

BRIDGING THE GAP: IDENTIFYING SPECIAL
INSTRUCTIONAL NEEDS OF URBAN POLICE OFFICERS
WHO GRADUATE FROM REGIONALIZED BASIC
TRAINING ACADEMIES

Thesis for the Degree of M. S.
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ABSTRACT

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By

Ernest Antone Costa

Michigan law prohibits any law enforcement agency which employs three or more persons from employing as a police officer any person who has not been certified as a police officer. The state has designated a regulatory agency, which is under the administrative direction of the Michigan Department of State Police, to certify regional basic training academies. The agency is known as the Michigan Law Enforcement Officers' Training Council (MLEOTC). Every aspiring law enforcement officer in Michigan must first graduate from a regional academy sponsored by MLEOTC before he goes to work as a police officer.

The basic 256-hour course teaches a recruit the fundamentals he will need in order to learn to be a police officer. Unfortunately, a large number of police officers receive no further training once they return to their employing agency. Most receive a set of keys, a map of the city, and a euphemistic "Go get 'em, Tiger," from the patrol supervisor.

Each city has its own idiosyncrasies. The peculiarities of each city will dictate police departmental policy and procedure. The

recruit police officer will not learn many of these lessons until he has transgressed, because he received no local training. Too many police administrators in Michigan have abandoned their responsibility for training newly appointed police officers.

The purpose of this research is to examine a regional academy's training program and evaluate its curricular offerings on the basis of a working patrolman's needs, if he/she is to be a productive member of the police department.

This researcher studied the relationship between theoretically based academy training and operationally based performance needs. The researcher attended a regional police academy for nine weeks as a participant observer. After graduation from the academy he made an analysis of a job description for the position of Patrolman I, Lansing Police Department, and compared it with a task analysis of the police officer's duties.

The study's findings identified several deficiencies in the regional academy's curriculum. The main deficiency lay in the lack of instruction a recruit police officer receives in techniques of performing peace-keeping and order maintenance functions. This is indeed incongruous when one considers that a police officer spends as much as eighty-five percent of his working hours maintaining the peace and order in his community.

Herein, the researcher defines specific areas of need in the academy, and recommends modification and/or addition of several subjects to the academic curriculum.

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By

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1977

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1977

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A work of this scale requires much effort, but it really is not possible without plenty of outside help. First and foremost, I would like to thank my wife Ann and all of my children who were a constant source of inspiration.

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CHAPTER I

INTRODUCTION

Purpose of the Study

Approximately 45 states in the nation have mandatory law enforcement officer training legislation.¹ The laws provide for mandatory basic police officer training at minimal cost to the community, if any at all. The purpose of this legislation is to guarantee a minimum standard of training for police officers. These two ideas reflect the principle that law enforcement officers are agents of the state charged with enforcing that government's laws. Therefore, the state has a basic responsibility to ensure that its laws are uniformly and professionally enforced to provide the greatest protection to the public.

Generally, with minor variations, the laws requiring mandatory police officer training provide that (1) the state should bear the cost; (2) all recruit police officers must be trained in accordance with the law's provisions, after meeting certain basic requirements; (3) no person should be permitted to enforce state laws until he has been certified by the state training council, or will be certified within a given period. The Michigan Law Enforcement Officers' Training Council (MLEOTC) accomplishes this by using existing community college facilities and public agencies which are centrally located. The end result of this legislation is

training which provides the greatest good for the largest number who will attend the academy.

In many instances, a novice police officer will seldom receive much of the locally oriented information he needs to perform his duties efficiently until after he has made a mistake. This happens because very few police departments in Michigan take the time to conduct any form of pre-assignment in-service training before the recruit police officer is assigned to patrol duty unaccompanied by a senior officer or superior. Budgetary constraints and/or insensitivity to training needs frequently are the main reasons that novice police officers receive no local training. Consequently, they make mistakes in situations which the administration presumes they are equipped to handle, either through previous training, or "common sense."

This study analyzes the course content and training methods of one centralized training facility--the Mid-Michigan Police Academy (MMPA)--and compares them to the needs of police officers of one jurisdiction--Lansing Police Department. The Mid-Michigan Police Academy operates under the sponsorship of Lansing Community College. It is regulated and certified by the Michigan Law Enforcement Officers' Training Council. Although the Lansing Police Department is the largest agency which consistently uses its facilities, the MMPA is responsible for providing instruction of a general enough nature to provide the greatest good for the largest number. A Lansing police officer's training needs were determined by performing a task analysis of the job description for Patrolman I.

It is this researcher's hope that the findings of this study will serve as a starting point for any administrator responsible for basic police training who wishes to develop a supplementary in-service training program for recently appointed police officers who are graduates of a centralized basic training program.

This analysis attempts to identify subject matter the employing agency will usually find necessary to present to the trainee in order to "bridge the gap" and ensure his successful smooth transition to a productive police officer. The trainee will be able to serve his community better, and build on the existing base of information he must have to "carry his own weight" as a junior officer if he receives in-service training within his own employing agency prior to his initial duty assignment.

This study is necessary because there is little formalized structured information concerning the transitional training a police recruit receives, or should receive, after graduation from a regional police academy in Michigan and prior to assignment to patrol duties. It could potentially serve the Council's curriculum development personnel as a guide to some of the courses in which they should prepare additional instruction, or delete hours from the required total.

Need for the Study

The scarcity of information concerning the relationship between a centralized training program and the individual police officer's performance immediately on returning to his employing

agency creates many questions. Foremost is the question, "How much has this officer really learned?" If a police executive can answer that question, he then can direct his energies more efficiently when he plans to conduct an in-service training program for recent graduates of the police academy.

The growing trend for police departments to disregard their responsibility for training recruits makes it necessary to note that all departments have needs no single outside agency can ever meet. The responsibility lies squarely on the police administrators' shoulders. He alone can evaluate how well the training his officers have received meets their needs. The purpose of this study, then, is to describe one methodology for identifying areas which, in the researcher's opinion, are inadequately met by a centralized training facility, according to one law enforcement agency's perception of its needs.

Methodology

The researcher used the participant observer method of evaluating the Mid-Michigan Police Academy. When one uses this form of observation, he assumes the role of a group member and functions as a part of the group.² The researcher joined the class at the end of the second week in training. In a brief introduction to the class, the coordinator explained the researcher's role in order to minimize any anxieties concerning his presence in the class. The researcher was then quietly integrated into the class and subjected to the same rules, regulations, and standards of performance

required of all recruits as stated in the Michigan Law Enforcement Officers' Training Council (hereinafter referred to as Council or MLEOTC) code of conduct.

The only training from which the writer was excused was Pursuit Driving and Firearms. Because he was not an official member of a police department, and not a candidate for certification, there was some question concerning liability for any accidents in which he might be involved. By mutual agreement, he did not participate in any exercises involving firearms or driving motor vehicles.

After completing the academy phase of the research, the investigator then performed a task analysis of the job description for the position of Police Officer I in the Lansing Police Department. The task analysis was then compared to "Job Analysis of Police Service," a document compiled in the 1930s by the Los Angeles Police Department.³

Any training which was not offered at the academy, but was considered necessary to the performance of a Lansing police officer's duties, was placed on the curriculum of studies necessary to "bridge the gap."

Limitations: This investigator was unable to attend the in-service training program which all Lansing Police Department officers attended in the weeks immediately following graduation from the police academy.

A Historical Survey of the Literature

This is a chronicle of some of the events and writings which led to mandated regionalized police officer recruit training in the United States. Unfortunately, the review will be one-sided since most of those who were anti-recruit training never took the time to express their thoughts publicly. Those administrators simply did not permit their police departments to engage in recruit training. They were truly a "Silent Majority" for many years.

As one looks historically at the development of the police service in the nation, he notices two outstanding characteristics:

- a. There is no such thing as an "American Police System."⁴
- b. The police in the United States have always been assigned a wide range of duties, but never have, until recent years, received proper training (with certain notable exceptions).⁵

Examination of the literature of the past calls one's attention to the fact that there are probably three periods in the evolution of recruit training for the police service of this country. The researcher defines these periods and their time frames as follows:

- a. Paucity: pre-1900 to 1959
- b. Acceptance/agreement: 1960 to 1968.
- c. Reform/relevance: 1969 to present.

Paucity: Pre-1900 to 1959

This period is so-called because there was a literal dearth of recruit training programs during the years it covers. Although

many municipal law enforcement agencies claimed that they trained recruits before placing them on duty without supervision, the literature of this period is replete with accounts of training programs of poor quality and doubtful effectiveness.

An early critic of the New York City Police Department, Leonhard F. Fuld, described the training program there shortly after the turn of the century:

The School of Instruction is under the charge of an experienced superior officer and the instruction is imparted almost exclusively by the catechetical method As a method of instruction the catechetical method is open to severe criticism. It is a historical survival of an early system of education . . . and objectionable in instructing adults

The young policeman receives his practical instruction by going out on a post with an experienced policeman who will instruct him on the duties of his position.⁶

Perhaps the most notable document produced in that era which devoted itself to the scarcity of quality training was the report of the Wickersham Commission on Law Observance and Enforcement circa 1930. The commission reported, in its investigation of the police, that the necessity of training police officers to perform their duties was no longer a controversial subject. It further boasted that the most outstanding change in the police service during the previous 35 years had been "the establishment of the police school."⁷ It further described the changing nature of the police school. This included the extension of the policeman's responsibility to the area of social service, making imperative a type of training which was above and beyond that available by use of the police manual and the walking beat.⁸

In the next page of the report, however, the footnote quotes a statement which had appeared in the Annals of the American Academy of Political Science in November, 1929. This article reported:

Of 94 cities of over 10,000 to which questionnaires were sent, 47 returned information which conclusively showed that only 16 could be regarded as having real schools, by any reasonable standards of judgment.⁹

The Wickersham Commission further learned that despite recognition of the need for police training, no training was available for police officers working in cities of less than 10,000 population.¹⁰

Only a decade earlier, in speaking of the necessity of police recruit training, Elmer D. Graper had said: "The actual training for police service must come after preliminary appointments have been made, and rests with the police department itself."¹¹ Graper had found at that time that some cities offered training which included formal curricula with established staffs of instructors, while others offered very little that could be classified as quality instruction.¹²

The majority of police departments, Graper noted, did not even pretend to offer recruit training. A policeman learned as he went, making mistakes and watching others, while hoping he would profit from their mistakes. Graper found:

For the most part the average American city depends almost entirely for the training of its police recruits upon . . . casual instructions, and . . . [he] learns chiefly in the school of experience . . .¹³

During the period in question there were certain notable exceptions to the horrendous state in which most police departments found themselves. Four cities in the country had police training schools which were considered outstanding. These cities were Detroit, New York City, Philadelphia, and Berkeley, California.

Under the direction of August Vollmer, the Berkeley training school consisted of three years of daily one-hour classes. Attendance at classes was mandatory, and the learning experience was reinforced by frequent quizzes and examinations to determine the individual's progress.¹⁴

The three-year course of study covered such diverse yet germane subjects as physics, anthropology, toxicology, police administration, criminal law, and first aid. The curriculum also included other subjects of a timely nature. University of California faculty members and selected outstanding professionals in the community taught most of the course work.¹⁵

In Detroit a recruit received a block of instruction which lasted for 30 days. He then served a five-month period of probation.¹⁶

Philadelphia trained its recruits according to a unique scheme it had developed in 1913. The School of Instruction lasted four months. A recruit attended class for one week. The week of classroom instruction was followed by three weeks of assignment to a station where he worked under the supervision of an experienced patrolman. At the end of four months, he had completed four weeks of classroom training and twelve weeks of supervised field

experience. The departmental manual served as the basic textbook, and the instructional staff placed great emphasis on report-writing.¹⁷

The New York City Police Department conducted an academy of 90-day duration. During this time the recruits spent eight hours daily in class Monday through Friday. On weekends they were assigned to patrol duty with senior patrolmen who gave them instruction of a practical nature. The curriculum placed heavy emphasis on physical preparedness. This orientation caused the curriculum to devote four hours daily to such subjects as boxing, wrestling, close-order drill, swimming, and ladder scaling.¹⁸ (As late as the mid-1960s this physical fitness orientation still held true in the New York City Police Department.)

The 80-year period ending in 1930 had actually taught the police in the United States little in terms of the desirability of using good training as a source of producing more effective police officers. As stated above, the number of police departments in the nation which reported training schools worthy of the name did not exceed 20, according to the Wickerham Commission Report. It is undeniable that many people were unaware of the obvious scarcity of training programs and facilities available to police officers.

If the larger cities were in a difficult position, the smaller municipalities with populations of less than 10,000 were in a state of disaster. One of the earliest public statements of the problem facing these smaller cities in training their police officers came on June 5, 1929. Cornelius Cahalane, a retired New York

City Police Department Inspector, mentioned the state of affairs when he addressed the thirty-sixth annual convention of the International Association of Chiefs of Police in Atlanta, Georgia.¹⁹

In this speech Cahalane described how the State Conference of Mayors and the New York State Police Chiefs' Association had jointly sponsored a statewide training program. The program was very simple. The joint committee divided the state into 11 zones. The largest city in each zone became the training center. Every police department that participated was responsible for providing one command officer to serve as an instructor.

On a specified date instruction began at each "zone school." Classes met three times weekly--on Monday morning, Wednesday evening and Friday afternoon. This program enabled all personnel to attend. Each class lasted two hours per week for a period of ten weeks. Classes consisted of subjects chosen for their relevance to day-to-day police work at the patrol level. The projected attendance at these sessions was 900 to 1,000. Approximately 3,000 men participated in this training.²⁰

This series of lectures in 11 zones throughout the state of New York permitted every police chief in the state, regardless of department size, to send his newer officers to receive some form of recruit training. It was a new, unheard of, effective method of training, and it worked.

Admittedly, some progress was made in New York. Many persons in the criminal justice system, however, felt that nothing had changed yet. In a discussion concerning the needs and goals of

police training, Barry defined the ways in which 100 years of history had not changed the police. According to him, the police service was still operating in a manner not greatly dissimilar from that of police officers in Sir Robert Peel's time.²¹

Barry cited police training at that time (circa 1930) as having its origin in four main sources:

- a. Experience as the main teacher.
- b. Those types which emphasize technique--greater efficiency.
- c. Those types applying scientific classification to problem-solving in achieving the police mission.
- d. Those types concerning the causation of problems.²²

He further observed it is quite apparent that three conditions existed pertinent to training for the police service:

- a. There is little agreement as to the details of a police training curriculum (1930).
- b. There are many gaps in police academy curricula which cause them to fail to meet working policemen's actual needs.
- c. The general lines of training required are recognized and experiments (are) in progress to produce a curriculum which meets the policeman's needs, as well as the demands of the service.²³

Barry's observations were classic. They were as timely then as they are today.

As the decade progressed, some steps were taken to improve the quality of police training. Undoubtedly, the economic situation (this was the Great Depression) limited whatever even the

most willing police departments could do. (There is serious doubt that much hiring activity occurred during these years.)

In spite of the approved awareness and acceptance of the need for proper training, pockets of resistance still persisted. In one instance, a group of station commanders in a midwestern metropolis raised a huge cry when a large number of badly needed police recruits were sent to a police academy for three months of training prior to assignment to patrolman's duties. The commanders insisted that the training was unnecessary. "Put the men on the street where they will do the most good" seemed to be the prevalent attitude.²⁴

San Diego County (California) Under-Sheriff G. H. Brereton plainly cited the need for training: "When the police officer is sent out on patrol he must be ready to meet practically any situation at a moment's notice."²⁵ Certainly, this applies to the police officer in the small city all the more. Frequently, he will be alone on patrol for hours with limited possibility of receiving either supervision or assistance. Therefore, the individual police officer in a small city or village must receive the best training possible, and it is this group which has suffered most from lack of training.

Brereton proposed three ways the police officer from the small community could be trained:

- a. The regional or zone school as conducted in New York State.
- b. Attendance at an academy conducted by the State Police.
- c. Attendance at a college or university offering police courses.²⁶

In 1936 the Vocational Education Act of 1917 was supplemented by the George-Deen Act. Congress inserted into the authorization for instruction in trade and industrial subjects the following phrase, "including public and other service occupations." That new phrase authorized the federal government to earmark a sum of money to assist police departments to establish and conduct training programs.²⁷

This added advantage went largely unnoticed, despite appeals from the varied quarters virtually imploring cities of all sizes to establish recruit training schools. By the end of the 1930s, Bruce Smith could still say:

Even today entire states are without a single police training unit worthy of the name, and in others police schools are conducted on such a casual basis, and for such brief uncertain periods, as to have little influence in raising the general level of the police service.²⁸

Smith felt that the fault for this lay in two areas:

- a. Small towns are usually unable to support such facilities as are necessary to operate viable training programs of any kind.
- b. Large cities employed recruits so sporadically as to make facilities inoperative for long periods of time. This caused the programs to be disbanded or to become dysfunctional due to neglect.²⁹

According to Smith, however, there was one redeeming light in this entire morass. The very fact that so many police administrators persisted in attempting to offer police recruit training programs was evidence of their conviction that there was merit to the whole idea. Unfortunately, many police administrators rushed recruits through a training academy in their eagerness to meet the needs of training and to satisfy unsympathetic city fathers simultaneously.

The early 1940s found the United States at War. The police service was forced to maintain a status quo. Some police departments were lucky to have any personnel under the age of 35 on their active rolls. Any hopes for improvement of conditions in the area of police recruitment and training had to wait.

Of those who remained on the home front, there were still some who concerned themselves with current as well as future needs. Among them was Gordon Sheehe. Sheehe defined certain general objectives in police training; and, more importantly, his ideas of post-war police recruit training needs.³⁰

Sheehe identified 11 needs, but this researcher will address himself to those he thinks most important. (It is the researcher's belief that all have their origin in the following.)

