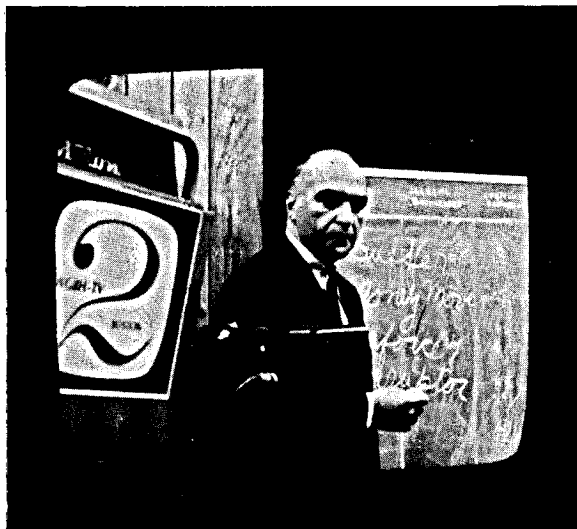


law enforcement television training project

a final report



law
enforcement
and criminal
justice



financed by: law enforcement assistance administration united states department of justice

1070

COVER PHOTOS

***Panelists, Program 5, "The
Policeman as a Witness."***

***Instructor Ralph Salerno,
Program 13, "Organized Crime."***

Photos by:

***Grayce Papps
Steve Gilford***

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C 1969 Law Enforcement Training Project

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Administration, Department of Justice, Washington, D.C.**

For further information regarding

The Law Enforcement Training Project, contact:

**WGBH Law Enforcement Training Project
Grant #377/193**

**c/o Law Enforcement Assistance Administration
633 Indiana Avenue, N.W.
Washington, D.C.**

LAW ENFORCEMENT TELEVISION TRAINING PROJECT
FINAL REPORT

Written by:

JAMES P. KELLY, Executive Producer
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GEORGE FAVREAU

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Financed by:

Law Enforcement Assistance Administration
United States Department of Justice

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ACKNOWLEDGEMENTS

We gratefully record our obligation to all those who have contributed to this project with suggestions, criticisms and information; they are far too many for us to name them all.

We are especially indebted to those from the Office of Law Enforcement Assistance, now called Law Enforcement Assistance Administration, who readily responded to our appeals for expert guidance in the preparation, planning and production involved in this Project . . . men like Courtney Evans, Director; Patrick Murphy, his Executive Director and successor; to Paul Estaver, Ben Brashears and Lou Mayo, the Staff members who were closely concerned with the Project and who gave their time and energy to help make it a success.

To those in the Congress of the United States, particularly the late Senator Robert F. Kennedy, who as a former United States Attorney General had a proper understanding and appreciation of our aims and ideals; his brother, Senator Edward M. Kennedy, (D), Massachusetts, and his Administrative Assistant, David Burke, whose support and advice came to us on many occasions, and to Senator Edward Brooke, (R), Massachusetts, who as Attorney General for the Commonwealth of Massachusetts back in 1966 helped form our Advisory Committee and who continued his interest in the Project after taking up his Senatorial duties, our sincere thanks.

It would be most appropriate here to thank Director J. Edgar Hoover of the Federal Bureau of Investigation and his fine organization for their valuable aid; Mr. Quinn Tamm, Executive Director of the International Association of Chiefs of Police and his training Staff, particularly Mr. George O'Connor and Norman Kassoff for their material as well as their moral support. Their guidance came to us at critical times.

We are also grateful to the New England Association of Chiefs of Police and to all the individual State Police Associations, Municipal Police Training Councils and line organizations whose support was so vital to our successful venture, and

Finally, on behalf of the Law Enforcement Training Project it would be fitting and proper to thank all the members of the WGBH Educational Foundation and the Lowell Institute Cooperative Broadcasting Council . . . and the splendid production staff and volunteers at the Studio who made the difficult often seem easier . . . and who worked long and hard to give us a series of programs of which we all can justly be proud.

FACTS ABOUT THE LAW ENFORCEMENT TRAINING PROJECT

TV SERIES TITLE:

"LAW ENFORCEMENT AND CRIMINAL JUSTICE"

PRODUCED BY:

WGBH/WGBX-TV
Education Division
WGBH Educational Foundation
125 Western Avenue
Boston, Massachusetts 02134

2

FUNDED BY:

Grant #377/193
United States Department of Justice
Office of Law Enforcement Assistance
Washington, D.C.

TV NETWORK:

23 Education Television Stations and one commercial television station.

PURPOSE OF SERIES:

"Law Enforcement and Criminal Justice" was designed to provide high quality in-service professional training for law enforcement officers throughout the six New England states via open-circuit television. The programs also provided the general public with insight into the complexities of law enforcement and the problems faced by the police.

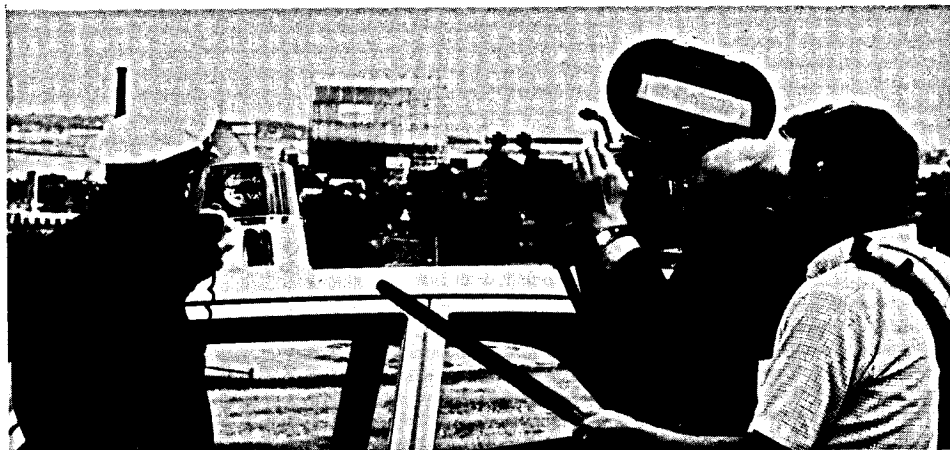
TRAINING MANUAL:

A training manual for each of the programs in the series was provided for each law enforcement officer in New England whose commanding officer requested the manuals for his department. Reference copies were provided for requesting departments outside New England.

VIEWER RESPONSE SYSTEM:

A special telephone number was installed at WGBH for the sole purpose of answering questions that law enforcement officers might have regarding the topic under discussion. A panel of experts was available to answer the questions during the "live" broadcast. Police could call collect from any part of New England (and other broadcast areas) during the "live" broadcast.

LAW ENFORCEMENT



PARTICIPATING LAW ENFORCEMENT AGENCIES:

As of May 1969, there were 527 federal, state and local law enforcement agencies who had participated in the Law Enforcement Training Project. This represented more than 25,000 law enforcement officers.

3

FILMS OF BROADCASTS: (KINESCOPES)

Films of each broadcast are available, free of charge, for viewing and training purposes to all law enforcement agencies in New England. One film of each broadcast was made for each of the six New England states, placed in a central repository, and is available on request at no charge.

PROGRAMS IN SERIES:

1. "Law of Arrest, Part I"
2. "Law of Arrest, Part II"
3. "Search and Seizure"
4. "Obligations of the Police Toward the Accused"
5. "Policeman as a Witness"
6. "Community Relations"
7. "Scientific Aids"
8. "Crowd Control and Civil Disorder"
9. "Accident Investigation, Part I"
10. "Accident Investigation, Part II"
11. "Juvenile Law"
12. "Drug Abuse"
13. "Organized Crime"
14. "Dealing with the Mentally Unbalanced"
15. "Crime Scene Search, Part I"
16. "Crime Scene Search, Part II"
17. "Report Writing"
18. "Police Interrogation"
19. "Police Behavior"



INTRODUCTION

In the face of the ever-increasing complexity of law enforcement it became apparent to the WGBH Educational Foundation in Boston, Massachusetts, back in the Spring of 1966, that the existing level of legal and technical expertise on the part of law enforcement personnel in the New England area was in need of improvement. The Court Decisions, rapid technological advancements, the rise of both organized and unorganized crime, and a rising public concern had created a need for further and more refined police training.

Both the large city Police Academies and the State Police Training Centers throughout New England were making intensive efforts to improve and update the skills of police officers within their jurisdictions but their facilities were insufficient to meet the needs of police in the smaller cities and towns throughout the New England region where they were far more limited, or where no training facilities then existed.

The most serious impediments to existing methods of in-service training are the inevitable reassigning and rescheduling of police personnel. Instructional Television would eliminate the need for removal of police officers from their duty stations for periods of time, the necessary consequence of taking courses at Police Academies.

To meet these needs, a series of Instructional Television programs was designed by the Law Enforcement Training Project of the WGBH Educational Foundation in Boston, Massachusetts, that would contain all of the elements of similar in-service police television training projects then existing in other States but would add to it features suited to the problems of a large geographical area: the Six New England States. This series was entitled "Law Enforcement and Criminal Justice".

Hour-long programs were designed to be broadcast on Educational Television. The first portion, usually lasting from twenty-five minutes to one half hour, would contain a lecture, supported, where necessary, by filmed inserts and other visual aids. Following the lecture, a panel of experts would be available to discuss the lecture subject from a critical standpoint and also be prepared to answer questions from a "live" studio audience as well as questions telephoned to the studio from police in the field.

In addition, manuals were prepared and printed containing well-researched material covering the topics discussed on the program.

The Project also made available other printed aids which will be discussed in the body of this Report. The Staff also undertook the distribution of 16 MM films of the programs, (technically referred to here as "kinescopes"). They will be described more fully later in the Report.

The Project demonstrated the feasibility of using the interconnected open-circuit television facilities of the Eastern Educational Network (EEN) as an instructional medium for law enforcement officers throughout a large multi-state region.

In addition, the use of a viewer response system, or telephone "feedback" made it possible for instructional television to become a two-way street, with a corresponding increase in interest on the part of the participating police officers throughout the entire six state New England area; Rochester and Binghamton, New York State; the areas of Washington, D.C., Maryland and Virginia (within the range of WETA-TV, Channel 26,

in Washington, D.C.), and Pittsburgh, Pennsylvania.

The additional use of kinescopes, films made from the master videotapes, of course, made this initial use even more extensive. At the end of the series, in May, 1969, over 31,000 police again viewed these programs via kinescopes in group settings in their police stations and became involved in discussion periods which followed each kinescope showing. Requests for these kinescopes still pour into the WGBH Office, despite the fact that the series has now been completed, the staff dispersed and the Grant expired. Arrangements are being made locally to accommodate these many requests.

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It is hoped that this Final Report will serve police and public administrators, training specialists and educators, in developing a better understanding of the use of instructional television techniques, kinescope recordings and printed materials in a proper amalgam for in-service training in the field of law enforcement, either locally or throughout a multi-state region.

If a survey were made of the literature concerning the utilization of instructional television for in-service training of law enforcement officers in the United States, it would be a pioneering experience. While libraries abound with references of programmed learning, computer-assisted instruction, use of films and other visual training aids, they are virtually silent on the subject of instructional television training for police and other municipal employees.

Development and utilization of this type of training is fairly recent and references are confined to Final Reports on Government-financed projects (such as this one and the Georgia and South Carolina series) and occasional theses which find their way into print to fulfill academic requirements. A bibliography of local government "in-service" training, published in 1968, contained only two items referring to the use of Television out of a total of more than nine hundred entries.

This experimental project has dealt with the use of open-circuit television using the live interconnecting medium of the Eastern Educational Network. In its second year, the Project operated on a bi-weekly schedule for police and the viewing public. Its success now assured by both police and public acceptance, the Project (as a unit) is forced to disband, leaving as residuals nineteen videotaped programs, a series of circulating kinescopes, and a set of six training manuals. This has been a multi-media approach, the effect of which will unfortunately diminish as the Project momentum dilutes itself into the pages of this Final Report.

Before this successful experiment is muted, we request a co-ordinated effort on the part of Government, the LEAA and the Public Broadcasting Corporation, as well as private industry to develop a much larger project which can be viewed by both the police and the public throughout the entire country as a "Police Academy Without Walls".

LAW ENFORCEMENT

HISTORY OF THE PROJECT

"Law Enforcement and Criminal Justice", a nineteen program experimental television series was designed in 1966-67 by the Law Enforcement Training Project of the WGBH Educational Foundation, Boston, Massachusetts, to provide high quality in-service professional training for law enforcement officers throughout the New England States via open-circuit television. The programs were also designed to provide the general viewing public with new insights into the complexities of law enforcement and the problems being faced by the police.

South Carolina Project

In June, 1966, the Project Director, James P. Kelly visited the Educational Television System, Columbia, South Carolina, to view their efforts in bringing a closed-circuit in-service television training program to approximately 3,000 law enforcement officers throughout that state.

In compliance with State Law, the public school system of South Carolina had already been linked with a closed-circuit TV. The South Carolina Law Enforcement Agency, taking advantage of this ready vehicle, developed a training program for their men. They were able, eventually, to take advantage of the Law Enforcement Assistance Program to obtain Grant Funds to continue this worthwhile project.

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Certain advantages and disadvantages resulted from this method. Although training was desperately needed by the men, particularly in rural areas, they had to take time out to go to local schools to watch the programs on closed-circuit TV in the classrooms after the regular school hours.

Advantages accrued in the post-program discussion which was led by Project-trained Discussion Leaders. A manual was given to the men outlining the subject matter discussed in the television program. Questions and answers could be directed to the Discussion Leader. The quality of the sessions depended in large part on the quality of the Leader's prior training and experience. It brought training officers and lecturers, including such men as Special Agent Dwight Dalby of the FBI, to the remote areas of the state to give the men, via TV, lectures in various law enforcement-related subjects. A great deal of time would have been expended otherwise in traveling throughout the state repeating the same lecture over and over again. *It was a good beginning, but it was limited to the police and to the confines of certain areas* of interconnected closed circuit television within the State itself.

Georgia Project

Georgia, using the Educational Television System Facilities of the state-linked system, had the advantage of open-circuit television for the same purpose. This project was University oriented* and allowed the public, as well, to view the programs, but it was limited to Georgia. (It was financed by OLEA Grant #032.)

*The University of Georgia Institute of Government and the Georgia Center for Continuing Education.

New York City Project

The New York City Police Department had experimented with the use of television as a training aid as early as March, 1962. Several of the more recent NYPD tapes were viewed by the Project Director for the WGBH Law Enforcement Training Project in March 1965. These tapes were aired over closed circuit television to the Station Houses throughout the city on a "roll call" basis. At the present time, the facilities of Station WNYC-TV, Channel 31, in New York City, N.Y. are being used and police can view the programs at home on UHF, all channel TV sets. However, only one city department is involved, (even though its police complement exceeded 25,000 men).

Boston Law Enforcement Training Project

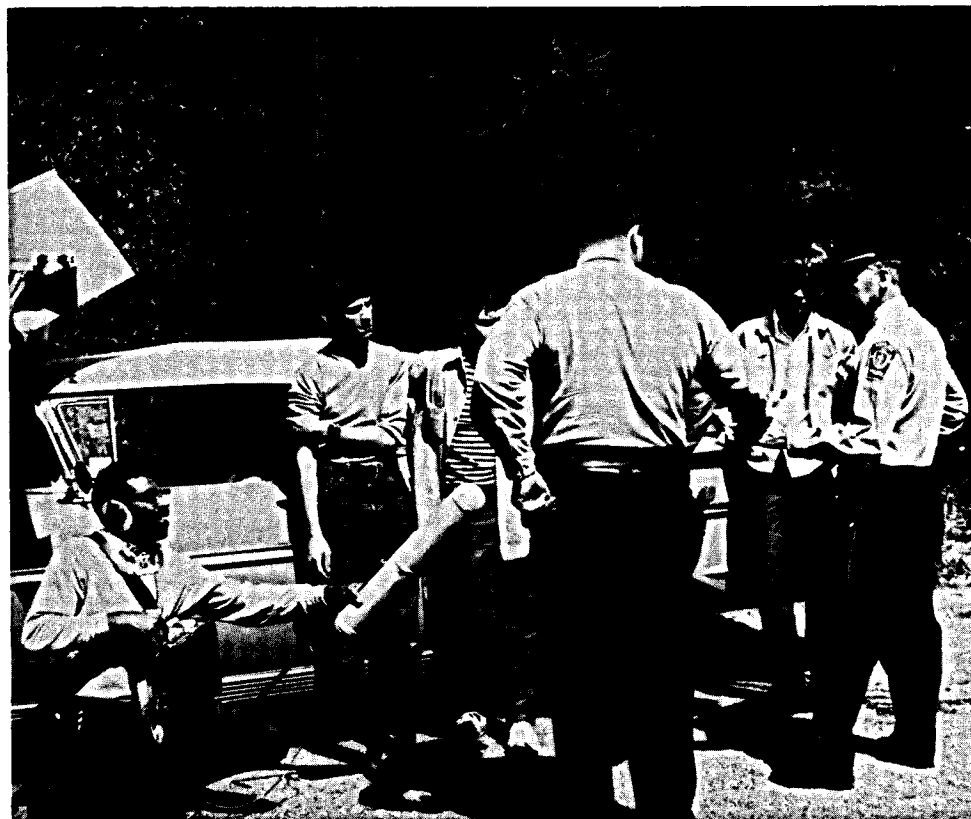
7 The WGBH Law Enforcement Training Project, drawing upon the experience of these pioneers, felt that all the advantages of their systems could be maximized by the inter-connected use of the Eastern Educational Television Network, an open-circuit television network serving a wide geographical area. Six states would be served, using the live program origination from the WGBH-TV and WGBX-TV transmitters in Boston, Massachusetts. Repeat programs could be broadcast by the primary and secondary stations, thereby increasing the utility of the videotaped programs for police and public.



*Filmed Dramatization
Boston, Mass., Program 11.*

LAW ENFORCEMENT

*Filmed Dramatization
Rowley, Mass., Program 11.*



8

LAW ENFORCEMENT TRAINING PROJECT SURVEY 1966

In order to assess the problem properly and to determine the needs and interests of police officers in the target area of the six New England states, the WGBH Staff conducted a survey from September through November, 1966, at which time a summary was made of the responses received. The questionnaire was addressed to every police chief in New England. The New England Association of Chiefs of Police endorsed the aims of the Project making this survey more meaningful for the police officers who would comprise our target audience.

The purpose of the survey was to determine the number of departments interested in participating in the series; the number of men these departments represented; and what reception facilities existed to justify open-circuit television broadcast for instructional in-service programs.

