A STUDY TO DETERMINE THE NATURE AND SCOPE OF POLICE ROLL CALL TRAINING IN CITIES WITH 25,000 TO 100,000 POPULATION IN THE UNITED STATES

Thesis for the Degree of Ph. D.

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WILLIAM E. BARBER

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William E. Barber

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Robert O. Nolan

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ABSTRACT

A STUDY TO DETERMINE THE NATURE AND SCOPE OF POLICE ROLL CALL TRAINING IN CITIES WITH 25,000 TO 100,000 POPULATION IN THE UNITED STATES

By

William E. Barber

Statement of the Problem

In the past few years, there have been various studies carried out to determine the status of police training from departmental basic recruit schools to college degree programs. There has not, however, been a study to determine the status of roll call training programs in this nation's police departments.

The purpose of this research was to determine the nature and scope of police roll call training in cities with a population of 25,000 to 100,000 persons in the United States. More specifically, the research was concerned with identifying those departments conducting roll call training, determining if the training was a true roll call program, if the training was coordinated with other training programs, analyzing the reasons for beginning and then terminating a roll call program, determining if the departments evaluated their roll call programs and, if so, what methods were used in the evaluation.

Description of the Methods, Techniques, and Data Used

For the purpose of this research, a roll call training program was defined as training sessions of a short, 10-15 minute period administered to police officers just prior to their roll call briefing and assignment to duty.

All police departments in cities of 25,000 to 100,000 population in the United States were defined as the area of interest. There were 727 departments in this category.

Questionnaires were developed with a cover letter and a postpaid, return envelope included and these were mailed to all department heads requesting their cooperation. Of the 727 departments surveyed, 593 (or 82%) responded.

The Major Findings

The major findings of this research are summarized as follows:

1. There was an almost even split between departments having RCTP and those not having RCTP. There appeared to be no set pattern on departmental size or concentration in geographical locations.
2. Thirteen per cent of the departments responding indicated they had conducted an RCTP in the past and discontinued the program.

3. Twenty-two per cent of the departments responding indicated they are anticipating starting an RCTP within the next two years. Some indicated they wanted the information from this research before implementing the RCTP.
4. Eighty-two per cent of the departments indicated they scheduled their RCTP on a regular basis throughout the year.
5. Eighty-three per cent of the departments indicated they were scheduling their RCTP on a daily-weekly basis.
6. Ninety-two per cent of the departments indicated the officers received one to two hours of instruction per week.
7. Ninety-four per cent of the departments indicated their officers attended roll call training when they reported for duty.
8. The majority of the departments indicated they reviewed the needs of the department when determining topics to be presented in the RCTP sessions.
9. The majority of the departments indicated they had other types of training programs, such as pre-service, in-service and advanced.

10. Thirty-nine per cent of the responding departments indicated they did not coordinate the RCTP with other in-service training programs.
11. Thirty-four per cent of the departments indicated the RCTP was administered by someone other than the Training Section.
12. The majority of the departments indicated the major objectives for the RCTP was in the areas of education, training, orientation and procedures.
13. Eighty-one per cent of the departments indicated they prepared their own training materials. In most cases, this was in addition to the use of other outside materials.
14. Seventy-one per cent of the departments indicated they depended upon subject outlines and materials prepared by an outside source.
15. Seventy-one per cent of the departments indicated they used audio-visual aids. The major outside source for written materials, audio-visual aid, was the International Association of Chiefs of Police.
16. Sixty-eight per cent of the departments indicated they used outside speakers in their RCTP.

17. Seventy-eight per cent of the departments indicated they evaluated their RCTP on a periodic basis.

18. Departments indicated the most common used evaluation techniques were (1) personal interviews involving officers, (2) measurements showing degree of improvement in on-the-job abilities and (3) indications of program's effectiveness based on the judgment of instructors.

19. Eighty-nine per cent of the departments indicated that the top command felt the RCTP contributed significantly to improved departmental operations and procedures.

20. Eighty-nine per cent of the departments indicated their officers attending the sessions felt the program contributed significantly to their personal efficiency and effectiveness.

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By

William E. Barber

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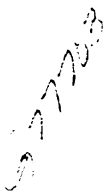

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CHAPTER I

THE PROBLEM

Statement of the Problem

Police agencies in the United States are charged with six major responsibilities. They are as follows:

Prevention of criminality.

Repression of crime.

Apprehension of offenders.

Recovery of property.

Regulation of non-criminal conduct.

Performance of miscellaneous services.[1]

There are many duties to be performed in reference to these responsibilities. The responsibility of regulation of non-criminal conduct also involves the sizable responsibility of the safe, efficient and expeditious transportation of people and goods from one point to another. In order to effectively accept and carry out these responsibilities,

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[1] George D. Eastman, and Esther M. Eastman (Eds.), Municipal Police Administration (Washington: International City Managers Association, 1969), p. 3.

police agencies must recruit and train personnel in the competencies needed to adequately perform these duties. They must train on a continual basis from pre-service basic recruit training to in-service training to advanced training.

The need for in-service and advanced training is dictated by many factors, not the least of which is changing social conditions, the complexities of society, increased mobility of criminal behavior, changes in the law and its administration, restructuring of the criminal justice system and human relations. Added to these problems is the evidence of continual rising crime rates in most jurisdictions.[2]

In order to keep abreast of these conditions and effectively carry out these responsibilities, the police are ever searching for new and better training programs. One such type of new training program is roll call training (RCTP).[3] This type of training is presented to police officers in short, generally 10-15 minute briefing sessions, prior to the officers assuming their duties on an assigned shift. It derives its label from the short 10-15 minute

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[2] Uniform Crime Reports (Washington: Federal Bureau of Investigation, 1971).

[3] Roll Call Training Programs, hereinafter referred to as RCTP.

briefing period that is presented to all officers prior to assuming their duties on a particular shift. That is, police officers generally report to a squad room for a briefing on recent crimes committed, stolen cars to be alert for, wanted persons, lost children, and events of that nature. Thus, rather than reporting to the squad room 10-15 minutes prior to assignment, the officers report 20-30 minutes prior to the assignment of which the first 10-15 minutes are devoted to short, brief training sessions and the remaining 10-15 minutes to the briefing of assignments that is normally administered.

This type of training was first implemented in the Los Angeles, California, Police Department in 1948.[4] In addition to the Los Angeles Police Department, other police agencies in times past had used the opportunity of roll call briefing, when they have their officers grouped together, to implement short training programs. These programs generally ranged from 5-15 minute training sessions and thusly have been titled "roll call training." This training varied greatly from the passing on of rules and regulations of the

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[4]W.H. Parker, Daily Training Bulletin of the Los Angeles Police Department (Springfield: Charles C. Thomas, 1961), p. v-ix.

department to more formalized training programs of investigative techniques, arrest procedures, changes in the law, field interrogations and subject matter of this nature.

Generally, roll call training permits the supervisor or administrator of the department to maintain a daily line of communication, to or from, the personnel directly under his supervision. This provides a means to alter, innovate, or transform department policy and procedure immediately. This is especially effective in emergency situations. The application of this training varies from department to department, but generally is applied on a daily, weekly or monthly interval in short sessions prior to the officer reporting to his assignment or post.

The need for this research was indicated by a review of the history and literature of RCTP, in that a nationwide survey of the nature and scope of this kind of a training program has never been completed. In addition, national organizations having a direct concern in this type of training were personally contacted and indicated, in their judgment, that not only had a survey of this kind never been conducted but that there was considerable need for it. Such organizations as the International Association of Chiefs of Police, the

Northwestern University Traffic Institute, and the Los Angeles Police Department in personal communications indicated their interests (see Appendix A).

Police departments traditionally look to comparables, other departments' experiences, and therefore this research, upon publication, may well serve to assist them in assessing their own roll call training program.

Importance of the Study

The Highway Traffic Safety Center, Continuing Education Service, Michigan State University, in 1969 and 1970 conducted a non-published nationwide survey of RCTP in cities with a population of 100,000 persons and above and state police and highway patrol agencies. The survey experienced considerable success with an 83 per cent response from the cities and an 88 per cent response from state agencies. Indicating and justifying the need for this type of research was the response from many major departments expressing their desire to receive a report of the study's findings. Such police departments as Dallas, Texas; Denver, Colorado; Detroit, Michigan; Honolulu, Hawaii; Jackson, Mississippi; New Orleans, Louisiana; New York City; Oakland, California; just to mention a few, and such state agencies as the

Commonwealth of Massachusetts, Pennsylvania State Police and the Metropolitan Police Department of the District of Columbia, also requested information concerning that survey. This gave impetus to the desire to study RCTP in all city police departments of population 25,000 to 100,000.

Purpose of the Study

The purpose of this research was to determine the nature and scope of RCTP in police departments in communities in the population group of 25,000 to 100,000 people throughout the United States. There were 727 such communities. An additional factor was to use the data from this research, supplemented by the previous information obtained in communities of 100,000 population and above, to provide the police agencies of this nation with information regarding RCTP in all communities of 25,000 and above.

Objectives of the Study

For purposes of this research, objectives were listed as primary and secondary. The primary objectives were directed

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[5]U.S. Bureau of the Census, 1970 Census of Population. Number of Inhabitants: United States Summary (Washington, D.C: GPO, December, 1971), Table 31.

at the intent and purpose of the research while the secondary objectives, although not as crucial, were considered necessary for a comprehensive evaluation of RCTP in departments studied.

Primary Objectives:

- Determine the status of RCTP in police agencies in cities of 25,000 to 100,000 population in the United States.
- Identify those departments conducting an RCTP.
- Determine if the RCTP of the agencies responding is a true RCTP in relation to accepted definitions.
- Ascertain if the RCTP is coordinated with other in-service training programs.
- Analyze the reasons for implementing an RCTP and then discontinuing.
- Determine if the RCTP is evaluated.
- Determine how RCTP is evaluated and the methods used.

Secondary Objectives:

- Obtain training materials used in RCTP in the various departments.
- Identify the frequency of the use of RCTP.

- Determine how much time is alloted officers in the RCTP.
- Determine how an RCTP is conducted in a given agency as to when it is conducted.
- Ascertain how subject matter is selected for the RCTP.
- Identify other types of training that the RCTP is coordinated with.
- Determine the major objectives of the departments conducting RCTP.
- Determine who prepares materials used in the RCTP.
- Identify those departments planning to implement an RCTP.
- Determine kinds and sources of visual aids used in the RCTP.
- Determine kinds and sources of outside speakers used in the RCTP.
- Determine the attitude of command toward the department's RCTP.
- Determine the attitude of the front line officers toward the RCTP.

Definition of Terms

For the purpose of this research, the following terms were defined:

1. Roll Call Training Program (RCTP). Training sessions of a short, 10-15 minute period administered to police officers just prior to their roll call briefing and assignment to duty.
2. Recruit Training. That training administered to pre-service personnel prior to their becoming sworn police officers and receiving duty assignments.
3. In-Service Training. That training administered to sworm personnel on an intermediate basis throughout the year. Training programs of a more formal nature on a periodic basis, generally involving lectures of one hour or more.
4. Advanced Training. Training of a more sophisticated nature, generally involving the officer outside of his department with academic institutions or training institutes.

Scope of the Study

All police agencies in the population group of 25,000 to 100,000 were selected to be surveyed. Due to the lack of information on these programs and the suspected sporadic nature of implementation, it was decided to survey all agencies rather than rely on a selected sample. There were 727 such agencies surveyed.

Organization of the Study

In Chapter II a review of literature related to RCTP may be found. Chapter III deals with the study design, definition of the universe, method of sampling and development of the interview instruments. In Chapter IV there appears relevant data concerning the nature, extent and evaluation of RCTP in the selected police agencies. Chapter V contains the summary, conclusions, recommendations, recommendations for further study and discussion.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

It became evident at the outset of the research that literature relating directly to this type of study was non-existent. Research of libraries, magazines, professional briefs and direct contracts with national organizations (see Appendix A) revealed that a research project of this type had never been conducted. Most references to RCTP in the literature revealed the thrust of the articles was towards what an individual department was doing in regards to their own program. This had no application to a nationwide study of this type. Therefore, this chapter is limited to a review of what noted authorities have had to say about RCTP.

RCTP is a relatively new concept for police training beginning in 1948 with the Los Angeles, California, Police Department:

> "Roll call training started rather spontaneously when some of our supervisors in the patrol divisions felt an obligation to pass on their experiences to the policemen under their supervision. This training

was accomplished through short discussion periods during roll call time. Both supervisors and policemen agreed that training at roll call was an excellent method of assisting the field officer in the performance of his complex duties.

"Later, the roll call period in all divisions was lengthened from 15 to 30 minutes to allow for a 15-minute training period daily. This roll call training was established in all of the patrol divisions. It soon became apparent that to do a good job of teaching, the supervisor had to spend considerable time in organizing adequate material.

"In most cases, our field supervisors are too occupied with their regular duties to spend several hours each day in research. It, therefore, became obvious that if roll call training was to be of the best quality, the supervisor should be assisted by some central agency in the preparation of lesson material. So the Field Training Unit of the Training Division was created to assist the supervisor-teacher.

"This Unit conducted a work problem survey, polling the opinions of 500 officers of all ranks within the Department. This survey gave us a clear picture of the problems of our personnel, both from the field and management viewpoint. After the survey, the Field Training Unit developed material to answer the problems of the field policeman.

"Roll call training was conducted seven days each week. Five days a week, the line supervisor, acting as instructor, taught lessons based on materials furnished by the Field Training Unit. The other two days were devoted to reviews of previous lessons or to special divisional problems. A Daily Training Bulletin which contained the substance of the material taught in the scheduled roll call training periods was issued to each officer. To insure better understanding and retention of the Bulletin material, graphic illustrations were used.

"In the search for information that would provide the police officer in the field with answers to some of his problems, it was necessary to go to many sources. Phases of law enforcement dealing with administration, evidence, criminology, scientific investigation, etc., have been excellently covered. Phases of law enforcement dealing with field tactics and problems have been less adequately dealt with. Little information on problems of this nature was to be found in written form. Therefore, it was necessary to go directly to the police expert to obtain the answers to some of these problems. The information that officers received on "how to repress crime" was developed primarily from conferences on some of our most successful officers and their supervisors. The information that officers received on how to improve their chances of apprehending an armed robber originated in conference groups composed of men who had been very successful in this phase of our work. Problems requiring a legal answer were researched by policemen working in collaboration with the office of the City Attorney. All of the training material was carefully checked and approved before it was presented.

"The Daily Training Bulletin was directed to the problems of the field officer. The coverage of a subject was generally limited to those things which the officer must know, or should know, to be able to do a professional job. No attempt was made to cover highly technical subjects which are usually the concern of specialists; nor was any attempt made to cover supervisory or administrative problems.

"The purpose of the roll call training program, from which the Daily Training Bulletin grew, was to provide a two-way channel of communication between the field officer and police management. The Bulletin itself was developed with two main objectives: to give the policeman a permanent reference which would assist him in knowing,

understanding, and applying approved policies, rules, procedures, and techniques; and to enable individual officers to prepare for advancement."[6]

Often referred to as America's top cop,[7] August Vollmer, former police chief of Berkley, California, wrote the following concerning the value of the Los Angeles roll call program:

> "The Los Angeles Police Daily Training Bulletin is an outstanding contribution to police administration. It will be of inestimable value as a means of helping to improve the police service of the United States and of other countries. The Daily Training Bulletin demonstrates a simple method whereby any police department, regardless of its size, can pool the knowledge, experience, and wisdom of the department personnel and use the information thus obtained for purposes of instructing the entire membership of the organization. Moreover, as will be observed from a perusal of the Bulletin, assistance was solicited from experts in all fields of endeavor when their advice was needed to clarify a question regarding the procedure to be applied in situations requiring action by the police. Despite the magnificent advances which have been made in police training, no inservice police training program of the future will be complete unless it makes full and constant use of the idea developed for daily training by the Los Angeles Police Department.

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[6] W. H. Parker, op. cit., pp. vii-viii.

[7] V. A. Leonard and Harry W. Moore, Police Organization and Management (Mineola: The Foundation Press, Inc., 1971), p. 46.

"A significant feature of the Los Angeles plan is that it encourages policemen to seek assistance from their superiors when they encounter difficult problems and are uncertain how to proceed. If the needed information cannot be supplied by their commander or supervisor, and their immediate superiors, then a specialist or a group of specialists will be requested to furnish the knowledge needed to cope with the specific problem. By this method of stimulating the policemen to seek aid when they are in doubt about the correct procedure to be followed in a given situation, the tempo of the department is quickened and the interest of the policemen is aroused in better police service.