- a. Active support of city officials. There must be commitment to quality in the training program at the highest level of local government.
- b. Good training takes time. A willingness to commit the recruits and necessary personnel to the training environment for the necessary classroom and field training is a must.
- c. Money is essential. An underfunded training program will be disastrous. There is no way that a quality training program will result from meager funding.³¹

By 1949, the nation was returning to normal, although suffering some post-war economic pains. It was that year that the special committee on police training of the International Association of Chiefs of Police made specific recommendations concerning recruit and in-service training. The committee recommended:

- a. All recruits should receive a training course of no less than four weeks, between appointment and actual assignment to field duty.
- b. Each regular police officer should receive a refresher course of at least 48 hours per year.
- c. All sergeants should be trained as instructors so that patrolmen will receive some instructions each day at roll call, and on their posts.³²

The following year, Orlando W. Wilson published a book which was a landmark publication--Police Administration.³³ On the subject of recruit training, he said:

The municipality clearly has a responsibility to provide training for its police officers, not only for their own safety, but also to protect the city against suits for damages resulting from the actions of inadequately trained police officers. The liability of the municipality has been established by several courts which have held that where death or injury resulted from the accidental discharge of a weapon or from its faulty handling by the officer, the ultimate responsibility lay in the failure to provide proper training The cost of training a recruit . . . is far less than that which might be incurred by the city for damages.³⁴

The 1950s was a decade of tranquility. Although the first three years found the United States involved in a "police action," the Korean conflict did not totally disrupt the nation as World War II had. This period saw minimal change in attitudes toward police training. More police administrators would now agree that recruit training is a necessity. In a fashion typical of those languid days, the prevailing attitude was "Our program meets our needs just fine."

One author of the times identified four absolutely minimal facilities as being sine qua non:

- a. A standard classroom which conforms to acceptable educational standards.

- b. A gymnasium or other special area which will permit the full offering of a physical fitness program.
- c. A pistol range with facilities adequate enough to accommodate five shooters or more.
- d. A library or other room set aside for quiet study. It should consist of standard reference materials as well as books and current periodicals on police science.³⁵

As in preceding decades, many writers published articles and essays dedicated to raising the standards of education, training, and performance of police officers if the service were ever to become a profession. One refreshing, though probably not original, idea came from Mirich.³⁶ The main thesis in Mirich's essay was, "Local law enforcement should not be left to people who are inadequately prepared."³⁷

Mirich advocated creating a National Board of Police Certification which would coordinate the boards of each individual state. Each individual state, in turn, would administer the state board examination in much the same manner that other professional and trade licensing is conducted. He also named some of the benefits a system of national certification could produce:

- a. The reduction of crime as a result of the police officer's greater understanding of crime and its causes.
- b. Improved cooperation would result between local, state, and federal law enforcement officers.
- c. There would be increased public acceptance of a person the public knows is trained and certified by a board of examiners.
- d. There would be a reduction of the probability of innocent people being imprisoned.

- e. The certified police officer would be trained in crime prevention, as well as crime detection. He would considerably deter the potential delinquents, thus saving the taxpayers' money, and the potential lawbreakers a life behind prison walls.³⁸

Mirich's essay further described a system of certifying police specialists as laboratory experts, criminal investigators, and police administrators, as well as patrolmen.

The end of the 1950s saw the first signs of a revolution in police training ever. In 1959 the New York State Legislature established a state council whose responsibility it would be to regulate police training. California followed soon after.

In New York, the legislature created a Municipal Training Council. This council was empowered to "recommend to the Governor rules and regulations with respect to the approval or revocation of police training schools based on minimum courses of study, attendance requirements, facilities, and equipment; and minimum qualifications for instructors."³⁹ The legislation also empowered the Council to establish minimum entry standards for employment in the police service. Finally, the council had the authority to establish criteria every police recruit had to meet before completion of probation and appointment as a permanent member of a police department. This was an example of mandated training under close control of state government.

By enacting this legislation, the Legislature of the State of New York acknowledged its responsibility for the safety of the people of the Empire State. They defined one of the problems confronting the system responsible for delivering protective services

to the people, and addressed themselves to correcting the problem --statutorily.

Later in that same year the California Legislature moved to codify what had long been an accepted optional practice there. The Commission on Peace Officers Standards and Training was created by statute. The California Act at that time was not as broad as the New York legislation. It did not establish a mandatory minimum training requirement for police recruits, nor did it establish minimum entry standards.

The state of California did attempt to establish incentives via grants-in-aid or other financial assistance to any governmental entity for costs it might incur in police recruit training.

The Age of Acceptance and Agreement: 1960 to 1968

Enactment of legislation which established a training council to regulate police recruit training heralded the arrival of a new era in the police service. The Age of Acceptance and Agreement had arrived. The two most populous states in the union had legitimized it by act of their respective legislatures.

On July 1, 1960, New York's Municipal Training Act took effect. That day can be pointed to as the birthdate of this short-lived period.

The writer chose to call this period the Age of Acceptance and Agreement because over the years several states have followed the example set by California and New York and enacted similar legislation. The enactment of such legislation served as evidence that

finally there was legislative acceptance of police training as a legitimate governmental function. The fact that a state legislature would make this training available to all police agencies within its jurisdiction, and in some states make it mandatory, demonstrates agreement.

Despite the gradual progress, all was far from well, as the nation would soon learn. The course content of police recruit training schools would once again encounter much criticism.

During the mid-1960s the International City Managers' Association (ICMA) surveyed approximately 1,352 cities. Of these cities, 82 percent offered some type of recruit training to police officers. The National League of Cities reported that 97 percent of 268 cities they surveyed offered formal recruit training. The International Association of Chiefs of Police, though, learned that 85 percent of the officers in these departments were assigned to patrol duties before attending recruit training.⁴¹

Although a large number of police departments offered training programs, the Task Force on Police of the President's Commission made a significant discovery: the instructional content of most police recruit programs in the United States was of doubtful quality. The Task Force found that "very few of the training programs reviewed . . . provide material on the . . . role of the police in modern society, or the need for discretion in law enforcement."⁴²

The Task Force was not the first group to challenge the validity and relevance of police recruit training. But it was the first time such an august body, under the direct sponsorship of a

President of the United States, had publicly taken this vital component of police career development under such close scrutiny in four decades.

Several other states enacted legislation similar to that of New York and California. Police administrators and legislators felt that they could improve the quality of police service in their communities if they used recruit training as one of the keystones. The United States government joined the states in their attempt to reach this goal. It made federal funds available to public and nonprofit organizations engaged in training criminal justice personnel--especially police officers.⁴³ This was considered the proper solution to the problem since state governments should assume the major responsibility for developing, financing, and administering the statewide police training programs, and they were better equipped to monitor local spending of federal funds. To be of maximum effectiveness, these programs would have to include basic training for recruit officers, in-service training for career officers, and specialized training for career development.⁴⁴

Perhaps the most significant development in state efforts to assist local police agencies in training has been through the creation of state commissions on police standards and training. How such commissions are developed, organized, and funded may determine whether the states are to accept responsibility for the development of meaningful programs, or whether local units of government will again need to turn to a higher level of government for urgently required assistance.⁴⁵

The attention the President's Commission focused on the state of the art in police recruit training in the United States circa 1965 signaled the beginning of a new era.

The Age of Relevance and Reform:
1969 to Present

The period which began in 1969 and extends to the present is the Age of Relevance and Reform. This period is so called because over the last nine years there has been a studied movement to closely examine police recruit training curricula and instructional staffs in an effort to make them more relevant in preparing the aspiring police officer for the duties that await him on the troubled streets of the nation.

For many years, and even today in some jurisdictions, recruit training consisted of a narrow range of subject matter. The emphasis was on physical fitness, unarmed defense, first aid, basic job skills, enough knowledge of the local penal code to get by, and sufficient familiarity with departmental rules and regulations to keep the recruit under control. Today this has changed. The more progressive departments place greater emphasis on quality instruction and training strategy, as well as the complexities of the job itself. They consider the role of the police officer in modern society.

That does not mean that conditions have suddenly become Utopian. It merely alludes to the fact that there is greater introspection and willingness to try something new among a growing number of police executives. In his book Police Administration, John P. Kenney describes the new emphasis in police training by saying:

More recently there has been an increasing emphasis on sociopsychological concepts related to behavioral problems of people to provide recruits with a better understanding of problem situations which are encountered in the field. Also the period of recruit training is being substantially lengthened to encompass a broader range of subject matter to better qualify the individual for work.⁴⁶

The American Bar Association Project on Standards for Criminal Justice recommends that "Ideally [police recruit] training should be responsive to a community's definition of the police role."⁴⁷

The Advisory Committee offers three broad recommendations to achieve this goal:

1. There is a need for better understanding of the police role. It is important that a police officer understand his responsibilities in light of the complex nature of his role in society. Discharging the duties of his office in a society as free and diverse as this can be very difficult at best.

2. There is a need for developing skills which will better prepare the police officer to carry out his responsibilities. The skills a police officer learns at most police academies are not the skills he needs in everyday performance of his duty.

3. There is a need for developing an ability to make important decisions in the application of standards and guidelines to real-life situations. A police officer makes many important decisions and receives little training in how or why he should make these decisions.⁴⁸

It is this type of attention to the recruit training curriculum which constantly reinforces the idea that any hopes of

effectiveness in police service are directly related to the relevance of the training a recruit receives.

In spite of all improvements that may come from the period of Relevance and Reform, the police administrator still faces two major dilemmas in training, according to McNamara:

Perhaps our most significant inference from the analysis of the data on the New York City Police Department is that a training program for police recruits faces two major dilemmas in preparing recruits for their later duties in the field. The first involves the question of whether to emphasize training strategies aimed at the development of self-directed and autonomous personnel, or to emphasize strategies aimed at developing personnel over whom the organization can easily exercise control. It appears that the second strategy is the one most often emphasized.

The second dilemma is that involving the inconsistencies between what the academy considers ideal practice in police work and what the majority of men in the field consider to be the customary and perhaps more practical procedures in the field. The training program appeared to emphasize the former approach.⁴⁹

The condition above pertains to New York City, but there is no empirical reason to believe that the practice is limited to that police department. This caveat from McNamara illustrates some of the constraints a training officer must consider when he designs a program.

Summary

In the framework of this historical perspective, the author has defined and identified three distinct chronological periods in the history of police recruit training in the United States:

a. 1844 to 1959--The Age of Paucity

("You can't teach a guy to be a cop in a school.
Cops learn to be cops on the street.")

b. 1960 to 1965--The Age of Acceptance and Agreement

("Yeah, I know, we need a training school. Hope the training don't last longer'n a coupla weeks. We need the bodies on the street.")

c. 1969 to Present--The Age of Relevance and Reform

("Let's look at what the police officer in this city really does in his day-to-day activities, and try to see if we can train him to do better. At least we're willing to give it a shot.")

Standard 16.2, Program Development, of the National Advisory Commission on Criminal Justice Standards and Goals establishes criteria pertinent to police recruit training program development. As evidence that the state of the art has reached the Relevance/Reform period, the commentary states: "The ideal police training program has not been developed, but a systems approach to developing curriculum is under way."⁵⁰

According to the commentary at least four special projects--among them the United States Bureau of the Budget and Project STAR (Systems and Training Analysis of the Requirements of Criminal Justice Personnel)--are or have been recently addressing themselves to the problem.⁵¹ These projects have one purpose in common: they are attempting to identify what a police officer does and what one should know in order to perform his duties effectively.

The impact of relevance of material and effectiveness of the reform which appears to be occurring at present will require measurement and evaluation.

One writer suggests using a training design which identifies proper criteria for evaluation. He uses the following standards:

- a. Validity--the extent to which the training experiences are relevant as measured by transfer to the job situation.
- b. Completeness--the extent to which additional on-the-job training experiences are not required for reaching job proficiency.
- c. Efficiency--the relative training in time, dollars, and talent.⁵²

Where Do We Go Now?

As one follows the historical odyssey of the concept of police recruit training in the United States, he cannot help thinking, "That's not so new--I saw that in a journal article written several years ago." Undoubtedly, this is true because the art has not developed uniformly over the years. However, what were formerly cries in the wilderness from leaders like Fosdick, Fuld, Graper, Vollmer, and O. W. Wilson,⁵³ are now recommendations accepted by policy-making commissions which have both resources and influence to implement the recommendations at the levels where they are most effective.

Of course, there will be some states where laws requiring mandatory attendance at police recruit training academies before performing any police duty will still be considered radical 15 years from now. There will also be those chosen few police departments which will have developed sophisticated modern curricula and facilities for training. On the whole, there is a rapidly developing body of knowledge concerning the subject. Whether or not all of this knowledge is utilized will depend on the individual police executive, and the support he receives from the people of the community.

Conclusion

No one can accurately predict what road the concept of mandatory police recruit training will follow. One thing is certain, there will be greater expansion of power and responsibility for the training councils. Training cannot stop at the recruit level. It must be extended to include subsequent levels of responsibility (promotion) and functional job assignments (academy instructor, investigator).

Already, one writer has identified at least 15 functional job assignments for which no training is available, but most of which are universal to the police service of one state--California.⁵⁴

On the basis of research the investigator conducted in preparing this section, he sees future development in the following areas:

a. Now that 45 states have mandatory or recommended training, those states which do not have statutory provisions prohibiting untrained personnel from performing actual police duties will eventually enact such legislation.

b. A curriculum which is more job-oriented, founded on investigations like Project STAR, will be forthcoming. The skills the new curriculum will teach will include--but not be limited to-- crisis intervention, decision-making, and effective interpersonal relations with the citizenry at large. Hence, there will be longer periods of recruit training written into law.

c. Mandatory training will be expanded to take in other positions in the police service, including positions not held by

sworn personnel. Some states have already begun to train newly promoted supervisors and instructors. To the best of the researcher's knowledge, no state has yet determined it necessary to train and certify investigators.

As the use of civilian employees becomes more common, there will be a need to train and certify cadets and communications personnel. This will be necessary because personnel in these two categories are frequently employed in an operational environment, although they are not involved in any hazardous duties. A civilian radio dispatcher is as operational in a hot pursuit of a fleeing felon as the police officer in the chasing car, although admittedly in a less hazardous position. Certification will guarantee that the non-sworn person is at least minimally equipped to discharge his duties.

In this final quarter of the twentieth century, we can readily point to the many technological advances which had their origins in the United States. Many cities which were, as recently as the decennial census of 1940, sleepy crossroads communities are now thriving cultural and commercial centers. In the police service there has been improvement in the quality of service, and the training offered to those who are learning to provide those services.

A historical survey of the literature concerning recruit training readily illustrates that in this area, as a nation, we have under-achieved, although one can point to several police department training programs which have improved over the past 20 years. Nonetheless, when one considers that in the same period of time (1955 to present), the nation has succeeded in practically eradicating one

dread disease (poliomyelitis), placed men in space and landed them on the moon, and built an airplane capable of carrying more people than there are police officers in some cities with a population of over 200,000, the police profession still has much ground to cover in the area of training alone.

The full responsibility for this dismal state of affairs does not totally rest on the shoulders of today's police executives and their predecessors. Much of it can be laid at the feet of the elected officials who controlled the financial resources of these cities and towns, and the citizens who did not care what happened to the police department as long as it did not directly affect them.

FOOTNOTES: CHAPTER I

¹Brooks W. Wilson, "An Assessment of Where We Are and Where We Are Going," Police Chief XLI (August 1974): 23.

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³Samuel G. Chapman, Police Patrol Readings, 2nd ed. (Springfield, Ill.: Chas. C. Thomas, 1970), p. 673, pp. 739-47.

⁴Bruce Smith, Police Systems in the United States (New York: Harper & Row, 1940), pp. 21-28.

⁵The President's Commission on Law Enforcement and the Administration of Justice, Task Force Report: The Police (Washington, D.C.: U.S. Government Printing Office, 1967), p. 137.

⁶Leonhard F. Fuld, Police Administration (Montclair, N.J.: Paterson Smith Co., 1971; originally published in 1909), pp. 106-8.

⁷Wickersham Commission on Law Observance and Enforcement Report on Police Conditions, Vol. XIV (Washington, D.C.: U.S. Government Printing Office, 1931), p. 70.

⁸*Ibid.*

⁹*Ibid.*

¹⁰*Ibid.*

¹¹Elmer D. Graper, American Police Administration (Montclair, N.J.: Paterson Smith Co., 1969; originally published in 1921), pp. 108-22.

¹²*Ibid.*

¹³*Ibid.*

¹⁴August Vollmer and Albert Schneider, "The School for Police as Planned at Berkeley," Journal of Criminal Law and Criminology 7 (1917): 877.

¹⁵*Ibid.*

¹⁶Graper, pp. 108-122.

¹⁷Graper, loc. cit.

¹⁸Wickersham Commission, pp. 73-75.

¹⁹Cornelius Cahalane, "The Needs for and Benefits to Be Derived from Police Training," Proceedings of the Thirty-sixth Annual Convention of the International Association of Chiefs of Police, Atlanta, Georgia, June 1929, p. 87.

²⁰Ibid.

²¹A. G. Barry, "Needs and Goals for Police Training," Journal of Criminal Law and Criminology 22 (1931): 171.

²²Ibid., p. 173.

²³Ibid., p. 177.

²⁴Donald C. Stone, "Police Recruiting and Training," Journal of Criminal Law and Criminology 24 (1934): 996.

²⁵George H. Brereton, "Police Training--Its Needs and Problems," Journal of Criminal Law and Criminology 26 (1935): 247.

²⁶Ibid.

²⁷C. F. Klinefelter, "Use of Federal and State Funds for Police Training," Proceedings of the 44th Annual Convention of the International Association of Chiefs of Police, Baltimore, Md., October 1937.