The survey was mailed, with a cover letter, to 538 police chiefs asking their opinion of the feasibility of the proposed series and asking their cooperation in helping to determine the content of the up-coming programs. Their replies gave us the answers we needed to apply for a Justice Department Grant to pursue the goals of the Law Enforcement Training Project. Survey item six asked the chiefs for specific topics which they felt would be of most interest to their men in any in-service training effort. While all of the comments of the chiefs cannot be recorded here, we found them to be most helpful in determining topics for the series.

LAW ENFORCEMENT

Sample Questionnaire

Name of Dept.: City/Town: State:

Chief:

In order to assist us in the design of these programs and to estimate their audience throughout New England, it is imperative that you answer the following questions:

9 1. How many police officers are now under your command?

(a) full time

(b) part time

2. Do your police stations possess television sets?

YES NO

3. How many of these sets have all-channel capability (both VHF and UHF)?

What channels do you receive clearly in your area at the present time?

4. Would your department be willing to borrow, rent or purchase a television set to enable the men to watch police training programs? YES NO

5. Would you agree to appoint one of your men to act as coordinator to assist us in the utilization of printed materials which we will furnish in connection with these programs, and to act as coordinator of audio feedback? YES NO

6. The enclosed draft contains an outline of some of the programs which are contemplated for this series. Would you please indicate which ones you are most interested in? Would you also indicate additional subjects which you and your staff feel should be included? (Use reverse side)

Please return form to:

Mr. James P. Kelly, Director
Law Enforcement Training Program
WGBH Educational Foundation
125 Western Avenue
Boston, Massachusetts 02134

LAW ENFORCEMENT

Survey Results

	Conn.	Maine	Mass.	N. H.	Vt.	R. I.	
Questionnaires Mailed	82	61	276	51	29	39	538
Questionnaires Returned	36	26	133	20	12	14	241
Percentage Questionnaires Returned	43.9	42.6	48.2	39.2	41.4	35.9	41.9 Avg.
Question #1							
Full Time	2,801	749	8,869	542	262	800	14,023
Part Time	1,373	219	1,586	275	58	189	3,700
Total	4,174	968	10,455	817	320	989	17,723
Question #2							
Yes	8	8	52	5	2	7	82
No	27	17	81	15	10	7	157
Question #3	4	3	10	1	1	3	22
Question #4							
Yes	30	18	96	14	8	10	176
No	1	3	16	4	1	0	25
Question #4							
Yes	31	18	112	17	9	11	198
No	1	5	9	3	1	2	25

10

TV Director Peter Downey briefs Ralph Salerno (l.) and James Kelly, Executive Producer, during rehearsal for Program 13.







LAW ENFORCEMENT

OLEA GRANT AUTHORIZATION

OLEA Grant #193, authorized in June 1967 for a two-year period, launched our experimental project, entitled: The Law Enforcement Training Project.

The grant provided \$116,481 for the first year of production. It was renewed on June 30, 1968 by LEAA (formerly OLEA) as Grant #377/193 in the sum of \$93,025, and carried the Project through a contract period ending on June 30, 1969.

 U.S. DEPARTMENT OF JUSTICE OFFICE OF LAW ENFORCEMENT ASSISTANCE	STATEMENT OF GRANT AWARD
<p style="text-align: right;">30 May 1967</p> <p>GRANTEE: WGBH Educational Foundation</p> <p>DURATION OF GRANT: June 1, 1967 through May 31, 1968</p> <p>GRANT AMOUNT: \$116,481 GRANT NUMBER: 193</p> <p style="margin-top: 20px;">Award is hereby made in the amount and for the period shown above of a grant under the Law Enforcement Assistance Act of 1965 to the WGBH Educational Foundation to develop instructional television for law enforcement groups of the New England area in accordance with the plan set forth in the grantee's application dated February 16, 1967, as amended, and subject to the Department's current conditions governing grants and the attached special conditions. Support is recommended through May 31, 1969 based on continuation application as delineated by the attached special conditions and subject to appropriation of funds and satisfactory grantee progress.</p> <div style="text-align: right; margin-top: 20px;">  Ramsey Clark Attorney General 30 May 67 </div>	

 U.S. DEPARTMENT OF JUSTICE OFFICE OF LAW ENFORCEMENT ASSISTANCE	STATEMENT OF GRANT AWARD																								
<p style="text-align: right;">June 31, 1969</p> <p>GRANTEE: WGBH Educational Foundation, Boston, Mass.</p> <p>Project Title: Instructional Television for Law Enforcement Groups in New England Area</p> <p>Grant Number and Type: 193 Law Enforcement - Training</p> <p>Grant Period Dates: June 1, 1967 through May 31, 1968</p> <p>Project Director: James P. Kelly</p> <p>Checks Payable to: Grantee</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="2">Details of Award</th> </tr> <tr> <th>Budget Categories</th> <th>Grant Amount</th> </tr> <tr> <td>1. Personnel (Employees and Consultants)</td> <td>\$ 41,827</td> </tr> <tr> <td>2. Travel, including Subsistence</td> <td>\$ 1,450</td> </tr> <tr> <td>3. Supplies, Communications, and reproduction</td> <td>\$ 24,761</td> </tr> <tr> <td>4. Other:</td> <td></td> </tr> <tr> <td>Equipment</td> <td>\$ 9,030</td> </tr> <tr> <td>Materials</td> <td>\$ 20,000</td> </tr> <tr> <td>Indirect Costs</td> <td>\$ 19,413</td> </tr> <tr> <td>5. Total Award</td> <td>\$ 116,481</td> </tr> <tr> <td>6. Grantee Contribution</td> <td>\$ 17,300</td> </tr> <tr> <td></td> <td>N/A</td> </tr> </table> <p>Payment Action: <input checked="" type="checkbox"/> Normal request procedures, monthly basis. <input type="checkbox"/> Special payment schedule as follows:</p> <p>Future Support: <input type="checkbox"/> No commitment beyond May 31, 1969. <input checked="" type="checkbox"/> Support recommended through May 31, 1969 based on continuation application and subject to appropriation of funds and satisfactory grantee progress.</p> <p>Special Limitations: N/A</p> <p>This grant is subject to LEAA Grant Conditions (attached) and Rules for Administration of Grants (LEAA Grant Guide).</p> <p>This grant is subject to and conditioned upon acceptance of Special Conditions (attached).</p> <p>The Project Director is requested to complete and return the attached Notice of Project (for Science Information Exchange).</p> <p>Forms for fund requests and fiscal reports are enclosed.</p> <div style="text-align: right; margin-top: 20px;">  Director, Office of Law Enforcement Assistance </div> <p>Date: June 2, 1967</p> <p><input checked="" type="checkbox"/> Original Statement <input type="checkbox"/> Amended Statement No.</p> <p style="font-size: small;">*Please note from pages 52 & 54 of the Grant Guide that the First Quarterly Reports are due October 20, 1967.</p>		Details of Award		Budget Categories	Grant Amount	1. Personnel (Employees and Consultants)	\$ 41,827	2. Travel, including Subsistence	\$ 1,450	3. Supplies, Communications, and reproduction	\$ 24,761	4. Other:		Equipment	\$ 9,030	Materials	\$ 20,000	Indirect Costs	\$ 19,413	5. Total Award	\$ 116,481	6. Grantee Contribution	\$ 17,300		N/A
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U.S. DEPARTMENT OF JUSTICE OFFICE OF LAW ENFORCEMENT ASSISTANCE		STATEMENT OF GRANT AWARD																					
<p>Pursuant to authority of the Law Enforcement Assistance Act of 1965, and in response to your grant application dated March 31, 1968, the Attorney General has approved the grant described below. In the conduct of the project, LEAA grant conditions and rules of grant administration must be complied with and project personnel must familiarize themselves fully with these requirements.</p>																							
<p>Grantee Organization WGBH Educational Foundation Boston, Massachusetts</p>		<p>Project Title Television Training for Law Enforcement Personnel in New England</p>																					
<p>Grant Number and Type 377-(193) Law Enforcement Training</p>		<p>Project Director James P. Kelly</p>																					
<p>Grant Period Dates July 1, 1968 through June 30, 1969</p>		<p>Grantee Checks Payable to</p>																					
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<p>Date July 15, 1968</p>		<p>Director, Office of Law Enforcement Assistance</p>																					
<p><input checked="" type="checkbox"/> Original Statement</p>		<p><i>Anthony Clark</i></p>																					
<p><input type="checkbox"/> Awarded Statement No.</p>		<p>Attorney General</p>																					
<p>Please note from pages 52 & 54 of LEAA Grant Guide that the first quarterly reports are due October 20, 1968, and for each calendar quarter thereafter for the duration of the project.</p>																							

U.S. DEPARTMENT OF JUSTICE OFFICE OF LAW ENFORCEMENT ASSISTANCE		STATEMENT OF GRANT AWARD	
<p>GRANTEE: WGBH Educational Foundation</p>			
<p>DURATION OF GRANT: June 1, 1968 through May 31, 1969</p>			
<p>GRANT AMOUNT: \$93,025 GRANT NO. 377-(193)</p>			
<p>Award is hereby made in the amount and for the period shown above of a grant under the Law Enforcement Assistance Act of 1965 to the WGBH Educational Foundation to continue instructional television originated in Grant No. 193, for law enforcement groups of the New England area in accordance with the plan set forth in the grantee's application dated March 31, 1968, as amended, and subject to the Department's current conditions governing grants, and the attached Special Conditions.</p>			
<p><i>Anthony Clark</i> Attorney General</p>			

PRE-PRODUCTION EFFORTS

EEN Production Facilities

The WGBH Educational Foundation operates WGBH-TV, Channel 2, a VHF station, and WGBX-TV, Channel 44, a UHF station in the Boston Area. The television coverage of these stations takes in a very large area which reaches into four states. In addition, the Foundation operates WGBH-FM which broadcasts to the general public each weekday from noon to midnight and on weekends through the evening.

13 WGBH-TV and WGBX-TV are affiliated with the Eastern Educational Television Network (EEN) which provides the inter-connecting facilities to other ETV stations for live programming. For example, the Law Enforcement Training Project was able to broadcast the "Law Enforcement and Criminal Justice" series live in Washington, D.C. over WETA-TV and, at the same time, air it on WMEM-TV in Presque Isle, Maine, and WXXI-TV in Rochester, New York. The Eastern Educational Network, largely the creation of WGBH, facilitates the exchange of tapes among the EEN stations not yet inter-connected. The EEN coverage map indicates the great extent of this coverage over the entire Northeastern portion of the United States from Maine to Virginia and eastward to Pennsylvania and New York State.

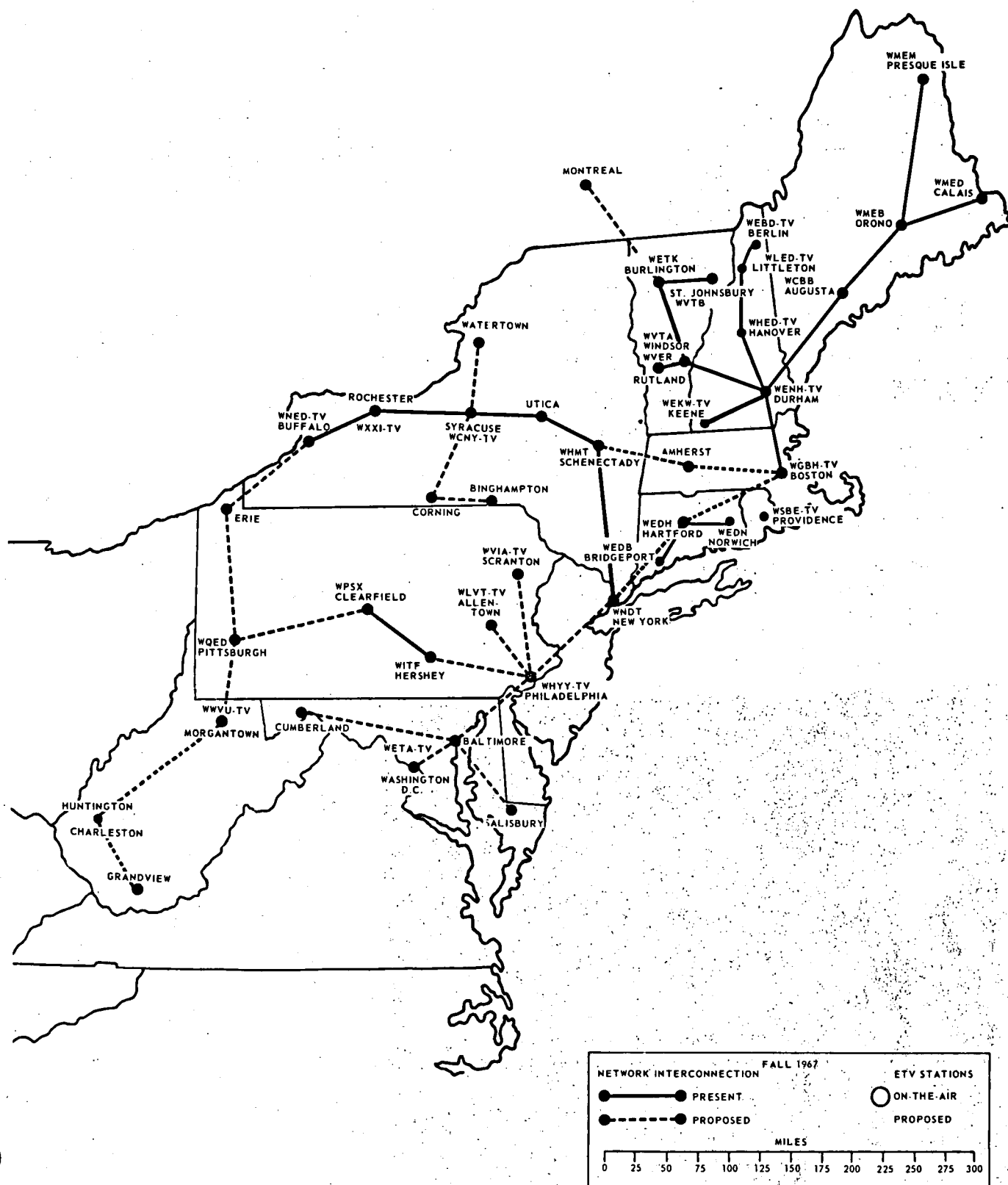
Broadcast Network

The Eastern Educational Network, under the able leadership of Mr. Donald Quayle met in 1966 with the Project Director and Program Managers of the member stations at Bar Harbor, Maine, and committed an hour of their monthly schedule so that a "live" interconnected program could be aired in the New England area. Because some of the Vermont police could not obtain service from the yet-to-be installed Educational Network stations and translators in that state, the Project sought the aid of WMTW-TV, Channel 8, in Portland, Maine, to air the programs as a public service to the Northern New England states of Maine, New Hampshire, and Vermont. So vast was Channel 8's coverage (their transmitter is atop Mt. Washington, N.H., 6288 feet high) that even police in Canada were able to watch the programs.

After the first year, when the Vermont stations became active, WMTW-TV's coverage was replaced by that of the Maine and Vermont Educational TV stations. WMTW-TV aired the first ten programs making it possible for thousands of additional persons to watch "Law Enforcement and Criminal Justice". We are most grateful to Mr. Lee Nelson, Program Director of WMTW-TV and Miss Grayce Papps, our Associate Producer, and a former member of the Channel 8 Staff, for making possible these arrangements. This coverage materially aided the Project and captured the interest of Chiefs and men in the northern tier of New England who might otherwise have been lost to the Project during the first critical year.

A total of twenty-three (23) educational and one commercial television station broadcast the "Law Enforcement and Criminal Justice" series over the two year duration of the programs.

EASTERN EDUCATIONAL NETWORK



LAW ENFORCEMENT

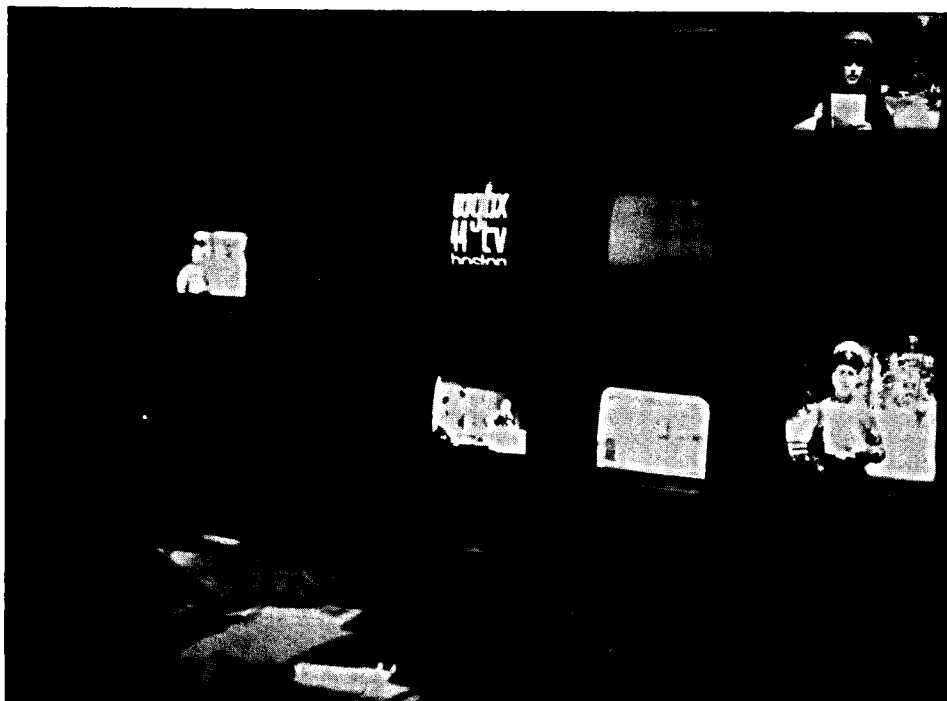
**EASTERN EDUCATIONAL NETWORK
575 TECHNOLOGY SQUARE
CAMBRIDGE, MASSACHUSETTS 02139
617-491-0045**

WGBH PRODUCTION FACILITIES

I. Television

- A. Transmitters: Channel 2
Channel 44
- B. Studios: "A" (60' x 100')
"B" (38' x 67')
"C" (17' x 25')
- C. Studio Cameras: 8 RCA TK-60
3 Marconi MK VII Color
- D. Studio Audio Consoles: 2 McCurdy SS47/18
1 McCurdy SS47/12
- E. Studio Switchers: 3 Central Dynamics w/Matting & Effects
- F. Studio Videotape Recorders: 3 Ampex 2000 color
3 Ampex Monochrome
2 RCA Monochrome
- G. Studio Telecine: 2 RCA Monochrome 16mm Film/Slide Projector
2 RCA Color 16mm Film/Slide Projector
- H. Mobile Unit:
 - Trailer: 40'
 - Power: 30 KW self-contained
 - Cameras: 3 Marconi MK VII color
2 RCA TK-60 monochrome
 - Audio Consoles: 2 McCurdy PE-2600
 - Switchers: 1 Gen. Com. w/Matting & Effects
 - VT Recorder: 1 Ampex 1200 color

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WGBH Control Room

LAW ENFORCEMENT

II. Film Equipment

- A. Cameras: 2 Arri 16 mm BL w/zoom lenses and mag.
1 Auricon w/zoom lens & mag. sound
1 Arri "S" w/zoom and other lenses
1 Bolex w/standard lenses
1 Doliflex w/standard lenses
1 Bell & Howell film w/standard lenses
- B. Recorders: 2 Nagra Crystal sync.
1 M.T.E. 16/35
- C. Microphones: 2 Sennheiser 804 shotguns and numerous other assorted models
- D. Lighting: ColorTran and M/R quartz kits
- E. Editing: 5 fully-equipped editing rooms, including Moviolas and sound displacement recorder

III. Radio

- A. Transmitter: 100,000 watts ERP
89.7 mg.
Stereo FM
- B. Studios: 1 Large production studio (20' x 45')
2 5-mike studio
3 Announce booth
4 3-mike studio
- C. Control Rooms: 1 Master Control, equipped with:
2 RCA-BC7 Audio consoles
4 Turntables
6 Tape machines
1 High speed dubber w/2 slaves
2 RCA Cartridge machines
1 Production Control, equipped with:
1 McCurdy Audio console
2 Sony Turntables
1 Ampex 1/2" Recorder
3 Ampex 1/4" Recorder
- D. Mobile Equipment: 2 Ampex Tape Recorders
5 Remote mixers (3- to 6-channel)
Assorted microphones
- E. Editing: 3 suites w/full equipment

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IV. General

- A. Scenic Department, including designers, carpenters and shop
- B. Graphic Department, including artists, photostat camera, hot press, Headliner and associated equipment
- C. Complete Production and Engineering staff
- D. Numerous Radio and Television TelCo circuits
- E. Master network switching system for incoming and outgoing Radio and Television programming.

