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PENNSYLVANIA ADULT CORRECTIONAL TRAINING INSTITUTES (P.A.C.T.)

Developed by the
Center for Law Enforcement and Corrections
College of Human Development
The Pennsylvania State University
University Park, Pennsylvania

**A Training Module for Trainers of Personnel
in the Administration of Criminal Justice**

**Designed as Part of the Statewide Training Program for
Executive and Managerial Correctional Personnel**

THE POLICE--ITS HISTORY AND CONTEMPORARY PLACE IN SOCIETY

Training Module 6904

June, 1969

**The Statewide Training Program
for Correctional Personnel is supported
by a grant from the Law Enforcement
Assistance Act, U.S. Department of Justice No. 357-(222)**

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A FOREWORD TO THE INSTRUCTOR

The training module, "The Police--Its History and Contemporary Place In Society," was developed into a course outline from material originally brought together by Superintendent Joseph R. Brierley of the State Correctional Institution at Pittsburgh. The Center for Law Enforcement and Corrections wishes to express its deep gratitude to Superintendent Brierley for both his generosity and assistance in making this material available.

All of the material has been edited, updated and incorporated into a series of training modules developed by the Pennsylvania Adult Correctional Training (P.A.C.T.) project. The entire series are intended to provide participants with the following:

1. An understanding of the administration of justice as a system, the interdependence of its elements, and the implications of their role performance for the successful operation of the system;
2. An understanding of the goals of the system and the role-relevancy of universally applicable principles, concepts, and procedures in providing protection for the community and rehabilitative services to the offender;
3. An understanding of the ways in which they may improve role performance consistent with the system's needs for increased understanding, cooperation, coordination, and improved service capabilities.

This training module on the history and current role of the police can be used independently as a short course of several hour's duration or it can be incorporated into the full series which P.A.C.T. has produced. This module would be the fourth course presented when the entire series is used. The series would begin with "History of Law Enforcement and Correction in Pennsylvania" (T.M. No. 6901), followed by "The Administration of Justice" (T.M. No. 6902), and then "Criminal Law, The Laws of Arrest, and Detention" (T.M. No. 6903), "The Police--

Its History and Contemporary Place in Society" (T.M. No. 6904), "Pennsylvania Judicial System: The Courts, The Judge, The Jury" (T.M. No. 6905), "Sentencing--Two Views" (T.M. No. 6906), "Probation and Parole" (T.M. No. 6907), "Jails and Prisons" (T.M. No. 6908), "Capital Punishment" (T.M. No. 6909), and finally "The Dynamics of Human Behavior" (T.M. No. 6910). Following this suggested order a cohesive picture of the offender, the arrest, sentencing, punishment, and corrections would be presented..

In order that each module be utilized to its fullest potential, the trainer or instructor first should have a sound background, preferably with field experience in the area in which he will be instructing. Secondly, he should have in-depth knowledge of the bibliographical material listed at the end of the training module, as well as other literature sources. With this basic preparation, the trainer can be in a position to employ the training module as a "road map" for the direction and substance of the course. Throughout the preparation and presentation of the course, the trainer should keep in mind the general objectives of the course as set forth at the outset of the outline.

As the course is presented, each heading and subheading should be treated by the instructor as a theme for expansion. The headings are meant only to provide the structure to the trainer, who should then build on them, expanding and enlarging as the needs of the class are demonstrated and his time and ability permits. Many examples and illustrations should be provided to the class. An abundance of case material and other examples carefully prepared by the instructor is essential. It is the illustrative material that concretize concepts and enhance learning. The trainer should draw upon his own professional experience as well as the bibliographical material for much of this expansion. Obviously, the trainer should capitalize on the experiences of his class

in order to make the material more viable.

While the trainer is preparing for the course, certain chapters and sections of the readings will suggest themselves to him as so basic or important that he will want to assign them to the class. Therefore, the bibliography will serve two purposes: preparation of material for the instructor, and training material for the class. No attempt was made on the part of those developing the training modules to dictate what, if any, the class assignment should be. The trainer will know his class and its needs better than anyone else, and should have full discretionary power on assignments, drawing from the bibliographical references or any other sources which he deems relevant.

We, of the staff of the Center for Law Enforcement and Corrections, hope that these training modules can serve an effective role in providing assistance to those who have the responsibility for training operating personnel. If the material has the potential to serve as a catalyst, it is nevertheless the instructor who stands before the class who carries the burden of teaching success. It is to him that we say, "Good luck."

Charles L. Newman, Project Director

William H. Parsonage, Associate Project Director

Barbara R. Price, Assistant Project Director

TRAINING MODULE 6904

THE POLICE--ITS HISTORY AND CONTEMPORARY PLACE IN SOCIETY

- Course Objectives: (1) To present a concise history of the development of the police system with its significance for current practices and
- (2) To explore the meaning of police power and authority in contemporary America.

I. Historical Background.

A. Ancient.

1. As a civil authority the police can be traced back to antiquity.
2. Found among Egyptians, Greeks, and Romans.
3. "Song of Solomon" mentions "the watchmen who go about the city."

B. Anglo-Saxon England.

1. Formed the foundation of our police procedure.
2. "Frank-pledge"--early method for maintaining peace.
 - a. All citizens were responsible for the good behavior of others in the same group.
 - b. Tythings--A group of ten families under an elected chief who was responsible for raising the "hue and cry" when a criminal was at large.
 - c. Ten tythings formed a Hundred.
 - d. A group of a Hundred formed a Shire which was under a Shire-reve.
 - 1) This was the forerunner of our county sheriff.
 - e. The Normans also made use of these fundamental groups.
 - 1) They centralized and militarized the service.
3. The first evidence of a city police came under Edward I.
 - a. An ordinance set up a "watch and ward" in London to maintain the King's peace.