²⁸Bruce Smith, pp. 319-27.

²⁹Ibid.

³⁰Gordon Sheehe, "Police Training for Recruits and In-Service Personnel," Journal of Criminal Law and Criminology 35 (1944): 281.

³¹Ibid., p. 283.

³²International City Managers' Association, Municipal Police Administration (Chicago: International City Managers' Association, 1954), p. 190.

³³Orlando W. Wilson, Police Administration (New York: McGraw-Hill, 1950).

³⁴Ibid., p. 299.

³⁵Thomas M. Frost, "Police Training Facilities and Training Personnel," Journal of Criminal Law, Criminology, and Police Science 47 (1956): 475.

³⁶J. J. Mirich, "Certification of Local Law Enforcement a Must," Journal of Criminal Law, Criminology, and Police Science 49 (1958): 92.

³⁷Ibid.

³⁸Ibid.

³⁹G. Douglas Gourley, "Standards for Local Police Recruitment and Training," Journal of Criminal Law, Criminology, and Police Science 53 (1962): 522.

⁴⁰Ibid.

⁴¹President's Commission, p. 137.

⁴²Ibid.

⁴³Paul M. Whisenand, "Equipping Men . . . Act of 1965," Journal of Criminal Law, Criminology, and Police Science 57 (1966): 223.

⁴⁴Van Asselt, "Training Local Cops," State Government 40 (Autumn 1967): 239.

⁴⁵Ibid., p. 241.

⁴⁶John P. Kenney, Police Administration (Springfield, Ill.: Chas. C. Thomas, 1972), p. 101.

⁴⁷Advisory Committee on the Police Function, The Urban Police Function (New York: American Bar Association, 1972), p. 205.

⁴⁸Ibid., pp. 205-9.

⁴⁹John McNamara, "Uncertainties in Police Work, Recruits' Backgrounds, and Training," in The Police, ed. David Bordua (New York: John Wiley and Sons, 1967), p. 251.

⁵⁰National Advisory Commission on Criminal Justice Standards and Goals, Police (Washington, D.C.: U.S. Government Printing Office, 1973), pp. 388-89.

⁵¹Ibid.

⁵²James E. Coxe, "A Comparison of the Michigan Department of State Police Recruit School Curriculum and the Department's Performance Activity to Develop a Training Program Evaluation Techniques" (M.S. "B" Paper, Michigan State University, 1972), p. 31.

⁵³Fosdick, Fuld, Graper, Vollmer, and O. W. Wilson all wrote books between 1909 and 1950 strongly recommending required recruit training.

⁵⁴Brooks W. Wilson, p. 23.

⁵⁵Ibid.

CHAPTER II

THE LANSING POLICE OFFICER: HIS TRAINING NEEDS AND THE AGENCIES WHICH SATISFY THEM

Agencies

In order to conduct this investigation it is necessary to identify the involved agencies, and describe them briefly. Each agency operates at a specific level of government. It is a component part of the effort required to produce professional police officers. The purpose of this chapter is to describe how each agency interfaces with the other.

At the state level, and a state-supported agency, is the Michigan Law Enforcement Officers' Training Council (hereinafter referred to as the Council or MLEOTC). It is a creature of statute and administered under the Department of State Police (see Appendix A for a more detailed description). Although its basic mission is to certify regional recruit training academies and, in turn, perform a qualitative control function, it also provides other training opportunities for working police officers of all ranks. The Council interfaces with the regional academy by providing close support at any point needed.

The Mid-Michigan Police Academy (hereinafter referred to as the academy or MMPA) is the regional academy which serves the Greater Lansing metropolitan area as well as several counties which

immediately adjoin the three counties (Ingham, Eaton, and Clinton) which constitute Greater Lansing. (See Appendix B for a more detailed description.) The academy is located in downtown Lansing on the Lansing Community College campus. The point of interface between the academy and the Lansing Police is that MMPA trains the majority of the Lansing Police Department's recruits. The Lansing Police Department, in return, provides one full-time member for the academy staff. This is a two-year fixed-term assignment during which time the Lansing police officer is relieved from all duties for assignment to the academy.

The Lansing Police Department serves the largest city in mid-Michigan (see Appendix C for a more detailed description). As far back as the early 1960s, this department realized the value of good training and conducted its own recruit training program. Despite its limited facilities, the program produced a high caliber of police officer during its short life span. Many people consider the Mid-Michigan Police Academy as an outgrowth of the training academy Lansing formerly conducted for its recruits.

Training Needs

The employing law enforcement agency in any jurisdiction has an obligation to train its employees throughout their entire careers.¹ The issue becomes even more crucial as it pertains to recent police academy graduates who have not yet been assigned to actual patrol duties.

That instruction which the Mid-Michigan Police Academy does not offer, and which is considered vital to working police officers' productivity in the Lansing Police Department, is the Training Division's responsibility. There is justification for this rationale.

Every city has its own peculiarities. These idiosyncrasies manifest themselves as police departmental philosophy, policy, and procedure. Therefore, it is imperative that the department conduct its own supplementary intramural recruit training.

In order to evaluate the overall validity of the training which recruits receive at the Mid-Michigan Police Academy, it is necessary to examine the Lansing Police Department's job description for the position of Police Officer I. The researcher chose to make a comparison of the Lansing Police Department Police Officer I job description and "Job Analysis of Police Service," found in Chapman's Police Patrol Readings.²

The job description describes the duties and responsibilities of a Police Officer I in the Lansing Police Department. The "Job Analysis of Police Service" is a detailed description of duties a police officer performs, and a list of the information he must have to perform the actions necessary to accomplish the mission.

LANSGING POLICE DEPARTMENT PATROLMAN I

NATURE OF WORK

This is general duty police work in the protection of life and property through the enforcement of laws and ordinances.

Police Patrolmen perform work in accordance with departmental rules and regulations and receive assignments and instructions from police officers of regular rank. Work normally consists of routine patrol, preliminary investigation, and traffic regulation duties in a designated area on

an assigned shift which may be performed in cruiser cars, motorcycles, or on foot. Work may involve an element of personal danger and employees must be able to act without direct supervision and to exercise independent judgment in meeting emergencies. Employees may receive special assignments which call upon specialized abilities and knowledge usually acquired through experience as a uniformed police officer. Assignments and general and special instructions are received from a superior officer who reviews work methods and results through reports, personal inspections and discussions.

EXAMPLES OF WORK

(Any one position may not include all of the duties listed, nor do the listed examples include all tasks which may be found in positions of this class.)

Patrols a designated area of the city on foot, on a motorcycle or in a radio cruiser, to preserve law and order, to prevent and discover the commission of crime, and to enforce traffic and parking regulations.

Answers calls and complaints involving fire, automobile accidents, robberies and other misdemeanors and felonies.

At the scene of an accident administers first aid, conducts preliminary investigations, gathers evidence, obtains witnesses and makes arrests; testifies as a witness in court.

As a plainclothes man may be assigned to criminal investigation, vice control or suppression work investigating places and persons suspected of being engaged in gambling, prostitution, or other illegal activities, checks on operations of taverns, dance halls and the like for compliance with city laws and ordinances.

Interviews persons with complaints and inquiries and attempts to make the proper disposition or direct them to proper authorities.

Investigates automobile accidents, interviews witnesses, and gathers information and makes detailed reports.

Acts as a turnkey, desk officer, or radio dispatcher.

Checks parking meters for overtime parking violations and issues traffic tickets; directs traffic at intersections.

Performs related work as required.

REQUIREMENTS OF WORK

Ability to acquire, within a short period of training, a knowledge of modern approved principles, practices, and procedures of police work; state laws and city ordinances; and the geography of the city and location of important buildings.

Ability to remember names, faces, and details of incidents.

Ability to understand and carry out oral and written instructions.

Ability to develop skill in the use of firearms.

Ability to deal courteously, but firmly, with the general public.

Physical strength and agility, and freedom from physical defects as indicated by a physical examination.

DESIRABLE EXPERIENCE AND TRAINING

Some experience involving meeting and dealing with people under varying circumstances; graduation from a standard high school.

NECESSARY SPECIAL QUALIFICATIONS

Candidates for positions in this class are required to meet age, height, and weight requirements as established by the Department of Personnel.³

Analysis of Patrolman Tasks

This writer will attempt to compare five elements of need in order to evaluate the police academy's completeness in training police officers for service in the Lansing Police Department. These elements of need are:

- a. What tasks a police officer must perform.
- b. How the police officer does it.
- c. What the police officer must know to accomplish this mission.
- d. Pertinent instruction the Mid-Michigan Police Academy offers.
- e. Pertinent instruction the Mid-Michigan Police Academy does not offer but which is necessary to the Lansing Police Department's mission.

The examples of work as stated in the job description for Patrolman I served as the sample from which the researcher extracted the tasks used for analysis.

Task 1

Patrols a designated area of the city to preserve law and order, to prevent and discover the commission of crime, and to enforce traffic and parking regulations.

How the police officer does it: The officer patrols a geographically defined district observing people within its boundaries. He gives special attention to all conditions which may present a police hazard. He makes notes for future reference, of things he observes or learns of. Issues traffic citations in conformity with traffic laws, and makes rounds of the district checking curb parking, double parking, and parking in prohibited zones. He maintains a record of his activities on a "Daily Activity Sheet." Provides called-for services.

What the police officer must know:

1. How and when to present himself at locations of hazards in his district, by his own initiative and in response to called-for services.
2. How to observe suspicious persons and conditions.
3. Characteristics of persons suspected.
4. Local police system of identification.
5. How to establish person's identity in district.
6. How to protect oneself.
7. Habits of people within district.
8. Streets and buildings in area.
9. Habits and customs of residents and business people in relation to crime prevention.
10. Places subject to license and regulation.
11. What to look for in vice or narcotic trafficking.
12. How to use Motor Vehicle Code Index.
13. How to approach motor vehicle safely.
14. Habits of people parking in neighborhood.
15. How to deal with those who are not sympathetic to parking regulations.
16. How to write a citation for moving violations.
17. Where to file daily reports as required.

Pertinent instruction MMPA offers:

Subjects 1-5: Police Patrol
 Subject 6: Unarmed Defense
 Subject 10: Liquor Control Code
 Subject 11: Vice and Narcotics Investigation
 Subject 12: Motor Vehicle Law
 Subject 13: Motor Vehicle Stopping and Occupant Control
 Subject 16: Motor Vehicle Law

Pertinent instruction MMPA does not offer:

Subjects 7-9: Coach and/or Sergeant on first assignment will present this unit of instruction. This instruction will be repeated at the beginning of each new assignment.
 Subjects 14 and 15: Same as above.
 Subject 17: This instruction will be the responsibility of the Watch Commander or his designate.

Task 2

Answers calls and complaints involving fire, automobile accidents, robberies, and other misdemeanors and felonies.

Fires

How the police officer does it: He helps rescue occupants of burning buildings; when necessary, warns occupants in buildings adjacent to burning structures; establishes fire line at scene of fire; searches for evidence of incendiarism; assists fire department in any way necessary; guards property at fire scene; and prevents further injury or damage to victims of fire, or burned structures.

What the police officer must know:

1. How to cooperate with the fire department.
2. How to determine and locate fire lines.
3. Methods of rescue.
4. Effects of opening doors and windows in burning buildings.
5. How to recognize arson evidence, and what to do with it.
6. How to deal with hysterical persons.
7. How to give first aid.
8. Location of fire escapes.

Pertinent instruction MMPA offers:

Subjects 6 and 7: First Aid

Pertinent instruction MMPA does not offer:

Subjects 1-5: Not covered in any class at MMPA.

Subject 8: Coach and/or patrol supervisor is responsible for this unit of instruction when necessary.

Auto Accidents

How the police officer does it: Helps rescue injured from collision or other situations which pose immediate threat to life and limb, and cares for injured; extinguishes small fires, calls ambulances, and makes apprehensions if necessary; notes names and addresses of persons concerned; preserves evidence and makes sketches of accident scene; takes statements of principals and witnesses; arranges for removal of vehicles; advises regarding police reports; and makes accident reports.

What the police officer must know:

1. How to prevent further damage to life and property.
2. How to administer first aid.
3. State and local traffic laws concerning police jurisdiction in accident cases.
4. How to make accident report and compile data at station.
5. How to preserve evidence at the scene of the accident.
6. Where and how to obtain wrecker service.
7. How to extinguish fires.
8. How to make arrests.

Pertinent instruction MMPA offers:

Subjects 1 and 2: First Aid

Subjects 3 and 4: Michigan Motor Vehicle Code

Subject 5: Criminal Investigation and Accident Investigation

Subject 6: Coach and/or patrol supervisor will provide this instruction.

Subject 8: Law of Arrest

Pertinent instruction MMPA does not offer:

Subject 7: Not covered in any class at MMPA.

Robberies and Other Felonies

In this section, the felonies have been grouped together because of the similarity in procedures regardless of specific offense.

Perpetrator in Custody

How the police officer does it: He arrests and searches the accused for weapons and/or evidence; prevents further injury and cares for injured, calling for ambulance if necessary; protects the scene of the crime; preserves evidence; detains witnesses; makes sketch of crime scene; delivers accused, witnesses, and results of preliminary investigation to first arriving command officer or investigator.

What the police officer must know:

1. What constitutes a felony.
2. How to make a felony arrest.
3. What is evidence.
4. How to preserve perishable and otherwise special evidence.
5. When to call investigators, and how to assist them.
6. How to detain witnesses.
7. How to care for injured.

Pertinent instruction MMPA offers:

Subject 1: Criminal Law
Subject 2: Law of Arrest
Subjects 3-6: Criminal Investigation
Subject 7: First Aid

Pertinent instruction MMPA does not offer: None. Everything the police officer needs to know to handle this situation correctly is taught at MMPA.

Perpetrator Not in Custody

How the police officer does it: He cares for the injured, calling for an ambulance if necessary; obtains description of suspect and broadcasts it; gives pursuit immediately if at all feasible; advises complainant(s) and witness(es) to stay at scene of crime; calls detectives; conducts preliminary investigation; performs all duties listed above under Perpetrator in Custody.

What the police officer must know:

1. How to obtain good description quickly and accurately.
2. Methods of description (portrait parle).
3. How to interview witnesses.
4. How to locate suspects.
5. How to perform all duties listed above under Perpetrator in Custody.
6. How to care for injured.

Pertinent instruction MMPA offers:

Subjects 1 and 2: Patrol Techniques
 Subjects 3-5: Criminal Investigation
 Subject 6: First Aid

Pertinent instruction MMPA does not offer: None. Everything the police officer needs to know to handle this situation correctly is taught at MMPA.

Misdemeanors

Perpetrator in Custody of Civilian

How the police officer does it: Hears report of case from victim or witness(es); preserves the peace; searches prisoner for weapons and other evidence; preserves evidence; makes detailed notes of the situation; if necessary, transports involved persons to the station; assists in booking prisoner(s); enters description in notebook; assists arresting civilian to obtain criminal complaint.

What the police officer must know:

1. What constitutes a misdemeanor.
2. How to arrest, search, and seize.
3. When to arrest.
4. How to do preliminary investigation.
5. Proper procedure for transporting accused misdemeanants to police station.

Pertinent instruction MMPA offers:

Subjects 1-3: Criminal Law
Subject 4: Criminal Investigation

Pertinent instruction MMPA does not offer:

Subject 5: This is information of a very localized nature. Although certain basic fundamentals of misdemeanor arrest were covered, this type of information can best be taught within the employing agency.

Perpetrator Not in Custody

How the police officer does it: Enters description in notebook and broadcasts it at first opportunity; advises citizen how to obtain criminal process; pursues accused, if known and available; compiles report at station.

What the police officer must know:

1. What constitutes "continuous pursuit."
2. How to get a good accurate description of the accused.

Pertinent instruction MMPA offers:

Subject 1: Criminal Law
Subject 2: Patrol Techniques

Pertinent instruction MMPA does not offer: None. Everything the police officer needs to know to handle this situation correctly is taught at MMPA.

Task 3

At the scene of an accident (other than automobile), administers first aid, conducts preliminary investigations, gathers evidence, obtains witnesses, and makes arrests; testifies in court.

How the police officer does it: In incidents of this nature, the police officer will perform all of the same tasks described under Task 2, Auto Accidents, and Task 2, Robberies and Other Felonies, Perpetrator in Custody.

What the police officer must know: This question can be best answered by applying the answers given in the appropriate sections of Task 2, as mentioned directly above.

Pertinent instruction MMPA offers: See above.

Pertinent instruction MMPA does not offer: See above.

Task 4

As a plainclothes operative may be assigned to criminal investigation, vice control or suppression work, investigating places and persons suspected of being engaged in gambling, prostitution, or other illegal activities; checks on operations of taverns, dance halls, and the like for compliance with city laws and ordinances.

How the police officer does it: Performs in-depth investigations of incidents after uniformed police officers complete field preliminary investigation. It is the police officer's responsibility, when functioning in this capacity, to determine whether or not an offense has been committed, determine specifically what offense was committed by identifying the elements of the crime,

establish the identity of the offender, locate him, and apprehend the accused. After accomplishing all of the above, the investigator must also produce sufficient evidence to corroborate his accusation, and get a conviction in a court, or before a licensing board.

What the police officer must know:

1. Elements of the crime(s) he is investigating.
2. The essentials of performing a good crime scene search.
3. How to obtain information.
4. The care and preservation of evidence.
5. The strengths and limitations of the police laboratory.
6. The use of the concept of modus operandi.
7. How to interrogate.
8. How to obtain a warrant for a search of premises and/or arrest, in the jurisdiction in which he works.
9. How to testify in court.
10. The state law regulating any industry which he may be investigating.

Pertinent instruction MMPA offers:

Subjects 1, and 8-10: Criminal Law and appropriate special laws.
Subjects 2-7: Criminal investigation, crime scene search, interview and interrogation, crime scene search practical exercise.