"The Los Angeles Daily Training Bulletin, presented in the instant volume, should be required reading for all law enforcement officers. Administrators, commanders and supervisors will not only profit from the wealth of material contained in each lesson, but they will also learn how to implement and strengthen their teaching facilities; subordinates will find the answers to many of their perplexing questions; and all peace officers can find out for themselves whether or not they have learned the lessons contained in this volume by refering to the review questions and the answers to them. Police schools should adopt this volume as a text or reference work in their training courses dealing with police procedure, for much of the material is not to be found in any other source presently available.

"Not the least of the values of the Daily Training Bulletin are the lessons that may be learned by the layman, providing that he will read carefully the instructions given in the Bulletin. The citizen will discover that the tasks assigned to the police department are extremely complicated; that all of the arts and sciences are called upon to contribute their share toward a better understanding of the multiplicity of

> problems that confront the police; that untrained persons should never be entrusted with such grave responsibilities; and that no police department can discharge its obligations successfully without the active and undivided support of the public."[8]

Some have questioned the utility and the value of short segments of training, such as roll call. A look to educational psychology indicates evidence supporting this type of training. Kimble states:

> "One of the most generally valid of all statements that can be made about human learning is that some form of distributed practice is superior to massed practice....that conditioning is more rapid under distributed than under massed practice."[9]

The distributive versus massed learning techniques can be compared with that of the roll call versus in-service training techniques. As most authorities point out (see Appendix A), there is a need for both. However, studies in educational psychology point out some interesting factors concerning distributive versus massed learning techniques:

> "A general conclusion concerning studying an assignment all in one sitting or dividing the study time into a number of shorter sessions is that distributed practice is more efficient than massed practice. Many studies under a large variety of

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[8] W.H. Parker, op. cit., pp. vii-viii.

[9] Gregory A. Kimble, Principles of General Psychology (New York: The Ronald Press Company, 1956), pp. 244-245.

> conditions support this general finding, but of course there are exceptions."[10]

DeCecco further elaborates on the conditions of massed versus distributive practice by stating:

> "Although not many teachers or students took the statement seriously, most textbooks in the past rather flatly reported that more learning resulted from distributed than from massed practice....theoretically, distributed practice is beneficial because the intervals allow time for unwanted or erroneous responses to drop out or to become extinguished."[11]

Many experimental studies have been performed comparing distributive practice with massed practice. An experiment by Lorge gives the basic phenomenon in the distribution of practice. Lorge studied the effects of continuous practice for 20 trials compared with the effects of practice which a rest period of one minute or a rest period of one day intervened between each trial. The tasks he used were mirror drawing, mirror reading and code substitution. He found that both cases of distributive practice resulted in better

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[10] J.M. Brown, et. al., Applied Psychology (New York: The Macmillan Company, 1967), pp. 17-19.

[11] John P. DeCecco, The Psychology of Learning and Instruction (Englewood Cliffs: Prentice-Hall, Inc., 1968), pp. 346-347.

learning than massed practice.[12]

Duncan[13] studied the effect of distribution of unequal practice on the acquisition of the ability to keep a small stylus on a constantly moving target. He allowed some of his subjects to practice continuously; the remainder of his subjects were periodically interrupted for a rest period. The rest periods actually occupied two-thirds of the practice period, so that the group practicing continuously had three times as much practice. Despite this heavy balance in favor of the massed-practice group, distributed practice produced better performance. The distributed practice group maintained the superiority it had shown during the initial learning after a pause of ten minutes. Therefore, it appears clear that the effects of distribution are powerful and consistent.

Kientzle[14] studied the effect of varying the rest period while holding the work periods constant. The measure of

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[12] Lorge, I. Influence of Regularly Interpolated Time Intervals Upon Subsequent Learning. Teach. Coll. Contr. Educ. No. 438, 1930.

[13] Duncan, C.P. "The effect of unequal amounts of practice on motor learning after twenty-four hours and after fourteen months." J. exp. Psychol., 46, 445-452.

[14] Kientzle, M.J. Properties of Learning Curves Under Varied Distribution of Practice. J. exp. Psychol., 36, 187-211, 1946.

performance Kientzle used was the number of alphabet letters subjects could print upside-down in a one-minute trial. Kientzle varied the rest intervals between trials from zero to seven days. In general, Kientzle's experiment showed that, for this task, small rest periods resulted in great improvement over no rest between trials, but that beyond 45 seconds not much advantage was gained by increasing the rest intervals.

An interesting experiment was by Crawford, et. al.,[15] in one study of training fighter pilots to fire at towed targets; the results clearly showed that if a fixed amount of ammunition was distributed over many training missions, the percentage of target hits was as much as five times better than if all the ammunition was fired on one mission.

One of the ways to approach an experiment in distributive practice is explained by DeCecco:

> "Now, how can these general findings be applied to specific assignments? Suppose a list of English vocabulary words and French equivalents must be memorized. Assume that several of the French words have somewhat similar spellings or sounds, exact French words must be associated with the English words, the list of words is relatively long, and the speed at which he works. Distributed practice

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[15] Crawford, M., et. al., Psychological Research On Operational Training in the Continental Air Forces (AAF Aviation Psychol. Program Res. Rep., 1947), No. 16.

> would probably be of considerably more value than massed practice. The list should be studied by looking at the English word and saying and thinking the French word or writing it on a separate sheet. Immediately after giving the response (French word) the answer should be checked (to maximize the effect of reinforcement). The study session should be a relatively short period of time. If one hour is budgeted as the entire time for the study of French vocabulary, the time should be broken into several short periods for at least two half-hour sessions. Some other activity--study in another subject, a coffee break, sports or going to dinner--should be engaged in between sessions of studying French vocabulary. The same procedures can be followed advantageously for all materials to be memorized, such as chemical formulas, dates, shorthand notations, and even motor skills, like shooting a basketball, playing golf, and so on."[16]

A practical approach by training personnel who have utilized the short briefing approach to training is evidenced by the United States Army:

> "Frequenty, short periods of instruction are more effective than less frequent, longer periods. The ideas contained in four well planned, weekly, 15-minute classes are more readily absorbed than those contained in a one-hour lecture once a month, regardless of how well the latter is planned and delivered."[17]

Gourley and Bristow had much the same position as the United States Army:

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[16] DeCecco, op. cit., pp. 346-347.

[17] United States Army Field Manual FM 19-30, Physical Security (Washington: Headquarters, Department of the Army, 1965), p. 141.

> "People do not long retain training material covered unless they use it. The brief roll call training period is sufficiently long so that a selected bit of information can be adequately presented. If the training period averages only ten minutes a day, each man can expect to receive nearly forty hours of instruction each year. Research in training shows that with the same total hours of instruction, many short sessions will result in more learning than will a few long sessions."[18]

Another advantage to a continuous type of training program, such as roll call, was suggested by the International City Manager's Association:

> "Police officers who have been in the habit of getting together frequently to keep abreast of local conditions and effective tactics should respond more effectively to minor or major crises than if they had not been accustomed to collective thinking and action. They will more enthusiastically support departmental policies if they feel they have had a hand in developing them through these periodic meetings."[19]

Most authorities reviewed cited the need for roll call training to be combined with in-service training programs. As well as providing a daily continuous training program, roll call training serves well as a bridge between regularly scheduled in-service programs:

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[18] Douglas G. Gourley and Allen Bristow, Patrol Administration (Springfield: Charles C. Thomas, 1966), p. 152.

[19] Municipal Police Administration (Chicago: International City Manager's Association, 1961), p. 189.

> "Much of the existing in-service training is given in brief, daily form. For example, many departments conduct roll call training for from 5 to 20 minutes at the beginning of each tour of duty, and utilize excellent training aids such as 'Training Key' or Sight/Sound films provided by the International Association of Chiefs of Police. While the short, daily training sessions for police officers have great value, these programs should be supplemented by an annual period of intensive in-service training. The necessary length of such training will vary among departments. It is doubtful, however, that yearly training needs can be fulfilled in less than 1 week."[20]

Summary

Short frequent periods of training, as an effective technique, has been supported by the literature. However, this form should not stand alone as the only training program and must be supplemented by intensive in-service training.

There was no information in the literature concerning the nature and scope of RCTP. The research performed here should assist in filling that void.

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[20] Task Force Report: The Police. President's Commission on Law Enforcement and Administration of Justice (Washington: Superintendent of Documents, U.S. Government Printing Office, 1967), p. 140.

CHAPTER III

DESIGN AND METHODOLOGY OF THE STUDY

Introduction

In the preceeding chapter a review of the literature was presented. In this chapter the design and methodology of the research are presented. This research was designed to determine the nature and scope of RCTP in police departments of cities of population of 25,000 to 100,000.

Method of Sampling

As RCTP has been sporadic in nature, a selected sampling procedure was not employed. Rather, all cities 25,000 to 100,000 population in the United States, of which there were 727, were surveyed. For the purposes of the research, it was assumed that, generally, cities under 25,000 population would not likely have a RCTP. The questionnaire method was employed and sent to all department heads with a cover letter requesting their cooperation (see Appendix B for a sample of the cover letter, and Appendix C for the questionnaire that was employed).

Development of the Instrument

The content of the questionnaire used in the study was developed by the researcher with the assistance of a variety of competent people. Dr. Victor Strecher, School of Criminal Justice, Michigan State University assisted materially by "trouble shooting" the survey instrument. His experience as former training director of the St. Louis, Missouri, Police Department, as well as being involved in many other education and training functions, stood well in the evaluation of the instrument. Other local police officials gave constructive comments and the author's ten and one-half years' police experience, much at the training and command levels, influenced the questionnaire's final subject matter content.

It was then designed by Mr. Robert Shinn, a specialist in communications with the Highway Traffic Safety Center, Continuing Education Service, Michigan State University. An almost identical questionnaire was employed while surveying cities of 100,000 population and state agencies during research completed by the Highway Traffic Safety Center in 1970. Thus, the questionnaire used in this research had apparently been successful in the previous survey in which an 83 per cent response was received in the cities, and an 88 per cent

response received from the states with information satisfying the objectives and the intentions of the previous study. The questionnaire in the previous study was also designed by the writer and pre-tested with assistance of police administrators in a local tri-county area. Some problems noted in the questionnaire in the previous study were corrected prior to mailing.

The questionnaire was so designed that departments not having an RCTP needed only to complete the first page and return their response.

Population Grouping

The departments contained within the sample to be surveyed were grouped by community size as is presented in Table 1. The purpose of this grouping was to determine if there was any significant pattern to RCTP by community size.

Table 1. Cities by population groupings.

Population Grouping	Number of Cities in Population	Per Cent of Total	Number of Cities Responding	Per Cent of Cities Responding
25,000-50,000	492	68	396	67
50,000-75,000	159	22	129	22
75,000-100,000	76	10	68	11
Total	727	100	593	100

There was no apparent pattern, or uniqueness, as to involvement by size, quality of program, evaluation techniques and other pertinent data asked on the questionnaire. RCTP curriculum was requested and is delimited by departments responding in Appendix E. There was no apparent need to group the departments by population for further analysis in the study.

Analysis of the Data

The research was designed to obtain descriptive data. Therefoere, there was no statistical manipulation necessary and the data was reported out in descriptive tables with analyses in Chapter IV.

Summary

In this chapter the method of selecting the sample, the process of communicating with the departments, and development of the instrument were presented.

In the following chapter the analysis of the data may be found.

CHAPTER IV

ANALYSIS OF THE DATA

Introduction

In the preceding chapter, the design and methodology of the study was presented. In this chapter the analysis of the data will be found. The chapter was divided into twenty-nine tables to delimit the twenty questions on the survey questionnaire. Many of the questions required narrative responses. An attempt was made to summarize those responses into meaningful subject-matter areas. Following each table these responses were indicated with summary data presented to reflect the general themes of the departments responding. An analysis of the tables was then presented pointing out the highlights of each.

The information obtained is descriptive in nature and has been reported out in tables, designed to correspond with questions in the research vehicle. A total of 593 (or 82%) of the surveyed 727 departments responded.

Departments Currently Conducting An RCTP

Presented in Table 2 is the extent of RCTP of the 593 responding departments.

Table 2. Departments currently conducting an RCTP.

Departments	Number	Per Cent
Yes	284	48
No	309	52
Total	593	100

This table indicates that five hundred and ninety-three departments responded to the study. There was an approximate even split between departments having RCTP and those not having RCTP. Two hundred and eighty-four (or 48%) responded they are presently conducting a RCTP; while three hundred and nine (or 52%) indicated they were not presently conducting a RCTP. There appeared to be no set pattern or department size or concentration in a geographical location.

Departments Which Had Conducted An RCTP in the Past and Then Discontinued the Program

Table 3 indicates those departments which have conducted a RCTP in the past and then discontinued the program.

Table 3. Departments which had conducted a RCTP in the past and then discontinued the program.

Departments	Number	Per Cent
Yes	93	27
No	257	73
Total	350	100

Although 257 (or 73%) of the departments responding indicated they had not discontinued their program, an interesting number of 93 (or 27%) of the departments indicated they had terminated their programs.

Table 4. Reasons for discontinuing a RCTP.

Reason	Number	Per Cent
Time problems	28	29
Administration	13	13
Personnel problems	12	12
Money problems	12	12
In-service schools	12	12
Other	21	22
Total	98	100

Many of the departments responded in more than one area of difficulty and the time problems indicated ranged from reduction of patrol time, lack of time being allotted

for the RCTP, lack of time for discussion, supervisors complaining about taking their roll call time for training, lack of time to prepare the classes, to the problems of the times that men would report to work due to variability in shift assignments. Generally, the time problems were also included with lack of personnel and administrative problems.

Generally, the administrative problems indicated included lack of assignment of a training officer or supervisor to be responsible for the program, difficulties in applying the program because of the variability of shift assignments, lack of a uniform approach, lack of interest on the part of the administration and top command, and lack of a planned, consistent program.

Generally, personnel problems were also indicated throughout the areas of time, administration and money difficulties. However, consistent responses indicated there was lack of personnel assigned to conduct the program, lack of responsibility being given to certain personnel for the program, no training officer, and the resistance on the part of operational personnel for a program they are not being paid for.

Lack of available funds were cited consistently, including funds for personnel to put on RCTP, funds to pay the officers overtime to attend RCTP, inability of political leaders to provide funding for such a program, and contractual problems with operational personnel. The latter is an interesting point in that it appears that police officers, through their union leaders, are negotiating pay for training time even for a 10-15 minute program.

A number of departments indicated they favored the traditional in-service type training over that of the RCTP. Their feelings generally were that it was easier to administer, officers were more available and they felt it more productive.

Interestingly enough, facilities were cited quite often as a factor of discontinuing the RCTP. A number of departments indicated the inability to have a location where officers could be grouped together for such type of training program. Also included in this area were the lack of equipment and materials for the program.

Departments Which Anticipated Starting a RCTP Within the Next Two Years

Presented in Table 5 is information which was asked in an attempt to present a picture of the extent of planning for a RCTP.

Table 5. Departments which anticipate starting a RCTP within the next two years.

Departments	Number	Per Cent
Yes	129	45
No	159	55
Total	288	100

One hundred and twenty-nine (or 45%) of the 288 departments responding to this question indicated they are anticipating starting a roll call training program.

Table 6. Reasons for starting a RCTP within the next two years.

Reasons	Number	Per Cent
Efficiency - Need	49	29
Facilities - Equipment	15	9
Reorganization	4	2
Other	102	60
Total	170	100

Most departments responding in the affirmative indicated they recognized the need for up-grading their training programs and felt an RCTP would be most effective. Many departments indicated the advantages of keeping the officers

current, the economical savings, that officers were grouped together therefore training could be eased, interest could be developed and it was the easiest way to train.

Departments consistently indicated their desire to obtain the International Association of Chiefs of Police Roll Call Training materials. They were either in the process or planning to purchase "sight-sound" equipment and "training key" materials. They were also making use of other materials available in their local jurisdiction. Some departments indicated they were making use of materials available in the community colleges. A number of departments indicated they were looking forward to instituting an RCTP as a result of obtaining new facilities, or effecting changes in old facilities to accommodate training classes. An interesting factor was that some departments indicated they wanted the results of this research prior to making a decision along these lines.