FORMAT

*Viewer Response System
telephone operators*



The Project Staff discovered that while instructional television properly programmed would prove a useful tool to supplement training in a city such as Boston, Massachusetts, which already had an excellent police academy, there were many smaller departments where no training facilities existed. Our programming then had to embrace two principles: the programs had to be

- (1) Sophisticated enough to attract the men in the larger departments, but
- (2) clear and comprehensive so that men who were receiving formalized police training for the first time would not be discouraged from participating.

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After much forethought and discussion it was decided that the basic format of the "Law Enforcement and Criminal Justice" series would be a detailed and comprehensive lecture to be delivered by a guest instructor who was an acknowledged expert in the topic being considered. The lecture portion would include such teaching visual aids as slides, charts, models, filmstrips and films. In many cases, specific films were produced as teaching dramatizations of situations which police faced in the line of duty. The lecture was approximately thirty minutes in length, although this often varied. The lecture portion was followed by a panel discussion. The panelists were chosen to represent as many aspects of the topic as possible and the panelists, of course, were recognized experts in their fields. This basic format was varied in some instances where a different one was more suitable to the topic under consideration. The lecture portion of the program was pretaped (on videotape) to insure the high quality of the lecture.

We introduced the Viewer Response System (VRS) to the panel discussion portion of our programs. VRS, also referred to as "live feedback," made it possible for a police officer, in his home or station house, within any of the New England states or our other viewing areas*, to make a collect telephone call to a special number to ask a question of the panel while watching the *live portion of the telecast*. He could then speak to our "Studio Feedback Operators" who were manning a battery of telephones and address his question to a panel of experts while the program was still on the air. His question would be answered relative to the subject matter being discussed. VRS makes television a two-way street and further involves the men by making them a part of the live program.

In addition, a studio audience was invited to each program. The audience consisted of police, particularly police academy recruits from nearby communities and other non-uniformed members of the law enforcement community. They could, and quite often did, ask questions of the panel during the feedback portion. The feedback and the popularity of the live audience in the studio is reflected by the fact that over the two-year period of the series, more than 100 different law enforcement agencies and police departments were represented in the studio audience.

*An area as far north as Canada and as far south as northern Virginia.



*Project Director
and
Executive Producer,
JAMES P. KELLY*

PROJECT PERSONNEL

One of the major aspects of our pre-production planning was the building of a qualified Staff.

Project Director and Executive Producer

James P. Kelly, who had overall responsibility for the Project, was a former member of the New York City Police Department. He was awarded the Frank J. Keeler Trophy, for the highest average in his class, upon graduation from the New York Police Academy in 1950. He served in the Detective Division. He was cited six times in seven years by the New York City Police Department for excellent and meritorious police work. An alumnus of Wagner College in New York where he majored in Social Studies, Mr. Kelly also served as Staff Consultant and Chief Investigator for both Senate and House Investigating Committees. He worked as an Associate Producer for Columbia Broadcasting System, and was formerly Director of WGBX-TV, Channel 44, Boston. In the Law Enforcement Training Project, he coordinated the work of the Curriculum Committee, the Advisory Committee and the WGBH Production Personnel. Mr. Kelly also wrote two of the program manual sections, "Crowd Control and Civil Disorder" and "Drug Abuse". He moderated all of the nineteen programs in the two year period of the Grant.

Producer

Mr. Stephen A. Gilford, an alumnus of Yale University, worked in theatre in New York City before coming to WGBH. He produced series at WGBH for the United States Navy for use as training films on Polaris Submarines. His series, "Principles of Behavior", received honorable mention in the Japan Prize Competition, becoming the first American program to receive recognition in this world-wide competition. As producer of the "Law Enforcement and Criminal Justice" series, Mr. Gilford was responsible for the production standards and supervision of both studio and on-location filmings for the programs. He worked with the guest instructors and panelists, most of whom had never lectured on television before, to determine the most effective manner of presenting their material. He and the TV Director were responsible for integrating filmed sequences and audio-visual materials into the lecture portion of the programs. With the advice of the guest instructors and the Advisory Committee, he wrote the narration for the filmed dramatizations.

Associate Producer

Miss Grayce Papps is an alumna of Boston University's School of Public Communication where she also did her graduate work. She brought to The Law Enforcement Training Project a total of ten years of broadcast experience. Before coming to WGBH-TV, Miss Papps was the Public Relations and Merchandising Manager of WMTW-TV, Channel 8, where she worked for the station owner, Jack Paar. Before that, she was on the Sales Promotion and Production Staff of WNAC-TV, Channel 7, Boston. She has also had experience as a teacher, both on the college and high school levels. She produced the Project's program on "Accident Investigation, Part II", the only program in the series in which the lecture portion was videotaped entirely on location utilizing the WGBH Mobile Unit. She coordinated the scheduling of the EEN network stations broadcasting the "Law Enforcement and Criminal Justice" series. Miss Papps was responsible for the police teletypes which were sent for each of the broadcasts in an eight state area. In addition to writing the script for the "Accident Investigation" programs, she supervised

the printing and preparation of the training manuals, wrote the drafts and outlines of all project reports and wrote the prepared materials required when WGBH submitted the "Law Enforcement and Criminal Justice" series for an NET Award.

TV Director

M. Peter Downey, an alumnus of Boston University's School of Public Communications, is the Production Manager for WGBH-TV. As TV Director for the series, it was Mr. Downey's responsibility to coordinate and build a program from the materials which the producing staff had prepared. He directed the assembly of the many facets of the programs, both technical and non-technical, thus creating, *in fact*, what the Project Staff and guest instructors had envisioned. Mr. Downey's skill and knowledge in the medium of film ensured the consistently high quality of the filmed dramatizations which he also directed.

Production Assistant

Miss Margot Childs, as the Project's Production Assistant, ably assisted the Producer and Associate Producer in their pre-production efforts, location filmings, and during in-studio productions. She also served as secretary for the Project handling numerous details including the typing of the transcripts for each of the programs, handling much of the telephone work of the Project, and a great deal of the correspondence. Miss Childs coordinated one of the largest jobs of the Project. Three times each year, she coordinated the distribution of the 25,000 training manuals to 528 law enforcement agencies participating in the Project. In addition, Miss Childs assisted Mrs. Marie Foskett in the distribution of kinescopes for the Project, and for periods of time, when Mrs. Foskett was abroad, she took charge of the entire kinescope distribution operation. She is a graduate of Middlebury College where she majored in History of Art.

Writer-Researcher

Gerald Lange, a Harvard Law Student, who wrote sixteen* of the Project's manual articles for the six manuals which were distributed to over 25,000 police officers participating in the Project. Mr. Lange, a Magna Cum Laude graduate of the University of Minnesota, took his advanced degree in English at Harvard and then continued in law school with the career aim of becoming a Public Prosecutor. His fine work and the research which kept us all up to date on Court decisions and the varieties of the law, both Federal and State, will remain a valuable adjunct to this Project.

Film Distributor

The Law Enforcement Training Project was fortunate in obtaining the volunteer services of Mrs. Marie Foskett, a registered nurse who was doing yeoman service at WGBH. Mrs. Foskett, a resident of Lexington, Massachusetts, took over the distribution

*Program material for "Crowd Control and Civil Disorder" and "Drug Abuse" were written by the Project Director, James P. Kelly. Material for "Organized Crime" was prepared and written by Ralph Salerno, who also delivered the lecture.

of kinescopes, 16mm sound films, of the nineteen programs produced. She coordinated the requests from the many hundreds of police agencies throughout the broadcast area and maintained a schedule which maximized the utility of the taped broadcasts. In order to accomplish this, she learned to edit, clean and splice film. Toward the end of the Project, Mrs. Foskett was able to announce that, according to her carefully kept records, over 31,000 additional police officers had been able to view the films of the programs in group or classroom settings in the two year period.

Manual Mailing Coordinator

Mr. Willard Gardiner, a retired Sears and Roebuck shipping executive, volunteered to assist the Project in setting up a system which facilitated the mailing of bulk shipments of manuals to police departments and law enforcement agencies participating in the Project. His services helped to expedite the mammoth mailings of the Project and the Staff was most grateful for the assistance and knowledge he offered so willingly.

ADVISORY COMMITTEE

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The Advisory Committee chosen for the Law Enforcement Training Project reflected a cross-section of the police, academic, and legal professions. They were selected on the basis of knowledge and expertise in their particular field and their willingness to cooperate with the Staff in maximizing its training efforts in this experimental Project.

A breakdown of the members of the Advisory Committee shows that eleven were police officials ranging from a Commissioner of a 2700 man force down to a Vermont Chief with only six (6) men under his command. Six members were University Professors; three of them Deans. Two members were District Attorneys while a third was an Assistant State Attorney General. The remaining two were local attorneys, both of them former Prosecutors.

As with most groups of this type some members were more active than others but all contributed to the success of the Project.

In considering the individuals selected, with the exception of the five police chiefs representing the New England States outside of Massachusetts, there appears to be a Boston bias. This results partly from the fact that these men were more immediately available for consultation and the fact that, at the time the Project was originally conceived, it was expected to be confined primarily to the Massachusetts area. In spite of this, however, our choice does not reflect provincial thinking. Several of the members of our Advisory Group are nationally recognized.*

**Dean Erwin Griswold is author of a book on "The Fifth Amendment". While Dean of the Harvard Law School he was selected by President Lyndon Johnson to be Solicitor General of the United States. Professor Livingston Hall, also Harvard Law School, is co-author, with Yale Kamisar, of a volume, "Criminal Law." Garrett Byrne, District Attorney for the County of Suffolk, which includes Boston, Mass. was a member of the President's Commission on Law Enforcement and Criminal Justice.*

LAW ENFORCEMENT

Each of the six New England States was represented by a Police Chief. These men were chosen on the basis of their training orientation and their ability to work with the police departments within their own states toward a better understanding of the Project aims. The Chiefs made arrangements for the Project's production crew to film with the Police Departments of their respective states. They acted in concert with the Project Staff in selecting the actual scenes not only to increase the Project's prestige within their own states but also to serve the Project with their expert advice and counsel.

They remained in constant contact with Project personnel by mail, telephone and personal visits, insuring a close liaison, resulting in factual, up-to-date and interesting programs. The level of police interest was heightened because the Chiefs acted, in a sense, as the Project's surrogates in relating to the men.

The Project drew upon the knowledge and talents of the Committee in preparing the training manuals which were mailed out to approximately 25,000 police officers and other participating members. They also acted as a Review Panel and passed on the content and accuracy of the proofs for each chapter prior to the printing of the manuals. In many instances, they were able to correct errors of fact which had escaped our research staff, or add emphasis to material relative to recent Court decisions and practices affecting police procedures. Their assistance in this area was invaluable to the Staff in the preparation of the printed manuals which were mailed out to the men for the upcoming televised programs.

In at least ten instances, Advisory Committee members served in the capacity of instructors or panelists for the nineteen programs produced in the two-year grant period.

In the very first program, James Handley, Special Agent in Charge of the Federal Bureau of Investigation Office in Boston, Massachusetts, served as one of the panelists on "The Law of Arrest, Part I". The Honorable Willie Davis, Assistant Attorney General for the Commonwealth of Massachusetts, served on our second program panel, "The Law of Arrest, Part II". Chief Benjamin Thompson, Lebanon, New Hampshire Police Department, also appeared on this panel and represented the police viewpoint. Filming for "The Law of Arrest, Part II" took place in Lewiston, Maine with the able assistance of Advisory Committee member, Chief Joseph Farrand. During this lengthy filming, Chief Farrand made the facilities of his department as well as the services of off-duty officers available to us.

The Honorable Jack I. Zalkind, Assistant District Attorney, Suffolk County, (which includes Boston, Massachusetts), not only acted as guest instructor but also served as panelist on three programs. Mr. Zalkind, alone of all our Instructors, had prior acting and broadcasting experience. His lectures on "Search and Seizure" and "Police-man as a Witness" were extremely well done and well received, as was his participation on the panel for "Organized Crime".

Other Advisory Committee members, Attorney William Homans and Chief James Mulcahy, also served as panelists on "The Obligations of the Police Towards the Accused" and "Search and Seizure" programs respectively.

Filming for "The Obligations of the Police Towards the Accused" was done on location in East Providence, Rhode Island, where Chief George Rocha of our Advisory

Committee supervised the filming arrangements and the facilities of his command. In Glastonbury, Connecticut, Chief Terrence McKaig, also on our Advisory Committee, hosted the project film crew for "Search and Seizure", setting up the scenes and providing the services of his department.

Professor Timothy Moran, Northeastern University, College of Criminal Justice, located in Boston, Massachusetts, not only served on the panel of "Policeman as a Witness", but also was involved in the original concept of this entire Project and later became a member of our Advisory Committee.

As the Project progressed and the emphasis of the subject matter migrated from the general, such as "The Law of Arrest" to particular items such as "Accident Investigation", "Juvenile Law", and "Drug Abuse", the Staff became more involved with experts from the Boston and Washington areas both as Instructors and Panelists. The interest of the Advisory Committee did not diminish at this time, but their services were utilized less in the live broadcast programming and as panel members.

However, this was an "active" Advisory Committee, not just a rubber stamp group approving our manuals and applauding our programs. Many of its members worked long hours and traveled great distances at their own expense to serve our needs. We are grateful to them for their advice and counsel and in these few pages we pay them tribute.

22

At this point, we would like to express our special thanks to Captain William J. Hogan, Training Division, Boston Police Department, who, although not officially a member of our Advisory Committee, was one of the most valued advisors to the Law Enforcement Training Project. Captain Hogan initiated our television series as Guest Instructor and as a panelist for our first two programs dealing with "The Law of Arrest". He also served as a panelist on three other programs. Captain Hogan was always available to the Project Staff as a consultant, advisor and friend. He was an invaluable source of information in all phases of law enforcement and was consulted by the Project Staff almost weekly. We are deeply indebted to him for his untiring efforts and assistance.

*Instructor Jack I. Zalkind
Program 5*



**LAW ENFORCEMENT TRAINING PROJECT
ADVISORY COMMITTEE**

23

† **Attorney James W. Bailey**
Director, Roxbury Defenders

Hon. Garrett H. Byrne
District Attorney Suffolk County
Member, President's Commission of
Law Enforcement and Administration
of Justice

† **Deputy Superintendent Arthur Cadegan**
Personnel and Training Division
Boston Police Department

† **Hon. Willie J. Davis**
Assistant Attorney General
Chief of Administration,
Criminal Division

Dean Robert F. Drinan, S.J.
Boston College Law School

* **Chief Joseph Farrand**
Lewiston Police Department
Lewiston, Maine

Dean Erwin Griswold
Harvard Law School

† **Professor Livingston Hall**
Harvard Law School

James Handley
Special Agent in Charge
Federal Bureau of Investigation
Boston, Massachusetts

† **William P. Homans, Jr.**
Attorney - At - Law

Commissioner Leo Laughlin
Commonwealth of Massachusetts
Department of Public Safety

Superintendent William J. McCarthy
Metropolitan District Commission

* **Chief Terrence McKaig**
Glastonbury Police Department
Glastonbury, Connecticut

Commissioner Edmund L. McNamara
Boston Police Department

Timothy F. Moran
Assistant Dean
Director of Law Enforcement Program
Northeastern University

* **Chief James Mulcahy**
Newport Police Department
Newport, Vermont

* **Chief George Rocha**
East Providence Police Department
East Providence, Rhode Island

Dean Robert Sheehan
Acting Dean
College of Criminal Justice
Northeastern University

Dean Donald R. Simpson
Suffolk Law School

Dean Paul M. Siskind
Boston University School of Law

* **Chief Benjamin Thompson**
Lebanon Police Department
Lebanon, New Hampshire

* **Chief J. Merritt Wenzel**
Wakefield Police Department
Wakefield, Massachusetts

John P. Wilson
Assistant Dean
Boston University School of Law

† **Hon. Jack J. Zalkind**
Assistant District Attorney
Suffolk County

† Member, Curriculum Committee

* Member, New England Police Television Advisory Committee

LAW ENFORCEMENT

PRODUCTION OF A PROGRAM

Police Problems as Program Topics

This is an era of speed, change and instability. The solutions to yesterday's problems often become invalid today. Actually, "mass communications" has helped to make a new kind of society. It has given the teacher a different kind of student to teach. It has modified the role of the teacher. It has provided him with new tools which can improve teaching and increase learning. Nowhere is this more evident than in the in-service training of police officers.