Pertinent instruction MMPA does not offer: None. Everything

the police officer needs to know to handle this situation correctly is taught at MMPA.

Task 5

Interviews persons with complaints and inquiries and attempts to make the proper disposition or direct them to the proper authorities.

How the police officer does it: As a desk officer of a patrolman assigned to a beat, the police officer must stand ready to answer a wide variety of questions, and solve a wide variety of

problems which are not germane to law enforcement. Because the police department is a continuous operation which never closes, the agency is among the first called in times of crisis. By listening to the complainant's story or the inquiries of another, and knowing the proper agency to which to refer him, the police officer eliminates a problem for himself and serves the citizen's needs.

What the police officer must know:

1. Basic interviewing techniques.
2. Names and location of public and private social agencies most commonly called to assist people to cope with personal problems.
3. Local geography.

Pertinent instruction MMPA offers:

Subject 1: Interviewing and Interrogation
Subject 2: Social Services Agencies

Pertinent instruction MMPA does not offer:

Subject 3: Not covered by any instruction at MMPA.

Task 6

Investigates automobile accidents, interviews witnesses, gathers information, and makes detailed reports.

The exact description and requirements of this task are covered by Task 2, Auto Accidents.

Task 7

Acts as turnkey, desk officer, and radio dispatcher, as assigned.

Turnkey

How the police officer does it: He accepts, searches, and controls prisoners during the booking process; books prisoners;

fingerprints and photographs prisoners; receives, safeguards, and returns prisoners' property; arranges for prisoner to make telephone call to next of kin or other person he may designate, and makes log entry of date and time of call; supervises cell block, or portion thereof; supervises visitors and visiting period; transfers/transports prisoners to court, county jail, or other facility as directed.

What the police officer must know:

1. How to search prisoners properly.
2. How to protect himself.
3. How to fingerprint subjects.
4. How to operate standard photographic equipment in making "mug" shots.
5. Basics of booking procedure used by department.
6. How to control and manage a cell block.
7. Local law and departmental policy concerning incoming prisoners' telephone call privileges.
8. Must know local policy concerning visitors.
9. Must know how to transfer prisoners from point-to-point under maximum security conditions.
10. Must know local geography well enough to transport prisoners to those agencies and institutions where prisoners are most frequently referred.

Pertinent instruction MMPA offers:

Subject 1: Patrol Techniques
 Subject 2: Unarmed Defense
 Subject 3: Fingerprinting

Pertinent instruction MMPA does not offer:

Subject 4: How to operate camera used for "mugging" prisoners.
 Subject 5: Departmental booking procedure.
 Subject 6: Jail Operation.
 Subjects 7-9: Departmental policy which governs operation of city jail.
 Subject 10: Local geography.

Desk Officer

How the police officer does it: He operates a telephone switchboard; receives and numerically records complaints received,

and notifies dispatcher of calls for service; furnishes information to citizens either by telephone or at police desk in station; takes complaints of citizens who have come to station to report criminal and non-criminal incidents.

What the police officer must know:

1. How to operate the telephone switchboard.
2. Departmental policy and/or procedure for handling all classifications of calls for service.
3. Proper procedure for handling complaints received at station.
4. How to use various departmental reports and forms.
5. How to use various telephonic, telegraphic, and other equipment necessary to support the enforcement effort in the field.
6. What information he is allowed to disseminate under departmental policy. Location of standard reference tools used to provide information he is authorized to give, and how to use these reference tools.

Pertinent instruction MMPA offers: None.

Pertinent instruction MMPA does not offer:

- Subject 1: How to operate the telephone switchboard.
 Subject 2: Proper procedure for taking complaints--either telephonically or when complaint is at station.
 Subject 3: Purpose and proper use of departmental reports and forms.
 Subject 4: The proper use of communications equipment necessary to support the enforcement effort in the field.
 Subject 5: Departmental policy concerning the dissemination of information.
 Subject 6: Location of standard reference tools ordinarily used by the desk officer and how to use them.

Radio Dispatcher

How the police officer does it: He operates departmental base radio transmitter to broadcast police messages, on an assigned shift; receives all requests from desk officer, complaint clerk, and police officers on patrol; dispatches geographically assigned patrol unit and any additional supporting units he may deem necessary to be called for services; records all calls for service,

transmissions, and messages received on a written log or by use of a recording device; has intimate knowledge of city geography; knows departmental policy and procedure governing allocation of resources under all conditions; must know location and use of reference tools he may need; maintains an accurate account of availability of all police units assigned to his frequency at all times; receives messages from units in field; must be alert for the development of any emergency or otherwise extraordinary conditions which arise within the city.

What the police officer must know:

1. How to use a radio transmitter properly.
2. City geography.
3. Organizational structure of the police department.
4. How to use all equipment in dispatch center.
5. Location and use/operation of reference tools vital to his role as a supporting element for units in the field.
6. Details of any mutual assistance pact to which the Lansing Police Department is a party.
7. Basic contingency plans for crimes in progress, disasters, catastrophes, unusual occurrences, and roadblocks and blockades.
8. How to maintain an accurate account of field unit availability at all times.

Pertinent instruction MMPA offers:

Subject 1: Police Communications.

Pertinent instruction MMPA does not offer:

- Subject 2: Local geography.
- Subject 3: Organizational structure of the Lansing Police Department.
- Subject 4: Purpose and operation of all equipment in dispatch center.
- Subject 5: Purpose and use of all reference tools vital to his role as a dispatcher.
- Subject 6: Details of mutual assistance plans to which the Lansing Police Department is a party; and the necessary procedure for granting assistance to other police and non-police agencies.
- Subject 7: Basic contingency plans for crimes in progress, disasters, catastrophes, unusual occurrences, and roadblocks and blockades.

Subject 8: How to maintain an accurate account of field unit availability at all times.

Transfer/Training Program: The Lansing Police Department conducts an ongoing Transfer/Training Program. This program was developed in the late 1960s as a means of offering the individual police officer the opportunity for professional growth and development. Its purpose is to take an experienced patrolman and assign him to the detective bureau and staff services for a period of one year per bureau. The positions of turnkey, desk officer, and radio dispatcher are all assignments to Staff Services. Rarely is an unseasoned recruit called upon to work independently at one of the above assignments. Hence, it might be considered superfluous for the academy to address itself to teaching these skills in anything other than a class to familiarize the recruit with the overall operation, and how it interfaces with his role as a police officer assigned to patrol duties.

Task 8

Checks parking meters for overtime parking violations and issues traffic tickets; directs traffic at intersections.

How the police officer does it: He makes rounds of the district checking parking meters, curb parking at unmetered locations, and double parking, as well as ensuring that cars are not parked in prohibited zones; maintains alert for traffic offense repeaters; gives information regarding directions and reasonable requests by public; issues traffic tickets and traffic citations for parking and moving violations; directs traffic at intersections; removes

vehicles which cannot be moved under own power; clears lanes of traffic for ambulances, fire apparatus, and emergency vehicles; notes inefficiency of traffic control devices; reports on street parking conditions, parking facilities, and parking hazards; assists children and others across the streets; and makes and forwards daily reports of activities.

What the police officer must know:

1. Geography of the neighborhood, and habits of people parking in the neighborhood.
2. Changes in local conditions that affect parking and local traffic conditions.
3. Local geography.
4. City ordinances and other laws relative to traffic control.
5. What constitutes a parking violation.
6. What to look for in locating stolen cars.
7. How to direct traffic.
8. How traffic signals operate.
9. How to deal with irregular or unusual traffic conditions.
10. How to clear lane of traffic for ambulances, fire trucks, and emergency vehicles.
11. How to write a traffic ticket or citation.
12. Prescribed procedure to follow when having a disabled or abandoned vehicle removed from the street.
13. How to give information and directions.
14. How to keep and make daily, weekly, and monthly reports as required.
15. Where to forward required reports.

Pertinent instruction MMPA offers:

Subject 6: Investigation of Stolen Cars.
 Subject 7: Traffic Control and Direction.
 Subject 10: Traffic Control and Direction.
 Subject 11: Motor Vehicle Law.

Pertinent instruction MMPA does not offer:

Subject 1: Local geography.
 Subject 2: Responsibility of patrol supervisor or coach.
 Subject 3: Same as Subject 1.
 Subject 4: City ordinances.
 Subject 5: Same as Subject 4.
 Subject 8: Traffic engineering.
 Subject 9: Based on existing contingency plans or departmental policy.

- Subject 12: Based on departmental policy.
- Subject 13: Individually developed skill based on knowledge of local geography and community resources.
- Subject 14: Responsibility of Watch Commander or properly designated supervisor.

Task 9

Performs related work as required.

How the police officer does it: He maintains uniforms and other personal equipment complete and in good order according to specifications set forth by the department; operates weapons issued by the department as well as motor vehicles the department may possess, according to departmental regulations; cooperates with all departmental divisions to supply information and/or evidence to solve crime and to assist in efficient operation of the department.

What the police officer must know:

1. Department regulations regarding uniform and equipment (including motor vehicles).
2. How to care for uniforms and equipment.
3. How to recognize and remedy defects in equipment.
4. How to operate rifles, shotguns, tear-gas bombs, and other munitions as the department shall require.
5. Best ammunition to use.
6. How to qualify as a good marksman.
7. Routine responsibilities of all divisions and the limitations of his own job.
8. Importance of tactful approach and courteous treatment of the public.

Pertinent instruction MMPA offers:

- Subjects 2, 3, and 5: Firearms Training.
- Subject 8: There is great stress on treating the public courteously throughout the academy.

Pertinent instruction MMPA does not offer:

- Subject 1: Not covered by any class at MMPA.
- Subject 4: Established by departmental policy.
- Subject 6: Same as Subject 4.
- Subject 7: Same as Subject 4.

Summary

In this chapter, the researcher has analyzed the job description of a Lansing Police Officer I on the basis of the tasks defined in the "Job Analysis of Police Service." As one analyzes each separate task, it becomes readily apparent that the heaviest emphasis in curriculum at MMPA is placed on the law enforcement function in police work. Minimal attention is placed on the peace-keeping function at the academy.

Depending upon one's philosophy, this could be considered to be rightfully so. Peace-keeping and/or order maintenance is a reflection of a community ethic. Seldom will any two communities share exactly the same attitudes about anything, especially a definition of "peace-keeping." Therefore, it is justifiable to reason that the necessary training in order maintenance and/or peace-keeping is a purely local matter, and the total responsibility of the police officer's employing agency.

On the basis of the above findings, then, one can conclude that a police department conducting an in-service training program for recent graduates of a regional academy could concentrate its efforts in teaching order maintenance, and subjects which involve departmental policy.

FOOTNOTES: CHAPTER II

¹George D. Eastman and Esther M. Eastman, eds., Municipal Police Administration (Washington: International City Managers' Association, 1971), p. 181.

²Chapman, pp. 673, 739-47.

³Lansing (Michigan) Police Department, "Job Description--Patrolman I."

CHAPTER III

COMMENTS AND RECOMMENDATIONS

This section consists of recommendations for remediation of the Mid-Michigan Police Academy curriculum which this writer feels is necessary to meet the training needs of a Lansing police officer. The responsibility for instruction will, in some cases, be that of the Lansing Police Department. In other instances, it may be shared with the academy staff.

The subjects this investigator finds necessary to comment on are:

- First aid instruction
- Physical fitness and unarmed defense training
- Firearms training
- Instruction of the criminal law
- Traffic direction and control
- Local geography
- Interpersonal communications and awareness
- Additional areas of concern

First Aid Instruction

The Mid-Michigan Police Academy offers a 40-hour block of instruction in First Aid. It exceeds the 14-hour MLEOTC requirement by 26 hours. At the end of this training, the recruit receives a certificate for having completed the Red Cross Advanced First Aid Course.

The instructors are well-qualified and have had much practical experience in rendering first aid at crime and accident

scenes. In the course of their instruction, they relate experiences which have impact on the particular unit of instruction. For many trainees, this is the first opportunity they have had to earn an Advanced First Aid Certificate. Those who will be working in suburban and rural areas will have many opportunities in which to use their training. This training is essential to their day-to-day operation.

For the Lansing Police Department officer this is a case of overkill. There is no reason for a police officer working in a city the size of Lansing--with a fire department rescue service as sophisticated as this one--to require all of the training one receives in the Advanced Course. Certainly, a police officer should know First Aid, but in the case of Lansing police personnel, the Standard First Aid Course is sufficient. The standard course will prepare the police officer to care for the victim until the Rescue Squad arrives.

In most cases, this does not take any longer than five minutes. Usually, the fire apparatus will be dispatched at the same time the police department is called. Once the fire department arrives, the police officer will usually perform the duties commonly associated with "police work"--protect the scene, begin the preliminary investigation, and, if outdoors, get the traffic moving. Hence, the Lansing police officer will seldom have to perform such duties as extricate victims from crashed vehicles, set splints, or apply mouth-to-mouth resuscitation for periods longer than three to five minutes.

He will at times be the first one at the scene of a heart attack, electric shock, shooting, or other emergency where seconds count. This is where the First Aid training will count, and this is the level of instruction the Lansing police officer needs. The individual police officer should know how to start breathing, stop bleeding, treat for shock, heart attack, poisoning, and/or substance abuse. These situations are "hurry" situations. The treatment of such cases is quite adequately addressed in the instruction offered in the Standard First Aid Course. This course, and some other special instruction such as emergency childbirth, can be handled very well in 14 to 20 hours. The additional 20 hours could be more profitably spent teaching some skill which would better serve the individual police officer, the people of the city of Lansing, and anyone who may be passing through the city.

If ever there occurred a disaster of such gravity that the Lansing Fire Department, area fire departments, and private ambulance services could not handle it, the attentions and priorities of the police department would be over-taxed by matters for which they are better equipped to handle than performing the duties of first aider.¹

Recommendations

Act No. 50 of the Michigan Public Acts of 1960, as amended by Act No. 163, Michigan Public Acts of 1968, exempts municipal or private ambulance drivers, or attendants, and policemen and firemen from civil liability for any act or omission committed while rendering First Aid at the scene of an emergency, in good faith.²

Unless further legal research by city attorneys proves otherwise, the Lansing Police Department should limit its personnel to a maximum of 20 hours of First Aid training. The other 20 hours can be applied to learning city geography, traffic direction and control, and firearms use policy.

Under the provisions of Act No. 50 of the Michigan Public Acts of 1960, as amended by Act No. 163 of the Michigan Public Acts of 1968, Section 41.711 (b), any person who gains exemption from civil liability as a result of that act shall be required to pass a Red Cross First Aid Course before he is entitled to the protection of this act. Possession of a Standard First Aid Certificate as issued by the American Red Cross meets the requirements of this law. As a result, the Lansing police officer should not be required to receive more than 20 hours of First Aid instruction. The 20 hours of instruction should be devoted to instruction in:

- a. Traffic direction and control -- 10 hours
- b. Local geography -- 5 hours
- c. Firearms policy -- 5 hours

Physical Fitness and Unarmed Defense Training

The recruit class this writer accompanied through the academy consisted of 17 members. There were 14 males and 3 females.

The instructional staff consisted of two officers who are employees of area police departments. One of those assisting officers acted as chief instructor in calisthenics and unarmed defense.

He holds a Black Belt in an esoteric Korean form of Karate called Puk Soo Do.

Instruction took place at the Lansing YMCA approximately one-half mile south of the academy. Classes met five hours per week for seven weeks. (Council requirements are a minimum of 28 hours--MMPA provided an additional seven hours of training.) On Mondays and Fridays classes met from 7:00 A.M. to 9:00 A.M., and on Wednesdays, from 7:00 to 8:00 A.M.

The YMCA's facilities are very good. The academy had access to two large gymnasias and a large training room. The training room contains an 80-yard indoor jogging track around its perimeter, and a large mat-covered area which the class used for calisthenics and unarmed defense training. (The 80-yard track is ideal since 22 laps around is one mile. The individual jogger, regardless of his condition, can record his progress incrementally and thereby gain encouragement from any progress he makes.) Locker room and shower facilities, of course, met all modern standards of hygiene and comfort.

At the first class meeting, the academy staff tested each trainee. Testing consisted of push-ups, chin-ups, sit-ups, and a one-half mile run. The results were recorded on a progress chart. Each morning the class met, the trainee was responsible for doing chin-ups, push-ups, and sit-ups prior to the beginning of the class, and recording the number of repetitions on the progress chart.

Class usually consisted of running, calisthenics, some instruction in combatives, and organized team sport activity--usually

volleyball or basketball. A minimum of 30 minutes during each two-hour period was devoted to organized team sport activity.

While the team sport activity may have been an enjoyable way to spend 30 minutes, it served no useful purpose. In a program where so much learning must be crammed into such a short period it was an unnecessary luxury which produced no job-related benefit for the individual trainee.

As it was, trainees expressed dissatisfaction with the training they received in physical fitness and unarmed defense. As a group, they felt that the unarmed defense training was less than adequate. (The entire scope of physical encounters with subjects involves a gray area for the Lansing Police Department. It deserves very close attention in recruit training.) James Q. Wilson says that legalistic-styled police departments--the style most closely resembling the Lansing Police Department--tend to employ officers whose socioeconomic backgrounds are very middle-class.³ As a rule, youngsters who have grown up in this environment have had minimal exposure to street fights, brawls, etc. Boxing is no longer considered a "reputable" sport among a large segment of society so there is limited opportunity for a youngster to learn "the manly art of self-defense." Any exposure to wrestling at the scholastic level is usually rigidly controlled, and bears little resemblance to on-the-street confrontations a police officer can expect to encounter. Hence, a very real feeling of inadequacy exists among many police officers when they encounter anyone whom they perceive of as a "tough" character.