A number of departments indicated that through departmental reorganization and the assignment of permanent personnel that an RCTP could now be effected.

Departments Which Scheduled Their RCTP Regularly Throughout the Year.

Some training programs are often scheduled on a sporadic basis. Table 7 presents information relating to the scheduling

practices of RCTP.

Table 7. Departments scheduling their RCTP sessions regularly throughout the year.

Department	Number	Per Cent
Yes	234	86
No	38	14
Total	272	100

Two hundred and thirty-four (or 86%) of the departments indicated that they did schedule their RCTP on a regular basis throughout the year. This tends to indicate that departments do plan RCTP on a program basis rather than on a hit-and-miss scheduling basis.

Scheduled Frequency of RCTP

Although roll call training is a short, brief refresher type of training, the question was raised as to how often it was administered. Table 8 presents the frequency of scheduling of RCTP.

Two hundred and sixty-four departments responded concerning their scheduling. The twenty departments not responding in this area either failed to fill out the questionnaire completely or the indicators on question 5 failed

to meet their scheduling. Most departments responding indicated they scheduled their training sessions throughout the week. One hundred seventeen (or 44%) indicated it was scheduled on a 5-7 days/wk. basis. In addition, 13 per cent of the departments indicated a 3-4 days/wk. schedule and 26 per cent of the departments indicated 1-2 days/wk. schedule. These departments responding on the weekly schedule comprise 83 per cent of the total departments responding. This would indicate that most departments responding do have a program that is planned on a systematic basis. There were no departments reporting on a quarterly basis.

Table 8. Frequency of scheduled RCTP sessions.

Frequency	Number	Per Cent
5-7 days/wk.	117	44
3-4 days/wk.	35	13
1-2 days/wk.	68	26
Once every 2 wks.	22	8
Once every month	24	9
Quarterly	0	0
Total	266	100

Average Instruction Time Applied on a Weekly Basis in RCTP

The average amount of RCTP instruction time an officer was given is presented in Table 9.

Table 9. Average amount of roll call instruction time an officer receives on a weekly basis.

Frequency	Number	Per Cent
1 hour or less/wk.	174	63
2 hours/week	82	29
3 hours/week	15	6
4 hours or more/wk.	6	2
Total	277	100

One hundred and seventy-four (or 63%) of the responding departments indicated the officers received one hour or less per week. Another 82 (or 29%) indicated the officers received approximately two hours per week. Thus, 92 per cent indicated the officers received two hours or less per week. This would indicate the majority of the departments responding are programming their roll call instruction for short, brief periods of 10-15 minutes on a daily basis. This was one of the crucial points the study desired to determine; that is, was roll call training a systematically assigned program or administered on a sporadic, hit-and-miss basis?

Attendance at RCTP When Reporting for Duty

Table 10 presents whether or not police officers attended RCTP sessions when they reported for duty.

Table 10. Departments in which their officers attend RCTP sessions when they report for duty.

Department	Number	Per Cent
Yes	264	94
No	17	6
Total	281	100

Two hundred and eighty-one of the 284 departments responded in this area (or 99%). Of the departments responding, 264 (or 94%) indicated their officers attend roll call training when they report for duty. Seventeen (or 6%) received their roll call training apparently at some other time. The overwhelming majority indicated their roll call training program was administered when officers report for duty.

Topics Used in RCTP Sessions

Presented in Table 11 are the means the department used to select topics for their RCTP.

Table 11. How departments chose their topics for RCTP sessions.

Method	Number	Per Cent
Needs of Department	108	44
Staff - Supervisors	53	21
IACP Programs	31	14
Availability of Materials	27	11
Officer Requests	12	5
Other	12	5
Total	243	100

Two hundred and ten (or 74%) of the departments responded by indicating how they chose topics for RCTP sessions. None of the departments indicated they were using the RCTP as a bridge between recruit, in-service and advanced training programs; that is, no department indicated the use of subject matter from these foregoing training programs in the RCTP. Some of the departments gave several responses and this is the reason why Table 11 shows 243 responses.

By far the majority of the responses indicated that subject matter and topics were dictated by the day-by-day needs of the department. Some departments noted deficiencies in the officers, new changes in the laws and unusual circumstances developing. Some departments indicated considerable dependence on subject matter being determined on a supervisory level.

One department indicated the use of a periodic questionnaire to assess its training needs. This was the only indication in the survey of an attempt to assess needs in this manner.

There was a general reliance upon the availability of materials. That is, departments indicated they would administer RCTP when they could obtain hand-outs, visual-aids and other pertinent materials. This was true to a great extent for those departments using the IACP programs. They tended to use the materials as it was sent to them. There was a marked absence of planning and coordination of training materials.

Other Types of Training Programs

Presented in Table 12 are other types of training programs being conducted by the departments responding.

Table 12. Other types of training programs being conducted.

Types of Training	Number	Per Cent
Pre-service	185	66
In-service	201	72
In-service-- specialized	233	83
Other	81	29
Total	700	250

A number of departments responded in all four areas of types of training. Therefore, numbers and percentages will not equate with 100 per cent. There were 280 departments responding (or 98%) of the total 284 having roll call training programs. It is apparent from Table 9 that departments do not cease training at the pre-service level. Seventy-two per cent responded in the in-service level, and 83 per cent responded in the in-service--specialized level. This indicates considerable training beyond the pre-service or recruit level. Those responding in the area of "other" were generally in the advanced type of schooling area where officers are sent outside of the department. Many of these indicated their reliance upon the community colleges for advance training. Some departments tended to confuse advance training with in-service, refresher training. In addition, most departments indicating other types of training also responded in the pre-service, in-service and in-service--specialized areas.

Coordination of RCTP With Other Training Programs

There was an attempt to find out if departments were using RCTP to "bridge the gap" between training programs.

An interesting factor elicited by the research is the dependence upon the IACP programs of "Training Keys" and "sight-sound" visual aids. Some departments appear to have total dependence upon the IACP programs as they are promulgated to the field. Also, some departments indicated they would select the IACP programs as to their relativeness to their needs. Most departments using IACP programs indicated they use them as they were made available to them.

Some departments indicated they had not only depended upon, but searched out, information from the patrol officers. As noted by the Los Angeles Police Department,[21] this is a necessity to the relativeness and currency of a roll call training program. Unfortunately, it was not indicated by very many departments as a device for determining subject matter.

Some departments indicated their roll call training responded specifically to requests and interest shown on the part of the officers at both the operational supervisory levels. However, these were minimal in the overall picture.

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[21] W. H. Parker, op. cit., p. v.

Table 13 indicates whether or not the RCTP was coordinated with a planned, in-service training program.

Table 13. Coordination of RCTP with planned, in-service training programs.

Departments	Number	Per Cent
Yes	168	61
No	108	39
Total	276	100

Two hundred and seventy-six departments (or 97%) responded. Of those responding, 61 per cent (or 168 departments) did indicate the RCTP is coordinated with other in-service training programs. However, a sizable number (108, or 39%) indicated it is not.

Departments Which Have A Training Section Administering RCTP

Who administered the RCTP was a central question. Table 14 presents whether or not the department uses a training section to administer the RCTP.

Table 14. RCTP administered by Training Section.

Departments	Number	Per Cent
Yes	183	66
No	93	34
Total	276	100

The importance of the foregoing figures appear to lie in the fact that 93 departments (or 34%) administer their roll call training by other means than their Training Section. Two hundred and seventy-six (or 97%) of the departments responded to this question.

Table 15. Departmental personnel administering RCTP.

Personnel	Number	Per Cent
Front Line Supervisors	57	69
Staff Personnel	20	24
Supervisors	6	7
Total	83	100

By far, front line supervisors were identified by the majority of the departments as having the responsibility for RCTP. It is noted these are departments indicating someone other than the Training Section or Training Officer has the responsibility for RCTP. A number of departments indicated simply supervisors; it is not clear whether they are front line supervisors, middle management, or at the top command level. Further, they possibly could be staff supervisors. Some departments indicated the Chief of Police or top

command administered the program. Some departments indicated that staff personnel, such as a Service Division, administered the program. A unique situation was indicated by certain cities in Southern California who, under a contractual arrangement with the Los Angeles County Sheriff's Department, are administered their training programs.

Major Objectives of RCTP

Table 16 presents the major objectives of RCTP.

Table 16. Major objectives of RCTP.

Major Objectives	Number	Per Cent
Education	258	92
Training	265	95
Orientation	271	97
Procedures	254	91
Other	16	6

Table 16 indicates that roll call training is used almost equally for all the areas of education, training, orientation and procedures. Indeed, those 16 departments indicating other objectives of the training program used this space to further elaborate on the foregoing areas. This would indicate the departments are making maximum use of roll call training programs in all the foregoing areas.

Most departments responded in all areas giving a somewhat equal distribution.

Preparation of Training Materials

Presented in Table 17 are those departments which did or did not prepare their own training materials.

Table 17. Departments which prepared their own bulletins and materials used in the RCTP sessions.

Departments	Number	Per Cent
Yes	224	82
No	51	18
Total	275	100

Two hundred and twenty-four (or 82%) of the departments indicated they prepared their own materials. For many departments, it was a part of their training program along with using the IACP "Training Keys" and "sight-sound" program.

Table 18. Estimated per cent of materials developed by department.

Estimated Per Cent	Number	Per Cent Responding
25%	85	38
50%	64	27
75%	69	30
All	13	5
Total	231	100

Many departments do some preparation of their own materials in conjunction with other prepared programs.

Training Materials Prepared By Outside Sources

Table 19 presents those departments who regularly depend on subject outlines and materials prepared by outside sources.

Table 19. Departments which regularly depended upon subject outlines and materials prepared by an outside source.

Departments	Number	Per Cent
Yes	198	72
No	78	28
Total	276	100

One hundred and ninety-eight (or 72%) of the responding departments indicated they depended on subject outlines and materials prepared by an outside source. Seventy-eight (or 28%) indicated they did not depend on outside sources.

Table 20. Estimated per cent of materials obtained from outside sources.

Estimated Per Cent	Number	Per Cent Responding
25%	42	15
50%	61	22
75%	80	29
All	14	5

The range of departments responding was from 25-75 per cent of the materials obtained from outside agencies. Only 14 (or 5%) of the departments indicated they obtained all the materials from an outside source.

Table 21. Major outside sources for training materials.

Source	Number	Per Cent
IACP	112	36
Other Law Enforcement Agencies	96	31
Federal Agencies	39	13
Private Sources	30	10
Colleges	17	5
Training Councils	17	5
Total	311	100

Many departments responded to more than one source. The International Association of Chiefs of Police (IACP) far outweighed all other resources in supplying RCTP materials to police departments. In response to this question and others throughout the survey, departments indicated considerable dependence upon the IACP materials.

Use and Sources of Audio-Visual Aids

Table 22 indicates whether or not departments regularly use audio-visual aids.

Table 22. Departments which regularly used audio-visual aids in RCTP sessions.

Departments	Number	Per Cent
Yes	199	72
No	79	28
Total	278	100

Two hundred and seventy-eight (or 98%) of the departments responded to this question. One hundred and ninety-nine (or 72%) responded in the affirmative indicating considerable reliance upon audio-visual aids.

Table 23. Major sources of audio-visual aids.

Source	Number	Per Cent
IACP	57	33
Other Law Enforcement Agencies	50	29
Self-Produced	30	18
Federal Agencies	18	10
Colleges	9	5
Training Councils	9	5
Total	173	100

The departments relied heavily upon the resources of the IACP. They cited the use of the IACP "Training Keys" and "sight-sound" program. An interesting point to note was there also was considerable reliance upon self-development of audio-visual aids. It appears the police departments interchanged materials and visual aids to a considerable extent. In some departments, there appears to be a lack of organization and planning for the RCTP programs. There was evidence that departments used materials as they could get their hands on them. Some departments stated "as we can find them."

Outside Speakers Used In RCTP

Presented in Table 24 are those departments who indicated they did or did not use the services of outside speakers in their RCTP.

Table 24. Departments which used speakers from outside the agency in their RCTP.

Departments	Number	Per Cent
Yes	89	32
No	187	68
Total	276	100

Two hundred and seventy-six (or 97%) of the departments responded to this question. One hundred and eighty-seven (or 68%) indicated they did not use outside speakers in their RCTP. However, 89 (or 32%) did indicate they used outside speakers.

Table 25. Representative types of outside speakers.

Types	Number	Per Cent
Other Law Enforcement Agencies	50	45
Local Professional Persons	31	28
Legal Profession	23	21
Colleges	7	6
Total	111	100

The departments listing outside speakers indicated the major sources as judges; prosecutors; local professionals such as ministers, doctors, minority group representatives, and businessmen. Other agencies such as the state police, the FBI, local governmental agencies, local police and other state and federal agencies were listed. There is a trend for reliance upon the universities and community colleges for resource manpower.

Evaluation of RCTP

Presented in Table 26 is the extent that departments responding evaluate their RCTP.

Table 26. Departments which evaluated their RCTP periodically.

Departments	Number	Per Cent
Yes	205	74
No	73	26
Total	278	100

Two hundred and seventy-eight (or 98%) of the departments responded to this question. Two hundred and five (or 78%) of the departments indicated they did, in fact,

evaluate their training programs. Just how they evaluated their training programs is indicated in Table 27.

Methods of Evaluation of RCTP

Detailed information was requested as to the ways and types employed in the evaluated process of RCTP. Table 27 presents the departments' responses to the detailed questionnaire.

Table 27. Methods used to evaluate the effectiveness of RCTP.

Type of Evaluation	Number	Per Cent
Questionnaires involving officers undergoing roll call training.	54	19
Personal interviews involving officers undergoing roll call training.	129	46
Examinations measuring transfer of knowledge to officers involved in the roll call training program.	79	28
Indicators relating to the ability of the roll call training program to maintain the interest of the officers undergoing training.	44	16
Measurements showing degree of improvement in on-the-job abilities of the officers undergoing training.	116	42

Table 27 (continued)

Type of Evaluation	Number	Per Cent
Indications of program's effectiveness based on the judgement of instructors.	100	36
Statistical studies of officer efficiency and effectiveness after undergoing roll call training.	51	18
Studies conducted by outside consultants called in to evaluate, objectively, the effectiveness of the roll call training program.	6	2
Pre-test, post-test method.	23	8
Control group method.	11	4
Other.	29	10

Two hundred and seventy-eight (or 98%) of the departments indicated the means by which they evaluated their programs. The means they employed were listed as personal interviews, involving officers undergoing roll call training; measurements showing degree of improvement in on-the-job abilities; indication of program's effectiveness based on the judgement of instructors; indicators relating to the ability of the roll call training program to maintain the interest of the officers undergoing training; questionnaires involving

officers and an indication of program's effectiveness based on the judgement of instructors. Other areas receiving less response were statistical studies of officer efficiency and effectiveness after undergoing roll call training; other types of measurements, pre-test, post-test method and control group method. Some departments indicated that no standard method had yet been devised to evalute with.

Top Commands' Feelings Toward RCTP

Table 28 presents the feelings of the top command, of the departments involved, towards RCTP.

Table 28. Departments in which the top command felt their RCTP contributed significantly to improved departmental operations and procedures.

Departments	Number	Per Cent
Yes	241	89
No	29	11
Total	270	100

Two hundred and forty-one (or 89%) of the departments indicated their top command felt the present roll call program contributed significantly to improved departmental

operations and procedures. Twenty-nine (or 11%) indicated top command did not feel the program contributed significantly. Those departments indicating top command did not feel the program contributed, generally responded the command felt there was a lack of time; the program did not adequately provide necessary training in the areas needed; received no comment or no opinion from the top command either way; the program was not well organized; the program was totally inadequate; and the program lacked follow-up.

Officers' Feelings Toward RCTP

Table 29 indicates those departments where officers attending roll call sessions felt the program contributed significantly to their personal growth.

Table 29. Departments in which officers attending RCTP sessions felt the program contributed significantly to their personal efficiency and effectiveness as law enforcement officers.

Departments	Number	Per Cent
Yes	245	89
No	31	11
Total	276	100

Two hundred and seventy-six (or 97%) of the departments responded to this question. As for the top command, departments indicated in their answers to the question that the officers felt the program contributed significantly to their effectiveness. Those departments indicating the officers did not feel the program contributed significantly expressed the reasons as a lack of interest on the part of the officers, the program was not systematic, too brief, too informal, too limited, a lack of time for the program, officers resisting change and a lackadaisical attitude.