Unlike the private sector, the police do not always deal with tangible products which can be presented on television in an attractive package. They must perform their duties in the complex field of human behavior which, despite advances in training and scientific aids, deals with factors that are sometimes obscure. While the legislature enacts our laws and the courts impose penalties on the violators, it is the police officer who is the tangible symbol of our government and who bears the burden of public resentment against regulation and control. In order to establish these problems visually and to suggest viable solutions, the Project addressed itself quite often to the areas of contact between the police and public in planning its programs for the series.

24

"Juvenile Delinquency" received consideration because it generates the adult criminal. "Drug Abuse", which often goes hand in hand with it, also came under scrutiny. "Organized Crime" (stressing the growth of syndicated crime) related to "delinquency" and "drugs" in that it recruits from the first, and reaps huge profits from the second, was an important program in our planned series.

It was of particular concern to the Staff and the Advisory Committee that at this time in our history, when the demands for police services have never been greater, respect for the law and those who enforce it was steadily decreasing. The police "image" was much in need of improvement. We felt that a proper understanding of the difficulties encountered on the policeman's daily rounds, once it was visible to the general public on the television screen, would impress upon them the magnitude of the policeman's job. It would also create better understanding of the policeman's role in society and the need for public cooperation, particularly in those areas where the incidence of crime is steadily increasing and where social conflicts have added a new dimension to the task of law and order.

A police officer's decision to arrest must often be made in a split second, yet when the case goes to court, legal experts with years of training and experience will challenge his decision. To help this officer and thousands like him, we did not ignore the basics. Instead, we included: "The Law of Arrest", "Crime Scene Search", "Scientific Aids", "Accident Investigation", "Police Interrogation" and "Report Writing" among our scheduled programs.

An overriding consideration also was the subject of police recruitment. If the police cannot attract vigorous, well-qualified young men, they will be losing their most valuable asset for future development. Our publicly-aired programs were designed also as an inducement to young men to consider police work their career.

Production

Having discussed the general problems faced by police in contemporary society, let us consider how one of these problems was dealt with in a program in the "Law Enforcement and Criminal Justice" television series, from the concept of the program to its conclusion.

The program we will discuss is representative of all programs in the series, and is detailed here to give the reader a comprehensive idea of the standards of preparation and production which are the hallmarks of this in-service police training series.

As we approach this program, let us consider the dilemmas faced by the police officer today. He must function effectively as a law enforcement officer and, at the same time, he must safeguard the constitutional rights of a "suspect" as well as an arrested person.

The initial step in the planning of a program was the selection of a guest lecturer to teach the basics of the program topic.

25 The Staff sought out experts who were already involved in law enforcement training. Our experience indicated that the police would probably react unfavorably if they felt the project was being handled by "outsiders".

For example, in order to present a lecture on the "Miranda Warnings" and show how the demands of law enforcement are becoming increasingly more stringent and complex, the staff, with the assistance of the Advisory Committee, invited Special Agent Richard W. Krant of the Boston Office of the Federal Bureau of Investigation, to be guest Lecturer of the fourth program, "Obligations of the Police Toward the Accused". (This program was earlier entitled "Rights of the Accused" and so appears in our program manual.)

Mr. Krant, a Special Agent for 15 years, is also an attorney. As part of his assignment with the Bureau, he was the Bureau Training Officer for three of the six New England States. Although he had delivered hundreds of lectures, television was a new medium to him and he knew that this lecture would be viewed by thousands of police officers as well as by the general public. In fact, this one lecture would be seen by more people than all of his previous lectures combined.

Once the lecturer had been selected, the Staff habituated him to the physical makeup and technical demands of the television medium. It was most important to help the lecturer adjust to the idea of appearing on "live" television since he had had no experience in the medium and his initial concern had to be overcome.

The basic content of this program was discussed with the "talent". In this program, Mr. Krant was entering one of the most controversial areas of police procedure, stemming from recent Supreme Court Decisions, concerning the rights of the accused in criminal cases. Our manual had outlined the problem and was already in the hands of the participating police officers who would be viewing the program.

As we mentioned earlier the basic format of the individual program was a lecture **LAW ENFORCEMENT**

utilizing appropriate visual aids and incorporating filmed segments to illustrate topical points.

The content format for the program, "Obligations of the Police Toward the Accused", which will serve as our example, was as follows:

Opening

Justice Department Grant acknowledgement with narrator's voice over the Seal of the Justice Department.

Program titles superimposed over filmed dramatization:

1. Female shoplifter under arrest being given "Miranda Warnings" in police station.

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Lecture

Agent Krant discusses implications of filmed example of the Miranda Decision integrating visual aids.

The content of the lecture was structured so that the following filmed segments were incorporated as visual teaching examples:

2. Apprehension of man driving under influence of alcohol.
3. Apprehension of a suspected burglar in residential area.
4. Investigation of possible homicide resulting from discovery of a body in a shallow grave and leading police to a suspect.

Panel Discussion

Discussion of Miranda Decision by recognized authorities. Questions phoned in by police officers viewing in police stations and at home as well as questions posed by audience in studio and answered by panelists. "Miranda" implications considered. Panelists include:

Instructor

Special Agent Richard Krant
Federal Bureau of Investigation
Boston, Massachusetts

Guests

Colonel Leslie Williams
Executive Officer
Connecticut State Police

John Irwin
First Assistant District Attorney
Middlesex County, Massachusetts

William Homans, Jr.
Attorney
Boston, Massachusetts

Panel Moderator James P. Kelly
Project Director and Executive Producer
Law Enforcement Training Project

Closing

Closing credits superimposed over excerpts from filmed dramatization with theme music in background.

27

A transcript of the program "Obligations of the Police Toward the Accused", as it appeared on the air, follows. It is offered here to give the reader an insight into, and an overview of, the programs in the series; their content and quality. The transcript includes some production notes and instructions for purposes of clarification, where necessary.



*Filmed Dramatization
Lewiston, Maine, Program 2.*

LAW ENFORCEMENT



Special Agent Richard Krant

TRANSCRIPT

"OBLIGATIONS OF THE POLICE TOWARD THE ACCUSED"

INSTRUCTOR: Special Agent Richard Krant
Federal Bureau of Investigation
Boston, Massachusetts

MODERATOR: James P. Kelly

NARRATOR: William Whalen

INITIAL BROADCAST: 29 December 1967
3:00 P.M.

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FILM SEGMENT #1

VIDEO

Seal of Justice Department
(full screen)

Opening credits over scene
of female shoplifter in police
station being given her rights.

AUDIO

NARRATOR: The following program is produced under Grant 193 of the Office of Law Enforcement Assistance, United States Department of Justice and is for the in-service training of the law enforcement officers of New England.

OFFICER: Mrs. Fang, you have been arrested for the crime of shoplifting. The Constitution of the United States guarantees you certain rights and I will now inform you of those. There are five points and I will read them to you. Number one, you have the right to remain silent. Number two, anything you say may be used against you in a court of law. Number three, you have the right to the presence of an attorney during this interrogation. Number four, if you cannot afford an attorney, one will be appointed for you prior to any questions if you so desire. Do you understand?

MRS. FANG: Yes, I understand.

OFFICER: Will you sign?

KELLY: (Voice over film) Scenes like this are taking place in police stations every day all over the country.

MRS. FANG: All right, officer.

Police officer escorts woman
shoplifter out.

LAW ENFORCEMENT

KELLY: (Continues on Camera) The Supreme Court has made a significant change in the old legal concept that held that constitutional guarantees for persons under the Federal Bill of Rights applied only to the Federal Government and not to state governments. Miranda today is a household word, although many police wish they had never heard it. We feel certain that we can benefit by common approaches to common problems. Here today to talk about the obligations of the police towards those accused is Special Agent Richard Krant of the Boston Office of the Federal Bureau of Investigation. Agent Krant comes to us as an expert on this subject, and not as a stranger, for he has often been invited by local departments throughout New England to discuss this most important subject.

29 KRANT: I think police officers today sort of shudder and cringe when they hear of a topic such as rights of the accused. They're vitally and properly concerned. The topic has been talked about so much, it's sort of been belabored by the press, there's been sort of an overkill concerning this. Police officers are confused. They're confused for two reasons. In the case of the Miranda Decision, I think the rules were clearly set out, but the times at which these rules must be applied was left unclear. And then secondly, I think they are unclear because there have been interpretations of the Miranda rules given by Federal and State Courts since the Decision which will be helpful to us. I think if we are going to discuss Miranda and Escobedo and the rights of the accused we should start with a general discussion of the constitutional statutory rights of an arrested person; all of the rights, such rights as the Fourth Amendment Right, protecting an arrested person against unreasonable search and seizure. And that was the subject of one of the previous programs. The arrested person's right to be arraigned without delay. His right to communicate with family or friends. His right, if there's to be a lineup, to consult with counsel prior to this lineup. This right now, and this is the basis of a recent Supreme Court Decision, doesn't give him the right to refuse to be in the lineup, but it does give him the right to talk to his attorney who will insure that this lineup is fairly conducted. Under the Gideon case an arrested person, if he can't afford an attorney, has the right to have the court appoint one for him. An arrested man has the right to a speedy and a public trial to confront his accusers and his witnesses against this. He's protected against cruel and unusual punishment under the 8th Amendment to the Constitution. He's entitled to reasonable bail. But our topic today is his protection against double jeopardy. This is the famous statement which we heard so often on TV — "I refuse to answer because it may tend to incriminate me." This is his Fifth Amendment right against self-incrimination. And this is what Miranda is all about.

I think we best approach Miranda by first quickly discussing the facts. Miranda, a twenty-three year old male of Mexican descent was arrested in Phoenix, Arizona back in March of 1963. He was accused of kidnapping and raping an 18 year old girl. He was arrested at his home, brought to the Phoenix, Arizona Police Department. He was then questioned for two hours by detectives in the station and at the end of that time the detectives had a signed and an oral confession from Miranda. Miranda was convicted in the Arizona courts and his attorney appealed the case and it went as high as the Supreme Court where it and several companion cases were decided. The detectives had testified at the time of the trial that Miranda had given this voluntary confession but they also testified they'd never warned him of any rights. And Miranda had signed a form which indicated that he knew his rights and he knew that anything that he said could be used against him. The Supreme Court threw out the Miranda conviction. They reversed the case and remanded it back to the Arizona courts. Interestingly enough, Miranda was convicted on the retrial.

I think most New England officers, if not all of us, have committed the Miranda Rule to memory. But let's quickly review what the Miranda Rule — what the 5th Amendment means — because in addition to the rule set forth, Miranda set forth the types of conditions under which a police officer must advise a person of his rights. And here's what they said. (Krant walks over to blackboard and writes key words: "custody" and "significant way") They said when a man is in "custody", or when he has been deprived of his freedom in some "significant way", they said at that time the Miranda Rule applies and a man must be advised of his rights. Well, I think most police officers know just exactly what these rights are. But we are going to discuss them very briefly. I think you police officers who have the booklet will find them on page two. For anyone not having the booklet we're going to show them on the screen. Let's quickly review what Miranda rights actually are. What do we have to advise an arrested person of?

(Cellomat with 6 Miranda points, appearing as Krant discusses each.)

First of all the arrested person has the right to remain silent. He can't be forced to testify against himself to incriminate himself.

And then secondly, we have to tell the arrested person that if he does say anything, this may be used against him. Anything you say may be used against you in court.

And then thirdly, we have to advise the arrested person of his right to an attorney. Here's what we say to him. "You have the right to talk to a lawyer for advice before we ask you any questions and to have him with you during the questioning." That means that not only may he consult with an attorney during the interview but prior to the interview so that his counsel can advise him whether or not he wants this client to be questioned at all by the police officers.

And then fourthly, we would have to tell this person we arrest; "If you cannot afford a lawyer, one will be appointed for you before any questioning if you wish." Under the Gideon case, the court said when a man is accused of a serious crime, then he has the right to an attorney whether he can afford one or not. If he can't afford it, then the state will provide one for him.

And then lastly, we want to tell this man; "If you decide to answer the questions now without a lawyer present, you'll still have the right to stop answering at any time until you talk to a lawyer." That means that the man may waive his rights but he may withdraw this waiver if that's what he decides. If a police officer advised the arrested person of these rights and if he gets the waiver, there are three conditions for the waiver. The waiver must be voluntarily, knowingly, and intelligently given. Now, the Supreme Court set out certain exceptions to the Miranda Rule — certain times at which confessions or admissions are admissible. And they said this without the Miranda Warnings. They said, first of all, a police officer is entitled to make his on-the-scene questioning in the fact-finding process. That gives us the right to question people as witnesses and question people without this custodial interrogation stigma attached to it. And then they said the second exception of volunteered statements. A person may volunteer to a police officer any type of information. And then lastly they said if a police officer wishes to testify about a confession or admission, then he must be able to go into court and prove that he gave the warning and that he received the waiver. Now, the rules for Miranda seem simple, but the interpretation proved very difficult. Initially, we had varying and strong reactions. Some police officer said, "This puts us out of the confessions business. They'll be no more confessions." And lots of very concerned police officers said, "These ground

rules continued to change. How can we carry out our responsibilities?" On the other hand other police officers said, "Are confessions really that important in police work? Can't we convict people? Can't we conduct our investigations? Can't we get to the bottom of these questions without confessions? Aren't there other avenues of investigation, other types of evidence, physical evidence, which we can introduce in court?" And the discussion continues.

Recently, in the "Yale Law Journal", there was a very impressive article which reflected a study done down in New Haven, Connecticut. The study indicated that despite the fact that the New Haven police detectives were given these Miranda warnings, there hadn't been any significant difference in the number of confessions and admissions they had received.

We also had some studies, which indicate as you know, that the crime rate is increasing, but that the rate of clearances and solutions is declining. Now, what does that mean? That means not only are we not getting the convictions but it means that that people arrested, the people we bring into the case in trying to clear it, is down. It means that we are not able to successfully carry out our functions. So, this is, of course, a very difficult area.

What did Miranda, what did the Supreme Court and the majority opinion, what were they most concerned about? They were concerned about these incommunicado interrogations. Incommunicado — away from family and friends, deep within the resources of the police department, these in-custody type questionings without warnings of rights. And people said they don't want confessions any more. The courts are throwing out confessions. That isn't so. The Supreme Court said confessions are a proper element of law enforcement. They are an area where we can effectively work, if we do give these warnings.

What have been our practical problems? What are the problem areas? First of all, we have got to separate the persons to whom warnings need not be given from those to whom we should give the warnings. Why is that? Because if we needlessly give these warnings then we are closing off to our investigation, avenues which are legitimate questioning areas. People who can be interrogated, people who can be questioned. On the other hand, if we fail to give the warnings when we should, we jeopardize our complete case. So, that's our first difficult area.

The second is that we have got to give these warnings in a manner approved by the Court. And then we have got to be able to prove that we gave them.

Thirdly, we've got to obtain a waiver before we continue the questioning, and we have got to be able to prove that we obtained it. And we have got to be able to prove that this waiver was, again, voluntarily, knowingly and intelligently given.

So, let's get back to our first difficult area. When do we have to give this warning? First of all, and here we have it, when a man is in custody, there's no question there. When a man is under arrest, he must be given these Miranda Warnings, when he's physically in custody, when he's in jail. And this would include an area where he was in a hospital, he's been wounded in some way, and we have a police guard at the door. This fellow can't in any way leave the hospital. He is under arrest, whether we've actually used the words or not. And this would include areas such as New Hampshire and Rhode Island, where they operate under this Uniform Arrest Act where, with reasonable

suspicion, they may detain a person for two to four hours. So, when a man is under arrest, there is no question but that he must be advised of his rights. But now we come into the area, otherwise deprived of his freedom in some "significant way". That's the difficult question. Now, what do they mean deprived of his freedom in some significant way? In the opinion they set out what they meant. They said when there's some sort of lengthy interrogation in a custodial atmosphere — in a police station, in an isolated setting where there's some sort of pressure applied to this person, either physical or psychological, the court will consider the totality of the circumstances, and if they conclude that this was depriving a person of his freedom in some significant way, then they will throw out any confession. But on the other hand, there are clear areas, and here's where the recent decisions come into it, where we can question people, we can make these interrogations without being required to advise people of their rights. The court said it. When a man is being questioned in the suspicion or the fact-finding phase of the investigation, that's when no warning is required. This is the threshold inquiry type. This is the investigative phase of the investigation. There have been several cases which I'll cite quickly.

The recent case: 4:30 in the morning policemen stop a couple of fellows in a car on a taglight violation. The taglight was out. While they're talking to these fellows, a call comes over the police radio there's been a robbery. They question them for a few moments about the robbery and then arrest them in connection with the robbery. And the defense attorney said, "We'll have to throw out these statements, these admissions, because the police officers had not advised these men of their rights." And the court said not so. This detention was not custodial. These police officers did not have probable cause to arrest these men when they asked these first questions. Therefore, these statements are admissible.

In a hospital case where a man had gone in with a gunshot wound, he was questioned a little while by police. He was not under arrest. There was no policeman at the door. He was questioned in connection with the robbery. He was free to leave the hospital. He was free to tell these policemen "I do not wish to discuss this". He was not in custody. But during the course of the questioning, he did make some admissions in connection with an armed holdup. And when his defense attorney said these statements should not be admissible, the court said he was not in custody. He was free to leave. There was no policeman at the door.

Another case: 2:30 A.M.; policemen on patrol see a fellow walking down the street with an automobile battery. He has an explanation. He says my car is two streets down. The police officer says, "Fine. Get in the car. If you like, we'll give you a ride." The fellow says, "All right." They go about a block and the fellow says "My car really isn't in that direction. Actually it's back the other way." The policeman says, "Are you sure you know where your car is?" The fellow says, "Well, actually", he said, "I don't have a car, I've stolen this battery." And his defense attorney said, "That admission should not come into this court. He was under arrest. He was in custody. And the court said, "That isn't so. This man was not under arrest. This was not a custodial interrogation."

Now, another case involved a person who was suspected of falsifying income tax returns. He was invited to the IRS offices and questioned by Internal Revenue Agents. They said, "Now, we'd like to ask you some questions about this." They did not give him the full Miranda Warnings. Was he a suspect? Certainly, he was a suspect. But was he under arrest? No, of course, and he knew that. The court said there is no form of custody here.