In order to remedy that situation, the most significant contribution that the academy could make to individual recruits is to develop a course of instruction in unarmed defense which would give the individual recruit a feeling of confidence when he goes on the street.

Considering the fact that the block of instruction in physical fitness and unarmed defense lists as its objectives teaching the trainees releases from holds, disarming techniques, come-alongs, etc., the class barely accomplished its mission. As it was, there never was one lesson in how to disarm a person attacking with a knife--although instruction on disarming techniques for an assailant with a pistol accounted for two hours or more.

Recommendations

According to the MLEOTC syllabus, this lesson has four objectives. Supposedly, when the trainee completes this lesson he will be able to:

- a. Explain the purpose and need for continuous physical fitness training.
- b. State the purpose of charting individual improvements.
- c. Demonstrate ability to perform exercises.
- d. Demonstrate ability to perform restraining holds, come-along holds, removal techniques, disarming techniques, use of natural body weapons, and non-lethal weapons.⁴

This critique will address the objectives with specific recommendations on how one could meet them. This will serve the Lansing

Police Department as a guide to monitoring the academy's performance as compared to its recruits' training needs.

The objectives of the physical training and unarmed defense instruction can be divided into two areas: physical fitness training and combative skills.

In order to address oneself to the topic of physical fitness training, he must first examine what physical fitness is.

Physical Fitness Training

The United States Army identifies four components of physical fitness which must be developed, in addition to the individual being illness- and disease-free, before one can be considered physically fit:

- a. Strength
- b. Endurance
 - i. muscular
 - ii. cardiovascular
- c. Agility
- d. Coordination⁵

Cureton expands upon this by saying that the essential components of physical fitness are (a) balance, (b) flexibility, (c) agility, (d) strength, (e) power, (f) endurance.⁶ Collectively, he refers to these six elements as motor fitness. Therefore physical fitness can be said to be synonymous with motor fitness.

Let us examine the definition of the six components of total motor fitness according to Cureton:

1. Balance--This is the result of neuromuscular control. An example of this is when nerves and muscles work collectively in performing actions like skiing, dancing, and bicycling.

2. Flexibility--It is defined as the ability to move the joints. A flexible body can perform a wide range of movements. It is necessary when climbing obstacles or jumping. Usually people with poor flexibility tire easily and are prone to accident and illness.
3. Agility--It can be defined as the ability to react quickly with controlled and nimble movements. One must be agile to dodge, spring quickly to one's feet, and otherwise coordinate quick movement with rapid response to a situation. Agility involves the abilities required to respond to emergencies. A benefit of agility is that one who can control his body quickly and efficiently is usually more capable of protecting himself and others in an emergency.
4. Strength--The ability of the extremities, their appendages, or the torso to exert force defines this term. Strong hands and arms are necessary to grab, hold, lift, or pull heavy or resistant loads. Strong legs are necessary to bear body weight, run, jump, etc. It is necessary to have a strong torso because that is the base of arm and leg muscles. Finally, it is extremely important to have strong back muscles. These are the muscles which hold the body erect, and help steady it while the body pushes or pulls.
5. Power--An element necessary to thrust the entire body forward or propel an object independent of the body. It is the capacity to expand a given amount of force with sudden exertion. When jumping or vaulting, this is a key ingredient.
6. Endurance--This is the capacity for continued exertion in spite of severe depletion of oxygen reserve in the body, especially during the first minute or two of activity. This is necessary in any activity which continues over a long period of time such as distance running or swimming.

The above components can be developed by using a balanced schedule of exercise. In order to achieve physical fitness, though, one must pass through three stages before he reaches the desired level of physical fitness. The first stage is a toughening period which lasts approximately two weeks. Muscular soreness and stiffness are present at this time, but recovery follows. Immediately after

the toughening period, the body enters a slow improvement period which lasts from six to ten weeks.⁸

During this second period, a slow, steady improvement occurs in all the component parts of motor fitness. Usually improvement progresses until the body attains a high level of fitness. Finally, the body enters a sustaining stage which lasts indefinitely. The body will remain in this stage as long as the individual follows a regimen of exercise which is balanced and works the various muscle groups.

With the above principles of physical conditioning in mind, it is necessary to develop a program which will condition the five major muscle groups of the body, and be beneficial to the component parts of motor fitness. The five muscle groups of the body are legs, arms, back, trunk, and shoulder girdle. Although not a muscular system, any physical fitness program must also include attention to development of the cardiovascular system.

One best achieves the desired level of physical fitness by following the basic principles of physical conditioning.⁹ These principles involve the use of progression, overload, balance, variety, and regularity. The exercise must begin at a moderate pace and gradually increase as the body adapts itself to the change. As strength and endurance increase, the physical load must be increased by moderate overloads. These moderate overloads, in order to be effective, will have to address themselves to development of the total body. Finally, the program must include variety to keep it

interesting, and there must be a consistency in the schedule.

Physical fitness is not a now-and-again proposition.

An example of a well-designed physical fitness program would include exercises which would achieve the following goals:

a. Develop sufficient strength to perform required duties and adequate endurance to sustain activity over a long period of time.

b. Develop adequate muscle tone to maintain posture and reasonable weight control.

c. Develop proficiency in certain physical skills essential to personal safety and effective field operational performance.

Some essential skills are running, jumping, dodging, climbing, vaulting, carrying, balancing, and falling.

d. Instill certain character traits beneficial to successful accomplishment of field operational tasks. Some of these character traits are confidence, aggressiveness, controlled reaction under pressure, and teamwork.

Having discussed in some detail the writer's interpretation of physical fitness, let us now move to an examination of its relationship to recruit training at the Mid-Michigan Police Academy.

The first three objectives of this block of instruction pertain to physical conditioning specifically. In order to reach these goals, the trainee should receive instruction which will define the purpose and need for continuing physical fitness training. At the same time, he should receive an explanation concerning the necessity of maintaining the chart which records individual progress. All of

this will follow the initial diagnostic test of physical fitness which the academy administers the first hour of physical fitness training.

At the very first physical training class meeting, the academy staff should administer the initial physical fitness test. This test should serve as a diagnostic instrument. It will help the physical training staff to establish a realistic pace of instruction. In accordance with the teaching objectives of this lesson, the trainees will receive a lecture outlining the necessity of maintaining a continuing physical fitness training regimen, and the purpose of maintaining a chart to record individual progress.

The purpose of the diagnostic test is to determine each individual's physical condition. The physical fitness test that academy personnel administer at present should be amended. The pull-ups, push-ups, sit-ups, and broad jump are valid instruments for measuring the body's muscle groups. They are acceptable. The timed half-mile run has no basis in any presently accepted and standardized evaluation of cardiovascular fitness. The academy fitness staff should replace the half-mile run with the Twelve-Minute Test for Men prescribed in Aerobics Training.¹⁰

The 12-minute test for men is valid because it was standardized by using a wide sample of men of all ages. After each man ran the 12-minute test, he underwent a series of examinations to measure the rate at which his body consumed energy. On the basis of one's performance in this test, it was possible to assess the individual's physical fitness level. The aerobics program has developed an

improvement program which will guide all but the most severely impeded heart disease victim to an acceptable level of cardiovascular fitness. It is readily adaptable to the police academy environment.

Classroom Organization

Once physical fitness testing has been completed, it is of paramount importance that the instructional staff make maximal use of the remaining hours in this instructional block. Maximum productivity of instruction dictates that the balance of the 35-hour instruction block should be highly structured. The academy staff should establish and publish a written set of physical fitness and unarmed defense training objectives. These objectives, to be of any motivational value, should be realistic enough to reflect the wide diversity of physical fitness one finds in any group of this size. Ideally, the goals will motivate the trainee to achieve a performance level which will reflect improvement in his overall physical condition and self-confidence.

The academy staff should prepare a syllabus of exercise and unarmed defense tactics. This document would serve as the medium which integrates the performance of physical exercises with the theoretical purpose for requiring the exercise. Thus the trainee will learn the reason why, as well as how. The individual trainee will then have some idea where the instruction fits into the larger scheme. A syllabus will also provide the trainee with a ready point of reference at some future date, if any question should arise concerning physical fitness and/or unarmed defense training.

A program of this brevity requires some sacrifice. In the interest of increasing time available for unarmed defense training which trainees demand, one must sacrifice variety for time. Instruction should be broken down into five segments:

- a. Stretching exercises (6) -- 5 minutes
- b. Calisthenics (12 exercises) -- 18 minutes
- c. Jogging and wind sprints -- 15 minutes
- d. Unarmed defense lecture/discussion -- 15 minutes
- e. Unarmed defense workout -- 45 minutes

On Wednesdays there is a one-hour class. The schedule must be altered slightly. The class could perform three stretch exercises, do the even- or odd-numbered calisthenics on alternating Wednesdays, make the run, and review unarmed defense from the previous Monday and Friday.

A sample lesson outline appears below.

SAMPLE TWO-HOUR LESSON OUTLINE

1. Stretch exercises

Jumping Jack	Trunk twister
Toe toucher	Neck rotator
Leg swing	Side bender

On all exercises begin with six repetitions and add one repetition per week until a maximum of ten repetitions is reached.

2. Calisthenics

Affected Muscle Group

Pull-ups	Arm, shoulder girdle
Squat bender	Legs, abdominal (torso), back
Sit-up	Abdomen (torso), back
Push-up	Shoulder girdle, back, arm
Rise on toes	Leg
Squat thrust	Shoulder girdle; legs, trunk (abdominal)

CalisthenicsAffected Muscle Group

Body twist	Trunk, legs, back
Leg raise	Trunk, legs, back
3/4 squat	Leg
Shoulder rolls	Shoulder girdle
Prone chest lifts	Back
Back archer	Back

3. Circulo-respiratory exercise

The most convenient exercise in this category is running. A very efficient way to move a large number of runners around a track in a short time is to line them up according to height, then move them out in height order with short trainees at the front. Trainees can run in step as a group. Running in formation builds class cohesiveness and serves as a mutually reinforcing mechanism to all. A typical running plan would be:

Week 1: 1/4 mile and four 30-yard wind sprints
 Week 2: 1/2 mile and five 30-yard wind sprints
 Week 3: 3/4 mile and six 30-yard wind sprints
 Week 4: 1 mile and six 30-yard wind sprints
 Week 5: 1 mile
 Week 6: 1-1/2 mile
 Week 7: 2 miles

All of the above running would take place in a 15-minute period.¹¹

Unarmed Defense

S. G. Chapman, in the abstract of "A Descriptive Profile of the Assault Incident," identified several characteristics of the police assaulter.¹² Most significant were the level of assault, type of weapon used, and location of injuries. The study showed that 42.4% of all offenders wrestled with the police officer; 42.4% struck the officer with the hand or fist. Less than 2% each shot at police officers or stabbed them.

By far the weapons used to assault police officers were hands, feet, and teeth (85% used these natural weapons). Other

implements, including the officer's own nightstick, made up only 15% of the weapons used.¹³

Over half of the assaults were aimed at the head (31.3%) and torso (26.4%).¹⁴ The arms and legs accounted for almost 22% of all injuries, and the hands and feet received 20%. All of these statistical figures leave few doubts in the observer's mind that a trainee must be in prime physical condition and very well trained in unarmed defense to cope with the threat of physical assault.

Over the past 30 years the American public has become enamored of the Oriental Martial Arts. The entire mystique which surrounds this highly developed group of fighting arts awes most Occidentals. As a nation we are almost convinced that one of these arts is the art to end all arts--Karate. Call it what one will--Karate, Kung-fu, Kenpo, Tae Kwan Do, Go Jyu, etc.--it is a proven useful art. One whose philosophy and spiritual teachings are beneficial to its followers.

The same is true of Aikido, Jiu Jitsu, Judo, Kendo, and all others unnamed in this work. However, alas, none is adaptable to the police academy environment; at least not in the United States. All of these arts require years of study. Concentrated study which requires a high level of personal commitment to daily practice is necessary to develop any degree of proficiency.

There is some doubt on the writer's part concerning whether or not some of these martial arts are even applicable to police work in the United States, given the legal restraints on excessive use of force. One authority on judo has been quoted as saying: "The goal

of judo is not to fight. If you want to be a tough guy, go to New York and have the gangsters show you really how to fight."¹⁵

Traditional Occidental styles of self-defense like boxing and wrestling by themselves do not meet all of the needs of a police officer, either. Yet, unarmed defense in one form or another is necessary to every police officer for his own protection as well as community protection.

If this writer were to choose an Oriental martial art to teach all police officers he would choose jiu jitsu. Of all the martial arts, jiu jitsu best meets the needs of an American police officer. This is so because it is a technique that includes restraining holds, defenses against attacks by assailants who are armed and unarmed, and maneuvers which are readily adaptable to come-along holds. Additionally, some of the basic techniques can be taught with comparatively minimal complication in a police academy of short duration.

In the final analysis what to teach still presents a dilemma. It is this investigator's recommendation that the Michigan Law Enforcement Officers Training Council conduct research to identify a system of unarmed defense which can be taught in the allotted time, meets the stated training objectives for unarmed defense as defined in the training syllabus, and will adequately meet most Michigan police trainees' needs. The system should be uncomplicated, and based on movements which can be performed by a working police officer adorned with all of the many gadgets and devices the average police officer carries around on his belt, while dressed for a

Michigan winter. IF that is a "tall order," it is only because those are actual conditions under which most law enforcement officers in the state of Michigan labor at least six months per year. Presently, there is little uniformity in what the many regional academies teach. It might serve the majority of Michigan police officers better if the Council were to identify eight or ten basic maneuvers which would meet the needs of the largest number of personnel, and teach those techniques. If every officer were to learn that number of useful techniques well, and could perform each from his left side as well as from his right side (or vice versa), he would be better prepared to defend himself and his community.

If the Council cannot design its own curriculum, it would be advantageous to the Lansing Police Department if it adopted a textbook on unarmed defense which is especially written for police officers. It might be very well worth 24 or more hours of instruction during a preassignment in-service training program.

An example of a textbook on unarmed defense which the Lansing Police Department could use is Defense Control and Tactics by Georges Sylvain, and published by Prentice-Hall Publishing Company.¹⁶ The text is simple; it is complete in terms of what a police officer needs to know to defend himself--or take control of a situation. Most important, the text meets the Council's objectives for unarmed defense.

Special Exercises

Although not a major component of instruction, the class could also address itself to two major problem areas among police

officers. Most police officers now receive assignments to motorized patrol very early in their careers. Because of this relatively sedentary life, many eventually develop lower back trouble.¹⁷ Secondly, a police officer must have strong hands and arms. This is vital to his safety when using firearms, nightsticks, and handcuffs.¹⁸ When making an arrest, or involved in a confrontation, strong arms and hands can make the difference between safety and injury.

At some point during the course of training the instructional staff, or a trainer from the Lansing Police Department, should discuss these problems with the trainees. They should receive instruction telling them what can be done to strengthen the affected muscles. The trainer could offer a handout which describes weight training exercises a trainee can use to help him increase his strength in these two very important muscle groups.

Firearms Training

The Mid-Michigan Police Academy conducted firearms training at the Lansing Police Department Firing Range (since then it has been demolished). The unit of instruction lasted 44 hours. The training was largely on the 38-calibre revolver, the standard municipal police sidearm in Michigan.

The quality of marksmanship instruction was good to excellent. This writer watched the rapid transformation which took place in one female trainee who had never held a firearm in her life, and was very fearful of firearms. In the period of time allotted, she

learned to fire well enough to qualify as a sharpshooter. With the exception of one afternoon at a skeet range, all of the instruction was at the Lansing firing range, and involved pistol training.

There was no classroom training on departmental firearms policy on such subjects as techniques in gunfights, and police officer liability in cases which involve excessive use of force, etc. Insufficient time was allocated to training in the use of firearms.

Each Lansing Police Department patrol car is armed with one 12-gauge shotgun. This shotgun is there for use at times when heavy firepower is necessary. The period of instruction in the use of the shotgun did not exceed two hours. More time is necessary to teach the assembly, disassembly, care, cleaning, capabilities, limitation, and proper operation (including user safety) of the 12-gauge shotgun. Instruction concerning what to do in the event of malfunction in a tactical situation (immediate action) was minimal at best.

In the best interest of the individual police officer, the Lansing Police Department, and the community, it would be beneficial if the trainee received instruction on departmental policy regarding the use of firearms early in his training. This would prepare the individual to approach the learning experience intellectually rather than only as an exercise in acquiring a skill that is highly esteemed, seldom used, and of frequently doubtful value. The trainee would then have the opportunity to learn the conditions under which he is authorized to use the lethal tools the city provides for him.

At various times, and in various situations throughout the academy, the question of "when to shoot" arose. Since there were members of approximately five departments in the class, the instructors usually answered the question in what--to the layman--sounded like nebulous preachments. Explained succinctly, the answers closely resembled the Model Penal Code's "Limitations on the Use of Force." That section says:

Limitations on the Use of Force

The use of deadly force is not justifiable under the section unless

The actor believes that:

The crime for which the arrest is made involved conduct including the use or threatened use of deadly force; or

There is a substantial risk that the person to be arrested will cause death or serious bodily harm if his apprehension is delayed.¹⁹

The limitations on the use of force by the police in Michigan have evolved "through the use of case law resulting from court interpretations of existing statutes and from court interpretations stemming from civil actions."²⁰ It would be beneficial to the trainees if they were to receive a three- to five-hour block of instruction on the social, legal, and operational factors involved in the use of deadly force, at the firing range--or immediately before or after classes on marksmanship. This would help to reinforce the idea that the police officer has a responsibility to himself as well as the community and that the department is interested in helping him meet this responsibility.

Recommendations

The Lansing Police Department should instruct its trainees in departmental firearms policy before or concurrently with the issuance of pistols they will be assigned for duty.