- b. As the population increased this system became ineffective.
- 4. In 1829 Sir Robert Peel set up a metropolitan police system as a result of deteriorating conditions under "watch and ward."
 - a. This pattern for city police was followed in all parts of the English-speaking world.
 - b. In rural communities the ancient system of sheriffs continued to be followed and exists to a considerable degree today.
- C. America.
 - 1. Boston established a night watch in 1636.
 - 2. Philadelphia appointed a night watchman in 1700.
 - a. "Watch and Ward" system was set up at the same time.
 - b. All able-bodied citizens took part at first.
 - c. As citizens became reluctant to serve they paid substitutes to take their place.
 - d. Finally it became the custom to pay all watchmen.
 - e. Under this system no protection was yet provided during the day.
 - 3. Day watchmen.
 - a. Boston appointed the first day watch in 1838.
 - b. New York and Philadelphia soon followed.
 - 4. United day and night force.
 - a. In 1844 New York legislature created a combination day and night force.
 - b. It consisted of 800 men and a chief of police.
- D. Police systems compared.
 - 1. European systems highly centralized.

2. United States system the most decentralized in the civilized world.

a. Example--Pennsylvania has more than 2500 local units of government which are allowed by law to have a separate police force.

II. Police Power and Authority.

A. Police power is the inherent power of government.

1. It gives the social group (society) the right to make and enforce rules for general welfare and safety of its members.
2. Police power means social control.
3. Police power should not be confused with the general functions of the police departments to enforce laws or to make arrests.
4. Under the Constitution police power remains one of the sovereign powers of the states. (10th Amendment).

B. Police Authority.

1. Police authority resides in its general functions of:
 - a. Preservation of peace.
 - b. Protection of property.
 - c. Prevention of crime.
2. The authority charges police with:
 - a. Enforcement of the laws.
 - b. Apprehension and arrest of offenders.
3. The police are the primary instruments of the government in maintaining internal order.
4. Public attitude toward police authority has been notoriously poor.
5. The public fails to recognize the importance of several vital points.

- a. Police are the first line of defense--covering entire community twenty-four hours a day.
 - b. Police affect social conditions as well as individuals; e.g., safety on streets, flow of traffic.
 - c. Police have the tremendous responsibility of setting in motion the whole machinery of justice.
 - 1) First to come into contact with offender.
 - 2) Police methods of dealing with him influence his future attitudes toward authority.
 - 3) Police can leave a permanent mark which will affect the success of other correctional workers which the offender subsequently encounters.
6. Recent urban conditions have necessitated the introduction of new duties and the broadening of police authority.
- a. Regulation of traffic control.
 - b. Safety education.
 - c. Licensing and inspection of dance halls and recreation centers.
 - d. Improvement of neighborhood conditions dangerous to youth.
 - e. Prevention of delinquency.
 - f. More protective and preventive services.
 - g. Intensive efforts to bring about a positive public attitude toward police officer and police authority.
 - h. Evergrowing crime problem.

III. Summary.

- A. Several historical developments influenced modern police concepts.
 1. "Frank-pledge"--influenced our concept of citizen arrest.
 2. Shire-reve--antecedent of county sheriff.

3. "Watch and ward"--forerunner of city police.

B. Police power and authority.

1. Integral part of power of government.

2. Necessary for a viable society--holds the social system together by maintaining the laws society formulates for its perpetuation:

a. Preserving the peace.

b. Protecting property.

c. Preventing crime.

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FILMS*

Every Hour of Every Day. (IACP) 1968. 31402. 30 min. color. \$10.30.
Documents conditions and situations faced by local law enforcement officers. Shows typical activities policeman must handle and his effect upon his community. Narrated by Danny Thomas.

Police Power. (NET) 60088. (2 reels) 60 min. \$11.70.
Proper power of the police in a modern democratic society. Presents panel of experts on law enforcement procedures and criminology.

Booked for Safekeeping. (UWF) 1960. 352.2-3. 35 min. \$6.60.
Intended as a training film for police officers. How the handling of a mentally disturbed person can be performed with humaneness and safety. Not recommended for showing to the general public.

Crime In the Streets. 60069. 60 min. (2 reels) \$11.70.
Police protection and the rehabilitation of juvenile offenders, two important aspects of the crime problem in the United States. Police protection hampered by a shortage of men, poor training, inefficient clerical and communication methods, and the problems of community relations. Aspects of these examined by police experts, criminologists, and others. Methods of operation of the Police Department of Chicago evaluated.

Search and Privacy. (CF) 1968. 20800. 22 min. \$8.30.
Opinions of people who are concerned with the need of the police to catch criminals and of those who feel the individual needs safeguards against unreasonable invasion by the police. Enacted sequences present interpretations of the 4th Amendment: 1) two narcotics officers gain entrance into the home of a former dope pusher on the basis of anonymous tips; 2) officers gain entrance on the basis of reliable tip; 3) electronic surveillance used to get information leading to an arrest.

*Films available from Audio-Visual Services, The Pennsylvania State University, 6 Willard Bldg., University Park, Pa. 16802. (Phone - 814-865-6315). Prices refer to rental as of 1969.