The foregoing tables completed the survey vehicle. In addition, a footnote was added on the last page of the questionnaire which stated as follows:

> If available, please attach program and course content outline to give a representative picture of the range of topics and time allotted to each subject. If copies are not available, please note below a representative listing of the past 3 months of your roll call program.

Very few departments forwarded the program materials. Those that did forward materials were evaluated along with those departments listing a sample of their training programs for the past 3 months on the questionnaire. For detailed information concerning departments responding to this

footnote, please see Appendix F. Ninety-three (or 33%) of the departments listed information concerning the last 3 months of their RCTP. A review of this information indicates that most RCTP are oriented towards the immediate needs of the departments. Again, considerable reliance is indicated on the IACP "Training Keys" and "sight-sound" program.

Summary

In this chapter the analysis of the data was presented. The chapter was divided into 29 tables, applying to each question area on the research instrument. Many of the questions asked required narrative responses and these were summarized under general themes as presented by the responding departments.

In the following chapter the summary, conclusions and recommendations may be found.

CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS, RECOMMENDATIONS FOR FURTHER STUDY AND DISCUSSION

In the preceeding chapter the analysis of the data was presented. In this chapter may be found (1) a summary of the study, (2) conclusions based upon the data, (3) recommendations, (4) recommendations for further study, and (5) discussion.

Summary

Statement of the Problem

It was the purpose of the research to ascertain the nature and scope of RCTP in police departments nationwide of 25,000 to 100,000 population. Preliminary investigation had determined a study of this kind had never been performed and responses from many police agencies and national organizations had indicated the need for the research.

Methods, Techniques, and Data Used

The questionnaire survey method was used in the research. Since the extent of RCTP was not known, all 727

city police departments in population areas of 25,000 to 100,000 were researched. It was assumed by the researcher that cities of population 25,000 and under were unlikely to have an RCTP. The questionnaire was sent to all department heads, requesting their cooperation, with a postpaid envelope included. The questionnaire was basically the same as utilized by the Highway Traffic Safety Center, Continuing Education Service, Michigan State University, in a previous study of the same type involving departments of over 100,000 population.

The research was designed to obtain descriptive data. Therefore, there was no need for statistical manipulation, and the data was reported out in descriptive tables with summarizing comments.

The Major Findings

The objectives of the research were all accomplished and reported out in table form in Chapter IV. The following summary of the major findings was presented in 20 sections, one for each of the questions asked on the survey vehicle:

1. There was an almost even split between departments having RCTP and those not having RCTP. There

appeared to be no set pattern on departmental size or concentration in geographical locations.

2. Thirteen per cent of the departments responding indicated they had conducted an RCTP in the past and discontinued the program.
3. Twenty-two per cent of the departments responding indicated they are anticipating starting an RCTP within the next two years. Some indicated they wanted the information from this research before implementing the RCTP.
4. Eighty-two per cent of the departments indicated they scheduled their RCTP on a regular basis throughout the year.
5. Eighty-three per cent of the departments indicated they were scheduling their RCTP on a daily-weekly basis.
6. Ninety-two per cent of the departments indicated the officers received one to two hours of instruction per week.
7. Ninety-four per cent of the departments indicated their officers attended roll call training when they reported for duty.

8. The majority of the departments indicated they reviewed the needs of the department when determining topics to be presented in the RCTP sessions.
9. The majority of the departments indicated they had other types of training programs, such as pre-service, in-service and advanced.
10. Thirty-nine per cent of the responding departments indicated they did not coordinate the RCTP with other in-service training programs.
11. Thirty-four per cent of the departments indicated the RCTP was administered by someone other than the Training Section.
12. The majority of the departments indicated the major objectives for the RCTP was in the areas of education, training, orientation and procedures.
13. Eighty-one per cent of the departments indicated they prepared their own training materials. In most cases, this was in addition to the use of other outside materials.
14. Seventy-one per cent of the departments indicated they depended upon subject outlines and materials prepared by an outside source.

15. Seventy-one per cent of the departments indicated they used audio-visual aids. The major outside source for written materials, audio-visual aid, was the International Association of Chiefs of Police.

16. Sixty-eight per cent of the departments indicated they used outside speakers in their RCTP.

17. Seventy-eight per cent of the departments indicated they evaluated their RCTP on a periodic basis.

18. Departments indicated the most common used evaluation techniques were (1) personal interviews involving officers, (2) measurements showing degree of improvement in on-the-job abilities and (3) indications of program's effectiveness based on the judgment of instructors.

19. Eighty-nine per cent of the departments indicated that the top command felt the RCTP contributed significantly to improved departmental operations and procedures.

20. Eighty-nine per cent of the departments indicated their officers attending the sessions felt the program contributed significantly to their personal efficiency and effectiveness.

Conclusions

The following are the conclusions based upon the findings of the study:

1. There was a lack of understanding of a "true" roll call training program. Many departments tended to mix roll call training with that of pre-service, in-service and advanced training programs.
2. Consistently, throughout the study, there was evidence of a lack of consistent planning, organization, implementation and evaluation of RCTP. Many of the problems departments experienced with RCTP were the direct result of little or no coordination.
3. There was a lack of insight into how to conduct an RCTP. Time, facilities, lack of staff, lack of training of the staff and logistical arrangements were common problems. Just where, and what time and what subject matter to be used were consistent indicators of the lack of know-how in conducting an RCTP.

4. Many departments were not consistent on who should conduct the training. Departments experienced the need for a training coordinator. A lack of training of the persons conducting the RCTP was evident. Many front line supervisors were used as the training coordinator without any direction from top command or administration. In some departments, there was a lack of enthusiasm from the administration and the top command.
5. A number of departments experienced scheduling problems with the variance in shift assignments. Again, the lack of coordination was evident.
6. There was a deficiency in relying upon information obtained from the field or operational level. The great wealth of information that could be obtained from the patrol officers and operational personnel in many cases was ignored.
7. In many cases, training aids and materials were used when they were available. There was no consistent planning of the material, but used as they were made available to the departments. There appeared to be too much reliance on the IACP "Training Keys" and "sight-sound" program. That is,

many departments indicated they used the IACP information as it was provided to them. This is not a criticism of the IACP materials, but pointing out the situation that departments merely used the materials as it was sent to them rather than relating the materials to their present need. A lack of coordination here was again evident.

8. The evaluation of RCTP was not clear as to the results. It should be expected the RCTP would be improved and up-graded if proper evaluation was performed. The lack of use of operational officers' ideas and training needs indicated evaluation is not being used properly and that it is not fed back into the planning and organizing of the RCTP.

9. In a number of cases the top command of the department expressed dissatisfaction or ignored the problem totally. This is considered serious, for if the top command is not enthused about the program, one cannot expect the operational level to be totally receptive.

10. There was a total void in the use of outside consultants and professional assistance in the RCTP. Departments appeared to rely upon their own command, other police agencies and professional people within their communities.

Recommendations

Based upon the conclusions of the data, the following recommendations are presented:

1. There should be developed, through the professional organizations and education and training institutions, a consistent understanding of what is meant by "true" roll call training programs. The operational definition used in this research is offered as an example that could be used to accomplish this task. The roll call training program, for purposes of this research, was defined as "training sessions of a short, 10-15 minute period administered to police officers just prior to their roll call briefing and assignment of duty." A consistent definition nationwide would decrease the probability of confusing roll call training with that of pre-service, in-service and advanced training programs.

2. Prior to implementing a roll call training program, the department should insure there will be consistent planning, organizing, implementing and evaluation of the RCTP. The evaluation information must be channeled back into the planning and organizing functions of the RCTP in order to make it current, relative and consistently effective. The lack of proper administrative principles will seriously detract from the over-all mission of the RCTP, if not cause its disintegration altogether.
3. Departments should go to their professional organizations, colleges-universities and training institutes, for professional help on how to conduct an RCTP. Many of the problems of facilities, staff and logistical arrangements could be materially diminished when experienced persons in this field, with a respected training background, study the program.
4. There should be at least one person in each department delegated the responsibility and authority for RCTP. In most departments this

could be the training director or coordinator. In larger departments the training director would necessarily have to be assigned a staff. Although front line supervisors may actually do the training, it is incumbent upon the departments to insure a high degree of coordination between the administration, top command, supervisors and operational personnel in order to effectively program an RCTP.

5. There is a belief in the training programs that every officer must receive every minute of the department's scheduled training program. This is not realistic. Departments shall have to realize they must train for the majority. Many scheduling problems, days off, court and leave problems can be negated if the training program is geared towards on-duty personnel while making provisions for off-duty personnel to obtain the information at another time.
6. Departments should rely more upon obtaining information for subject matter to be presented in the RCTP from the field and operational

personnel. The viscera of the training function lies in the every-day confrontation of the police officer with the task to be performed. In order to effectively train, the training function in the planning and organizing stages must be fed information from the operational problems in the field.

7. Departments should plan the use of their training aids and materials on a consistent basis to meet objectives of the training program. As good as the IACP "Training Keys" and "sight-sound" programs are, the departments should not rely solely upon using these materials on a "train-as-come basis." It would be wiser for departments to obtain the entire IACP program and then schedule those materials in relation to their present and future training needs. In this fashion, RCTP could be programmed over a year or several years time period with consistent training materials and aids employed rather than on the inconsistent hit-and-miss basis. The same recommendation applies to training aids and materials utilized from other sources.

8. Evaluation of the RCTP should be an on-going, continuous process. The best form of evaluation has never been ascertained nationwide. The pre-test, post-test method is generally considered one of the most effective and scientific approaches to accomplish this task. However, personal interviews involving the field officers has proved effective and should be involved in any type of evaluation measure. In any event, whatever method is employed, it is recommended the information obtained in the evaluation process be fed back into the planning and organizing process of the RCTP. This is the means by which the RCTP can be kept current and relevant to the officer's needs.
9. Departments should insure that the top command and supervisors are enthusiastic and fully behind the RCTP prior to implementation. Training and preparation of the staff is considered necessary to obtain their enthusiasm and to pass this needed backing on to the operational level.

10. It is recommended the professional organizations, such as the IACP or a college or university interested in RCTP, develop a model of roll call training and test it on a regional basis nationwide. Built into the models should be the necessary planning, organizing, implementing and evaluation of the RCTP. This would assist in identifying the type of subject matter that is most conducive to the RCTP and the subject matter which is not feasible to use in an RCTP. Further, the method of evaluation could be scientifically tested and serve as a basis for departments nationwide to identify with. Until this is accomplished, it is believed the RCTPs of many of the police departments of this nation will continue to be fragmented, in many cases disorganized and without proper direction. There is a need for guidelines when planning and implementing an RCTP.

Recommendations for Further Study

It is recommended that an indepth study of selected police departments scientifically sampled on a regional basis

be conducted nationwide. This study should be performed by experienced training professionals located physically within the departments being researched. The questionnaire mail survey has elicited considerable information. However, in order to develop a proper model and to ascertain many of the residual problems of the various agencies, it is considered necessary to physically study the operation of the RCTP. This would give the necessary information for the development of guidelines for those agencies desiring to implement or upgrade present programs.

Discussion

Considerable problems have been elicited by this study and the application of an RCTP. This is sad to note, for outside of certain financial reasons, the problems are generally those of administration and supervision. Training can be accomplished under most any circumstances if properly administered and supervised. In many cases, it was noted the problems were derived from simple lack of interest on the part of the administration and the supervisors involved. The writer would suspect that other training programs within those departments may suffer as well.

The value of RCTP has often been overlooked. Far too often, it appears, departments provide a recruit training program and then have little, if any, follow-up training programs. Perhaps they may administer occasional in-service training programs of 5-10-20 hour schools. It is amazing to note departments who, for one reason or another, would administer one 20-hour in-service school a year and hold forth as an outstanding training agency.

RCTP gives the training function its fullest meaning. It provides a continuum of training from basic, pre-service recruit training to selected, in-service training schools to advanced training programs. It impresses upon the department and its personnel that training is a full-time function. We cannot be content with occasional training. The absolute continual need for improvement is reinforced by an RCTP program. Presently, it is the only training program known to keep officers current, on a daily basis, with the ever-increasing demands of the criminal justice system and changing social conditions. Thus, with a soundly administered RCTP, the department will not be found wanting for its daily task.

A factor often overlooked, is that RCTP provides the department itself with a continual, daily means of improving its internal organization by promulgations of policies and procedures, changing the organization, adding to the organization and providing an overall means of communication from the top command to the operational level.

It is firmly believed that no RCTP program will be consistently effective, or have much of a life span, without proper planning, organizing, implementing and evaluation. Lack of planning and coordination is evident in all programs of an RCTP nature. It is absolutely necessary to prepare the top command, supervisory and training staff prior to ever implementing the first RCTP program. Instructors to be used in the program must be trained, not only in subject matter and content, but in techniques of instruction. Nothing could sell the program down the drain quicker than an instructor standing in the front room of a squad room full of professional police officers and being unsure of himself as to "how to teach" no matter how well he may know his subject matter. Operational level officers should be involved as instructors. Some have exceptional capabilities and become specialists in certain types of investigations.

Supervisors must be impregnated with their staff responsibility for training. Often command officers feel their responsibilities are to direct people only and have little responsibility, if any, for the training function. Supervision is training, in all its aspects and each individual supervisor assigned to the RCTP must realize this as well as in his daily activity.

The RCTP must be properly scheduled with the least inconvenience to the officers. It must be scheduled on a systematic basis so officers come to believe they can expect the RCTP. It must not be left for the officers to decide that the RCTP is something to "get it over with."

There must be a high degree of coordination and enthusiasm between the top administrator and the youngest recruit officer. This involves chain of command from the top to its very lowest levels. Any problems along the way in the command structure or with veteran officers at the operational level should be resolved in the planning and organizing process prior to implementation of any RCTP.

Every RCTP must be evaluated. Training, for training's sake, makes little sense. There must be a pay-off to the program and only proper evaluation will show this. The

evaluation process will prove to be the key administrative function in the program. By evaluating the officers in the field, it is here the necessary data will be found that must be fed back into the planning process. The subject matter to be employed in the RCTP will be developed, to a great extent, by evaluation in the field. There are many means to evaluate by, but no method; no matter how scientific, should ever overlook the value of personal interviewing of the officers involved. Indeed, it is believed the evaluation process cannot be fully effective unless the operational level officers participate in assisting to evaluate the program.

The subject matter for the RCTP must be current. It makes little sense to train the officers on a given day in burglary investigation when there is civil unrest in the community and they know they are going to be facing mobs and possible riot situations. It is better to scrap the program for that day than to frustrate the officers. Subject matter must be relevant to the officers' every-day situation. Operational level officers are little interested in budgetary matters from the administration. They are concerned with computer operations only insofar as it can provide them some

assistance with their every-day operations. They are concerned with materials that will assist them in protecting their lives and assisting them in performing their primary responsibilities. Subject matter should, in almost all cases, involve skill type training. Subjects demanding higher cognative reasoning will, due to shortage of time, only frustrate the officers and cause hostility towards the program. RCTP is of a short, refresher-type program. It is not designed for subjects that demand time for considerable thought.

Facilities and equipment can, of course, play an important part. However, psychological factors are more important. Police officers will readily accept training, indeed demand it, if properly motivated and if properly involved.

The operational level officer is the key to the RCTP program. It should be his program. He is the one in the every-day front line confrontation with the public and the criminal element. It should be he that the RCTP has as its primary goal to refresh and upgrade. Supervisory and command officers should not be excluded from the RCTP, indeed they should have their own RCTP, but should be viewed as the secondary goal of the operational level training process.

There must be involvement of the operational level officer in the program. This means an active involvement in the actual teaching process, making suggestions, developing materials and helping to evaluate. Wherein possible, the patrol officers should be used as participants in the RCTP sessions. They should not be called upon without prior briefing, however, in order to lessen the possibility of embarrassment which would detract from the entire RCTP. Higher education has shown for years that the student learns faster and retains more when he becomes physically and psychologically involved in the goings-on of the classroom.

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Personal Communications

Grace, E.F. Commanding Officer, Training Division, Los Angeles City Police Department, Los Angeles, California. Personal letter received April 18, 1972.

Higginbotham, Charles E. Consultant, Professional Standards Division, International Association of Chiefs of Police, Washington, D.C. Personal letter received February 25, 1972.

Koziol, Joseph S. Supervisor, Unit Course Branch, Northwestern University Traffic Institute, Evanston, Illinois. Personal letter received April 25, 1972.