The firearms policy should consist of instruction in the following:²¹

Social factors: Trainees should receive instruction which will make them aware of community values where firearms are concerned.

Legal factors: Unlike many states, Michigan regulates the use of deadly force by case law which comes from judicial interpretation of existing statutes and civil action judgments.²² The City Attorney's office should prepare and present a class which reflects the latest findings in case law pertinent to firearms usage by police officers in Michigan.

Operational factors: No firearms policy can foresee every operational contingency police officers will encounter. However, the individual police officer has a need, and a right, to receive clear guidance in handling the more common operational situations.

The operational factors which deserve closest attention should include, but not be limited to:

Resisting offender(s),
Firing at moving vehicles,
Firing from moving vehicles,
Juvenile offenders,
Warning shots.²³

Departmental factors: The official departmental position in enforcing the firearms policy should receive explicit coverage.

Trainees should receive complete instruction concerning the liabilities one incurs as a result of violating the policy.

Supervisory factors: Nothing will substitute for the existence of high quality first-line supervisors. The finest written firearms policy is worthless if it is not implemented by them as a part of the ongoing daily operation. Supervisors must understand, and fully subscribe to, the firearms policy; and this position must be made explicit to the trainee.

Another area in which instruction appeared to be deficient was that of basic techniques in gunfights. There is no need for the "Quick-Draw McGraw" types in the police service--and it is not the writer's intention to produce that kind of officer. There is a monumental need to offer some basic instruction in techniques which will better assist the individual police officer to protect himself, and maximize his firepower and delivery in a combat situation.

Of the entire class, two were military veterans, and two had some military training in reserve components of the armed forces. Consequently, few had a functional comprehension of such time-honored concepts as terrain appreciation, fire and movement, and cover and concealment.

It is not this investigator's intention that firearms training at a police academy should produce trained infantrymen. On the other hand, whoever arms a person has the obligation to teach him how to use the weapon to the maximum level of its effectiveness, and his capabilities. The capabilities can be developed through proper training.

This will continue to be a crucial issue in view of the passing of compulsory military service. Fewer veterans of military service will be present in the general population, and fewer veterans will enter the police force.

The gravity of the situation can best be illustrated when one considers that any time two or more persons are shooting at a given objective containing one or more human beings capable of returning fire, you have a military operation regardless of what you call it. It is not too late to begin training.

There should be some type of immediate action drills in the use of rifles and shotguns. The shotgun is especially critical since it is carried in the patrol car trunk for use at incidents where heavy firepower is necessary. No specific individual assigned to patrol is specifically accountable for the day-to-day maintenance of each weapon.

Finally, this investigator never once heard any mention of the fact that the firearm a working police officer carries--pistol, rifle, or shotgun--is a protective tool and not an apprehension tool. The above-mentioned Model Penal Code Limitations on the Use of Force bears this idea out, except in extreme cases. This point is worthy of some mention.

In general, the mechanical aspects of teaching marksmanship were good to excellent. The Mid-Michigan Police Academy is a regional service facility to law enforcement agencies. It meets its objectives very well. However, police chiefs cannot expect the MMPA to teach policy pertinent to the individual organization. That

is an organizational responsibility which rests squarely on the Chief's shoulders.

Instruction of the Criminal Law

Attorneys from the Lansing area teach the criminal law-- adjective and substantive. It was not always easy to understand the gentlemen who lectured the class. The law is not an easy subject to impart. There is not enough time to teach everything the recruit wants to know. Here, again, we encounter a situation in which increased productivity is the key to improved instruction.

As the attorney lectures, there are questions from the trainees. He necessarily digresses in order to answer the question. This makes it very difficult for many of the students to follow him.

The textbook is wholly adequate for a police officer's needs.²⁴ However, there should be a closer union between the attorney's classroom presentation and the contents of the text. Arrest warrants are issued, in any jurisdiction, on the basis of what the Prosecuting Attorney or his designate determines to be violation of law. Much time is spent discussing the conditions under which a prosecutor's office will issue a warrant rather than conducting a straight lecture concerning the material at hand.

Such parochial information as the conditions under which a prosecutor will issue a warrant have no redeeming value to the class at large when one realizes that in any given class at MMPA there will be trainees from two or more counties. That issue is more

appropriately addressed in a departmental in-service training program or a prosecutor's workshop.

Recommendations

It would be more productive and beneficial if the attorney made a presentation of his lecture on videotape, and then presented the lecture portion via that medium. He would be in the classroom for any supplementary discussions and to answer questions after the tape was over. The most important single factor here is that the video tape would enable the instructor to complete the lecture uninterrupted. He would be better able to anticipate and answer questions which might arise from his lecture after he has completed the presentation.

Informal discussion could follow. At this time, the instructor would have the opportunity to discuss the issue in view of his experience. Trainees could ask questions or make comments during this period of the class.

As a reinforcing instrument, the Academy or MLEOTC could purchase or develop programmed learning texts which the recruit would complete at home the night following the class meeting. The lecture, notetaking, and discussion, reinforced by programmed learning, would improve the trainee's comprehension and retention of the subject matter.

On a local level, the Lansing Police Department should sponsor a Police Officer-Prosecutor Workshop so that the prosecutor's office will have the opportunity to explain its policy and procedures

to the police officer recruits. Conversely, the neophyte police officers could seek clarification of any points of law about which they are uncertain.

Traffic Direction and Control

The Lansing police officer's job description places a heavy responsibility for regulating traffic movement on him. MLEOTC allots two hours of training for this vital task. Certainly, the two hours MLEOTC allows for teaching traffic direction and control is insufficient. The National Highway Traffic Safety Administration of the United States Department of Transportation recommends a minimum of ten hours of training.²⁵

According to the Police Traffic Services Basic Training Program Course Guide, ten hours of instruction is necessary to teach traffic direction and control (TDC). The course guide recommends the following course of instruction and objectives:

Introduction to Traffic Direction and Control--1 Hour

This class will provide the student with an understanding of police responsibilities in conducting traffic direction and control, and the police officer's association with the traffic engineer in regulating traffic.

Traffic Control Devices--2 Hours

Here the trainee should receive an overview of traffic control devices most commonly used in his jurisdiction.

Basic Traffic Direction and Control Procedures--3 Hours

This lesson provides the trainee with understanding of basic traffic direction and control procedures, hand and arm signals, equipment to use, strategies, and handling unusual situations.

Application of Traffic Direction Control Procedures (Field Training)--4 Hours

In a training exercise, trainees receive the opportunity to put all previous instruction to practical

use. They should experiment with various types of situations--both usual and unusual--which an officer may encounter in performing his duty.²⁶

Recommendations

Traffic direction and control is an art. Like any other art, it will be lost to the individual if he does not use it. In Michigan today, police officers have reduced need to practice the art. That is not a reason to neglect teaching it. Frequently, the first opportunity a police officer has to direct traffic is at the scene of a disaster or unusual occurrence when there is no time to learn the proper procedure for moving traffic. If an expanded class offering cannot be included in the academy structure, the Lansing Police Department should include this instruction within its pre-assignment in-service training program.

Local Geography

Law enforcement in the United States is reactive rather than proactive²⁷ in most jurisdictions. Because of its reactive nature, law enforcement usually does not begin its service until it is summoned. The evidence is apparent when one compares the number of incidents reported to police with the number of incidents reported by police as a result of the patrol effort. All of this causes a police officer to be in a "response posture" throughout most of duty day.

Recommendations

In order to respond most directly and efficiently, a police officer must know his city. Only a working partner or an immediate supervisor can teach a police officer his beat. This comes with the kind of daily experience which accompanies such a fluid situation. At least one class can be taught to shorten the experience span necessary to make a police officer productive--local geography.

A police officer should know the city of Lansing well. He should know the street numbering system; the names and locations of the main streets and highways; the boundaries of the city; and the location of bridges, railroad tracks, or other permanent and temporary natural and artificial barriers. He should also know what transportation facilities are available and where they are located, as well as the location of public agencies. Parks, amusement centers, hospitals, office buildings, schools and colleges are also popular locations to which the police officer may be called, or to which he may be asked directions.

The objectives for providing the trainee with this information are so that he can find them if called to them, and can direct others to them. The individual officer can best learn this information if he has been to these places, or has been told beforehand where they are. Most recruits who enter the police service in their hometowns think they know the city quite well. This is usually the result of a false sense of security. Even those who may know it well for their own needs seldom know it as a police officer should.

The plain truth is that knowing a city from a police officer's point of view is an esoteric body of information. This esoterica can be imparted only by an initiate. Of course, he will learn after he has been on the job for awhile. One can shorten the learning process by teaching him some of the basics while in the academy.

A four-hour block of instruction could include:

- Names of main thoroughfares and their locations.
- Explanation of the street numbering system.
- Location of even- and odd-numbered houses in various sectors of the city.
- Location of major highways leading to and from the city.
- Location of bridges and major railroad tracks.
- Location of hospitals and major medical facilities.
- Location of parks.
- Location of various city, county, state, and federal buildings.
- Location of transportation facilities.
- Location of schools and colleges.
- Location of public utilities.
- Location of major banks, businesses, and industries.

In addition to knowing the locations of the above-mentioned places, the officer should know the safest and most direct route to any given location at any time of day. Due to changing traffic patterns according to time of the day, the officer should acquaint himself with rate and frequency of travel on various main streets as early in his career as possible.

It is paramount for a police officer to know city geography. Any officer who does not learn the city well will frequently find himself in an embarrassing situation when a citizen asks directions, or when dispatched to an address he cannot find.

When a police officer answers an emergency call he has to know the streets. He must know the shortest, most direct route of travel at that time of the day. Speedy cars, well-trained personnel, and excellent equipment are good for nothing if the police officer cannot deliver them by arriving at the scene when and where they are needed.

One of the most common non-enforcement contacts a police officer has with the public is giving directions. If he can give good, clearly understood directions it is a mark of professionalism. Even the most critical citizen will concede that the officer is professional.

It would be to Lansing's advantage to devote at least four hours to city geography. The time could be subtracted from First Aid instruction. When one considers the frequency with which a Lansing police officer will be called upon to set a broken arm, as opposed to the times he will be called upon to respond to an emergency where life and/or limb is in danger, it is an investment which can be justified.

Interpersonal Communications and Awareness

The objective of this class is to acquaint the trainee with the emotional side of law enforcement. According to the instructor's statement of the problem, the program's purpose is to attempt to confront the problems of interpersonal communications, awareness, and the myriad of human interactions that surround them.

The scope of instruction includes taking several standardized self-administered tests and inventories. These tests and inventories theoretically call one's attention to his attitudes toward others, as well as his level of effective interpersonal communications.

Early in the course, the instructor addresses the problems of dealing with the pressures one encounters on the job. There is an attempt to address the problems of managerial pressures, death by violence, and other negative aspects of police work. The emphasis here is on developing coping strategies.

Recommendations

As a participant in the course, the writer felt that the wide variety of issues offered to the recruits was well chosen. However, they were not covered in sufficient depth. Not enough time has been devoted to this subject.

One must consider that so much of the work an individual police officer does is based on his personal discretion. At the basis of all discretion is one's own selective perception. How an individual responds to certain stimuli will depend upon his own perception of the situation. Herein lies the problem.

If this block were to receive more time, it is conceivable that the individual officer could participate in situations under the direction of the appropriate professionals, which would make him more introspective. Awareness of one's values, attitudes, likes, dislikes, fears, strengths, and weaknesses, and how they interface with the performance of his duties, would undoubtedly have great

impact of the police officer's effectiveness. In fact, no measure of instruction or lecturing on the subject of human relations will have any effect on anybody until the individual knows himself.

One segment of instruction discusses police violence and assaults on the police. A handout which accompanies the lecture speaks of the "symbolic assailant." The "symbolic assailant" is one whose language, gestures, or attire the police have come to recognize as preludes to violence, yet there was never any in-depth focus on this topic. This is vital to the Lansing police officer.

Although Blacks comprise approximately 10 percent of the city's population, there is an institutionalized fear among Lansing police officers of working the predominantly Black, near-West Side patrol districts in one-man cars. It is true that lower socioeconomic neighborhoods do produce greater police hazards. However, there is little evidence that the overall risk of injury to the police officer in patrolling the West Side is greater than the possibility of being injured in an altercation with a citizen in other lower socioeconomic neighborhoods in Lansing.

It would be advantageous to the individual police officer, as well as the Black citizenry, and the City of Lansing, if the above-mentioned problem were addressed during this section of training.

A most logical follow-up to this class would be participation in smaller thereaputic-like groups for people with similar fears and anxieties. While the trust level of an established group might not be reached in such a short period, it is probable that the value

derived from addressing one's problems to a group who have similar experience might help the individual in further introspective ventures.

Additional Areas of Concern: Supportive Services
for Minorities, and Remedial Preparation
for Minorities

While the above-mentioned two areas are not specific responsibilities of either the Lansing Police Department or the Mid-Michigan Police Academy, both agencies could be called upon to respond to charges of discriminatory practices in the employment of minorities--Lansing, because it does not employ a number of minorities consistent with the total number of minorities found in the general population; and the Mid-Michigan Police Academy, because it will most probably be the agency which must train most minorities the City of Lansing will employ as police officers.

Because many minorities will come to the academy with disadvantaged backgrounds, they will have difficulty in excelling. Some will unfortunately fail. They will frequently be faced with the problem of determining whether or not they have made the right decision in becoming police officers. This is natural in light of the many negative encounters minority people have experienced.

Further exacerbating the problem is the fact that the overall level of preparation found among trainees at Mid-Michigan Police Academy is probably one of the highest in the state. In terms of motivation, previous vocational preparation, and overall educational attainment, these three elements comprise a formidable

combination not necessarily found elsewhere in Michigan. Under ordinary circumstances, these conditions, which are hallmarks of excellence, contribute to the high quality one expects to find in a police academy. In a situation such as Mid-Michigan's and the Lansing Police Department's, it presents a problem.

The teaching at Mid-Michigan Police Academy moves faster. Most recruits have had close exposure to the expectations of a police academy, either through college courses in law enforcement or through relatives or friends who are themselves police officers. And, finally, many of the trainees have aspired to careers in law enforcement since early childhood.

Minority applicants, however intelligent and well-educated, frequently come from other areas of endeavor. They will have known few, if any, police officers of any ethnic origin, and they will feel that there are many subtleties of racism. In short, the majority of minority applicants--be they Blacks, Native Americans, or Spanish-Surnamed Americans--will be entering a totally new environment and learning a new language. If they fall behind academically during the first three weeks, there is a good possibility that they will resign or be counseled out. This situation causes unnecessary problems. Actions by the instructional staff and fellow trainees soon come to be misunderstood as "racist," or "discriminatory," by the minority recruit.

Many of these problems can be averted by early planning to provide close support to minority students in the earliest stages of the class and throughout the training period to graduation day.

In terms of recruiting minorities, the Lansing Police Department and Mid-Michigan Police Academy, under the aegis of Lansing Community College, could jointly sponsor a training program which would prepare minority applicants for employment as Lansing police officers.

The program would consist of employing minority high school graduates between the ages of 20 and 29 who meet all requirements except education, as civilian technicians. After a brief (no more than one month) indoctrination to their duties as technicians, the incumbents would work three-quarter time and carry 12 credits of liberal arts courses per term at Lansing Community College. At the end of one academic year, the individual would have earned 36 credits. During the summer, the employee would attend the normal summer session of the police academy. Here he would earn an additional 28 credits in law enforcement. The combination of 36 credits in liberal arts and the 28 he would earn in the academy would then make the trainee eligible for employment as a police officer in the city of Lansing.

Critics of this method of recruiting minorities might cite the cost of the program, the "lowering" of standards, the unfairness to non-minorities, and a myriad of other protestations. In consideration of the court orders and consent decrees which have come from United States District Courts in various jurisdictions throughout the United States, this would be a more sensible alternative to follow; more sensible because court orders frequently are accompanied by

rations which deprive the police department of many prerogatives they would ordinarily have.

The present requirement that an applicant for employment as a Lansing police officer must have earned 60 college credits from an accredited institution of higher learning is vulnerable. A strong case could be made that minorities have received limited opportunity to obtain an education equal to whites in the community. The necessity of formal education beyond high school prior to employment as a police officer is of doubtful validity, considering that it is not a valid predictor of job performance. College education, while an advantage, is certainly not a necessity or a proven predictor of success. One need only look about to notice that police command officers who attended college before becoming police officers are in the distinct minority.

However the Mid-Michigan Police Academy and the Lansing Police Department resolve the problem of under-representation of minorities, the problem exists and neither will solve the problem without the help of the other.

Summary

In this chapter, the researcher has commented on seven subjects the MMPA teaches during a basic recruit school. Altogether, these classes equal almost 50 percent of the total curriculum MMPA offers. That does not mean that one-half of the curriculum is dysfunctional. It is evidence of a need for the Lansing Police Department's Training Division to closely examine the existing MLEOTC

and MMPA curricula, and evaluate them on the basis of a Lansing police officer's needs.

The subjects the researcher commented on were representative of a wide range of skills and information a productive police officer must possess. Most of the criticism of the subjects involved the time spent studying the subject, and the course content. The Lansing Police Department Training Division can develop a training schedule to offer in the preassignment in-service training which will supplement the deficiencies this research identified.

FOOTNOTES: CHAPTER III

¹Paul Chevigny, Police Power (New York: Random House, 1969), pp. 272-73.

²Michigan Compiled Laws Annotated of 1948, Sec. 41.711 (a) and (b), Volume 5, pp. 27-28 (of pocket part).

³James Q. Wilson, p.

⁴MLEOTC Syllabus, stated training objective.

⁵U.S. Department of the Army, FM 21-20--Physical Fitness Readiness (Washington, D.C.: U.S. Government Printing Office, 1972), pp. 8-9.