So what do we derive from those opinions? We can have a non-custodial, a truly non-custodial questioning of a suspect whether it occurs in the home, in the office, even a police station, *provided* there's no psychological or physical duress. You're not placing this person in fear. How do you do that? The minimum number of police officers, no force used, interview this person at reasonable hours, advise him that, "We don't intend to arrest you. We don't have the right to arrest you." And as long as he knows he may discontinue the questioning at any time, then there is no duress here. Then this is not an in-custody type of questioning.

Let's get back to those volunteered statements for a minute that we discussed a little while ago. The court said we are not required to stop somebody who volunteers information. Now, the police officer's question then is, "How long, how long can we ask someone questions concerning this volunteered confession?" We can probably question them, and the courts have indicated this, for as long as they freely want to discuss what they've previously admitted to. But as soon as they indicate in some way that they are reluctant to answer a question, they don't wish to continue this line, at that point the police officer would be well advised to advise the person of his Miranda Rights. This is not an in-custody type of questioning.

And then we come to another area: non-testimonial evidence. You police officers know that you're entitled to fingerprint, photograph, measure a man, put him in a line-up, provided, as we indicated earlier, he has the right to consult with an attorney first to ask him for handwriting samples, ask him to speak in a certain way, wear certain types of clothing, provided that these will be useful in connection with the case we're investigating. Now, should a police officer learn of an admission which was given, not to a law enforcement officer but to a third party, then this is admissible. For example, in the first case that we had, where the police officer was warning the shoplifter of her rights. If that shoplifter had made an admission to a store employee — to the store guard we'll say who arrested her — then the fact that the store employee who is now a third party, not a police officer, failed to warn the woman of her rights, that would not have any effect. Actually, that admission would be admissible in court. Now, if we fail to do what we're required to do, not only is the admission or confession not permitted in court but whatever evidence can be derived from this confession cannot be used. This is the fruit of the poison tree type of doctrine. If we have committed a legal error, we cannot use that to our advantage. Policemen say, "When do I warn someone of their rights? Do I have to do it on a crowded street when I arrest him in a car? On the crowded expressway?" No, there's no requirement for that. We police officers have other obligations at the moment of arrest. We've got to physically subdue this man, if that's required. We're permitted to use all the force necessary to put this person in custody. We have other duties and obligations. We have to protect this prisoner from himself. We have to see that he can't hurt anyone else. We've got to protect the evidence that's available at that scene. So let's go back again to what we said earlier. When the man is in custody, deprived of his freedom in some significant way, those are two of the requirements, sure, and then the third. And this is very important now — the questioning initiated by the police officer concerning this man's guilt. So if we put the man in the police car, we've arrested him, we're on the way down to the station house, and it's our intention to have the detectives interview him. And suppose on the ride down, he makes an admission, he makes a confession, would that be admissible? Certainly, we have not initiated this questioning. This is a volunteered statement and this, of course, would be admissible.

Who can advise these people of their rights? The police officer can do it, an interviewing detective can do it, the magistrate can do it, or his own council can do it. And how do we do it? We do it by these little cards that lots of policemen carry. And a copy of the cards is in the booklet. Some police departments use signs, some police departments, as in the scene with the shoplifter, use a form which the person reads, and if they assent to it and understand, they sign it. Some police officers do it orally, some departments are using tape recorders, some are using video tapes. But that doesn't make any difference. The important thing is that the person is aware of his rights and he waives them. There's one word of warning here. Remember at any time after the waiver the person can revoke his waiver and, if that happens, you should discontinue your questioning. Now, there are certain cases when it isn't possible to get a waiver. I can think of some of them: young people, juveniles, who really shouldn't be interviewed in an attempt to get a waiver, persons who don't have the intelligence, people who are mentally affected in some way, someone who's desperately sick, someone who's been wounded very badly, someone who's been drugged, someone who doesn't speak the language too well, someone so intoxicated that he isn't able to understand what you are talking about. Remember the Supreme Court said this, "When you get into court, you have a heavy burden to prove this waiver, to prove that you gave the man these rights, that he gave you this waiver and that it was a continuous waiver through the entire questioning." And when you get into court, you'll be vigorously cross-examined by the defense counsel. What will be one of the lines of attack that they will use? Well, first of all, I would say that the person didn't clearly understand these rights, didn't clearly waive them. Or that the interrogation was of such a prolonged duration that it was revoked. Or that you made some sort of threats, some sort of promises, used some kind of trickery. You conned this fellow. In one case a police department sent a rookie patrolman in. He knew the accused and the patrolman said, "Listen, I'm going to be in big trouble if you don't admit to this thing. Then they are going to hold it against me. Why don't you be a good fellow and let them know what you've done in this case." And the court said police departments can't use that kind of trickery. Looking into the totality of the circumstances, this is not a knowing and voluntary waiver.

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Well, let's summarize what we've said here as far as the Miranda Decision goes and as far as these warnings of rights. I think that many policemen, based on what they know about the Miranda Decision, may very well wish to delay any advice of rights because they are going to delay any questioning of the suspect, of the arrested person, until they get to the police station because there the forms are available, here the witnesses are available. This is the circumstance, the environmental conditions under which the warnings might more properly be given. Some police officers are going to say, "Why not warn a man of his rights? We've got nothing to lose if it's a case in which it is doubtful whether the man might have his rights or not, perhaps we should give them to him any way. But remember this — that the decisions that have come down since the Miranda Case clearly indicate that a policeman has considerable latitude as far as questioning an arrested person. Remember, if you intend to question someone, then remember to pay close attention to the how, and the when, and the where the police officer wants to conduct this questioning because if you talk to someone, if you approach the suspect in some way that he feels a physical, a psychological duress, if he doesn't feel that this is fairly and openly conducted, if he doesn't retain control of himself, if he doesn't retain control of himself, if he doesn't retain control of what he says and what he does, if the suspect doesn't feel free to walk out of here, if he's not aware that he's not under arrest,

if he doesn't feel that he can say to you that, "I don't want to continue this questioning, I'd like you to leave me alone", he has lost control of the situation. But short of that, if you've advised him of these warnings — if you have told this person that he isn't under arrest, if there is no duress, if you don't have probable cause for arrest, you may question a man who is a suspect.

Well, I think that the booklet, because of the fast changes in this field, in these interpretations of the Miranda Decision, doesn't perhaps quite make it clear. We are in an exploratory era as far as Miranda goes. The local and the Federal courts are making decisions and there's no question that the decisions that we have come upon so far indicate that the policeman has more freedom than we had first thought. But now, the court has spoken and it is up to us as police officers to fairly and honestly attempt to apply these rules, because if we violate them we have lost our case. So we've got to try to fulfill our obligations following the rule of Miranda.

Now, I think we have been discussing some of the major areas in Miranda, I've sketched out some of the problems which occur. Now, let's look at some filmed examples and apply what we've been discussing. Then we'll see how the police officer should conduct himself in these situations.

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AUDIO

NARRATOR: Patrolman Robinson notices a small sedan proceeding somewhat unsteadily through the downtown area of East Providence. When he observes the difficulty the operator is having controlling the vehicle, he decides to investigate. After taking the usual precautions, the officer approaches the car.

OFFICER: Let's see your license and registration.

Police officer takes driver by arm and assists him toward police car.

DRIVER: Got it here somewhere.

OFFICER: That's all right, get out of the car. I want you to walk a straight line about ten paces down, turn around and come back. Walk straight ahead. Don't wait, just turn around and come back.

DRIVER: Where?

OFFICER: Right here. OK, that's enough. Turn around and come back.

NARRATOR: Believing the operator to be driving under the influence, the officer decides to take him into custody. How can the officer give the operator the required warnings concerning his constitutional rights since the driver has shown by his behavior that he probably would not be able to understand them?

KRANT: Based on the police officer's observations here, he's made some conclusions. He's seen how the driver's faculties have been affected — the staggering, the slurred speech, the difficulty in locating his identification. Rather than try to question this fellow at the scene, rather than try to give him the Miranda Warnings at the scene, he's arrested him. He'll take him to the police station and then under the situation and the

FILM SEGMENT #2

VIDEO

A VW is seen weaving down the street, up over a curb. A police car honks, pulls it over. Officer radios in, walks up to car, asks for license and registration. Driver can't find them and is asked to get out of the car. Officer asks him to walk a straight line, turn around and come back. Embarrassed, he hesitates and sways in his paces.

environment of the police station, he will attempt to have this fellow be advised of his Miranda Rights. He's concluded that the driver was too intoxicated to knowingly waive them. Now, that was a bit of a common situation for police officers. Let's take one that is a little bit more complex. This is a burglarly situation.

FILM SEGMENT #3

VIDEO

Woman looks out window and sees man approaching neighbor's front door. Man tries door with no luck, goes around to side, finds a storm door open and goes in. Mrs. Rocha sees him emerging later from house, calls police.

AUDIO

NARRATOR: Tuesday, 11:00 A.M. A housewife cleaning up her daughter's bedroom notices what appears to be a salesman approaching her neighbor's home. Since she knows that they are on vacation in Florida, she thinks that he is going to be disappointed and she continues with her housework. Ten or fifteen minutes later, when she sees the same man emerging from the side door of her neighbor's home, she becomes suspicious and decides to call the police.

WOMAN: Hello, Officer, this is Mrs. Rocha from 57 Tryon Avenue. Our neighbors have been away for a week, and I just noticed a gentleman coming out of the door. Yes, he's of medium height, light hair, is also carrying a briefcase.

NARRATOR: A police officer responding to the call sees a man on foot two blocks from the scene. The man appears to answer the description the officer has been given. He decides to stop and question him.

POLICE OFFICER: Hold it. What are you doing in the neighborhood?

MAN: Visiting friends.

POLICE OFFICER: Do you have any identification?

NARRATOR: Has the officer jeopardized his investigation by not warning the suspect of his constitutional rights at this time?

KRANT: This is the suspicion or fact-finding phase of an investigation. This is the on-the-scene questioning. This type of questioning is perfectly legitimate without advising a man of his Miranda Rights. Why? Because there hasn't been any detaining of this fellow. He hasn't been deprived of his freedom in some significant way. Is he a suspect? Certainly. Is he under arrest? No, he is not. Therefore, since the police officer doesn't have the probable cause to make the arrest, he can make this questioning of this suspect. This is true not only in Rhode Island where this film was shot, but also in any state throughout New England because these rules apply throughout the country. Now the next example concerns an investigation of a homicide. But it illustrates the points concerning Miranda which apply to the questioning of all suspects.

FILM SEGMENT #4

VIDEO

Body in snowy shallow grave, two detectives standing surveying scene. Photographers snapping pictures.

AUDIO

NARRATOR: When two hunters stumble across a body, poorly hidden, in a shallow grave, they notify the police. After proper investigation at the scene, the two detectives assigned to the case begin to trace the last movements of the victim, Tony Castro.

INVESTIGATOR: When was the last time you saw Tony Castro?

MAN: Friday, Friday about 4:30.

INVESTIGATOR: Is that what time he quits work?

MAN: Right.

LAW ENFORCEMENT

INVESTIGATOR: When was the last time you saw Tony Castro?

GAS MAN: It was Friday evening.

INVESTIGATOR: About what time?

GAS MAN: About 8:30 or 8:45.

INVESTIGATOR: Where was that at?

GAS MAN: At Julio's Cafe.

JULIO: What can I do for you?

INVESTIGATOR: Julio, were you here last Friday?

JULIO: Yes, I was.

INVESTIGATOR: Was Tony Castro in?

JULIO: Yes, he was.

INVESTIGATOR: Who was he with?

JULIO: A guy by the name of Ray Hudson.

INVESTIGATOR: Where's he from?

JULIO: I think he's from Riverside.

INVESTIGATOR: Did he have an argument here, Julio?

JULIO: A little one, yeh.

INVESTIGATOR: Did he have any fights?

JULIO: No, but he was ready to fight.

INVESTIGATOR: Did they leave together?

JULIO: I suspect they did, around the same time.

INVESTIGATOR: What time was that?

JULIO: About 8:45.

INVESTIGATOR: Do you know where we could locate him?

JULIO: He works over at the paper mill.

NARRATOR: Should these detectives advise the suspect, Ray Hudson, of his rights before questioning him concerning the murder?

KRANT: Is Ray Hudson a suspect? Of course he is. May he be questioned under these non-custodial, non-in-custody conditions? Yes. The decisions clearly say that he may so long as he's not deprived of his freedom in any significant way. And that's the key. Is he aware that he is not under arrest? He will be because the detectives will inform him of that. May he cease talking whenever he desires? He may because the detectives will inform him of that. And will he be aware that this is a non-custodial type interview? He will. Because the detectives will inform him of that.

I've covered now the major topics as far as Miranda is concerned. You may have additional questions. If you do, I hope you'll feel free to ask them during the question and answer period.

Detectives set out to retrace Tony Castro's last actions. Question a construction worker, a gas station attendant, and Julio, the bartender, before getting a lead as to where and whom Tony was with right before his death.

QUESTION AND ANSWER PERIOD

PANELISTS: Special Agent RICHARD KRANT

Colonel LESLIE WILLIAMS
Executive Officer
Connecticut State Police

JOHN IRWIN
First Assistant District Attorney
Middlesex County, Massachusetts

WILLIAM HOMANS, Jr.
Attorney
Boston, Massachusetts

JAMES P. KELLY
Moderator

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VIDEO

View of Panel with Q & A
slide super with Narrator giving
telephone instructions:

AUDIO

NARRATOR: Members of Law Enforcement Agencies in the New England states who would like to telephone questions to today's panel are invited to turn to the back cover of the training manual. There you will find the special telephone number as well as instructions for both local and long distance collect calls.

Panel Moderator is James P. Kelly, Director of the Law Enforcement Training Project.

KELLY: This is what is popularly known as the "feedback" portion of the program. It's time for you now to put down your pencils, stop your marginal notes, and get on the telephone and call us with your questions. Again I remind you that these questions can be called collect. If you are outside the Boston area, the area code is 617. You will find the instructions in the back of your booklet.

I would like to introduce our panel — a very interesting and lively panel. Our first member is Colonel Leslie Williams of the Connecticut State Police. Colonel Williams is the Executive Officer of the Connecticut State Police. He has the added distinction, incidentally, of having a son in the state police, a trooper, who will be watching this program with a number of recruits on a new channel in Groton, Connecticut, I believe.

WILLIAMS: Yes.

KELLY: John Irwin, First Assistant District Attorney for Middlesex County here in Massachusetts. Our advocate, who is representing the other side of the ledger today, William P. Homans, Jr. from Cambridge, a Boston attorney, who has spent quite a bit of time and effort defending individuals and who is very well qualified to speak on the rights of the accused. And of course, our lecturer, Special Agent Krant from the Federal Bureau of Investigation.

LAW ENFORCEMENT

We have our first question, Dick, from Captain Wheeler in Marblehead, Massachusetts. Captain Wheeler asks: "Is it necessary for a parent and attorney to be present at an interrogation during the investigative state?" I think here he is referring to a juvenile incident. You had mentioned I think in your lecture portion about the rights of juveniles. I don't think he's referring to a situation where for example Maudy Fricket* would come in with her son. I think he's referring to a juvenile. Would you care to answer that question.

KRANT: Right. Surely. As far as juveniles go in the recent Supreme Court case, the matter of Gault, juvenile cases are now to be handled differently. Where it can be determined that this individual will be declared a delinquent and he can be committed to a state institution, he has additional rights similar to an adult. Therefore, I think a police officer would certainly be well advised to interview a juvenile with his parent at all times and whenever it gets into an area where an attorney might possibly be required, I would certainly think you would want to have an attorney present.

KELLY: Was it prior to Gault that the state was considered to be acting "in parens patrie"?

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HOMANS: I think the expression was "in parens patrie". Gault hasn't wiped that out completely. But it says that the juvenile runs, in many cases, the same risks that the adult runs of being eventually committed that he will have, therefore, substantially the same rights. However, that doesn't wipe out a juvenile court and juvenile proceedings by any means.

KELLY: Colonel Williams?

WILLIAMS: Recently, and I'm sorry I can't give you the citation, in a state court, it was ruled that the judges of the attorney would be required because a parent may not always act in the best interest even of his own child. And simply because the police officer had informed the parent of the situation and then the interrogation that had followed, they had over-ruled this, saying that the attorney was necessary . . .

KELLY: If some of the children are like the ones I know, I could understand the parents' point of view. Before we get on with Miranda, I received a phone call last week from a police officer's wife who was looking for stocking stuffers for Christmas and she wanted to know if I could tell her where she could get a Miranda card for her husband's stocking.

And this gave us an idea, and I would like to explain this to you briefly for a few moments before we go on with our questioning. We have made up a Miranda card and all you out there in television land have to do to get this is to write us a letter with your return address enclosed. The card is very simple. It requires little dexterity. It's a post card, you fold it in half, like so, and you take a swingline stapler and go "click" and you have Parts I and II of the Miranda Warning. Place this in your wallet or in your holster and you're all set. The Miranda Warnings, incidentally, are contained on page three of your booklet. It's very much like your wife cutting out a favorite recipe from a magazine before you get to read what's on the other side. And on the other side you'll notice Program Five, "Policeman as a Witness", so you won't have anyone to blame if you cut it out, except yourself.

**An old lady character role played by TV actor Jonathan Winters.*

We have a question from Officer Paul Murphy of the Medford Police Department, and we address this to Dick Krant. "Does the Miranda Rule apply to statements that are exculpatory?"

KRANT: Yes, it does, Jim. The Decision sets forth very clearly that exculpatory statements are included in the Miranda Warnings.

KELLY: There are reasons for that, one of them being the fact that the statement could be used against him.

KRANT: If he is to impeach the man . . .

KELLY: . . . or implicate his guilt if he is a witness. Under Miranda, Mr. Irwin, another question from an anonymous police officer. "If a suspect refuses to speak for the purposes of a voice identification by a witness, can this refusal be later used against him at his trial?"

IRWIN: I would assume that it could not, Jim. Based on the interpretation of Miranda as it's been applied in our courts locally, I would assume that it would definitely not be able to be used against him. I don't want to be construed as being in favor of that interpretation because I think it's just like fingerprints. If this suspect can be fingerprinted, then he should also be subject to voice analysis.

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KELLY: It can be used against him if you tell him of his right to remain silent. This right does not include the right to refuse to speak for purposes of identification. Can that be used against him?