Strecher, Victor G. Professor, School of Criminal Justice, Michigan State University, East Lansing, Michigan. Personal phone calls, March, 1972.

APPENDICES

APPENDIX A

PERSONAL COMMUNICATIONS

INTERNATIONAL ASSOCIATION OF CHIEFS OF POLICE
NORTHWESTERN UNIVERSITY TRAFFIC INSTITUTE
LOS ANGELES POLICE DEPARTMENT

International Association of Chiefs of Police, Inc.
Eleven Firstfield Road
Gaithersburg, Maryland 20760
Phone (301) 948-0922
Cable Address IACPOLICE

President
George A. Murphy
Oneida, N. Y.

Immediate Past President
John R. Shryock
Kettering, Ohio

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Division of State and Provincial Police
General Chairman
David B. Kelly
West Trenton, N. J.

Quinn Tamm
Executive Director

February 25, 1972

Mr. William E. Barber
Consultant
Law Enforcement
Michigan State University
East Lansing, Michigan 48823

Dear Mr. Barber:

Thank you for your recent letter regarding roll-call training. I am enclosing an article from the August, 1967 issue of The Police Chief, "Roll-Call Training," and Training Key #98, the "Training Discussion." An annotated bibliography entitled "Local Government In-Service Training," published by the Graduate School of Public Affairs, State University of New York at Albany may be of some value to your research.

Your hypothesis that roll call training is more beneficial than other formal in-service training is interesting and I would like to take this opportunity to reflect on it. I do not view police training as an "either/or" situation. If the police officer is to be adequately prepared to meet his responsibilities the proper blending of education and training concepts is imperative.

Training in a dynamic field such as law enforcement is a continuing process without which knowledge becomes stagnant, individuals fail and organizations falter. Training must blend together men of varying experience and education so they can react with appropriate uniformity.

Police training activities beyond the recruit level are generally called in-service training. Formal in-service training schools are refresher courses and the training conducted by the first line supervisor at roll call is roll-call training. The roll call period lends itself well to covering short topics on a specific subject area. The topics should be basic, relevant and within the daily scope of the men's work. The lecture or demonstration method of instruction is used for this type of training because of the time element, usually ten to twenty minutes.

To be effective, the roll-call training topic needs to be adequately researched and presented. The first line supervisor rarely has the time to do this. For this reason, prepared material is essential. I am sure you are familar with the two IACP roll-call training programs: Training Keys and Sight/Sound. These are the type of aids that the supervisor needs at his disposal.

The IACP agrees with the recommendation made by the President's Commission on Law Enforcement and the Administration of Justice that the minimum amount of training each police officer should receive is one week of refresher training per year. Refresher training should be designed to overcome specific weaknesses in the police operation. We believe this training augments the roll call efforts. It is not a substitute for roll-call training, nor can roll-call training be a substitute for refresher training.

We are interested in receiving copies of the survey. I checked with our library and discovered we do not have a copy of the earlier survey of communities with 100,000 population and above. We would appreciate receiving copies of both surveys.

Sincerely,

Charles E. Higginbotham

Charles E. Higginbotham
Consultant
Professional Standards Division

Enclosures

TRAFFIC INSTITUTE
NORTHWESTERN UNIVERSITY
405 Church St. Evanston, Illinois 60204

JAMES M. SLAVIN, Director

April 25, 1972

William E. Barber
Consultant, Law Enforcement
Michigan State University
East Lansing, Michigan 48823

Dear Mr. Barber:

Director Slavin has forwarded your letter to my division for action. I will try to answer your questions in the order they appeared in your original letter.

I am not aware of any nationwide survey on roll call training. Regarding articles, I asked our Library to search their files and I am enclosing Xeroxed copies of the cards in their card catalog file.

I don't believe your next question can be answered simply. It is the feeling of the staff at the Traffic Institute that roll call training does not replace regular in-service training, but only supplements it. Roll call training is ideally suited for day-to-day work problems. Officers do absorb considerable information, because they are given only a few points to remember at a time and it is related to their everyday work situation, or at least it should be. In-service training, on the other hand, presents those subjects not suitable for short 10 or 15 minute presentations. In-service training would also be used to correct deficiences that had not been successfully corrected by shorter roll call training sessions.

Let me stress again that it is our feeling at the Traffic Institute that one does not replace the other anymore than recruit training could be replaced by on-the-job training. Roll call training should be viewed as one part of the over all training program.

If I can be of further assistance, please do not hesitate to contact me.

Sincerely,

Joseph S. Koziol Jr.

JOSEPH S. KOZIOL, JR.
Supervisor
Unit Course Branch

Enclosures

PHONES Area Code 312
JAMES M. SLAVIN, Director 492-5176
Business Manager 492-5[illegible]
Library 492-5273
Registrar 492-7245
Engineering 492-5040
Field Services 492-5380
Research & Development 492-3270
Training 492-7240
Legal 492-5280
Motor Vehicle Adm. 492-7230
Publications 492-3033
Book Order Dept. 492-5051
Traffic Digest & Review 492-3032

CITY OF LOS ANGELES
CALIFORNIA

OFFICE OF THE
CHIEF OF POLICE
EDWARD M. DAVIS

SAM YORTY
MAYOR

DEPARTMENT OF
POLICE
150 N. LOS ANGELES ST.
MAILING ADDRESS: BOX 30158
LOS ANGELES, CALIF. 90030

IN REPLYING PLEASE GIVE
OUR REF. NO. 2.2

April 18, 1972

Mr. William E. Barber
Consultant, Law Enforcement
Michigan State University
East Lansing, Michigan 48823

Research through our Department library revealed no outstanding articles written or surveys conducted on the subject of roll call training. This is regretable in that we share your belief, that a well planned, properly implemented and evaluated roll call training program can be more effective in the long run than an occasional in-service formal schooling program. However, it is also our opinion that the integration of these two forms of instruction will result in a more well rounded, informed professional police officer.

We feel there is justification that the training of police officers should be accomplished in short segments over an extended period of time. In fact, our training academy recently revamped its recruit curriculum to concur with this thought. We feel the student's span of attention, absorbtion capability, and sheer fatigue are primary factors to be considered if he is to retain the majority of what he is taught.

Rapid personnel expansion and an inadequate decentralized capability were deciding factors for the Los Angeles Police Department in determining the need for a formalized roll call training program.

An attempt was made at rectifying this situation by lengthening the roll call period in all divisions from fifteen to thirty minutes; however, it was decentralized and uncoordinated. If the roll call training was to be uniform and of good quality, some centralized unit would have to be responsible for roll call training material.

In June of 1948, the Roll Call Training Unit was established and given this responsibility. Their mission consisted of determining the Department's training needs, researching material, and preparing and publishing "Daily Training Bulletins." The staff consisted of thirteen (13) full-time sworn personnel. It was further decided that in order to ensure the success of the roll call training program, qualified instructors would be needed. One hundred selected lieutenants and sergeants were trained in the techniques of teaching with particular emphasis on roll call training methods. The roll call period was extended from thirty minutes to forty-five minutes to accommodate the new program.

Prior to publication of the Training Bulletin, its content was researched, presented to and critiqued by the staff of the Roll Call Training Unit. A teaching outline was created and published with the bulletin and appropriate test questions were compiled for inclusion in the periodic tests of the program.

The major objectives of the roll call training program were to improve police skills and to standardize tactics, procedures and policy. Improvement of these police skills entailed, but was not limited to patrol procedures, community relations, job environment, and reporting procedures. The Roll Call Training Unit was assigned the responsibility of preparing uniform training material. This assignment resulted in the standardization of tactics, procedures and policy.

The new Field Training Services Unit was recently given the task of locating and solving the problems not resolved by the prior system. In analyzing this task, six (6) immediate problems became apparent. They were:

1. Lack of qualified instructors
2. Lack of training responsibility
3. Some irregularities in instruction
4. Lack of time for instruction
5. Lack of appeal and motivation
6. Lack of a learning measuring device

In response, the Field Training Services Unit has proposed a new training program that would virtually turn each geographic patrol division into a training center. This system, although not yet in operation, places the responsibility for coordinating training on a specific individual, the Divisional Training Officer. He will determine divisional training needs and draw on a central research source, the Field Training Services Unit. This unit will develop a multi-media training package with a built-in measuring device. Thus, coordinated research based on relevant needs will provide adequate, standardized and consistent instruction for each division.

The flexibility of the training package will more than overcome the present time limitations. This will be accomplished through the development of a proposed multi-media instruction system relying primarily on video tape recordings, programmed instruction, and supplemental handout material.

In summation, the Los Angeles Police Department feels it has profited from its past ventures in the realm of personnel training and is extremely optimistic of the results of the proposed training program.

We hope you will find this information helpful.

E. M. DAVIS
CHIEF OF POLICE

E. F. Grace

E. F. GRACE, Captain
Commanding Officer
Training Division

APPENDIX B

COVER LETTER SENT TO ALL DEPARTMENT HEADS

MICHIGAN STATE UNIVERSITY EAST LANSING · MICHIGAN 48823

CONTINUING EDUCATION SERVICE · HIGHWAY TRAFFIC SAFETY CENTER · KELLOGG CENTER

Dear Chief:

We would like to ask your cooperation in assisting me and the Highway Traffic Safety Center at Michigan State University in obtaining nationwide information regarding police roll call training programs.

Your department is one of 726 selected for this survey, which we are sure will provide interesting information concerning the existence of roll call training programs along with planning, administrative and evaluation techniques used.

A questionnaire accompanies this letter. Those departments with no roll call training need answer only the first three questions. Most of the remaining 20 questions applying to departments with roll call training can be easily and quickly answered by checking appropriate "Yes" or "No" boxes and by attaching available outlines.

The Highway Traffic Safety Center plans to summarize the information obtained. HTSC will be happy to send a copy of this summary to cooperating departments when returns have been tabulated. We are sure you can find it helpful in your own programs.

Sincerely,

William E. Barber

William E. Barber
Consultant, Law Enforcement

WEB:jj
Encl.

APPENDIX C

RESEARCH INSTRUMENT

ROLL CALL TRAINING SURVEY

Conducted by: William E. Barber, Consultant
Highway Traffic Safety Center
Continuing Education Service
MICHIGAN STATE UNIVERSITY

Department Reporting: _____

Information Provided by: NAME: _____
RANK: _____
DIVISION OR SECTION: _____
DATE: _____

Yes ☐ No ☐ 1. Does your department currently conduct a roll call training program:

NOTE 1: If you have checked "Yes," please turn to the blue pages and answer questions 4 through 20.

NOTE 2: If you have checked "No," please answer only questions 2 and 3 on this buff page and return as indicated.

Yes ☐ No ☐ 2. Has your department conducted roll call training in the past and then discontinued the program?

Why? _____

_____

Yes ☐ No ☐ 3. Does your department anticipate starting roll call training within the next two years?

Why? _____

_____

IF NO ROLL CALL TRAINING IS REPORTED,
RETURN COMPLETED BUFF QUESTIONNAIRE TO:

William E. Barber, Consultant
Highway Traffic Safety Center
Continuing Education Service
MICHIGAN STATE UNIVERSITY
East Lansing, Michigan 48823

FOR DEPARTMENTS CONDUCTING ROLL CALL TRAINING:

PLANNING

Yes ☐ No ☐

4. Do you schedule your roll call training program sessions regularly throughout the year?

5. Indicate -- by checking the most appropriate box below -- the frequency of scheduled sessions:

☐ Five to seven days a week.

☐ Three to four days a week.

☐ One to two days a week.

☐ Once every two weeks.

☐ Once every month.

☐ Quarterly.

6. What would be the average amount of roll call instruction time an officer receives on a weekly basis?

☐ One hour or less per week.

☐ Two hours per week.

☐ Three hours per week.

☐ Four hours or more per week.

Yes ☐ No ☐

7. Do officers attend roll call training sessions when they report for duty?

8. How are topics chosen for sessions?

(Describe briefly)_____

_____

_____

ADMINISTRATION AND OPERATIONS

Yes ☐ No ☐ 9. Check below the types of training (other than roll call) conducted by your department:

☐ Pre-service.

☐ In-service, regularly required advanced or refresher courses to follow-up pre-service training.

☐ In-service, training in specialized areas.

☐ Other: (Please list)_____

_____

_____

Yes ☐ No ☐ 10. Is your roll call training coordinated with your planned in-service training programs?

Yes ☐ No ☐ 11. Is your roll call training program administered by your department's training section?

(If "No" -- by whom?_____)

12. List below in rank order (i.e., 1, 2, etc.) those items which you feel best describe the major objective (or objectives) of your roll call training program:

☐ EDUCATION -- presents theory of police subjects to the officers.

☐ TRAINING -- presents advanced practices relating to police subjects to the officers.

☐ ORIENTATION -- keeps officers abreast of ways to solve problems encountered in every-day police activities.

☐ PROCEDURES -- keeps officers posted on immediate changes in departmental policies, procedures, rules and regulations.

☐ OTHER:_____

_____

Yes ☐ No ☐ 13. Does your department prepare its own training bulletins and materials used in roll call training sessions?

If "Yes," indicate below estimated percent of the materials developed by your department:

☐ 25%

☐ 50%

☐ 75%

☐ All

Yes ☐ No ☐ 14. Does your department regularly depend on subject outlines and materials prepared by an outside source?

If "Yes," indicate below estimated percent of the materials obtained from outside your department:

☐ 25%

☐ 50%

☐ 75%

☐ All

Please list major outside sources below:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Yes ☐ No ☐ 15. Does your department regularly use audio-visual aids in roll call training sessions (films, slides, video-tapes, closed circuit TV, audio-tapes, charts, etc.)?

If "Yes," please list major sources below:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Yes ☐ No ☐ 16. Does your department use outside speakers in your roll call training program?

If "Yes," please list representative types of outside speakers used:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

EVALUATION

Yes ☐ No ☐ 17. Does your department evaluate its roll call training program periodically?

18. Check below those ways normally used to evaluate the effectiveness of your roll call training program:

- ☐ Questionnaires involving officers undergoing roll call training.
- ☐ Personal interviews involving officers undergoing roll call training.
- ☐ Examinations measuring transfer of knowledge to officers involved in the roll call training program.
- ☐ Indicators relating to the ability of the roll call training program to maintain the interest of the officers undergoing training.
- ☐ Measurements showing degree of improvement in on-the-job abilities of the officers undergoing training.
- ☐ Indications of program's effectiveness based on the judgement of instructors.
- ☐ Statistical studies of officer efficiency and effectiveness after undergoing roll call training.
- ☐ Studies conducted by outside consultants called in to evaluate, objectively, the effectiveness of the roll call training program.
- ☐ Pre-test, post-test method.
- ☐ Control group method.
- ☐ Other _____

_____

_____

_____

Yes ☐ No ☐

19. Does top command in your department feel that your present roll call program contributes significantly to improved departmental operations and procedures?

If not, why?_____

_____

_____

_____

Yes ☐ No ☐ 20. Do the officers attending roll call sessions feel that the program contributes significantly to their personal efficiency and effectiveness as law enforcement officers?

If not, why?_____

_____

_____

_____

PLEASE NOTE: If available, please attach program and course content outlines that give a representative picture of the range of topics and time allotted to each subject. If copies are not available, please note below a representative listing from the past three months of your roll call program.

PLEASE RETURN COMPLETED QUESTIONNAIRE (ALL PAGES) AND ATTACHMENTS TO:

William E. Barber, Consultant
Highway Traffic Safety Center
Continuing Education Service
MICHIGAN STATE UNIVERSITY
East Lansing, Michigan 48823

272--2871--WEB

APPENDIX D

DEPARTMENTS' ROLL CALL CURRICULUM

Program and course content.

Responses:

1. Holland, Michigan, Police Department
   Materials attached.

2. Beloit, Wisconsin, Police Department
   1. Policy
   2. Arrest, Search and Seizure
   3. Procedure
   4. Self Defense
   5. Pursuit Driving

3. Victoria, Texas, Police Department
   Basic Supervisory Principles
   Motivation
   Principles of Unarmed Defense
   Department-Wide Planning
   Bomb Incidents: Development of Procedures
   Bomb Incidents: Searching Buildings
   Bomb Incidents: Searching Vehicles
   Entrapment Bombing Techniques and Tactics
   Combat Shooting
   Shooting Fundamentals
   Assault Cases
   Mental Retardation

4. Madison Heights, Michigan, Police Department
   We have a Lt. in the Training Dept. that is a full time instructor at Macomb Community College. That is our Training Officer.