⁶Thomas K. Cureton, Physical Fitness and Dynamic Health (New York: The Dial Press, 1965), p. 41.

⁷Ibid.

⁸Dept. of the Army, p. 9.

⁹Ibid.

¹⁰Kenneth H. Cooper, M.D., The New Aerobics (New York: M. Evans and Company, 1970), p. 30.

¹¹Dept. of the Army, pp. 62-63.

¹²Samuel G. Chapman, "A Descriptive Profile of the Assault Incident," unpublished abstract, University of Oklahoma, 1974. (Mimeographed.)

¹³Ibid.

¹⁴Ibid.

¹⁵Lansing (Michigan) State Journal, April 20, 1975, p. C-8.

¹⁶Georges Sylvain, Defense Control and Tactics (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1971).

¹⁷U.S. Federal Bureau of Investigation, Physical Fitness for Law Enforcement Officers (Washington, D.C.: U.S. Department of Justice, 1972), p. 47.

¹⁸Ibid., p. 44.

¹⁹American Law Institute, Model Penal Code, Art. 3, Sec. 3.07 (2) (b) (iv) (1 and 2), May 4, 1962.

²⁰Chapman, Police Patrol Readings, p. 540.

²¹Ibid., p. 538.

²²Ibid., p. 539.

²³Ibid., pp. 543-45.

²⁴Michigan State Police, Michigan State Police Handbook of Criminal Law and Procedures (East Lansing: Michigan State Police, 1972).

²⁵U.S. Department of Transportation, National Highway Traffic Administration, Police Traffic Services Basic Training Program, Vol. 1 (Washington, D.C.: U.S. Government Printing Office, 1972), p. 4.

²⁶Ibid.

²⁷J. F. Elliott and T. F. Sardino, Crime Control Team (Springfield, Ill.: Chas. C. Thomas, 1971), p. 5.

CHAPTER IV

CONCLUSION

In summary, the writer has examined the Mid-Michigan Police Academy, and evaluated its curriculum according to what a Lansing police officer needs to know in order to serve productively--as described by the departmental job description for that position.

Trainees, their superiors, and coaches all agree that instruction at Mid-Michigan Police Academy is of the highest calibre. A police officer who graduates from MMPA knows that he has attended the best regional academy in Michigan. The benefits derived from the confidence one develops when he knows that he has successfully completed "the best" are translated into a great eagerness to perform professionally. That alone is a tremendous advantage when one realizes that a police academy teaches the skills one must have in order to learn the art of being a police officer.

Nine weeks of instruction in the academy gave the researcher a unique perspective of the academy's structure and curriculum. Many more years of living than any of the trainees, as well as a much broader theoretical and experiential base in the protection services, enabled the researcher to take a "healthily jaundiced" view of the academy, its staff, part-time instructors, and its facilities.

That the researcher identified and commented on seven areas of instruction which together comprise almost 50 percent of the curriculum is indeed a surprise to him. However, one must realize, the writer did not criticize the academy per se. His major criticism in all cases was born of the need to identify areas where supplementary instruction is necessary in order to meet the Lansing Police Department's needs as established in their departmental job description for Police Officer I.

The overall substance of curricular offerings at Mid-Michigan Police Academy reflects excellence as characterized by the staff and general quality of recruit in Mid-Michigan. As a centralized training facility, the academy meets its own objects par excellence. It teaches a curriculum which represents the greatest good for the greatest number. That all of its offerings do not specifically meet the Lansing Police Department's basic training needs does not come as a great surprise. Neither should it reflect unfavorably on the academy. The Mid-Michigan Police Academy's mission is to serve the needs of law enforcement officers throughout Mid-Michigan. The academy was not created in the Lansing Police Department's image.

Every law enforcement agency is responsible for providing its personnel with an ongoing in-service training program. The required 256 hours of instruction which MLEOTC offers every police officer in Michigan is the minimum--not a standard. As in most cases in life, the minimum has a way of becoming the standard, hence, few police departments offer supplementary in-service training.

A city as large and industrialized as Lansing will definitely have its own idiosyncrasies. No centralized academy can treat all of a city's needs in one training course. Beyond a given point, instruction must stop because what the individual then needs is "experience." This is vital in order to season him and make him productive to the organization.

The entire concept of "police experience" is, in itself, interesting. Frequently, this writer is tempted to refer to it more specifically as "police lore," lore being defined as "accumulated fact, tradition, or belief about a subject." The term "police lore" seems so much more appropriate when one considers that much of "police experience" is "accumulated fact, tradition, and/or belief" about the subject.

As a final note, this writer would like to observe that police experience/lore is a heretofore undefined and unquantified entity. From every quarter one hears exhortations to "get police experience." However, no one has even defined what similarity, if any, there is between experience in Charlotte, Michigan, and Charlotte, North Carolina. If objectively and empirically defined and quantified, the mystique of "police experience/lore" could be used to develop decision-making models. The concept might be useful in developing a method of training police officers which would increase the productivity of the training cycle, while simultaneously shortening the individual officer's period of non-productivity.

When all is said and done, if police experience/lore is the basis for good performance, then good performance is reinforced by

good decision-making. If this is so, then all decision-making starts at the police academy. The in-service training program a trainee should receive within his employing agency immediately after graduation from a centralized academy is an extension of learning the decision-making process.

To make this learning process relevant somebody must identify material which supplements academy instruction and is germane to the needs of the police officer in that jurisdiction.

Until the mystique of police experience/lore has been empirically analyzed and defined as situation-operational ("this information is pertinent to this beat for a given period of time") as opposed to universally applicable experience (that job-related information not taught in academies which is acceptable to a large segment of law enforcement officers in the nation), police training will continue to meet only a minute portion of a police officer's total career needs. Supplementary departmental in-service training prescribed according to the individual police officer's needs within that city will continue to be a necessity for all police officers trained at a regionalized academy--regardless of the size of the department.

APPENDICES

APPENDIX A

MICHIGAN LAW ENFORCEMENT OFFICERS'

TRAINING COUNCIL

APPENDIX A

MICHIGAN LAW ENFORCEMENT OFFICERS' TRAINING COUNCIL

Authority to Operate

The Michigan Legislature authorized the establishment of a law enforcement officers' training council in its 1965 legislative session. This law, Act No. 203 of the Michigan Public Acts of 1965, became effective on January 1, 1966. The law is:

An Act to provide for the creation of a law enforcement officers' training council; to provide for additional costs in criminal cases and the establishment of the law enforcement officers' training fund and allocations therefrom to local agencies of government participating in a police training program.¹

More specifically, as it pertains to the individual police officer and recruit training, the law states:

Section 9.(1). The Council shall prepare and publish minimum employment standards with due consideration to varying factors and special requirements of local police agencies relative to:

(c) Minimum course of study attendance requirements of at least 240 instructional hours, equipment and facilities required at approved city, county, township, village, or corporation police training schools.

(f) Minimum basic training requirements which regularly employed police officers excluding sheriffs shall complete before being eligible for employment.²

Section 9.(2). Notwithstanding any other provision of this, or any, statute, a regularly employed person employed on or after January 1, 1971 as a member of a police force having three (3) or more full-time officers shall not be empowered to exercise all of the authority of a peace officer in this state, nor employed in a position which is granted the

authority of a peace officer by statute, unless the person has complied with the minimum employment standards published by the Council pursuant to this section. Law enforcement officers employed on or before January 1, 1971 may continue their employment and participate in training programs on a voluntary or assigned basis, but failure to meet standards shall not be grounds for dismissal of or termination of employment.³

Objectives of MLEOTC

The purpose of the Michigan Law Enforcement Officers' Training Council goes beyond providing basic peace officers' training. Pursuant to the recommendations of the President's Commission Task Force Report, The Police, the Council has established a Police Career Development Program. The spirit and intent of the Police Career Development Program is to provide ongoing instruction to all in-service personnel.

According to the 1973 Annual Report of the Michigan Law Enforcement Officers' Training Council, the Council established objectives for the career development plan. These objectives are:

1. To provide quality instructors for Basic, Advanced, Specialized, Middle Management, and Executive training programs.
2. To improve the current teaching materials utilized in the Police Career Development Program and develop new instructional aids and materials.
3. To provide improved instruction in the six sub-program areas.
4. To further develop, improve, and evaluate the curriculum for each sub-program area.
5. To evaluate the current configuration of teaching strategies and delivery systems.
6. To develop and evaluate innovative teaching strategies and delivery systems.
7. To provide training expenses, except trainee's salary, so that all officers, regardless of financial resources, can participate in Basic, Advanced, Specialized, Middle Management, and Executive Development courses.

8. To provide subsistence when necessary so that all officers, regardless of geographic location, may attend the Basic, Advanced, Specialized, Middle Management, and Executive Development Courses.⁴

It is readily apparent that the MLEOTC has undertaken a massive project in a long-neglected field of the police service. The Council has identified additional areas of need in police training beyond the basic recruit level, and directed its resources toward meeting these requirements. In this respect MLEOTC fulfills the obligations of its role, leadership in quality training of law enforcement officers at all levels of career development in Michigan.

Requirements for Certification

The minimum employment standards of the Michigan Law Enforcement Officers' Training Council are set forth in general rules. These general rules are established by statute in the Michigan Compiled Laws of 1948. The law reads as follows:

R. 28.4102. Employment qualifications.

Rule 2. A person employed as a police officer under the act shall:

- (a) Be a citizen of the United States.
- (b) Have attained the minimum age as established by the hiring agency, which shall not be less than 18 years or as provided by law.
- (c) Have obtained a high school diploma or have attained a passing score on the general education development indicating a high school graduation level.
- (d) Have no prior felony convictions.
- (e) Possess good moral character as determined by a favorable comprehensive background investigation covering school and employment records, home environment and personal traits and integrity. Consideration will be given to all law violations, including traffic and conservation law convictions as indicating lack of good character.
- (f) Possess normal hearing, normal color vision and normal visual functions and acuity in each eye correctable to 20/20. Be free from any impediment of the senses,

physically sound, in possession of his extremities and well developed physically with height and weight in relation to each other as indicated by accepted medical standards. Be free from any physical defects, chronic diseases, organic diseases, organic or functional conditions, or mental and emotional instabilities which may tend to impair the efficient performance of his duty, or which may endanger the lives of others or himself.

- (g) Successfully complete the basic police training curriculum at a council approved school.⁵

Other Training Programs

The Council offers various training programs in order to meet its career development objectives. In the hopes of meeting the needs of the largest number of working police officers, the Council offered training or certification in five additional subject areas in 1973. These areas and their course descriptions are:

Advanced Police Training: This course of study is for senior police officers. The curriculum consists of 40 hours of training in basic police skills as well as topics which are of a timely and/or parochial nature.

Police Instructor Training: Seven days of training at Oakland County Community College afford the instructor currently serving at an academy, or one who anticipates such assignment, the opportunity to acquire or upgrade his skills as an instructor in the police training environment.

Specialized Subject Training: During the year 1973 the Council, in cooperation with the Michigan State University Highway Traffic Center, the Michigan State Police Safety and Traffic Division, the State Health Department, and the Michigan Office of

Highway Safety Planning, offered Breathalyzer Operator and Police Alcohol Enforcement Training. To date, specialized training has been narrow in scope. Undoubtedly, there will be an expansion of specialized program offerings in the years to come.

Middle Management Training: This one week of training provides instruction in modern management techniques germane to the police service. The curriculum consists of Concepts of Management; Employee Motivation; Problem Solving; Decision Making; Management by Objective; etc. The School of Labor and Industrial Relations at Michigan State University offers this training course under contract with the Council.

Executive Development Training: Managerial responsibility for the total organization and its program is the major thrust of this seminar. The course structure is similar to that of Middle Management, except for the necessary modifications to reflect level of responsibility.⁶

FOOTNOTES: APPENDIX A

¹Act No. 203, Public Acts of 1965, Michigan Statutes Annotated.

²Revenue is not available from this source because the section was found unconstitutional in Michigan; People v. Barber, 1966.

³Act No. 203, loc. cit. (Appendix A contains Act No. 203, P.A. 1965 as amended by Act No. 220, P.A. 1968; Act No. 187, P.A. 1970; Act No. 31, P.A. 1971.)

⁴Michigan Department of State Police, Law Enforcement Officers' Training Council, 1973 Annual Report (East Lansing: Michigan Department of State Police, 1973), p. 2.

⁵Ibid., App. A.

⁶Ibid., p. 9.

APPENDIX B

MID-MICHIGAN POLICE ACADEMY

APPENDIX B

MID-MICHIGAN POLICE ACADEMY

Organizational Structure

The Mid-Michigan Police Academy is a special program which operates under the aegis of the Management and Marketing Department of Lansing Community College. The Academy is certified by the Michigan Law Enforcement Officers' Training Council. Its main objective is to provide training for police officers from departments in Mid-Michigan, especially the counties in the Greater Lansing area (Ingham, Eaton, and Clinton Counties).

The college employs a staff of three persons to direct, support, and teach in the program. These three college employees are supplemented by a staff of at least three full-time police officers who are detailed to the academy by their respective departments as training officers. The detailed officers were from the Lansing Police Department, Ingham County Sheriff's Office, and the Michigan State University Department of Public Safety.

Instructors for the academy came from three groups. They were either members of the training staff (full-time college employees or detailed police officers), local police officers who taught specific blocks of instruction, or outside authorities who may or may not have been law enforcement officers. In the latter

category, those who were not law enforcement officers did possess expertise in some area germane to law enforcement at the patrol level.

The academy is located in downtown Lansing. It is housed in Old Central Hall on the Lansing Community College campus. Old Central is so called because it was Lansing Central High School for many years.

In terms of physical facilities, the academy occupies one office on the second floor, and is allotted additional classroom space as is needed. Old Central Hall is a general classroom building which houses many laboratories and specialized classrooms, as well as the normal array of offices found in an academic environment, and a cafeteria. Because of this, the surroundings are more academic than police-oriented. It presents an ideal learning environment.

On the other hand, the ideal learning environment the college provides lacks many of the facilities and incidentals an aspiring police officer would hope to find at a bona fide police academy as frequently portrayed in the news media. The community college does not have a gymnasium of its own. Recruits must go to the Young Men's Christian Association, which is located eight blocks south of the Academy, for physical training.

The firing range where the recruits spend over 40 hours of their training was located at a soon-to-be demolished range owned by the Lansing Police Department. It was located on West Willow Street, almost two miles away from the campus.

The driving range where the trainees received instruction in pursuit and defensive driving is located on the Michigan State University campus at Mount Hope Road in East Lansing. This is approximately seven miles away from the community college campus.

Curriculum

The curriculum at Mid-Michigan Police Academy exceeds Council requirements by 184 hours. The minimum basic police training curriculum as prescribed by the Council consists of 256 hours of instruction distributed as follows:

I. Administration Section	10 hours
II. Legal Section	54 hours
III. Investigative Section	30 hours
IV. General Police Section	113 hours
V. Traffic Subjects	28 hours
VI. Special Subjects Section	16 hours
VII. External Relations	5 hours
	<hr/> 256 hours

Below, an exact breakdown of instructional distribution under each respective section appears.

I. Administration Section: 10 Hours

Program Orientation	1 hour
Classroom Notetaking	1 hour
Examinations	5 hours
Examination Review	2 hours
Coordinator's Time	1 hour

Here the trainee learns the basic requirements for a successful completion of the police academy. He receives introduction to the skills and purpose of notetaking so that he may maintain a meaningful notebook throughout the academy. A requirement for graduation from the academy is an accurately maintained notebook. The rationale for this requirement is that the notebook will serve as a reference

once the officer becomes active in the field. This section also includes examinations, quizzes, and coordinator's time.

II. Legal Section: 54 Hours

A. Introduction to Constitutional Law	1 hour
B. Laws of Arrest	4 hours
C. Detention and Custody	2 hours
D. Admissions and Confessions	3 hours
E. Search and Seizure	8 hours
F. Court Functions	10 hours
G. Law of Evidence	10 hours
H. Criminal Law	14 hours
I. Juvenile Law	2 hours

A. Introduction to Constitutional Law: The objective of this lesson is to acquaint the recruit with the overall objectives of constitutional law, as well as the constitutional mandates and/or limitations on law enforcement in Michigan.

B. Laws of Arrest: This lesson defines the elements of arrest as well as the difference between misdemeanor and felony. It teaches when and where to arrest with and without a warrant as well as the use of necessary force. The rights of the accused and the possible consequences of an unlawful arrest are also topics of discussion.

C. Detention and Custody: In this lesson the trainee learns the current state and federal guidelines governing suspect and identification procedures. The responsibilities of the law enforcement officer during this period of the arrest phase, and the rights of the accused, as well as bail and the prisoner booking procedure, all are topics of discussion.

D. Admissions and Confessions: The objective of this lesson is to enable the recruit to understand the definition of admission and confession as well as the legal requirements surrounding them. The lesson includes the concept of "voluntariness" and the Miranda Rule. It also covers other court rulings which govern the admissibility of confessions and admissions.

E. Search and Seizure: Discusses the constitutional and procedural requirements for obtaining a search warrant, as well as its proper execution. Explains the various types of search and seizure as well as the legality of searching the person under various circumstances.

F. Court Functions: This unit is to acquaint the recruit with the judicial system of the State of Michigan and its structure and role. He learns the role of the courts in the criminal justice system.

G. Law of Evidence: This lesson defines evidence, its admissibility into court, and the body of law which governs its use.

H. Criminal Law: This lesson teaches the trainee the sources of criminal law as well as the definition of crime, and the elements of the most commonly committed crimes in Michigan.

I. Juvenile Law: This lesson teaches the jurisdiction and operation of the probate court as well as the Juvenile Code, and the process for dealing with juveniles.