IRWIN: I would say no, at least in the interpretations that the courts have been giving up to this day that they would not allow his refusal to do that — to be admitted against him in evidence. Maybe somebody disagrees with me on that. I'm sure perhaps they do, but I think that the interpretation that you would get locally would be that he had every right to refuse to participate in this voice identification test because he would thereby be testifying against himself and even though he had been thoroughly warned, he would have every right in the world not to participate in this particular test.

HOMANS: I'm probably on the wrong side here.

KELLY: You're on my right.

HOMANS: I would disagree with John. I would assume that if the legislature passed a statute providing for this kind of identification, at least providing the refusal to submit to it, it could be used against him. Then, perhaps, it would fall within the Schmerber Case where they . . .

IRWIN: Oh, there's no question about that Bill, I think if there was a statute then obviously it would be constitutional, and it could be very, very effective in the area that you suggest.

HOMANS: I think we're in agreement then.

IRWIN: I think we would agree if there's a statute as there was in the Schmerber Decision, that obviously his refusal could be used in evidence against him.

HOMANS: This isn't a constitutional thing. This is merely a case of the absence of the statute.

KELLY: Schmerber also had the added advantage of having his lawyer present.

IRWIN: I'd like to see you recommend that statute, Bill.

KELLY: Patrolman John Galvin, Boston District Five asks this question. "On Miranda, is it necessary that the arresting officer give the warnings, or may it be another officer in the patrol car or the rear end man in the station wagon?" He's hanging on, I guess for dear life! Would the panel . . . Colonel Williams, I think is the best for . . .

WILLIAMS: I think this has possibly been covered by Agent Krant in this discussion now. No, it isn't necessary that the first officer make his contact with the person or places under arrest, given that warning. I have since seen Miranda. The Supreme Court has said the confession must follow closely after the giving of the warning. It would be well to wait for the opportune time to give that warning which will not be with this patrolman hanging on the back of this wagon.

KELLY: Chief Fitzgerald from Northbridge has a question. "Would Mr. Krant please elaborate on motor investigations as far as the rights of the accused when called to the scene of the accident, for example. In other words, must a police officer called to the scene of an accident give any warnings on the Miranda?"

KRANT: Well, I think if he intends to question the individual, the driver, at the scene and if the activities, the action . . .

KELLY: If it's other than civil . . .

KRANT: Great, other than civil, if it's a criminal offense involved, he would want to question. Of course, in a drunk driving, driving under the influence type violation, the police officer, if he decides not to question a man at the scene, would really advise him of the type of arrest being made and just merely take him to the station house and not attempt to question him. That's what we did in the scene that we showed. The police officer made that decision that this man was too drunk to be questioned. He decided to do it at the station house.

WILLIAMS: There are many cases in which the state courts are differing considerably on this. Where jail sentences are not involved, drunk driving accidents can involve a jail sentence . . . But in many instances, there are other offenses, speeding and so forth, careless driving, in which a jail sentence may not be involved. Numerous state courts have said that they do not apply Miranda in these situations.

KRANT: Right, that is true . . .

WILLIAMS: This is the dilemma that this officer is concerned with in asking this question.

KRANT: Right.

IRWIN: In reference to that, if we could just make one point along those lines. If an officer has to warn a suspected driver who has been pulled over and has been suspected of being under the influence, if he has to warn him, how can the warning be effective, if, in fact, he believes that the driver is drunk, bearing in mind that there has to be a knowing waiver of this particular right.

KRANT: This is the type of offense where seldom do you need . . .

WILLIAMS: Yes, the facts are before you. If you can't judge by the facts that are before you, then it would seem almost superfluous to warn him before you ask him



*Filmed Dramatization
Providence, R.I., Program 4.*

questions. However, many departments have driving under the influence forms, recommended by the National Safety Council, and we've had difficulty with this. Where did you come from, how much did you have to drink, and so forth. And later when these are testified to in court and no warning was given, we find difficulty with this.

KELLY: I would imagine the National Distillers would be interested in that survey. Incidentally, I would like to remind our audience out there, that these questions can be called in anonymously. It is not necessary to give your name. I hope, incidentally, I don't meet that Volkswagon on the way home tonight. Another question: "What happens when a suspect makes consecutive confessions? For example, he makes a second voluntary confession after a prior one has been coerced out of him." Mr. Prosecutor, would you . . .

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IRWIN: Well, I think the Westover case comes closest to covering that. In the Westover situation, The Kansas City Police, as I recall it, the local police, had questioned the suspects in connection with some robbery they were trying to solve and apparently, they hadn't afforded them the proper warning and had held them a fairly substantially length of time. I think, Dick, it was about fourteen hours.

KRANT: That's right.

IRWIN: Thereafter, the FBI came into the situation to the extent that they went to the police station and proceeded to inquire of these people in connection with something that they were concerned about, altogether different than what the local police were concerned about. They gave them an adequate Miranda Warning and they confessed to these particular crimes and they were prosecuted by the Federal Government. Now there where you had a consecutive situation, the court threw out the confession to the FBI even though the FBI had acted properly under all the circumstances and complied with the Miranda situation, they said that the continuous holding of the prisoners in the same place, in the same atmosphere, was enough to tack the warning onto the end of the questioning. I think you'd have that situation in any consecutive situation. It seems to be clearly that what they want the authorities to do is to completely remove themselves from one place to another when these situations arise.

KRANT: I think they said that, Jack, if the FBI had come to another jail the next day perhaps they could have questioned them.

KELLY: That's all we'll have time for today, gentlemen, unfortunately. We'd like to thank you all for appearing here under these adverse weather conditions and appearing on our program and responding to these questions. I would also like to take note of the fact that some of the police chiefs have been perceptive enough to give their men compensatory time for coming in to watch these programs. I would like to thank them on behalf of the Law Enforcement Training Program here at WGBH. Thank you.

FILMED DRAMATIZATIONS

Dramatized film segments were produced for many of the programs in which the Staff felt they could most effectively focus on particularly troublesome or interesting aspects of the topics under discussion. These filmed dramatizations enabled viewing officers to visualize the problems and compare their reactions with those of the guest instructors and panelists.

The filmed dramatizations were shot on location in cities and towns throughout New England with the cooperation of local police chiefs, their departments and the local citizenry.

43 Once the decision to film had been made and the general story line of the examples had been decided, the Project Staff contacted the Chief of Police in the area where the filming would take place. The Chief was briefed on the production procedures and needs of the filming crew and was asked for his cooperation. This meant that the Chief was asked to provide the police facilities and personnel needed for each dramatization. He was also requested to make arrangements with local citizens for private businesses and residences to be used as locations for filming where needed and to arrange with private citizens to serve as "actors". The Project Staff felt that this approach added to the "realism" of the problem situation. In every instance, the police departments and communities where we filmed offered every possible cooperation.

For example, for the filming for the program, "Obligations of the Police Toward the Accused", Chief George Rocha of East Providence, Rhode Island, was contacted. Chief Rocha, a member of the Advisory Committee, agreed to assist with the filming. We filmed the four segments, outlined in the transcript above. In addition to arranging for the police and non-police "actors", Chief Rocha made arrangements for us to use private residences, businesses and city-owned property. Police vehicles not in service at the time were made available and all police personnel were brought in on a voluntary basis on their off-duty time. A senior police officer was always available to us as a technical consultant on procedures and local laws. The "actors" were never given a script. Instead, the situation was carefully explained to them and they acted it out using their own words. The Project Staff felt that this role playing approach added realism and believability to the dramatizations.

Chief Rocha also worked with the WGBH Staff in notifying the media of the filming. As a result, several feature stories were printed in the Providence daily papers and two television newsmen covered the filming (they filmed us filming the dramatizations and interviewed WGBH Staff) for use on both 6:00 P.M. and 11:00 P.M. newscasts. The help extended by Chief Rocha, the East Providence Police Department, and the community is representative of the help we received on all filming expeditions.

The Project Staff gratefully acknowledges similar filming assistance offered by:

Commissioner Edmund McNamara, member, Advisory Committee, and the Boston Police Department;

Chief Joseph Farrand, member, Advisory Committee, and the Lewiston, Maine Police Department and Community;

Chief Terrence McKaig, member, Advisory Committee, and the Glastonbury, Connecticut Police Department and Community;

Chief Walter Carlson, and the Concord, New Hampshire Police Department and Community;

Chief Daniel Henderson and the Needham, Massachusetts Police Department and Community;

Director J. Edgar Hoover, Federal Bureau of Investigation; Special Agent in Charge James Handley, Boston Office, FBI, and a member of our Advisory Committee; Special Agents William Griffith and Roy Jevons, FBI Crime Lab in Washington, D.C.; and Special Agent Dwight Dalby, Washington Office.

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*Filming, FBI Laboratory,
Washington, D.C., Program 7.*



TV PROGRAMS AND ON-AIR PARTICIPANTS

The "Law Enforcement and Criminal Justice" TV series consists of nineteen (19) one-hour programs for the in-service training of police. A list of the programs in the series, the guest instructors, the panelists, and the special guests follows:

Program 1. LAW OF ARREST, PART I

INSTRUCTOR — Captain WILLIAM J. HOGAN
Training Division
Boston Police Academy
Boston, Massachusetts

PANELISTS — Captain WILLIAM J. HOGAN

Captain JOHN KILLDUFF
Providence Police Academy
Providence, Rhode Island
JAMES HANDLEY
Special Agent in Charge
Federal Bureau of Investigation
Boston, Massachusetts

Professor LLOYD WEINREB
Harvard Law School
Cambridge, Massachusetts

JAMES P. KELLY
Moderator

Program 2. LAW OF ARREST, PART II

INSTRUCTOR — Captain WILLIAM J. HOGAN

PANELISTS — Captain WILLIAM J. HOGAN

Hon. WILLIE DAVIS
Assistant Attorney General
Commonwealth of Massachusetts

Chief BENJAMIN THOMPSON
Lebanon Police Department
Lebanon, New Hampshire

Sgt. WILLIAM IRVING
Massachusetts State Police Academy
Department of Public Safety
Commonwealth of Massachusetts

JAMES P. KELLY
Moderator

LAW ENFORCEMENT



*Capt. William J. Hogan,
Instructor, Programs 1 and 2.*

Program 3. SEARCH & SEIZURE

INSTRUCTOR — Hon. JACK I. ZALKIND
Assistant District Attorney
Suffolk County, Boston, Massachusetts

PANELISTS — Hon. JACK I. ZALKIND

Hon. RICHARD I. ISRAEL
Assistant Attorney General
Providence, Rhode Island

Chief JAMES MULCAHY
Newport Police Department
Newport, Vermont

Hon. ARNOLD MARKLE
Chief Prosecuting Attorney
Circuit Court, State of Connecticut

JAMES P. KELLY
Moderator

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Program 4. OBLIGATIONS OF THE POLICE TOWARDS THE ACCUSED

INSTRUCTOR — Special Agent RICHARD KRANT
Federal Bureau of Investigation
Boston, Massachusetts

PANELISTS — Special Agent RICHARD KRANT

Colonel LESLIE WILLIAMS
Executive Officer
Connecticut State Police

JOHN IRWIN
First Assistant District Attorney
Middlesex County, Massachusetts

WILLIAM HOMANS, Jr.
Attorney
Boston, Massachusetts

JAMES P. KELLY
Moderator



Program 5. POLICEMAN AS A WITNESS

INSTRUCTOR — Hon. JACK I. ZALKIND
Assistant District Attorney
Suffolk County, Boston, Massachusetts

PANELISTS — Hon. JACK I. ZALKIND

Captain PAUL E. FURDON
Prosecuting Officer, District Court
Central Middlesex County
Lexington (Massachusetts) Police Department

TIMOTHY MORAN, Assistant Dean
Director of Law Enforcement Programs
Northeastern University

Judge JOHN N. REYNOLDS
Circuit Court
State of Connecticut

JAMES P. KELLY
Moderator

Program 6. COMMUNITY RELATIONS

PANELISTS — Chief TERRENCE MCKAIG
President, Connecticut Police Chiefs Association
Glastonbury (Connecticut) Police Department

GEORGE O'CONNOR
International Association of Chiefs of Police
Washington, D.C.

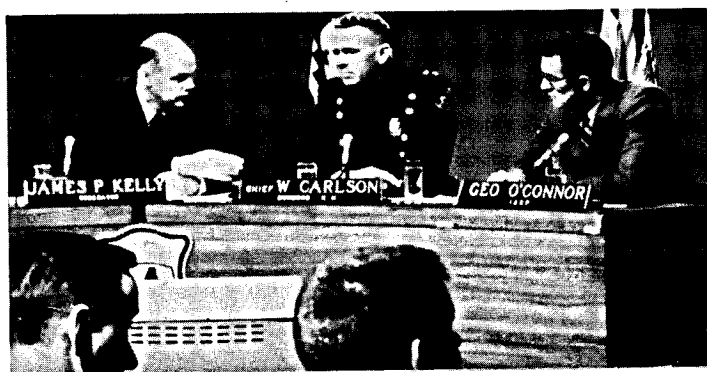
Chief WALTER CARLSON
Concord Police Department
Concord, New Hampshire

Dr. WILLIAM McCOURT
Psychiatrist
Boston, Massachusetts

JAMES P. KELLY
Moderator

Program 7. SCIENTIFIC AIDS

INSTRUCTORS — Special Agent WILLIAM D. GRIFFITH
Chief of Document Section
FBI Crime Lab — Washington, D.C.



Panelists, Program 6.

PANELISTS —

Special Agent ROY H. JEVONS
Chief of the Physic-Chemistry Section
FBI Crime Lab — Washington, D.C.

Special Agent WILLIAM D. GRIFFITH

Special Agent ROY H. JEVONS

WALTER E. PERKINS
Director of Laboratory
Hartford (Connecticut) Police Department

Dr. ARTHUR McBAY
Supervisor of Laboratory
Department of Public Safety
Commonwealth of Massachusetts

JAMES P. KELLY
Moderator

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Program 8. CROWD CONTROL AND CIVIL DISORDER

GUEST —

HARRY WELLS
Lake Erie Chemical Company
Instructor, Riot Control Training Classes,
Smith and Wesson

INTERVIEWER —

JAMES P. KELLY
Director
Law Enforcement Training Project

GUEST —

NORMAN C. KASSOFF
Assistant Director
Professional Standards Division
International Association of Chiefs of Police
Washington, D.C.

INTERVIEWER —

STEPHEN A. GILFORD
Producer
Law Enforcement Training Project

Program 9. ACCIDENT INVESTIGATION, PART I

INSTRUCTOR —

EUGENE A. BARIL
Motor Vehicle Investigator
Registry of Motor Vehicles
Commonwealth of Massachusetts

PANELISTS — Investigator EUGENE A. BARIL

Lt. PAUL TRUE
Director, Bureau of Traffic Records
Maine State Police
Augusta, Maine

Sgt. RICHARD R. GERLING
Traffic Division
East Providence Police Department
East Providence, Rhode Island

JAMES P. KELLY
Moderator

Program 10. ACCIDENT INVESTIGATION, PART II

INSTRUCTOR — EUGENE A. BARIL
Motor Vehicle Investigator
Registry of Motor Vehicles
Commonwealth of Massachusetts

PANELISTS — Investigator EUGENE A. BARIL

CHARLES S. MICHALSKI
Director, Traffic Accident Data Project
National Safety Council
Chicago, Illinois

Captain ANDREW MONTI
Chief of Staff Services
Vermont State Police
Montpelier, Vermont

Captain WALTER STECKO
Connecticut State Police
Hartford, Connecticut

JAMES P. KELLY
Moderator

Program 11. JUVENILE LAW

PANELISTS — Captain WILLIAM J. HOGAN
Training Division
Boston Police Academy
Boston, Massachusetts

Lt. CHARLES CROWSHAW
East Providence Police Department
East Providence Rhode Island

LAW ENFORCEMENT

THEODORE MARSTON
New Hampshire State Probation Officer
Grafton County Superior Court House
Woodsville, New Hampshire

JAMES P. KELLY
Moderator

Program 12. DRUG ABUSE

INSTRUCTOR — RICHARD CALLAHAN
Regional Director
Bureau of Narcotics & Dangerous Drugs
Boston, Massachusetts

PANELISTS — RICHARD CALLAHAN

Captain JOSEPH JORDAN
Vice and Narcotics Unit
Boston Police Department
Boston, Massachusetts

Dr. DAVID MYERSON
Clinical Director
Drug Addiction Rehabilitation Center
Boston State Hospital

JAMES P. KELLY
Moderator

Program 13. ORGANIZED CRIME

INSTRUCTOR — RALPH F. SALERNO
Consultant for National Council on Crime and
Delinquency
New York State Identification and Intelligence
System
Consultant to Organized Crime Task Force
(The President's Crime Commission)

PANELISTS — RALPH F. SALERNO

CHARLES H. ROGOVIN
Assistant Attorney General
Chief, Criminal Division
Commonwealth of Massachusetts

JACK I. ZALKIND
Assistant District Attorney
Suffolk County
Commonwealth of Massachusetts

PAUL MARKHAM
United States Attorney
Massachusetts District

JAMES P. KELLY
Moderator

Program 14. DEALING WITH THE MENTALLY UNBALANCED

INSTRUCTOR — JOHN S. COLLINS
Department of Mental Health
Commonwealth of Massachusetts

PANELISTS — JOHN S. COLLINS

Chief FRANCIS X. FINN
Quincy Police Department
Quincy, Massachusetts

NEIL CHAYET
Attorney at Law
Boston, Massachusetts

Dr. WILLIAM McCOURT
Psychiatrist
Boston State Hospital

JAMES P. KELLY
Moderator

Program 15. CRIME SCENE SEARCH, PART I

INSTRUCTOR — GEORGE SWIDLER
Department of Law Enforcement Programs
University College
Northeastern University

PANELISTS — GEORGE J. SWIDLER

Detective Lt. WILLIAM J. KARRYTAIS
Worcester Police Department
Worcester, Massachusetts

LAW ENFORCEMENT

Deputy Sheriff LOUIS CATALDO
Director, Barnstable County Police Academy
Barnstable Co. Bureau of Criminal Investigation
Commonwealth of Massachusetts

Detective Lt. EDWARD SHERRY
Homicide Division
Boston Police Department
Boston, Massachusetts

JAMES P. KELLY
Moderator

Program 16. CRIME SCENE SEARCH, PART II

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INSTRUCTOR — GEORGE J. SWIDLER
Department of Law Enforcement Programs
University College
Northeastern University

PANELISTS — GEORGE J. SWIDLER

Captain JAMES E. SULLIVAN
Director, Worcester Police Academy
Worcester, Massachusetts

Professor ROBERT ROTH
Department of Law Enforcement Programs
University College
Northeastern University

Deputy Sheriff LOUIS CATALDO
Director, Barnstable County Police Academy
Barnstable Co. Bureau of Criminal Investigation
Commonwealth of Massachusetts

JAMES P. KELLY
Moderator

Program 17. REPORT WRITING

INSTRUCTOR — JOHN J. CALLAHAN
Department of Law Enforcement & Security
University College
Northeastern University

PANELISTS —**JOHN J. CALLAHAN****THEODORE MUNSON**

Supervisor of Records

West Hartford Police Department

West Hartford, Connecticut

Detective **HERBERT HALLIDAY**

Cambridge Police Department

Cambridge, Massachusetts

Deputy Supt. **JOHN J. BONNER**

Planning & Research Division

Boston Police Department

Boston, Massachusetts

JAMES P. KELLY

Moderator

Program 18. POLICE INTERROGATION**INSTRUCTOR —****GEORGE J. SWIDLER**

Northeastern University

Department of Law Enforcement Programs

University College

PANELISTS —**GEORGE J. SWIDLER**Professor **RAYMOND PENDLETON**

Salem Teacher's College

Salem, Massachusetts

JOHN WALL

Chief, Criminal Division

Office of Attorney General

Commonwealth of Massachusetts

JAMES P. KELLY

Moderator

Program 19. POLICE BEHAVIOR**INSTRUCTOR —****GEORGE O'CONNOR**

Director, Professional Standards Division

International Association of Chiefs of Police

Washington, D.C.