5. Burlington, North Carolina, Police Department
   Assault Cases
   Bomb Incidents
   Building Searches
   Vehicle Searches
   Entrapment Bombings
   Child Abuse Reporting
   Controlled Substance Act
   Police Reports
   Explanation of policy on Warrants and Handling Commercial Explosives
   Use of departmental Bomb Transporter
   Use of Traffic Warning Devices
   Departmental Policy on Termination of Service

6. Birmingham, Michigan, Police Department

Video-Tapes

1. Searches of a Male - 5 min.
2. Searches of a Female - 5 min.
3. Handcuffing Prisoners - 6 min.
4. Use of a Shotgun - 6 min.
5. Care of a Shotgun - 6 min.
6. Handling a Shotgun - 6 min.
7. Accident Investigation - 1 hr. 20 min.
8. Search and Seizure - 2 hrs.
9. Common Ground - 12 min.

Film Strips

1. Guidelines for Interviewing - 13 min.
2. The Effects of Alcohol - 13 min.
3. Skid Mark Evidence - 13 min.
4. Burglary Prevention - 13 min.

Departmental Instructor

1. How to Stop Violator's or Suspect's Car - 20 min.
2. Use of Shotgun - Department Policy - 20 min.

7. Bowling Green, Kentucky, Police Department

Attached.

8. Hagerstown, Maryland, Police Department

1. Testifying in Court.
2. Bomb Threats.
3. Request for driver re-examination procedures.
4. Instructions for new equipment.
5. Intoxicated Driver Procedure (refresher).

9. Rock Island, Illinois, Police Department

Consult the IACP re: their Training Keys.

10. Moline, Illinois, Police Department

Report writing techniques.
Police Image: Relation of police to public.
Testifying in court.
Importance of appearance and manner in meeting the public.
Explanation of departmental policy.
Investigation of stolen cars.
Discussion of built-in tensions of police work, how best to relieve those tensions.

11. Clinton, Iowa, Police Department
Arrest -- search and seizure: house, vehicles, person.
Drug law.

12. Lewiston, Idaho, Police Department
Slide presentations: promoted by IACP, depicting various aspects of law enforcement.
Review: State of Idaho's New Criminal Code, adopted from the Model Penal Code.
Protection for the Law Enforcement Officer.
Public Relations
Riot Control-Crowd Control
Apprehending the criminal
Narcotics and dangerous Drugs
Bombs and bomb threats
Crime scene search and seizure
Films on Rock Festivals.

13. New Berlin, Wisconsin, Police Department
Note: We have our own TV production equipment; complete photo lab; and develop our roll call topics from currently noted areas of deficiency in operational techniques. Our goal is to be topical with operational information and have programs of about 10 minutes in length. Recent programs have included:
Firearms cleaning techniques.
Proper completion of fingerprint record cards.
Police radio signals use and application.
Vehicle maintenance records.
Video techniques for recording drunk driver suspects.

14. Enfield, Connecticut, Police Department
Conn. Penal Code - 15 hours.
Cardio-alert - 4 hours.
Search and Seizure - 3 hours.
Defensive Driving - 2 hours.
Safe and Locks - 2 hours.
Youth Problems - 2 hours.
Narcotics - 2 hours.

15. Athens, Georgia, Police Department
1. Communication Problems
2. Civil Disturbance
3. Leadership Techniques
4. Patroling Techniques
5. Pistol Shooting Tech.
6. Proper use of Handcuffs
7. Body Search Techniques
8. Shotgun Handling

16. San Gabriel, California, Police Department

Closed circuit scrambled TV: District Attorney, Los Angeles County, shown once a month. Subjects such as:

Search and Seizure (recent developments)	
Burglary	Homicide Investigation I, II, III
Auto Searches	etc.

Also make video tape "Critique" every Friday. Viewed by all officers at briefings Fri-Sat-Sun. Topics relate to problems currently causing trouble. Information to officers regarding special events, problem areas and mistakes made in past week.

17. Farmers Branch, Texas, Police Department

Traffic laws	Authority on shopping centers
Court complaints (forms)	Accident investigation

18. San Rafael, California, Police Department

Law of lineups	Search of persons on probation
Lynching	Testimony of officers in court

New defense of diminished capacity
Informants: Disclosure and production
Scope of search in residence

Search of trash barrels	Summary of California gun laws

19. Lewiston, Maine, Police Department

1. Lineup Time; men are shown sight sound film strips related to IACP Training Keys.
2. Classes are held once a week for probationary patrolmen; have 10 men involved in this program.
3. 11 men are presently taking college courses at an approved institution. They are taking criminal investigation and photography.
4. We are at present working on an incentive pay plan which would encourage the men to work towards an associate degree.

In brief we are doing everything possible to educate our dept. members.

20. Charlottesville, Virginia, Police Department

1. One-man car patrol procedure.
2. New rules and regulations.
3. Report writing.

21. North Las Vegas, Nevada, Police Department
10 IACP Training Keys per month; 5 city ordinances or state laws per month; 1 or 2 audio visual programs per month; rest of month programmed for riot, burglary, or whatever problem is most pressing.

22. Sioux Falls, South Dakota, Police Department
Materials were included.

23. Manhattan Beach, California, Police Department
Copies not available. Subjects covered include:
Defensive Vehicle Operation — Officers Survival
Discharge of Firearms — Officers Civil Liability
Civil Rights Act Violations

24. Plainfield, New Jersey, Police Department

Defensive Driving	Use of Firearms
Narcotics	Gambling
Accident Investigation and Report Writing	Reporting Officer Image

25. Las Cruces, New Mexico, Police Department

Implied Consent Law	Shoplifter Law
Childbirth	Issuing citations and courtroom demeanor
Weapons Laws	Pepper-Fog Machine Operation

26. Gardena, California, Police Department
1. Simple Spanish
2. Bicycle statutes
3. Recent court decisions
4. Operational problems

27. Greeley, Colorado, Police Department
IACP Training Keys; drinking driver observation; family crisis intervention; major crime scene investigation; search and seizure; team policing concepts.

28. Lawrence, Massachusetts, Police Department
If you have any suggestions to impliment a roll call training program your help would be greatly appreciated.

Program and Course Content (continued) - 6

29. Garland, Texas, Police Department
City ordinances and selected cases from the Southwestern Reporter.
Efficiency reports (department procedures).
Juvenile procedures (department procedures).
Report writing
Note: We also subscribe to the IACP Training Keys and we publish a Crime Information Bulletin (concerning activity in our city and area). These are in addition to the roll call training bulletins and are distributed alternately.

30. Amherst, Massachusetts, Police Department
IACP Training Keys.

31. South Gate, California, Police Department
Materials were attached.

32. East Orange, New Jersey, Police Department
Included copy of listing of the topics of the Key Training program.

33. Alexandria, Louisiana, Police Department
Discussion of the city ordinances of Alexandria.
Discussion of the Louisiana Criminal Code.
Discussion of recent court rulings.
Personal Safety.
Safet driving methods.
Public relations.

34. North Miami Beach, Florida, Police Department
Roll call training runs about 15 min. each day for each shift.
We have covered topics as:

The Traffic Violator	Felony in Progress Calls
Search and Seizure	Skidmark Evidence
Proper Methods of Prisoner	Transporting
Arrest Principles	Defensive Driving Techniques
Juvenile Delinquency	Auto Theft
Burglary Investigation	Shoplifting
Report Writing	Counterfeit Money
Patrol Techniques	Domestic Disturbance Calls

And other such topics as these.

35. Concord, California, Police Department
Virtually all training in roll call is informal, with no course outlines, etc., used.

36. Marshalltown, Iowa, Police Department
Materials were attached.

37. Ogden City, Utah, Police Department
30 min. to roll call average. We are presently using Sight-Sound program. One strip presented and discussed each day.

38. Muncie, Indiana, Police Department
The Muncie PD has a reserve force of 100 men trained to make a complete take over of the entire department allowing for 8 hours a month training program for all 131 regular officers.

39. Los Angeles County, California, Police Department
Materials were attached.

40. Richmond, Indiana, Police Department
Materials were attached.

41. Wheat Ridge, Colorado, Police Department
Legal Points Training Keys
DA's Representative
The allotted time for roll call training is 30 minutes. Prior to going on patrol. We are currently working a 4-10 hour day plan which allows for an overlap of shifts which allows this type of training on office time.

42. Wheaton, Illinois, Police Department
Roll call training usually lasts from 20 to 25 min. daily. Topics covered, summary follows:

IACP films	Review of local ordinances
Skid Mark Evidence	Current information & refresher-Narcotics
Use of Firearms	Local Problems
Effects of Alcohol	Crime Control Digest-Items selected by Chief
How to be Supervised	Chicago PD Training Bulletins
Aggressive Patrol	Bicycle Thefts
Gathering Info from People	Auto Theft
The Accident Scene	Accident Investigation
Guide for Interviewing	Accuracy of Investigation Forms
Directing Traffic	
Stopping Felony Suspect	

43. Township of Lower Merion, Pennsylvania, Police Department
Revolving Sight-Sound films (we have the complete program) and Tranining Key use (we have this complete program also.)

44. Bremerton, Washington, Police Department
15 minutes each of the following subjects:

1. Felony in progress.	2. Searching arrested persons.
3. Principles of investigation.	4. The traffic violator.
5. Rescue breathing.	6. Crime scene search.
7. Testifying in court.	8. Directing traffic.
9. Field inquiry.	10. Felony arrest.
11. Controlling serious bleeding.	12. Auto theft.
13. Juvenile delinquency.	14. Skid mark evidence.
15. Burglary prevention.	16. Defensive driving.
17. Guidelines for interviewing.	18. Use of police baton.
19. Use of firearms.	20. Search and seizure.
21. Crowd control.	22. The police image.
23. The accident scene.	24. Principles of organization.

45. Elkhart, Indiana, Police Department

1. Search and seizure.	2. Probably Cause.
3. Crime scene investigation.	4. Departmental policies and procedures.
5. ATF-Weapons and explosives.	
6. Homocide investigation.	

46. Appleton, Wisconsin, Police Department
Some of the topics covered, but at present our sight and sound machine is being repaired:

The accident scene.	Skid mark evidence.
Use of handcuffs.	Transporting prisoners.
Auto theft.	Guidelines for interviewing.
Guide to evidence collecting.	Fingerprints.

47. Kenosha, Wisconsin, Police Department
We have the IACP Training Keys 1 through 168 and are currently on key #97. We have had this program since 1968. One to two weeks or more if necessary are allotted for each subject. Some topics are easier to put across to the men than others.

Program and Course Content (continued) - 9

48. Sheboygan, Wisconsin, Police Department

O.A.W.I. Procedures	Orthopedic Stretcher Procedures
Data Processing Procedures	Probably Cause Procedures
Firearms-Use of Deadly Force	C.C.T.V. Techniques
Public Relations	Selected Films

49. Sioux City, Iowa, Police Department
FBI, search and seizure.
BNDD, narcotics.
Iowa Law Enforcement Academy, narcotics, command level course.

50. Reno, Nevada, Police Department
After going into sight and sound we have been concentrating on problems facing us at the time: phone booth burg., medical centers; motor bike thefts.

51. Boulder, Colorado, Police Department
January--1 hour per man on probable cause searches based on the smell of marajuana.
February--4 hours per man on bomb scene response.
March--1 hour per man on accident investigation forms.

52. Harlingen, Texas, Police Department
The Harlingen Police Department's roll call program was established to keep each work detail informed of new policies, court decisions, changes in laws, problem areas in the city, on a day-to-day basis.

53. Port Arthur, Texas, Police Department
Search and seizure.
When and how to take statements from suspects and witnesses.
Proper methods of stopping vehicles and subjects.
Proper procedure for investigating burglary.
Proper methods of patrol, checking for burglaries.
New Texas traffic laws.

54. Bloomington, Minnesota, Police Department
Materials were attached.

55. Aurora, Illinois, Police Department
Material were attached.
Subject matter covered in roll call training during last three months:

Firearms use	Demonstrations and disorders.
Crime prevention	Arresting & transportion prisoners
Liability of police	Legal aspects of scientific investigation
Self defense	
Disturbance calls	Personal motivation
Supervision	

See page # 8 for a typical program or course outline.

56. Elmhurst, Illinois, Police Department
Material was attached.

57. Melbourne, Florida, Police Department
Materials were attached. A copy of each legal bulletin is given to each officer for future reference.

58. Daly City, California, Police Department
Materials were attached.

59. Hawthorne, California, Police Department

December 1971:
1. Vehicle as a public place, case law analysis.
2. Fingerprints at crime scenes--departmental procedures.
3. Cursory Search of a Suspicious Subject, case law analysis.
4. P.C. 12020--Dirk & Dagger--C.L. Analysis--D.A. Office information.
5. New report forms and revised booking form, departmental procedures.
6. Announcements--upcoming schools available, meetings, etc.

January 1972:
1. Crime scene protection--current patrol division problem.
2. Some Facts on Dying Declarations.
3. Announcements: upcoming agent test, available oxygen supplies, etc.

February 1972
1. Poor reports--lost cases, current patrol division problem.
2. Announcements: upcoming events in February.

60. Monrovia, California, Police Department

Changes in penal code
Changes in vehicle code
case decisions effecting police
Crowd control
Crime photography
Patrol procedures
Traffic accident--investigation and photography
First aid
Fire-Police coordination
Arrest techniques

61. Newport Beach, California, Police Department

1. Investigative techniques in auto theft cases.
2. Commission on Peace Officers Standards and Training Guidelines.
3. Traffic enforcement guidelines.
4. Found property, laws and regulations governing.
5. Stop and frisk--laws and procedures.
6. Residential search.
7. Informants.
8. Officer survival.

62. Oxnard, California, Police Department

1. Domestic calls procedure.
2. Shake-down of felony prisoners.
3. Weaponless defense.
4. Firearms training.
5. Dealing with minority groups.
6. Felony car pull-over.
7. Recent court decisions.
8. Special weapons attack training.

63. Sunnyvale, California, Department of Public Safety

Materials were attached. One ten minute roll call training program given to officers once a month at briefing. This presentation is preceeded by a training bulletin distributed with the officer's pay check on the pay day before the training session is due to start. Some of the programs may be a three or four part series depending upon the nature of the material or the total length of the program in order to limit each presentation to ten minutes. Patrol supervisors are expected to utilize these programs for discussion periods or further training sessions at subsequent briefings.

64. Walnut Creek, California, Police Department

Informants and citizen informers	1 hour
Stop and frisk	1 hour
Drunk driving procedure	3 hours
Searching and transporting	1/2 hour
Vascar operation	4 hours
Homicide investigation	1 hour
Explosives	2 hours
Legislative changes	1 hour
Robbery investigation	1 hour

65. West Covina, California, Police Department
Materials were attached.

66. Santa Fe, New Mexico, Police Department
Materials were attached.

67. Albany, Georgia, Police Department
Most of roll call training is from IACP training keys.

68. Highland Park, Michigan, Police Department

1. Vehicle stops	2. Crime scene
3. Search and seizure	4. Arrest procedure
5. Weapons use and safety	6. Safe driving
7. Traffic laws	8. Court procedure
9. Rules of evidence	

69. Muskogee, Oklahoma, Police Department
10 to 15 min. instruction-discussion periods ranging from first aid, investigation techniques, patrol procedures, law, new departmental policies and procedures, to human relations, psychology and sociology. Officers can, and often do, request specific subjects be discussed. This training is presently limited to the patrol division. Each shift supervisor is responsible for the development of his program. Each shift deals with different police problems and people and their training needs are different. Each shift is to discuss any new policy or procedure issued by the department.

70. Ann Arbor, Michigan, Police Department
Not possible at this time.

71. Sterling Heights, Michigan, Police Department
Materials were attached.

72. Manhattan, Kansas, Police Department
Materials were attached.

73. Vallejo, California, Police Department
FBI Training Films=20 min. each:

Burglary investigations	Collecting, identifying and packaging of evidence
Examination of stolen cars	
Interviews	On the record
Positive image	Stay alert, stay alive
Salvage Racket	Searching the crime scene

IACP films=10 or 15 min. each:

Car theft	Skid marks
Firearms	Use of alcohol
Burglary prevention	Juvenile delinquency

Training Bulletin Titles=1 per month:

Untested informants	Lineups
How to identify counterfeit money	

74. Modesto, California, Police Department
1. Attached 3 copies of training films schedules.
2. IACP Training Bulletins, issued to each officer.
3. IACP Legal Points, issued to each officer.
4. Modesto PD Training Bulletins.
5. Modesto PD Operational Procedures.
6. Modesto PD Information Bulletins.

