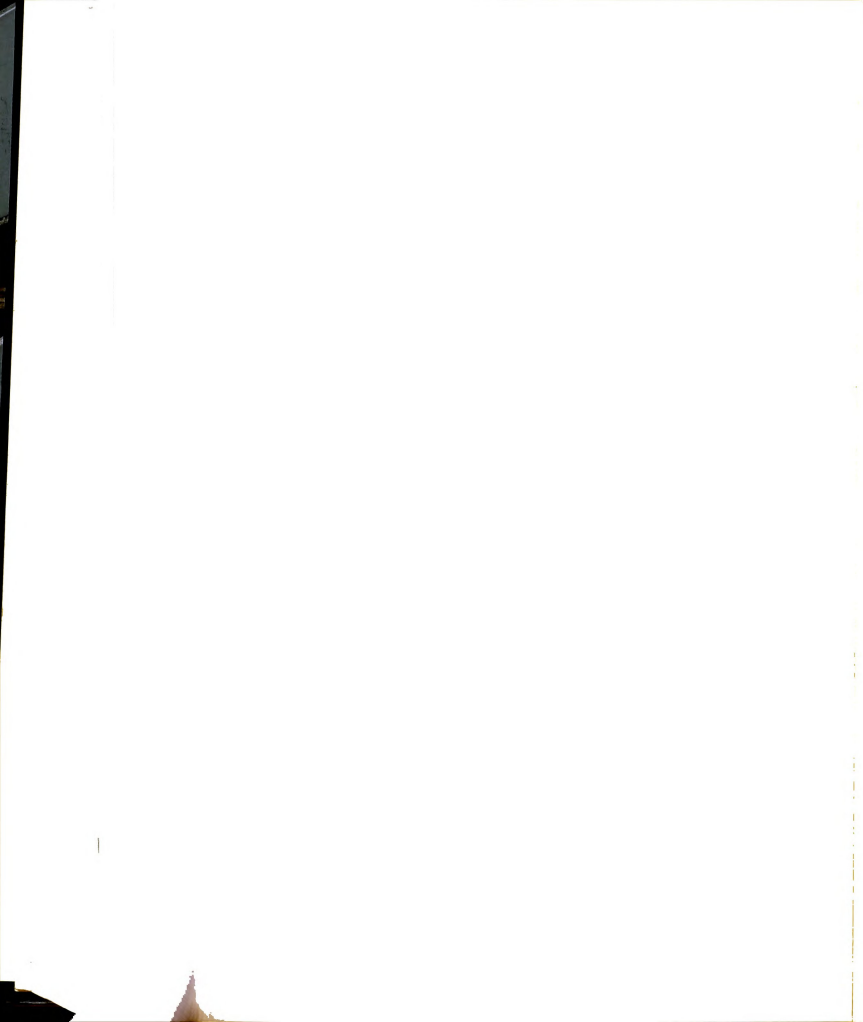
Gun Shop and Vault.--This is a three-room complex with an overall total of 17,200 square feet. A shop is provided wherein FBI firearms are conditioned and repaired. A vault area required to store firearms when not being used by trainees on the indoor and outdoor ranges is provided. There is lecture and practice room where trainees will receive instructions with respect to proper weapons handling techniques. Following practice sessions on both the indoor and outdoor ranges, the trainees will return to this room in order to clean their weapons.

Indoor Ranges.--There are two indoor ranges. One shall comprise a total of 14,600 square feet and is designed for twenty-five firing positions. A total of 400 square feet has been allocated for the second range which features sophisticated indoor targets and equipment.

Dispensary.--The purpose of the dispensary is to provide trainees with on site first-aid medical treatment. Serious matters will be referred to the Naval Dispensary at the Marine Corps Schools.









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