LAW ENFORCEMENT

PANELISTS —

GEORGE O'CONNOR

Captain **WILLIAM J. HOGAN**
Boston Police Academy
Boston, Massachusetts

ROBERT RUSSELL
Director, Police Science Institute
Dean Junior College
Franklin, Massachusetts

JAMES P. KELLY
Moderator

SPECIAL GUEST — Chief Inspector **THOMAS HODGSON**
New Scotland Yard
London, England

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Panelists, Program 5.



LAW ENFORCEMENT

AUXILIARY AIDS

Kinescopes

A major feature of the Law Enforcement Training Project was the impact and additional audience provided by the production and distribution of kinescopes. Kinescopes are high quality 16mm sound films made directly from the master videotape of the original "live" broadcasts of the programs. Within six weeks of each broadcast, six kinescopes of the programs were in distribution to law enforcement agencies on a free loan basis, i.e. without charge to the borrower.

For the duration of the OLEA Grant, a distribution system was set up and administered by Mrs. Marie Foskett who kept careful records of the distribution of each of the films. Questionnaires were sent out with each film and returned after each viewing with information on the condition of the film, the number of personnel viewing the film, and general reaction to the film. A sample questionnaire appears below.

FILM QUESTIONNAIRE

Program #13
(Print #3)

Name Capt. Patrick Carroll

Department Fairfield, Conn.

Date Sent 4-21-69

Please fill in and return with film:

1. Name of police department and/or law enforcement agency present at film viewing.

..... Fairfield Police Department

2. Number of people present. 60

3. Condition of film. (any scratches, broken perforations, etc.) Good

4. General reaction and value of this film in your training course.

Excellent, the panel discussion was especially interesting as much of the comments and conversation dwelt upon the patrolman and his responsibilities in the area of organized crime, also the importance of the F.I.O. which we have used for the past few years.

Mr. James Kelly - "Jim" - I have seen each of these films approximately four times and you, now that we have reached the end of the program, seem like a very close friend. It is our opinion that your contribution to these series of films was invaluable. Your sense of humor added to the overall effectiveness of the programs and as a former "cop" you recognize the importance of this quality. Overall, the series was excellent - we would have liked a little more time and comment devoted to Conn. law, etc. but appreciate the fact the film was produced in Boston and it is understandable that you would draw your talent from that general area. If ever you are in this area I would appreciate (and expect) that you would stop in and say hello. Looking forward to meeting you and with kind personal regards and a final "well done", I and all the officers say, many thanks.

Sincerely,

Patrick L. Carroll, Capt., Training

(Would appreciate about 100 of charts referred to in Organized Crime production - tks.) **LAW ENFORCEMENT**

Some of the typical reactions to the kinescope viewings are recorded later in the section entitled WHAT THEY'RE SAYING ABOUT THE LAW ENFORCEMENT TRAINING PROJECT.

Six kinescopes were made of each of the broadcasts with the ultimate goal of providing each of the six New England states with a complete set of programs on 16mm film. According to the conditions of the OLEA Grant, the films are being placed in central repositories for use by law enforcement agencies.

Kinescopes have advantages that increase measurably the value of the live broadcasts. Television is an appreciably less expensive medium than film and has the immediacy of impact and convenience of home viewing which we have mentioned previously. But there are gaps in live broadcasting that are filled in by kinescopes. They are a convenient way for departments to review the programs and for those departments beyond our broadcast range or in marginal areas of coverage, to view the programs.

Mrs. Foscett estimated, from the returns she received for the period ending in August, 1968, that a total of 6,105 men viewed the kinescopes in group or classroom settings, both in police stations or academic settings. By the end of the two-year duration of the Project, 2,688 requests for kinescope viewings had been filled and a total of 31,990 men had viewed the programs via kinescope.

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TOTAL AGENCIES REQUESTING KINESCOPES	150
TOTAL KINESCOPES DISTRIBUTED OVER TWO YEAR PERIOD	2,688
MEN VIEWING KINESCOPES	
Through August 1968	6,105
Through December 1968	14,793
Through June 1969	31,990
(Total over two-year period)	

The advantage of this distribution is that a limitless number of viewings can be scheduled at a time convenient for each individual department. For those departments sophisticated enough to have an established training program, the films serve to supplement their existing training programs. Requests for films were received from the New England states and areas outside New England including New York, New Jersey, Texas, California, Virginia, Minnesota, Pennsylvania, and Washington, D.C. One of our kinescopes was viewed at a law enforcement conference in Germany.

The kinescopes were also being utilized by colleges and universities offering degrees in law enforcement, including:

NEW HAVEN COLLEGE
New Haven, Connecticut

BRISTOL COMMUNITY COLLEGE
Fall River, Massachusetts



MT. WACHUSETT COMMUNITY COLLEGE
Gardner, Massachusetts

GREENFIELD COMMUNITY COLLEGE
Greenfield, Massachusetts

NORTHEASTERN UNIVERSITY
Boston, Massachusetts

BERKSHIRE COMMUNITY COLLEGE
Pittsfield, Massachusetts

MASSACHUSETTS BAY COMMUNITY COLLEGE
Watertown, Massachusetts

ROCKLAND COMMUNITY COLLEGE
Suffern, New York

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All the colleges above conduct credit courses in Criminal Justice.

Training Manuals

A valuable adjunct to the police television training as well as a permanent reference for the future were the training manuals which accompanied each of the programs. The manuals were well researched and designed to be a tangible part of the Project which could be kept as a study guide upon completion of the Project.

A total of six manuals were prepared by the Staff, each containing a condensed topical outline of the subject matter relating to up-coming programs. The manuals were designed to be kept in a three ring notebook binder. The advantage to this format for the manuals was two-fold, It allowed the Staff to release manuals that were contemporary in their information at the time of the program's broadcast and it enabled us to avoid printing a large bulky manual before the series was actually produced.

The material included in each manual was recieved and approved by members of our Advisory Group prior to printing and many good suggestions were made in revising certain portions of the text. Because they also contained information relating to the more recent Supreme Court Decisions, these booklets became valuable study material for the law enforcement departments and agencies outside New England which subsequently joined our Project audience.

These training manuals were distributed to all departments whose Chief had expressed an interest in having his department participate in the "Law Enforcement and Criminal Justice" series. A training officer or other senior officer, whom the Chief had previously designated, handled the manual distribution in his department. A copy of each of the manuals was provided for each man in each participating department without charge, according to the terms of the OLEA Grant.

LAW ENFORCEMENT

The Staff's projected manual distribution goal was 17,000 manuals by June, 1968. We reached this goal before the second program was aired in October, 1967. These manuals were mailed only upon certification by the Chief of Police that his department wanted to participate in the training programs, that the Chief needed "x" number of manuals for each man in his command, and that one of his officers would be responsible for distribution of manuals in his department. In some instances the manuals were requested although the police could not receive the programs on the air because of terrain or technical difficulties. They were then used, along with the kinescopes, as an auxiliary training aid. The existence of the manuals stimulated many police officers to watch the programs who might not otherwise have done so. They also involved the men more substantially and prepared them for better understanding of the content material and for more intelligent questioning during the viewer response or "feedback" period.

At the conclusion of the series in May 1969, the Project was "bulk mailing" more than 25,000 copies of each of the manuals, a total of over 150,000 manuals to police officers in New England over a two-year period. The requests for and enthusiastic reception of the manuals and the Project by police was one of the major yardsticks of the success of the Law Enforcement Training Project.

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Printed Training Aids

Whenever possible, the Law Enforcement Training Project made on-the-air offers to furnish police with special materials relating to the topics of the programs. These offers were made at no cost to the police officers or to OLEA. Police officers were asked only to send in a stamped, self-addressed envelope to receive the materials offered. These printed training aids included:

1. A list of 100 Questions and Answers on the Law of Arrest, compiled by Guest Instructor, Captain William Hogan, Training Division, Boston, Massachusetts. These were offered by Captain Hogan on the programs dealing with "The Law of Arrest".
2. Wallet-sized cards listing the "Miranda Warnings". These were offered on the program, "Obligations of the Police Towards the Accused".
3. Organized Crime Structure and Money Flow Chart. This was offered in connection with the program, "Organized Crime". It was compiled by Ralph Salerno, Guest Instructor, for the program.
4. Training Manuals. These were offered on several programs to police not already receiving the manuals.

These materials were widely requested as a result of on-the-air offers. We found that many requests came from officers who were viewing the kinescopes some time after the initial broadcast date.

All of these items were extensively requested, but by far the most requested item was Captain Hogan's offer of 100 Questions and Answers on "Law of Arrest". Because of the overwhelming demand for this 17 page item and because of the limited size of the Law Enforcement Training Project Staff, it was necessary to limit bulk orders (enough for an entire department) to only five copies with the understanding that the department was free to reproduce the questions and answers and distribute them at will.

AGENCIES PARTICIPATING IN THE LAW ENFORCEMENT TRAINING PROJECT

A total of 527 agencies participated in the Project and received Project materials. It should be noted that the OLEA Grant provided that materials such as the manuals, were to be supplied to New England agencies only. As a courtesy to law enforcement agencies outside New England, one complete set of the manuals was provided to each agency participating in the Project with the understanding that the agency could reproduce the contents and distribute the copies within the agency.

As a service to the law enforcement community outside New England, kinescopes (16mm films of the broadcasts) were provided to those agencies requesting them when they were not previously booked by law enforcement agencies in New England.

TOTAL NUMBER OF PARTICIPATING AGENCIES: 527

Category	Agencies Participating	Agencies Requesting Kinescopes
Federal	16	4
Connecticut	79	28
Maine	55	13
Massachusetts	251	66
New Hampshire	42	12
Rhode Island	30	6
Vermont	33	4
TV Stations	6	6
Outside New England	<u>15</u>	<u>11</u>
TOTALS	527	150

The police departments and other agencies which have participated in the Law Enforcement Training Project are listed below. Some of the departments are specifically listed. The police departments of cities and towns are listed by the name of the city or town only.

LAW ENFORCEMENT

The asterisk beside particular names indicates those departments which received kinescopes during the two year duration of the Project.

FEDERAL AGENCIES

Armed Forces Police Department

United States Army

United States Navy

Department of the Attorney General (Rhode Island)

Department of Natural Resources (Boston, Massachusetts)

Department of Natural Resources (Providence, Rhode Island)

Federal Bureau of Investigation (Boston, Massachusetts)

Federal Reserve Bank of Boston

National Citizen's Committee for Public Television

* Naval Investigative Service (Boston, Massachusetts)

* Naval Shipyard Security Police (Boston, Massachusetts)

National Security Agency

United States Army — Criminal Investigations Division, New England states, Fort Devens, Massachusetts

* United States Army — North Bronx, New York

* United States Coast Guard — New Bedford, Massachusetts

United States Department of Interior — Bureau of Sports, Fisheries, and Wildlife

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CONNECTICUT

* Ansonia

Avon

Baltic

* Berlin

Bethel

* Bloomfield

Branford

Bridgeport

* Bristol

Cheshire

* Clinton

Danbury

Danielson

* Derby

East Hartford

East Haven

* Fairfield

Farmington

* Glastonbury

* Groton

Guilford

Hartford

* Jewett City

Madison

Manchester

Meriden

Middlebury

Middletown

* Milford

Monroe

Naugatuck

New Britain

* New Haven

* New London

New Milford

* Newington

* North Haven

* Norwalk

Norwich

* Old Saybrook

Orange

* Plainville

* Ridgefield

Rocky Hill

Seymour

* Simsbury

* Southington

Stafford Springs

* Stamford

Stonington

Stratford

Suffield

Thompsonville

Torrington

* Trumbull

Wallingford

Waterbury

* Waterford

Watertown

* Westbrook

West Hartford

* Westport

Wethersfield

Willimantic

* Windsor

Windsor Locks

Winstead

Wilton

* Wolcott

Woodbridge

LAW ENFORCEMENT

- Connecticut Municipal Police Training Council, Westville
- * Connecticut State Department of Health — Lab Division
- Connecticut State Police Training Academy, Bethany
- Crime Lab, Hartford Police Department, Hartford
- Litchfield County Sheriff's Department
- Manchester Community College — Law Enforcement Program
- Municipal Police Training Council, Hamden
- * New Haven College
- Chief Prosecuting Attorney, Circuit Court, Woodbridge

MAINE

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- | | | |
|------------------|----------------|----------------|
| Auburn | Eastport | Orono |
| Augusta | Ellsworth | * Pittsfield |
| * Bangor | Farmington | * Portland |
| * Bangor Reserve | Fort Fairfield | Presque Isle |
| Bar Harbor | * Gardiner | Rockland |
| * Bath | Hallowell | Rumford |
| Berwick | Houlton | * Sanford |
| Biddeford | Jay | South Berwick |
| Bingham | Kittery | South Portland |
| Brewer | Lewiston | Thomaston |
| * Bridgton | * Mars Hill | Verona |
| Brunswick | Millinocket | * Westbrook |
| Bucksport | Newport | Winthrop |
| Camden | Norway | Yarmouth |
| Caribou | * Old Town | |
- * Acadia National Park Police, Bar Harbor
 - Androscoggin County Sheriff's Department, Auburn
 - Aroostook County Sheriff's Department, Houlton
 - Bureau of Public Improvement, Augusta
 - * Cumberland County Sheriff's Department, Portland
 - Hancock County Sheriff's Department, Ellsworth
 - * Maine Forestry Department, Augusta
 - Maine Municipal Association, Hallowell
 - Maine State Police, Augusta
 - Oxford County Sheriff's Department, South Paris
 - * Somerset County Sheriff's Department, Skowhegan
 - Washington County Sheriff's Department, Machias

MASSACHUSETTS

- | | | |
|-------------|------------|-----------------|
| Acushnet | Athol | Bellingham |
| Adams | Attleboro | Bellingham Aux. |
| Agawam | Auburn | * Belmont |
| * Andover | Ayer | Berlin |
| * Arlington | Barnstable | Beverly |
| Ashland | * Bedford | BillERICA |

LAW ENFORCEMENT

Blackstone	Greenfield	* New Bedford
Bolton	Groton	* New Bedford Auxiliary
* Boston	* Hampden	* Needham
Boxford	Hardwick	Newbury
Boylston	* Harwich	Newburyport
* Brewster	* Haverhill	Newton
Bridgewater	Hingham	North Attleboro
* Brockton	Holden	Northboro
Brookline	Holliston	* North Hampton
Buckland	* Holyoke	* North Reading
Burlington	* Hopedale	Northbridge
Buzzards Bay	* Hudson	North Truro
* Cambridge	Hull	Norwood
* Canton	* Hyannis	North Easton
Canton Auxiliary	* Ipswich	Oakham
Carver	Kingston	Orange
Charlemont	Lawrence	Orleans
Charlton	Leicester	Oxford
Chatham	Leominster	Palmer
* Chelsea	* Lexington	Peabody
Chicopee	Lincoln	Pembroke
Chilmark	Littleton	* Pepperell
Clinton	Longmeadow	* Pittsfield
Concord	* Lowell	Plainville
Conway	Lynn	Plymouth
* Cummingtown	Lynnfield	Provincetown
* Dalton	* Ludlow	* Quincy
* Danvers	* Lunenburg	Randolph
Dartmouth	* Malden	* Reading
Dennis	Manchester	* Revere
Douglas	* Mansfield	Rockport
Dover	Marblehead	Rockland
Duxbury	Marion	Rutland
East Brookfield	Marlboro	Salem
Eastham	Marshfield	Salisbury Beach
* Edgartown	Mattapoisett	Sandwich
Essex	Maynard	Saugus
Everett	Medfield	Scituate
* Everett Auxiliary	* Medford	* Seekonk
Falmouth	* Merrimac	* Sharon
* Falmouth Auxiliary	Methuen	Sherborn
Fall River	Middleboro	Shirley
Fairhaven	Milford	Shrewsbury
Fitchburg	Millers Falls	Somerville
* Framingham	Millis	Somerville Auxiliary
Franklin	Milton	Southboro
Gardner	* Monson	Southbridge
Georgetown	Montague	South Hadley
Gloucester	Nantucket	South Hamilton
* Granby	Natick	Southampton