75. Montgomery County, Rockville, Maryland, Police Department
Four VTR roll call tapes:
1. Changes and improvements in operations; Superintendent of police.
2. Care and cleaning of service revolver; Police Academy.
3. Reorganization; Superintendent of police.
4. Burglary laws and preventative patrol (2 separate tapes); Police Academy.

76. Kalamazoo, Michigan, Police Department
Material attached. Officers in the Law Series I, II, III.

77. Rosemead, California, Police Department
(under contract by Los Angeles County Sheriff's Department.)

Hours	Subject
4	Search and Seizure
1	Legislative Changes in State Penal/Vehicle Code
2	Crowd and Riot Control
1	Controlled Search Positions
1	Helicopter Patrol
2	Use of Force and Firearms
1	Vehicular Safety and Code 3 Procedures
2	Rescue Operations
3	First Aid
2	Explosive Devices
2	Tactical Use of Chemical Agents
3	Reporting Procedures

78. Temple City, California, Police Department
(Under contract by Los Angeles County Sheriff's Department.)
Same as Rosemead, California (no. 77 above).

79. Valdosta, Georgia, Police Department
We have 58 volumes of the IACP films and tapes for the Sight-Sound Projector, and Training Keys. All new policemen are sent to the Georgia Police Academy for the three week basic course. During the year when courses are offered in specialized fields such as fingerprints, Intoximeter, and other fields we have men to go.

80. Rockville Centre, New York, Police Department
Review of procedure relating to:
1. Chemical test for intoxication at headquarters.
2. Chemical test for intoxication in hospital.
3. Chemical test for drugs.
4. Handling family court offenses.
5. Use of bomb blankets.
6. Guidelines on the use of deadly physical force.

81. Bismarck, North Dakota, Police Department
We've gone through the first eight volumes of the IACP sight/sound program; had films on procedures to follow in the court-room; films on emergency child birth, etc.

82. Glendale, Arizona, Police Department

1. Firebombs
2. Citizen Arrest Forms
3. Grid map use
4. Recognition of explosives
5. Searching for explosives
6. Types of burglar tools
7. Burglary investigation and basic fingerprinting
8. Law on defrauding an innkeeper
9. Information on new Youth Information Services Bureau
10. Gault decision
11. Vehicle identification numbers
12. Law, Supreme Court decision on Implied Consent (DWI drivers)
13. Court decisions, Harris v. U.S., Green v. Calif. Dutton v. Evans
14. Court cases, Harris, Blevins, Best cases
15. Court cases, Coolidge v. New Hampshire, search & Seizure.
16. Laws of arrest
17. Inventory searches
18. Cearch of vehicles
19. Clarification of carrying a concealed weapon law, Arizona statute.
20. New Arizona laws
21. Fingerprints part 1 of 2 parts
22. Fingerprints part 2 of 2 parts.
23. New laws and changes in search warrants
24. Public intoxication, new law.

83. Scottsdale, Arizona, Police Department

VASCAR--4 hours: introduction to VASCAR as a concept of traffic enforcement, the principle and operational use of the equipment prefacing practical application in the field.
LAW--8 hours: instruction as to purpose and implementation of telephonic search warrants and court orders for taking physical evidence. Defining revisions, addendums of state statutes.
LEGAL OPINIONS--4 hours: review of latest court decisions regarding warrant and warrantless arrests, search and seizure and Miranda warnings.
FIREMARS--2 hours: familiarization and orientation in shotgun, tear gas and related equipment.

84. Culver City, California, Police Department

Bomb call procedure
Narcotics
Sex crimes
Thefts
Robberies
Recent court decisions

85. Menlo Park, California, Police Department
See questionnaire for complete response. Too detailed to list.

86. Pacifica, California, Police Department
1. Homocide investigation and preparation for court (3 weeks).
2. Miranda and auto accidents (1 week).
3. California gun laws (1 week).
4. Shotgun training (1 week).
5. Armed robberies (1 week).
6. Searching techniques (1 week).
7. Functions of juvenile probation (1 week).
8. Harris v. New York (1 week).

87. Hutchinson, Kansas, Police Department
Legal Points: approx. 1½ hours.
Departmental procedures and policies: approx. 5 hours.
Other Criminal Law: approx. 2 hours.

88. Kirkwood, Missouri, Police Department
Much roll call training is conducted via police close-circuit television. Main station, WBF-80, is at St. Louis Police Headquarters. Suburban stations are connected by micro-wave transmission towers as receiver terminals. Police TV, roll call training, programming, etc., is subject to advisory body of area law enforcement officials. Also law enforcement oriented college courses are being offered on this medium by the local junior college district.

89. Hobbs, New Mexico, Police Department
1. Improving the officer/citizen contact.
2. Dangerous drugs.
3. Legal and practical aspects of scientific evidence.
4. Rules, regulations and procedures.
5. Police courtesy.
6. Tactics of militant demonstrations.
7. Probable cause.
8. Community involvement in law enforcement.

98. Los Angeles County Sheriff's Department, California
Methods of searching and handcuffing/ Cause and effect of officer shootings/ Latest court decisions/ Vehicle pullover and approach/ Use of the baton; Sidearm Loading and Unloading/ Elements of Crime/ etc.

99. West Palm Beach, Florida, Police Department
Ten minutes per day is allowed to roll call training and for the past several months various IACP Training Keys have been used. Usually, we are able to cover one Key each week.

90. Middletown Township, Levittown, Pennsylvania, PD
We do not have a planned program as such. We do, however, hold three roll calls a day and reserve fifteen minutes for what we call a training session. It is handled by the Lieutenant on duty who could show a film or a Sight and Sound program or could go over an IACP Training Key. We feel this also acts as a refersher course. Some days it may deal with the motor vehicle code or penal code or even a change in a court decision--anything that comes up which will keep our officers informed and be beneficial to them.

91. Bryan, Texas, Police Department
New dept. policies explained by patrol sergeants.
New laws taught by patrol lieutenant.
Old laws and arrest procedures reviewed by patrol sergeants.

92. Yuma, Arizona, Police Department
Not available.

93. Pomona, California, Police Department

Recent court decisions	hit-run traffic investigations
Search and seizure	homicide investigation
Field Stop and Frisk	etc., etc.

94. Pottstown, Pennsylvania, Police Department
Not available.

95. Santa Barbara, California, Police Department
Community relations; auto thefts; private citizen arrest; legal topics; patrol procedures; tactical situations; burglary investigation Res/Auto.

96. Bell Gardens, California, Police Department
January--unfit homes; child beating.
February--Officer's survival; report writing (modus operandi)
March--Public relations; press relations.

97. Orange, California, Police Department
1. Implied consent law 2. 23102A (DUI) video tape procedure 3. Field show-ups 4. Juvenile rights--new laws 5. Search/seiaure--furtive movements 6. Narcotics procedure 7. O.C.D.A. -- law bulletin 8. Employee grievance procedure.

98. Santa Maria, California, Police Department
In preparation and implementation stages currently. A new, enthusiastically requested grass roots program based on needs expressed by line officers and staff cognizance of deficiencies.

99. Chicago Heights, Illinois, Police Department
Roll call training lasts approximately 15 minutes per session. Premise checks; burglary-in-progress calls; safe driving; departmental manual of procedures (not rules and regulations).

100. Enid, Oklahoma, Police Department
Basic traffic; advance traffic; arrest; firearms (basic) and (advanced); general information.

101. Lancaster City, Ohio, Police Department
Familiarization of rewritten policy; writing traffic citations; handling dog calls; use of new daily activity sheet; IACP sight/sound and Training Keys; testifying in court; police/community relations.

102. Temple, Texas, Police Department
IACP sight/sound filmstrips; 4 volumes are being used at this time. Roll call training in this dept. was initiated in this dept. October 1, 1971, with reorganization and a new administration.

103. Eau Claire, Wisconsin, Police Department
IACP Training Keys; schedule of last in-service school; schedule of our recruit school.

104. Oak Park, Illinois, Police Department
Films on police/community relations training. All members of the department receive this training at least twice a month.

105. Hackensack, New Jersey, Police Department
Note: Individual squad; roll call training consists of those subject matters that the individual brings to the attention of his superior officer and the squad personnel requests training on various subjects: patrol attitude, MV checkouts, bomb evacuation and search. All subjects prior to training are discussed with dept. training officer.

106. Fullerton, California, Police Department
Informants--Duty to Disclose
Stop and Frisk, legal aspects in light of recent court decisions
Search and Seizure, recent developments
Operation of the field portable tape recorder
Bomb Calls, response and recognition of types
Federal Firearms Act 1968
Stolen Motorcycles, serial number alteration.
All of the above are video taped training programs of varied length but averaging twenty minutes duration. In some a written examination was administered for purposes of evaluating the material content and presentation.

107. Salina, Kansas, Police Department
Most all of our program is conducted by shift supervisors who have been to various schools and seminars in all phases of law enforcement. They get their materials from the schools they have attended.

Our officers are required to be on duty for roll call and inspection at least 1/2 hour before their regular duty time. They must do this on all five of their working days. Officers within our department instruct in all phases including traffic and firearms. All officers participate in the briefings and are expected to be able to answer when called upon. They also have class discussions on any problem that any one officer might have. They do have monthly evaluations made on them as long as they remain in our employ.

108. Cleveland Heights, Ohio, Police Department
Drug abuse seminar - 6 hours
Auto theft seminar - 6 hours
Human relations - 6 hours
Police liability--federal and civil - 6 hours
First aid - 6 hours

109. Lakewood, Colorado, Department of Public Safety
Closed circuit TV - the Grand Jury System - 6 hours
Closed circuit TV - Criminal Justice - 1 hour
Lecture - Field Survival - 4 hours
Lecture - Colorado Revised Statutes - 3 hours
Films - Field Survival - 1 hour
Films - the Medical Autopsy - 1 hour

110. Wilmington, Delaware, Police Department
As stated earlier we are presently constructing what we feel will be an effective and efficient roll call training program. At the present we are conducting a two hour training session each Sunday morning since this is the only time we can afford taking a substantial amount of men off of patrol. Roll call training is used primarily to quote statistics on offenses primarily, burglaries and robberies in an effort to indicate and trends developing. This we feel has been well received and most effective.

111. Parma Heights, Ohio, Police Department
1. Constitutional law--motor vehicle search; stop and frisk
2. Patrol procedures--stopping felony suspects
3. Procedures for drug arrests.

112. East Cleveland, Ohio, Police Department
IACP material--film and outlines:
1. Testifying in court
2. Defensive driving
3. Search of persons 3
4. Felony arrests
5. Traffic direction
6. Felony in progress calls
7. Principals of investigation
8. Traffic violator
9. Rescue breathing
10. Crime scene procedures

113. Irvington, New Jersey, Police Department
First aid; legal decisions; departmental procedures and policy; firearms; IACP Training Keys; law in general; daily patrol alerts.

114. Compton, California, Police Department
Unavailable at this time.

115. San Leandro, California, Police Department
Please note: the roll call period or line-up is only 20 minutes. Little, if anything, can be covered in such a short time. This is compounded by the need for the watch commander to cover all events over the past 24 hours, thus roll call training is an impossibility.

116. Ferndale, Michigan, Police Department

January:	Search of Crime Scene
	Collect and Present Evidence
February:	Burglary Investigation
	Stay Alert - Stay Alive
	Interviews
	Routine Stops
MarcH:	FBI Lab.
	FBI Lab.
	Crime Scene
	Testifying in Court.

APPENDIX E

DEPARTMENTS SURVEYED
AND
DEPARTMENTS RESPONDING

Departments Surveyed and *Departments Responding

Population Group 25,000-50,000

Department	Population
Alabama:	
*Anniston	31,137
*Auburn	23,572
Bessemer	33,231
Decatur	37,771
Dothan	36,080
*Florence	33,535
Prichard	41,267
*Selma	26,941
Alaska:	
*Anchorage	46,137
Arizona:	
*Flagstaff	25,554
*Glendale	35,771
*Yuma	28,835
Arkansas:	
*Blytheville	24,596
Fayetteville	31,080
*Hot Springs	35,319
*Jonesboro	26,934
*West Memphis	25,796
California:	
*Antioch	28,211
*Arcadia	44,853
*Azusa	25,226
*Baldwin Park	47,634
*Bell Gardens	28,849
*Beverly Hills	32,952
*Burlingame	27,178
*Corona	27,384
*Covina	29,042
*Culver City	35,340

Department	Population
California:	
*Cypress	30,715
Escondido	36,013
*Fairfield	42,561
Fountain Valley (Santa Ana)	31,618
*Gardena	41,191
*Glendora	31,787
*Huntington Park	32,885
La Habra	41,349
La Mesa	38,824
La Mirada	28,458
La Puente	31,114
*Livermore	35,520
Lodi	28,614
*Los Altos	26,398
Lynwood	42,060
*Manhattan Beach	34,978
*Menlo Park	26,445
*Milpitas	26,370
*Monrovia	29,514
*Montebello	42,820
*Monterey	25,624
Monterey Park	48,680
*Napa	34,717
*National City	38,858
Newark	27,476
*Newport Beach	48,805
*Novato	28,593
*Oceanside	40,686
*Pacifica	36,756
Paramount	34,329
*Redlands	36,558
*Rialto	28,651
*Rosemead	38,736
*San Bruno	35,889
*San Gabriel	29,097
*San Luis Obispo	27,886
*San Rafael	38,493
Santa Cruz	31,339
*Santa Maria	32,322
Santa Rosa	48,464

Department	Population
California:	
Saratoga	26,899
*Seaside	35,659
*South San Francisco	46,669
*Temple City	29,611
Thousand Oaks	34,425
*Upland	32,624
*Visalia	27,087
*Walnut Creek	36,606
Colorado:	
*Arvada	47,374
*Englewood	33,350
*Fort Collins	43,098
*Greely	39,167
*North Glenn	27,872
*Wheat Ridge	31,187
Connecticut:	
*Enfield	44,682
*Hamden	49,169
*Manchester	47,940
Middletown	36,658
*Newington	25,822
*New London	29,123
Norwich	41,274
Shelton	26,950
Southington	30,687
*Stratford	49,544
*Torrington	30,830
*Trumbull	31,057
Vernon	26,910
*Wallingford	35,801
*Westport	26,923
*Wethersfield	26,626
Florida:	
Boca Raton	28,010
*Coral Gables	42,069
Daytona Beach	44,206
*Fort Myers	26,856
*Fort Pierce	28,930

Department	Population
Florida:	
*Key West	27,465
*Lakeland	41,146
*Melbourne	39,885
North Miami	34,899
*North Miami Beach	30,367
*Panama City	30,916
*Pompano Beach	38,137
Sarasota	38,740
*Titusville	29,605
Georgia:	
*Athens	43,286
*East Point	39,399
*Marietta	27,264
*Rome	30,221
*Valdosta	31,215
Warner Robins	32,387
Hawaii:	
Hilo	25,538
Kailua	33,529
*Kaneohe	29,405
Idaho:	
*Idaho Falls	35,318
*Lewiston	25,457
Pocatello	38,826
Illinois:	
*Addison	25,230
*Alton	39,200
Belleville	41,123
*Bloomington	39,393
Calumet City	36,553
*Chicago Heights	39,931
*Danville	42,090
*De Kalb	34,822
Dolton	25,951
*Downers Grove	31,509
*Elmhurst	46,325
*Elmwood Park	26,088

Department	Population
Illinois:	
Evergreen Park	25,476
Freeport	27,691
Galesburg	36,025
*Granite City	36,086
*Harvey	33,864
*Highland Park	30,365
*Kankakee	30,529
*Lansing	25,218
*Lombard	36,520
*Maywood	30,152
*Moline	45,995
*Morton Grove	26,621
*Mt. Prospect	35,286
*Niles	30,181
*Normal	25,924
North Chicago	44,769
Palatine	26,104
*Park Forest	30,388
*Park Ridge	41,243
*Perkin	31,100
Quincy	44,904
*Rantoul	25,377
*Rock Island	48,609
*Urbana	32,624
*Villa Park	25,653
*Wheaton	30,910
*Wilmette	31,987
Indiana:	
Bloomington	43,188
*Columbus	31,403
*East Chicago	46,407
*Elkhart	42,455
*Highland	25,009
Kokomo	43,359
*Lafayette	44,668
*Marion	40,043
*Michigan City	38,950
*Mishawaka	36,012
*New Albany	37,968
*Richmond	43,800