III. Investigative Section: 30 Hours

A. Criminal Investigation	10 hours
B. Vice Investigation	2 hours
C. Narcotics and Dangerous Drugs	4 hours
D. Crime Scene Search	2 hours
E. Collection and Preservation of Evidence	2 hours
F. Interview and Interrogation	3 hours
G. Fingerprinting and Latent Prints Search Techniques	3 hours
H. Mock Crime Scene Search	2 hours
I. Stolen Motor Vehicles	2 hours

A. Criminal Investigation: This lesson teaches the basics of investigation. Its focus is on scientific aids to investigation of physical evidence and techniques used to investigate the more common felonies encountered in Michigan.

B. Vice Investigation: Problems relating to gambling, prostitution, unlicensed liquor selling establishments, and organized crime's impact on these illegal activities are the focus of this lesson. The uses of undercover police officers and informants are also discussed.

C. Narcotics and Dangerous Drugs: Here the trainee receives an introduction to the various substances which are most frequently abused. The techniques of drug enforcement investigation, role of organized crime in drug trafficking, and the social impact of the drug abuse problem are also topics in this lesson.

D. Crime Scene Search: This lesson teaches the trainee the proper procedures to follow at a crime scene. The emphasis is on teaching him to guard the scene, the proper technique to use in a search of the scene, and methods of sketching the scene of the crime.

E. Collection and Preservation of Evidence: This lesson concerns itself with teaching the proper method of collecting, preserving, protecting, marking, and photographing evidence. The importance of maintaining the chain of evidence, and requirements for its maintenance also receive attention.

F. Interview and Interrogation: The definition of interrogation and interviewing are among the primary objectives of this lesson. Techniques of information-gathering from various types of subjects and optimal physical settings in which to operate are topics of discussion. The legal guidelines under which information may be obtained for use in a statement are stressed.

G. Fingerprint and Latent Print Search Technique: This unit of study provides the trainee with the opportunity to obtain a basic understanding of the use of fingerprints as an investigative aid. It also serves as an introduction to techniques used in searching for latent prints.

H. Mock Crime Scene: At this scene the trainee receives the opportunity to use all of the skills he has acquired in the above-mentioned lessons to demonstrate his ability to conduct a full-scale investigation and arrive at a logical conclusion.

I. Stolen Motor Vehicles: This lesson acquaints the student with the gravity of the stolen vehicle problem. It also teaches him the techniques of investigating a stolen vehicle complaint, and the procedure for learning whether or not a suspected vehicle is stolen.

IV. General Police Section: 113 Hours

A. History and Philosophy of Law Enforcement	2 hours
B. The Juvenile Offender	4 hours
C. Firearms Training	24 hours
D. Police First Aid	14 hours
E. Field Notetaking and Report Writing	4 hours
F. Blockade and Roadblock Procedure	1 hour
G. Police Communications	2 hours
H. Patrol Techniques	10 hours
I. Civil Disorders	9 hours
J. Mechanics of Arrest and Detention	3 hours
K. Domestic Complaints	3 hours
L. State Liquor Law Enforcement	3 hours
M. Emergency Preparedness/Disaster Control	3 hours
N. Stopping Vehicles and Occupant Control	3 hours
O. Physical Training and Unarmed Defense	28 hours

A. History and Philosophy of Law Enforcement: This unit of instruction explains the historical development of law enforcement. It attempts to explain the role of the police and the public in law enforcement in a free society.

B. The Juvenile Offender: Juvenile delinquency, its various theories of causation, and the justice process for juveniles are defined and discussed in this lesson. The police methods and procedures for dealing with the juveniles receive attention here also. The types of offenses which juveniles most frequently commit and some methods of controlling delinquency round out the scope of this lesson.

C. Firearms Training: This is one of the courses which the Mid-Michigan Police Academy expand beyond the minimum number of required hours. An additional 20 hours of instruction are added to the basic requirement of 24 hours. The purpose of this instruction

is to teach the trainee safe weapon handling. During this course of instruction the trainee learns to load, unload, fire and clean the revolver, and shotgun, safely and efficiently. As a final examination, the trainee must qualify with the revolver by scoring 125 points on the MLEOTC Basic Revolver Course.

D. Police First Aid: This class has been expanded from the required 14 hours to 44 hours at the Mid-Michigan Police Academy. The scope of this course is to teach the trainee the First Aid skills necessary to earn a Red Cross Advanced First Aid Certificate.

E. Field Notetaking and Report Writing: On completing this lesson the trainee will know the value and necessity of good note-taking in the field as well as the techniques for taking such notes. He will also learn the purpose of good investigative reports and the basic style of police reporting.

F. Blockade and Roadblock Procedure: The purpose of this block of instruction is to explain the Mid-Michigan roadblock and blockade procedure to the trainee. In this lesson he learns the significance of the blockade system and the proper procedure in manning a roadblock.

G. Police Communications: In this unit of study the trainee learns the proper usage of radio, and the various other available communications media (NCIC, LEIN) as well as their capabilities and limitations.

H. Patrol Techniques: This series of lectures and exercises will explain the theory, purpose, and types of patrol a police officer must know. The trainee learns procedures and skills to

employ in various situations on patrol. He is also instructed in the identification of police hazards, and trained in the basics of observation as it pertains to general patrol.

I. Civil Disorders: The trainee receives instruction in the causes of riots, the psychological factors which precipitate mob behavior, and the procedures police commonly use to contain civil disorder. During this block, trainees also learn to use the various munitions and equipment normally employed in the riot or civil unrest situation.

J. Mechanics of Arrest and Detention: Here the recruit learns the proper procedure to use when making an arrest. He also learns the obligation he incurs for the well-being of a prisoner in his custody. Further instruction concerns itself with the use of restraining devices, the problems of arresting women and juveniles, and the booking and detention process.

K. Domestic Complaints: The focus of this lesson is on the legal aspects of the criminal complaint, the officer's conduct in handling the situation, and the various strategies for managing the situation.

L. State Liquor Law Enforcement: The objective of this lesson is to define the state liquor code, and explain the purpose of the Michigan Liquor Control Commission. Discussion also focuses on the role of the Liquor Enforcement Officer and the various types of liquor licensing in the state.

M. Emergency Preparedness/Disaster Control: Here the trainee learns the role of the police officer in times of disaster,

natural or man-made. This lesson focuses on the handling of radio-active devices and the role of any specialized units which may be needed to augment the regular complement of police officers at the scene of a disaster.

N. Stopping Vehicles and Occupant Control: This unit teaches a recruit proper pursuit policy and the safest way to stop a vehicle and control its occupants under most conditions.

O. Physical Training and Unarmed Defense: This block of instruction teaches the trainee the importance of physical fitness, attempts to condition the individual, and teaches basic skills in defensive tactics.

V. Traffic Subjects: 28 Hours

A. Motor Vehicle Law	8 hours
B. Driver Licensing	2 hours
C. DUIL Enforcement	2 hours
D. Motor Vehicle Accident Investigation	12 hours
E. Traffic Direction and Control	2 hours
F. Techniques and Methods of Traffic Law Enforcement	2 hours

A. Motor Vehicle Law: This unit of instruction teaches the trainee to use the Michigan Vehicle Code Index, especially the sections which define the most commonly violated laws. It also teaches him the proper way to complete a traffic citation.

B. Driver Licensing: Here the recruit learns the various types of licenses issued to motor vehicle operators in Michigan and the various ways of determining license validity. He also learns the Financial Responsibility Law and insurance requirements for motor vehicles.

C. D.U.I.L. Enforcement: Recruits receive an introduction to the problem of these who drive under the influence of liquor. The lesson also covers instruction in the elements of the offense, procedure for obtaining evidence sufficient for conviction, and an explanation of Michigan's Implied Consent Law.

D. Motor Vehicle Accident Investigation: The objective of this block of instruction is to introduce the trainee to the reasons for accident investigation and to teach him to perform an accurate, credible investigation.

E. Traffic Direction and Control: This lesson teaches the trainee the purpose of traffic control at intersections and prepares him for such duties by demonstrating the proper hand and arm signals for directing traffic. He also learns the proper method of entering the intersection, and the special techniques he must use in times of poor visibility.

F. Techniques and Methods of Traffic Law Enforcement: The trainee learns the concept of selective enforcement as well as the various techniques and strategies he may use to prevent accidents and apprehend violators in traffic law enforcement.

VI. Special Subjects Section: 16 Hours

- | | |
|---------------------------------------|---------|
| A. Human Relations | 8 hours |
| B. Police Courtesy and Ethics | 4 hours |
| C. Handling Abnormal People | 2 hours |
| D. State and Regional Social Services | 2 hours |

A. Human Relations: This subject was covered more in detail in the section on Interpersonal Communications and Awareness.

B. Police Courtesy and Ethics: This lesson explains the ethical and courtesy requirements of the police officer's position. Heavy emphasis is placed on the Law Enforcement Code of Ethics.

C. Handling Abnormal People: This lesson acquaints the recruit with the problems a police officer encounters in dealing with abnormal people. The lesson teaches the trainee some basic techniques to use in such encounters.

D. State and Regional Social Services: This lesson acquaints the trainee with some of the many social problems a police officer meets, and explains the limitations placed on the police in dealing with them. The trainee learns of some of the agencies in the community to which he can refer a person with social problems.

VII. External Relations: 5 Hours

- | | |
|--|---------|
| A. Jurisdiction of Federal Law Enforcement Agencies | 2 hours |
| B. Michigan Corrections, Parole and Probation System | 3 hours |

A. Jurisdiction of Federal Law Enforcement Agencies: This unit teaches the trainee the scope of federal criminal law and the legislation which designates the proper federal agency responsible for its investigation.

B. Michigan Corrections, Parole, and Probation System:
Here the trainee learns the functions of the Department of Corrections and its two subordinate services--probation and parole. The recruit also learns the proper procedure he must follow when he apprehends a parolee or probationer.

In addition to the required courses, the Mid-Michigan Police Academy offers instruction in six other subjects. It is the coordinator's belief that these additional courses will increase the trainee's awareness and provide him with additional skills. The courses are:

- A. Pursuit Driving
- B. Organized Crime
- C. Police Intelligence
- D. Interpersonal Communications and Awareness
- E. Crime Prevention
- F. Civil Disorder Field Day

A. Pursuit Driving: This block of instruction consists of 36 hours. The purpose of this instruction is to better prepare the recruit police officer to handle the patrol car under adverse conditions. Participants receive a grade for their performance.

B. Organized Crime: This block of instruction consists of four hours. The purpose of this instruction is to acquaint trainees with authentic information concerning organized crime. During the class the instructor stresses the close interrelationship between ethnicity, political corruption, and organized crime, while simultaneously demonstrating that participation in organized crime is not limited to any one ethnic group. He discussed some of the more overt methods police departments use to combat organized crime.

C. Police Intelligence: This block of instruction covers two hours and provides an overview of the police intelligence function and mission.

D. Interpersonal Communications Awareness: This unit of instruction attempts to acquaint the trainee with the emotional side

of law enforcement. The scope of the instruction includes taking several standardized tests and inventories. These tests and inventories theoretically call one's attention to his attitudes toward others as well as his level of effective interpersonal communications.

E. Crime Prevention: One of the newer established techniques on the law enforcement scene is the formation of specially designated crime prevention units. The function, role, and development of the crime prevention unit and its impact on the individual patrolman are covered in detail here. During this 16-hour block, trainees received instruction on alarm systems; security analysis of existing structures, domestic and commercial; and several demonstrations.

There was some dissatisfaction among the trainees that so much time was devoted to the topic. It is the writer's opinion that the offering was necessary and timely. It is valid because the information acquired in this class offers a police officer an excellent basis for conversation with householders and business operators. What could be a better vehicle for improving public relations?

F. Civil Disorder Field Day: This was the day that "put it all together." Here the trainees received the opportunity to put to use many of the skills they learned in the earlier weeks of the instruction. Under realistic conditions, the subgroups were made responsible for putting down a disturbance, defending a position, removing an individual from a group, and flushing out a sniper.

Some gross deficiencies in training (not limited to MMPA only) became readily apparent:

1. The class did not know how to move from point-to-point smartly and efficiently. They had never received instruction in close-order drill.
2. There were extraordinary problems in communication, fire, movement, and cover in maneuvering toward the "sniper" position at night.

Under actual conditions there are usually similar problems.

It appears that because of the type of recruit entering the police service today there will be fewer military veterans. It would behoove the academy to examine the possibility of offering additional instruction in basic military skills like dismounted drill and squad tactics. At least the trainee should know what the movements are and why they are necessary. Again, we encounter a much-needed unit of instruction that is limited by the constraint of available time.

APPENDIX C

THE LANSING POLICE DEPARTMENT

APPENDIX C

THE LANSING POLICE DEPARTMENT

Lansing, Michigan, is a highly industrialized city which also functions as a governmental center. As the capital city, it necessarily attracts a wide variety of people who are either connected with state government or have business with one of the many state offices or agencies which are quartered here, or with the Oldsmobile Division of General Motors Corporation which also has manufacturing facilities and offices here.

The resident population is 134,926 and it is the central city in a standard metropolitan statistical area which consists of three counties and represents a population of 378,423.¹ The day-time population increases considerably as a result of the large numbers of outsiders who work in the city, and travelers who come to the city for touristic, recreational, educational, and commercial reasons.

The city government is a Mayor-Council form and functions through the use of several departments, divisions, committees, and boards. The administrative superior of the Police Department is the Board of Police Commissioners. This Board consists of eight people appointed by the Mayor, with city council concurrence, who serve a term of four years. The Board of Police Commissioners is responsible

to the Mayor for conduct of the administration of police service, and to the Lansing City Council for the implementation of Council policies which are related to the mission of the Department of Public Safety. The Board appoints the Chief of Police, who is the executive officer of the Department of Public Safety and directly responsible to the Board.

The city's population is approximately 13 percent minorities, mainly Blacks and Mexican-Americans with some smaller representation of Native Americans.² The minority sworn personnel does not reflect the number of minority persons in the general population.

There are approximately 461.33 miles of streets and alleys in the city, and the city's total land area is 33.78 square miles. The city has a rectangular configuration, and the major streets follow a gridiron pattern. The Red Cedar and Grand Rivers intersect in Lansing and meander throughout the city.³

During the year 1973, the city showed a 15 percent decrease in Part I Crimes despite a 27 percent increase in homicides.⁴

With an authorized strength of 263 sworn personnel, there were a total of 271 sworn police officers in the department as of January 1, 1975. Of those 271 police officers, approximately 135 are assigned to the Uniform Division.⁵

On graduation from the academy all police officers are assigned to Field Services for ultimate reassignment to the Uniform Division. Once in the Uniform Division the recruits are assigned to the Patrol Bureau and detailed to a platoon. They remain in the various platoons for training, and operate under the supervision of

a senior patrolman for the balance of their one-year probation. (On some occasions, operational requirements necessitate deviation from this standard.)

Departmental Policing Style

Harvard University scholar-teacher James Q. Wilson developed a taxonomy of police styles he found most prevalent in the United States. He named them: (a) watchman style, (b) legalistic style, and (c) service style.⁶

The style which most closely describes the Lansing Police Department is the legalistic style. According to Wilson's model, "when the police executive establishes, as a departmental norm, a level of performance where the majority of commonplace occurrences are handled as law enforcement matters, not order maintenance," this is a legalistic style of policing.⁷ The police officer is expected to take a law enforcement view of his role.

Legallistically styled police departments tend to make a high number of misdemeanor arrests, act vigorously against any vice operations, issue a high number of traffic tickets, and take an active role in investigating petty larceny and other offenses where the public order has not been breached. People will usually act as though there were only one single standard of community conduct--that prescribed by law.⁸

The legalistic police style is usually the result of a strenuous effort to motivate policemen. It is usually never completely successful as police officers have a tendency to

under-enforce. Such departments tend to value technical efficiency. If the department is large enough, it will usually have a Planning and Research Section which ordinarily does little planning and less research. The assigned personnel frequently spend their time producing "figures."⁹ Of recruiting in such a department, Wilson says:

The Chief hopes that the problem of citizens' complaints will be eased if he can recruit "good men." "A good man" is one who finds it possible to play the police role impersonally--to distinguish between what a policeman must do and his feelings about doing it--and to play it both zealously and courteously. The administrators of legalistic police departments believe that such men are more likely to be found in middle-class than in working-class neighborhoods, and among the college-educated than the high school-educated. The modernization of a police department--new buildings, shiny equipment, IBM punch cards, elaborate training programs, higher salaries, rewards for taking college courses in one's spare time, and the waived residence requirement freeing men to live in the suburbs--might all be viewed as an effort to attract middle-class men who both make and value a "good appearance" and who work hard. "Careers in law enforcement" and "professional police work" are emphasized, not only in recruiting posters, but in the appearance and procedures of the department itself. The image thereby created is probably well designed, whether by intention or not, to appeal to both the middle-class consumer of police services and the middle-class police recruit.¹⁰

How much of this applies to the Lansing Police Department in toto is purely a matter of conjecture, and could be the subject of yet another investigation. Nonetheless, be that as it may, there is undoubtedly some similarity to the direct quotation from Wilson. If the above is true, indeed, to any great degree in Lansing, then it would follow that there is some merit to theorizing that this could be a contributory factor in the under-representation of minority police officers in the Lansing Police Department--most minorities being members of the working class.

FOOTNOTES: APPENDIX C

¹Telephone conversation with representative of City of Lansing Planning Department, June 10, 1975.

²Ibid.

³Lansing (Michigan) Police Department, Annual Report--1973.

⁴Ibid.

⁵Ibid.

⁶James Q. Wilson, Varieties of Police Behavior (Cambridge: Harvard University Press, 1968), pp. 140, 170, 220.

⁷Ibid., p. 172.

⁸Ibid., pp. 172-75.

⁹Ibid.

¹⁰Ibid., p. 187.

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