Department	Population
Iowa:	
*Ames	39,171
*Burlington	32,029
*Cedar Falls	29,117
*Clinton	34,402
*Fort Dodge	30,850
*Iowa City	46,444
*Marshalltown	25,739
*Mason City	29,746
Ottumwa	29,314
Kansas:	
*Hutchinson	36,294
Lawrence	45,143
*Manhattan	26,584
Prairie Village	28,026
*Salina	37,095
Kentucky:	
*Ashland	28,278
*Bowling Green	33,757
Newport	25,900
*Owensboro	49,751
*Paducah	31,100
Louisiana:	
*Alexandria	41,217
*Bossier City	43,066
Houma	30,285
Kenner	26,516
*New Iberia	29,139
Maine:	
*Bangor	32,390
*Lewiston	41,817
Maryland:	
*Annapolis	28,042
Bowie	34,883
*College Park	26,658
*Cumberland	29,084
*Hagerstown	35,154
*Rockville	41,164

Department	Population
Massachusetts:	
*Amherst	26,166
*Attleboro	32,226
*Belmont	27,750
Beverly	38,073
Billerica	31,284
Braintree	35,373
Chelmsford	31,258
*Chelsea	30,122
*Danvers	26,133
Dedham	27,233
Everett	42,216
*Fitchburg	42,906
*Gloucester	27,690
*Haverhill	45,643
Holyoke	49,434
*Leominster	32,709
*Lexington	31,628
*Marlborough	27,721
Melrose	32,881
*Methuen	34,986
*Milton	27,011
*Natick	31,055
*Needham	29,737
Northampton	27,726
Norwood	30,828
Peabody	47,650
Randolph	27,117
*Revere	42,634
*Salem	39,971
*Saugus	25,407
*Taunton	43,766
Wakefield	25,268
Watertown	38,853
Wellesley	27,951
*Westfield	31,102
*West Springfield	28,276
*Woburn	37,307
Michigan:	
*Allen Park	40,859
*Battle Creek	37,914

Department	Population
Michigan:	
*Bay City	49,075
*Birmingham	34,690
*East Detroit	45,814
*East Lansing	47,393
*Ferndale	30,028
*Garden City	41,647
*Hamtramck	26,751
*Highland Park	35,126
*Holland	26,144
*Inkster	38,264
*Jackson	45,733
*Madison Heights	38,560
*Midland	34,691
*Muskegon	44,377
*Oak Park	36,700
*Portage	33,151
*Port Huron	35,530
Southgate	33,723
*Trenton	25,196
*Troy	39,143
*Wyandotte	40,832
*Ypsilanti	29,260
Minnesota:	
Brooklyn Center (Minneapolis)	34,717
*Brooklyn Park Village (Minneapolis)	25,979
*Coon Rapids	30,225
*Crystal	30,564
*Edina	44,039
*Fridley (Minneapolis)	28,993
*Mankato	30,943
*Maplewood	25,279
*Minnetonka	35,480
*Moorhead	29,026
*Richfield	47,215
*Roseville	34,472
*St. Cloud	39,286
*St. Louis Park	48,812
*Winona	26,036

Department	Population
Mississippi:	
*Biloxi	47,814
Columbus	25,176
*Greenville	38,834
*Gulfport	39,415
Hattiesburg	37,461
Meridian	44,405
*Pascagoula	26,512
Missouri:	
Cape Girardeau	31,069
Ferguson	28,770
*Webster Groves	27,250
Nebraska:	
*Grand Island	30,914
*Missoula	29,232
Nevada:	
*North Las Vegas	35,315
New Hampshire:	
*Concord	29,573
New Jersey:	
*Atlantic City	45,386
*Belleville	39,226
Bergenfield	28,350
*Englewood	24,829
Fair Lawn	36,765
Fort Lee	30,394
*Garfield	28,907
*Hackensack	35,234
Hoboken	45,559
*Kearny	37,262
*Linden	41,059
*Long Branch	31,108
Lodi	25,127
*Montclair	43,856
*New Brunswick	41,909
*Nutley	32,123
*Orange	32,339

Department	Population
New Jersey:	
Paramus	28,270
Perth Amboy	38,564
*Plainfield	46,344
*Rahway	29,034
*Ridgewood	27,357
Sayereville	32,370
*Vineland	46,781
*Westfield	33,606
West New York	40,061
West Orange	43,222
New Mexico:	
*Clovis	28,192
*Hobbs	25,529
*Las Cruces	37,705
*Roswell	32,593
*Santa Fe	39,107
New York:	
Amsterdam	25,222
*Auburn	34,319
Elmira	39,873
*Freeport	40,438
*Garden City	25,750
Glen Cove	25,448
*Hempstead	41,562
Ithaca	25,148
*Jamestown	39,222
*Kingston	25,198
*Lackawanna	38,393
Lindenhurst	28,262
*Lockport	25,220
Long Beach	32,507
Massapequa	21,865
*Newburgh	25,919
*North Tonawanda	35,813
*Port Chester	25,526
Poughkeepsie	31,496
*Rockville	27,274
*Rome	47,926
Valley Stream	40,332
Watertown	30,525
*White Plains	49,573

Department	Population
North Carolina:	
*Burlington	35,338
*Gastonia	46,742
*Goldsboro	26,373
*Greenville	28,522
*Rocky Mount	33,297
*Wilmington	45,067
*Wilson	29,325
North Dakota:	
*Bismarck	33,572
*Grand Forks	38,626
*Minot City	32,164
Ohio:	
Alliance	26,376
*Barberton	33,003
Brook Park	29,831
Cuyahoga Falls	49,463
*East Cleveland	39,237
*Fairborn	32,015
Findlay	35,591
Garfield Heights	41,197
Kent	27,623
*Lancaster	32,591
*Maple Heights	34,071
*Marion	37,630
*Massillon	31,581
Mentor	36,680
*Middletown	46,612
*Newark	41,258
North Olmstead	34,639
Norwood	30,119
*Parma Heights	26,385
*Portsmouth	28,045
*Sandusky	32,148
*Shaker Heights	36,143
*South Euclid	29,490
*Steubenville	30,439
*Upper Arlington (Columbus)	38,367
Whitehall	25,185
*Xenia	25,318
Zanesville	32,426

Department	Population
Oklahoma:	
*Bartlesville	29,484
*Enid	43,557
*Midwest City	47,512
*Muskogee	36,015
Ponca City	25,383
*Stillwater	30,228
Oregon:	
*Corvallis	34,798
*Medford	27,950
Pennsylvania:	
*Baldwin	27,135
Bethel Park	33,806
*Easton	29,055
*Hazelton	30,246
Johnstown	42,065
*Lebanon	28,141
McKeesport	37,655
*Monroeville	28,861
*New Castle	38,457
*Norristown	38,310
*Pottstown	25,179
State College	33,167
West Mifflin	27,576
Wilkinsburg (Pittsburgh)	26,564
*Williamsport	37,694
Rhode Island:	
Cumberland	26,453
East Providence	47,615
Newport	33,866
*Woonsocket	46,465
South Carolina:	
*Anderson	26,906
*Florence	25,470
*Rock Hill	33,619
*Spartanburg	43,536

Department	Population
South Dakota:	
Aberdeen	26,193
*Rapid City	43,399
Tennessee:	
*Clarksville	30,904
*Jackson	39,262
Johnson City	32,959
Kingsport	30,808
*Murfeesboro	25,878
*Oak Ridge	28,140
Texas:	
*Baytown	39,175
Big Spring	28,165
*Bryan	32,489
*Denton	38,864
*Farmers Branch	27,177
Haltom City	27,973
*Harlingen	34,005
*Hurst	26,887
*Killeen	34,953
*Kingsville	27,809
Longview	44,397
*McAllen	36,761
*Richardson	47,596
*Sherman	28,352
*Temple	32,645
*Texarkana	29,393
*Texas City	38,393
*Victoria	39,349
Utah:	
*Bountiful	27,865
*Orem	25,684
Vermont:	
Burlington	38,266
Virginia:	
*Charlottesville	38,047
Danville	46,029
*Petersburg	25,610

Department	Population
Washington:	
*Bellingham	39,797
*Bremerton	32,138
*Longview	28,319
*Richland	25,651
*Vancouver	40,083
*Yakima	45,060
West Virginia:	
*Fairmont	25,405
*Morgantown	29,074
*Parkersburg	43,225
Weirton	29,429
*Wheeling	46,854
Wisconsin:	
*Beloit	25,256
*Brookfield	31,990
*Eau Claire	41,892
*Fond du Lac	35,330
Janesville	44,173
*Manitowoc	33,180
*Menomonee Falls	31,377
*New Berlin	26,831
*Sheboygan	47,957
*Superior	31,297
*Waukesha	39,645
*Wausau	32,395
Wyoming:	
Casper	39,145
*Cheyenne	40,020

Population Group 50,000-75,000

Alabama:	
Gadsden	52,864
*Tuscaloosa	61,933
Arizona:	
*Mesa	62,499
*Scottsdale	66,852
*Tempe	63,030

Department	Population
Arkansas:	
*Fort Smith	61,549
*North Little Rock	59,014
*Pine Bluff	55,597
California:	
*Alameda	66,031
*Alhambra	61,289
*Bakersfield	67,955
Bellflower	52,166
*Buena Park	63,656
Carson	72,144
*Chula Vista	64,474
*Costa Mesa	72,412
*Daly City	62,636
*El Cajon	58,063
*El Monte	70,795
*Hawthorne	53,161
*Modesto	60,348
*Mountain View	54,222
*Ontario	64,160
*Oxnard	70,128
*Palo Alto	55,413
Pico Rivera	53,980
*Redondo Beach	56,866
Redwood City	54,170
*Salinas	58,365
*San Leandro	68,385
*Santa Barbara	69,631
*Simi Valley	60,643
*South Gate	56,397
*Vallejo	67,905
*Ventura	57,089
*West Covina	67,783
*Westminster	59,619
*Whittier	67,009
Colorado:	
*Aurora	74,425
*Boulder	65,977

Department	Population
Connecticut:	
Bristol	54,782
Danbury	50,469
East Hartford	57,086
Fairfield	55,484
*Greenwich	59,440
Meriden	55,073
Milford	50,434
*West Hartford	67,379
*West Haven	51,216
Florida:	
*Clearwater	50,787
*Gainesville	63,818
Pensacola	65,442
*Tallahassee	71,763
*West Palm Beach	56,865
Georgia:	
*Albany	68,181
Augusta	58,483
Idaho:	
Boise	73,330
Illinois:	
*Arlington Heights	62,578
*Aurora	73,614
Berwyn	52,274
*Champaign	55,976
Cicero	66,695
*Des Plaines	59,288
*East St. Louis	68,026
*Elgin	55,061
*Oak Lawn	61,637
*Oak Park	61,745
*Skokie	68,404
*Waukegan	64,665
Indiana:	
*Anderson	69,923
*Muncie	68,066
*Terre Haute	69,247

Department	Population
Iowa:	
*Council Bluffs	59,923
*Dubuque	61,351
Kentucky:	
Covington	52,016
Louisiana:	
*Lafayette	65,999
*Monroe	54,647
Maine:	
*Portland	64,304
Massachusetts:	
*Arlington	52,720
*Brookline	58,090
*Chicopee	66,416
Framingham	63,233
*Lawrence	66,216
*Malden	55,851
*Medford	63,481
*Pittsfield	56,673
*Waltham	61,108
*Weymouth	55,325
Michigan:	
*Lincoln Park	52,988
*Roseville	60,505
*Southfield	68,844
*Sterling Heights	58,843
*Taylor	69,673
*Wyoming	56,196
Minnesota:	
*Rochester	51,568
Missouri:	
*Columbia	54,126
*Florissant	67,102
St. Joseph	71,996
Montana:	
*Billings	60,549
*Great Falls	58,761

Department	Population
Nevado:	
*Reno	72,121
New Hampshire:	
*Nashau	55,378
New Jersey:	
*Bayonne	69,898
*Bloomfield	52,154
*East Orange	74,846
*Irvington	59,958
*Passaic	53,751
*Union City	56,662
New York:	
*Binghamton	63,229
*Mt. Vernon	72,302
New Rochelle	74,697
*Troy	62,007
North Carolina:	
*Asheville	55,444
*Fayetteville	51,696
*High Point	60,919
North Dakota:	
*Fargo	52,697
Ohio:	
*Cleveland Heights	60,437
Elyria	53,359
Euclid	71,769
Hamilton	64,058
*Kettering (Dayton)	72,928
*Lakewood	69,778
*Lima	53,573
*Mansfield	54,154
*Warren	64,269
Oklahoma:	
*Lawton	69,069
Norman	50,500

Department	Population
Oregon:	
*Salem	68,309
Pennsylvania:	
Altoona	62,385
*Bethlehem	72,320
Chester	56,197
*Harrisburg	65,828
Lancaster	57,693
Wilkes-Barre	57,946
York	50,008
Rhode Island:	
*Cranston	73,633
South Carolina:	
*Charleston	64,591
*Greenville	61,242
South Dakota:	
*Sioux Falls	72,557
Texas:	
*Brownsville	51,080
*Galveston	60,714
*Grand Prairie	52,404
Laredo	65,491
Mesquite	55,136
*Midland	58,199
*Port Arthur	56,552
*San Angelo	63,928
*Tyler	56,301
Utah:	
*Ogden	68,480
*Provo	53,491
Virginia:	
*Lynchburg	53,134
Washington:	
*Bellevue	57,751
*Everett	51,926

Department	Population
West Virginia:	
*Charleston	69,531
*Huntington	72,970
Wisconsin:	
*Appleton	56,673
*La Crosse	51,448
*Oshkosh	52,460
*Wauwatosa	58,668
West Allis	71,511

Population Group 75,000-100,000

California:	
*Burbank	88,659
*Compton	75,312
*Concord	84,781
*Downey	87,765
*Fullerton	84,974
*Hayward	92,241
*Inglewood	88,781
Lakewood	82,183
*Norwalk	91,217
*Orange	76,296
*Pomona	88,486
*Richmond	78,016
*San Mateo	78,606
*Santa Clara	85,504
*Santa Monica	87,272
*Summyvale	96,425
Colorado:	
*Lakewood	93,403
*Pueblo	96,746
New Britain	82,685
Norwalk	78,577
Delaware:	
*Wilmington	79,978

Department	Population
Florida:	
*Miami Beach	85,209
*Orlando	97,565
Illinois:	
*Decatur	89,468
*Evanston	80,010
*Joliet	78,623
*Springfield	89,816
Iowa:	
*Davenport	97,614
*Sioux City	83,626
*Waterloo	75,994
Kansas:	
*Overland Park	77,332
Louisiana:	
*Lake Charles	76,522
Massachusetts:	
Brockton	87,444
*Cambridge	98,942
Fall River	95,679
*Lowell	92,929
*Lynn	87,817
*Newton	91,194
*Quincy	88,171
Somerville	87,047
Michigan:	
*Ann Arbor	98,414
*Dearborn Heights	80,040
*Kalamazoo	84,444
*Pontiac	84,951
*Royal Oak	84,081
*Saginaw	90,603
*St. Clair Shores	87,378
*Westland	86,291

Department	Population
Minnesota:	
*Bloomington	81,761
*Duluth	99,761
New Hampshire:	
*Manchester	87,282
Clifton	81,865
New York:	
Niagara Falls	84,752
*Schenectady	77,134
*Utica	90,802
North Carolina:	
*Durham	93,935
Ohio:	
*Lorain	76,733
*Niles	82,447
*Parma	99,691
*Springfield	82,188
Oregon:	
*Eugene	77,284
Pennsylvania:	
*Reading	86,470
Rhode Island:	
Pawtucket	76,213
*Warwick	82,985
Texas:	
*Abilene	88,433
*Arlington	88,385
*Garland	80,659
*Irving	97,457
*Odessa	76,109
*Pasadena	89,291
*Waco	92,600
Wichita Falls	94,976

Department	Population
Virginia:	
*Chesapeake	88,918
*Roanoke	90,955
Wisconsin:	
*Green Bay	87,239
*Kenosha	78,063
*Racine	94,720

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