- | | | |
|--------------------|------------------|----------------|
| * Springfield | Upton | Westwood |
| Sterling | Vineyard Haven | Weymouth |
| * Stoneham | Wakefield | Whitman |
| Stoneham Auxiliary | Walpole | * Williamstown |
| * Stoughton | * Waltham | Winchendon |
| Stow | * Wareham | Winchester |
| Sturbridge | Warren | Windsor |
| * Sudbury | Watertown | Winthrop |
| Sutton | * Wayland | * Woburn |
| Swampscott | Webster | * Worcester |
| Swansea | * Wellesley | * Westfield |
| Taunton | * Wellfleet | Westford |
| Turners Falls | Wenham | West Newbury |
| Tyngsboro | West Bridgewater | Westport |
- * Assumption College (Course in Criminal Investigation), Worcester
 Berkshire Community College, Pittsfield
 * Brandeis University Police, Waltham
 Boston Police Academy, Boston
 Boston Police Association, Boston
 Bridgewater State College Police, Bridgewater
 Bristol County Sheriff's Department, New Bedford
 District Court of East Norfolk, Quincy
 District Court of Springfield, Springfield
 Division of Motor Boats, Boston
 East Boston District Court (Probation Department), Boston
 * Franklin County Police Association, Charlemont
 Harvard University Police, Cambridge
 Lowell Canine Control, Lowell
 * Massachusetts Bay Community College, Watertown
 Massachusetts Capitol Police, Boston
 Massachusetts Correctional Association, Boston
 Massachusetts Institute of Technology Police, Cambridge
 Massachusetts State Police
 * Metropolitan District Commission, Boston
 Mt. Wachusett Community College, Gardner
 Municipal Court of the City of Boston, Boston
 National Detective Agency, Boston
 New York Central Police, Boston and Albany Division, Allston
 * Norfolk County Sheriff's Department, Dedham
 Northeastern University Campus Police
 Northern Middlesex Police Training Academy, Woburn
 Registry of Motor Vehicles, Boston
 Somerville Police Academy, Somerville
 Suffolk County Sheriff's Department, Boston
 Superior Court House, Boston
 William J. Burns International Detective Agency, Boston
 Worcester Public Library, Social Science Division, Worcester
 Bolt, Veraneck, and Newman, Inc., Cambridge
 North Shore Community College, Beverly



*Instructor Eugene Baril,
Programs 9 and 10, and
Production Assistant Margot
Childs.*

- Municipal Police Training Council, Boston
Public Prosecutor (District Training Officer), Wareham
* Bristol Community College, New Bedford
* Greenfield Community College, Greenfield

NEW HAMPSHIRE

- | | | |
|---------------|-------------|--------------|
| Alton | Hampton | * Nashua |
| * Belmont | Harrisville | Newmarket |
| * Berlin | Haverhill | * Newport |
| Bretton Woods | Hillsboro | Pembroke |
| Claremont | Hookset | Peterborough |
| * Concord | Hopkinton | Portsmouth |
| * Conway | Jaffrey | Rochester |
| Dover | Laconia | Rye |
| Durham | * Lebanon | Salem |
| Franklin | Littleton | Somersworth |
| Greenfield | Manchester | Whitefield |
| * Goffstown | Merrimack | Wolfeboro |
| * Guilford | * Milford | |
- * New Hampshire State Police
New Hampshire Bar Association, Manchester
* Merrimack County Law Enforcement Officers Association, Blodgett's Landing
St. Anselm's College (Law Enforcement Program), Manchester

RHODE ISLAND

- | | | |
|---------------|-------------------|-------------------|
| Barrington | * East Providence | Providence |
| Bristol | Lincoln | Slatersville |
| Burrillville | Middletown | * South Kingstown |
| Central Falls | * Newport | Tiverton |
| Charlestown | * North Kingstown | * Wakefield |
| Coventry | North Providence | Warwick |
| Cranston | North Scituate | Westerly |
| Cumberland | Portsmouth | Woonsocket |

- Adult Correctional Institute, Maximum Custody, Howard
Bristol County Sheriff's Department
* Department of Attorney General — Providence County Court House
* Department of Natural Resources, Providence
Providence County Sheriff's Department
University of Rhode Island Campus Police, Kingston

VERMONT

- | | | |
|----------------|----------------------|------------------|
| * Barton | Hardwick | Rutland |
| Bellows Falls | Lyndonville | South Burlington |
| * Bennington | * Manchester Village | St. Johnsbury |
| Brattleboro | Manchester Center | Vergennes |
| Burlington | Middlebury | Waterbury |
| Chester | Montpelier | Windsor |
| Colchester | Newport City | Winooski |
| Essex Junction | Northfield | |

Vermont State Police

Addison County Police Association

Bennington County Sheriff's Department

Caledonia County Sheriff's Department

- * Fish and Game Department – Montpelier

Rutland County Sheriff's Department

Washington County Sheriff's Department

Washington Orange County Constables Association – Montpelier

Woodstock County Sheriff's Department

Vermont Law Enforcement Training Council

AGENCIES OUTSIDE NEW ENGLAND

- Binghamton Police Department, Binghamton, New York
- * Bloomington Police Department, Bloomington, Minnesota
- Community Police Committee, Sewickley, Pennsylvania
- District of York County, York, Pennsylvania
- Eastern Kentucky University, School of Law Enforcement, Richmond, Kentucky
- * Fairfax Police Department, Fairfax, California
- Metropolitan Police, Washington, D.C.
- * New York Police Academy, New York City, New York
- * New York State Conservation Department, Albany, New York
- * New York State Education Department, Bureau of Mass Communications, Albany, NY
- * Novato Police Department, Novato, California
- * Orange Police Department, Orange, New Jersey
- Rochester Police Department, Rochester, New York
- * Rockland Community College, Suffern, New York
- Rock Island Police Department, County of Stanstead, Rock Island, Quebec
- * West Orange Police Department, West Orange, New Jersey

TV STATIONS WHICH HAVE PREVIEWED PROGRAMS FOR POSSIBLE USE

- | | | | |
|-----------|---|------------|--------------------------|
| * KCET-TV | C | Channel 28 | Los Angeles, California |
| * KCVW-TV | | Channel 57 | Richmond, Virginia |
| * WETA-TV | | Channel 26 | Washington, D.C. |
| * WITF-TV | | Channel 33 | Hershey, Pennsylvania |
| * WNDT-TV | | Channel 13 | New York, New York |
| * WQEX-TV | | Channel 16 | Pittsburgh, Pennsylvania |

LAW ENFORCEMENT

NETWORK SCHEDULING

On Thursday, September 28, 1967, at 3:00 P.M., the Law Enforcement Training Project broadcast its first program, "Law of Arrest, Part I", live from the studios of WGBH/WGBX-TV, Boston. It was also carried live over a total of ten educational television stations in New England and one commercial station. By December 1967, the "Law Enforcement and Criminal Justice" series was aired on sixteen educational television stations and one commercial station.

For the most part, the programs in the entire series were broadcast live in the New England area, and in Washington, D.C., the second year. In some cases, where it was technically impossible for stations in the network to carry the programs live or where previously long-established credit courses were scheduled in the same time slot, "Law Enforcement and Criminal Justice" programs were carried via videotape on a delayed broadcast basis.

After the second year's scheduling was announced in 1968, the Project was informed that, because of scheduling difficulties, WEDH-TV, Channel 24, Hartford, Connecticut, would be unable to broadcast the remainder of the series. The Project records indicate that Connecticut law enforcement agencies requested more kinescopes (films) of the programs than those of any other state, thus indicating the high level of interest in and need for police training programs.

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We would like to note that all of the programs in the series were broadcast on open-circuit television for the benefit of police officers and for the edification of the general public with only one exception. The eighth program, "Crowd Control and Civil Disorder", was not broadcast at the request of the Advisory Committee and as a result of a random survey of New England Police Chiefs who felt that this program should not be disseminated publicly.

This program was made available and circulated in the form of kinescopes (16mm films) at no cost to the police.

A total of 23 educational television stations and one commercial television station broadcast the "Law Enforcement and Criminal Justice" series over the two-year duration of the series.

*Producer Steve Gilford and
TV Director Peter Downey
rehearse with Guest Inter-
viewee Norman Kasoff (r.)
for Program 8.*



LAW ENFORCEMENT

**TV STATIONS BROADCASTING
"LAW ENFORCEMENT AND CRIMINAL JUSTICE"**

	LOCATION	STATION EDUCATIONAL STATIONS	CHANNEL	
	MASSACHUSETTS			
	Boston	WGBX-TV	44	
		WGBH-TV	2	
	MAINE			
	Augusta	WCBB-TV	10	
	Orono	WMEB-TV	12	
	Presque Isle	WMEM-TV	10	
	Calais	WMED-TV	13	
67	NEW HAMPSHIRE			
	Durham	WENH-TV	11	
	Littleton	WLED-TV	49	
	Hanover	WHED-TV	15	
	Keene	WEKW-TV	52	
	RHODE ISLAND			
	Providence	WSBE-TV	36	
	VERMONT			
	Burlington	WETK-TV	33	
	Rutland	WVER-TV	28	
	St. Johnsbury	WTVB-TV	20	
	Windsor	WTVA-TV	41	
	CONNECTICUT			
	Hartford	WEDH-TV	24	
	Norwich	WEDN-TV	53	
	Bridgeport	WEDB-TV	49	
	New Haven	Translator	71	
	WASHINGTON, D.C.	WETA-TV	26	
	NEW YORK			
	Binghamton	WSKG-TV	46	
	Rochester	WXXI-TV	21	
	PENNSYLVANIA			
	Pittsburgh	WQEX-TV	16	
	COVERING MAINE, NEW HAMPSHIRE & VERMONT			
	Portland, Maine	WMTW-TV	8	LAW ENFORCEMENT

OVERALL IMPACT AND SUCCESS OF THE PROJECT

Spring 1968 Written Survey

On March 20, 1968, the Project Staff undertook a written survey of 432 law enforcement agencies in the viewing area of the EEN participating television stations. This survey was designed to assist us in determining the distribution necessity of the kinescope films. It also inquired about the most advantageous time for the participating police to view the live programs.

As a result of responses to this questionnaire, we revised the air time for the live broadcasts. We changed live broadcasts from the last Thursday of each month to every fourth Wednesday (excepting Holidays). Taped programs of the first year (Programs 1 through 10) were re-broadcast every other Wednesday. Thus, "Law Enforcement and Criminal Justice" was aired twice each month. This gave the police another viewing of programs they might have missed in the first year because of duty assignments, vacations or illness.

Out of the 432 letters mailed, we received responses from 310 departments. A tabulation of the questions and percentage (%) of departments answering was as follows:

1. Films of the "Law Enforcement and Criminal Justice" series are available. Are you interested in the use of these films on a free loan basis, in conjunction with your present training efforts?

91% said that they were.

2. Do you now possess or have access to (from local schools, library, or civic groups) a 16mm sound projector with a one hour take-up reel?

88% said that they did.

3. What weekday afternoon would be the most suitable to you for the monthly live broadcast of the "Law Enforcement and Criminal Justice" series?

Monday — 21.5%	Tuesday - 17%	Wednesday — 29%
Thursday — 21.5%	Friday — 11%	

What hour in the afternoon would be the most suitable for the live broadcast?

1:00—2:00 P.M. — 22%	3:00—4:00 P.M. — 24%
2:00—3:00 P.M. — 22%	4:00—5:00 P.M. — 32%

(Note: During the first year, because of EEN scheduling clearances we ran the live broadcasts from 3:30 P.M. to 4:30 P.M. In the second year, we were able to clear scheduling from 3:00 P.M. to 4:00 P.M.)

4. Would you be interested in participating, either as a training group or individually, in the live portion of the monthly broadcast?

73 departments indicated they would prefer the group idea while 77 departments indicated they would send men individually.

5. Do you have a telephone readily available for calling questions in to the panel during the live broadcast of the programs?

93% of the departments responding said that they did.

6. Do you have a television set in your station or department?

47% or just under half of the responding departments said that they did. However, 87% of the remaining responders said that they directed their men to watch the programs elsewhere, e.g. at home.

Summer 1968 Survey of Project Utilization

In the summer of 1968, we were requested by the Office of Law Enforcement Assistance to survey the departments participating in our program in order to assess the relative success of the series. A list of questions were furnished by OLEA to use as an evaluation. On the following pages we list the results of this survey which was submitted in September 1968 to OLEA. It was conducted by the Project Staff as a telephone survey and 95% of the departments contacted responded to the questions asked. The figure, itself, is a measure of the Project's impact. Of the 5% who did not respond, many of these were small, marginal departments with part-time or volunteer personnel. Because of other job conflicts they could not be reached for comment.

Before we list the total responses by department to the telephone survey, it would be safe to mention here that a proper evaluation of the project's effectiveness might require a massive effort, the expense of which could exceed the entire Project Grant. Because of the pressure of time in replying to the OLEA request, we submitted our results with the knowledge that we were in personal contact with representatives of nearly all of the police agencies participating in our Project and this alone created a "Hawthorne effect".



Police officers in WGBH studio view "live" program.

POLICE PARTICIPATION SURVEY

CHIEF DEPT.

TEL.: TRAINING OFFICER.....

MANUALS RECEIVING

1. Are you able to receive our program in your area? YES NO

How many men do you now have? FULL TIME !..... PART TIME

2. Is viewing of these programs mandatory, as part of your training effort?

YES NO

3. What percentage of your men regularly view the programs?

a) 0-24% b) 25-49% c) 50-74% d) 75-100%

Do your men see all of the programs? Or do they see just some of them?

ALL SOME WHY

NONE..... WHY NOT

Where do they view these programs?

At station In Class At home

5. Do you check on your department's participation, i.e. if they watch the programs?

YES NO.....

Do you test your men on program material? YES NO.....

Are discussion periods held after the program? YES NO

INFORMALLY

6. Do your men find manuals useful? YES NO..... HOW SO

Do they use them for individual study and/or reference?

YES NO..... SOMETIMES DON'T KNOW

7. What is your estimate of the public impact these programs have had?

VERY GOOD.....FAIR DON'T KNOW

GOOD.....POOR

LAW ENFORCEMENT

8. Do you have any brief comments about the effectiveness of the programs?

	Conn.		Maine		Mass.		N.H.		R.I.		Vt.	
Are you able to receive our program in your area?	Yes	41	Yes	38	Yes	193	Yes	33	Yes	20	Yes	21
	No	26	No	7	No	19	No	2	No	3	No	5

How many men do you now have?	4,511	1,363	13,542	1,629	1,667	1,025
-------------------------------	-------	-------	--------	-------	-------	-------

*Is viewing of these programs mandatory as part of your training effort?	Yes	11	Yes	8	Yes	31	Yes	7	Yes	2	Yes	4
	No	42	No	33	No	168	No	27	No	22	No	18

If not mandatory, is it recommended?	Yes	42	Yes	31	Yes	175	Yes	32	Yes	18	Yes	18
	No	0	No	1	No	3	No	2	No	3	No	2

**What percentage of your men regularly view the programs:	a)	9	a)	5	a)	15	a)	9	a)	7	a)	2
	b)	23	b)	6	b)	41	b)	9	b)	6	b)	2
	c)	13	c)	8	c)	70	c)	9	c)	4	c)	11
	d)	7	d)	14	d)	64	d)	7	d)	5	d)	6

a) 0-24%

b) 25-49%

c) 50-74%

d) 75-100%

(A specific percentage was always requested by the interviewers. The above figures reflect only rough groupings for ease in tabulation.)

***Do your men see all or just some of the programs?	All	9	12	40	9	3	4
	Some	34	24	143	23	18	14
	None	0	3	0	2	0	2

*In some cases, the requirement is only partial, i.e. mandatory for part of the department, for one session of a department's own training program, or for those men present in the station at the time of the broadcasts.

**For an estimate of the number of men regularly viewing the programs, see the discussion under (3) *infra*.

***23% of the departments view all the programs; 77% view some of the programs.

LAW ENFORCEMENT

	Conn.	Maine	Mass.	N.H.	R.I.	Vt.
*Where do your men view these programs:						
a) at the	a) 3	a) 6	a) 11	a) 1	a) 0	a) 2
station?	b) 5	b) 3	b) 11	b) 0	b) 1	b) 0
b) in class?	c) 33	c) 22	c) 124	c) 25	c) 16	c) 14
c) at home?						
Do you check on your de- partment's participation?	Yes 30 No 18	Yes 16 No 15	Yes 90 No 102	Yes 13 No 20	Yes 5 No 12	Yes 12 No 4
Do you test your men on the program's material?	Yes 9 No 41	Yes 6 No 28	Yes 31 No 152	Yes 3 No 28	Yes 1 No 20	Yes 2 No 12
Are formal discussion periods held after the programs?	Yes 24 No 3	Yes 12 No 2	Yes 97 No 14	Yes 11 No 3	Yes 6 No 2	Yes 5 No 1
Are informal discussion periods held after the programs?	Yes 23 No 3	Yes 18 No 2	Yes 88 No 10	Yes 19 No 4	Yes 11 No 1	Yes 10 No 1
Do your men find the manuals useful?	Yes 63 No 0	Yes 30 No 1	Yes 200 No 3	Yes 35 No 1	Yes 25 No 0	Yes 26 No 1
Do your men use the manuals for individual study and/or reference?	Yes 54 No 0 Some 6	Yes 37 No 0 Some 2	Yes 175 No 2 Some 22	Yes 32 No 1 Some 2	Yes 24 No 0 Some 0	Yes 23 No 0 Some 2

*This does not include those departments where viewing is split between the station house, a classroom and home [see (2), *infra*]. The figures in this table indicate the number of departments in which viewing is done exclusively at the station, in class, or at home. 8% of such departments require their men to view the series at the station; 8% assemble their men in a classroom situation; 84% have their men view the programs at home.

A Study of the Survey Results

(1) *Are you able to receive our program in your area?*

How many men do you now have?

It is evident that the television stations broadcasting the Law Enforcement Training Project programs reach a high percentage of the police officers in the New England area. A more detailed breakdown in the answers to these two questions shows the following:

	Conn.	Maine	Mass.	N.H.	R.I.	Vt.
Total Men	4,511	1,363	13,542	1,629	1,667	1,025
Men within broadcast range of stations carrying the programs	2,933	1,271	12,870	1,610	1,574	764
Men not within broadcast range of stations carrying the programs	1,578	92	672	19	93	261

The large percentage of the men working within broadcast range of the project is ideal since it permits a high efficiency ratio in terms of dollars spent/men trained. These figures include virtually all large cities and small towns in New England.

The Law Enforcement Training Project staff contacted all departments participating in the project. A few small towns, primarily volunteer departments, did not complete the survey, but it is unlikely that answers from these departments would produce much of a numerical or statistical change in the survey results.

The great variety of departments included in the survey reveals one of the major difficulties encountered whenever a project of this nature is undertaken. Programs must be tailored to reach a broad spectrum of diverse police forces. They differ in geographical location, in the uniqueness of their local problems, and in size (from 1 to 2,700 men).

One indication of the project's success in meeting this problem is that fewer than 2% of the departments responding said that they felt that the programs were "too basic", or "too complicated", "meant for large cities", or "aimed at the smaller towns", and the departments were closely divided in their opinions.

- (2) *Is viewing of these programs mandatory as part of your training effort?*

If viewing is not mandatory, is it recommended?

Where do your men view these programs:

- a) *at the station*
- b) *in class*
- c) *at home?*

In practically all of the departments where viewing is not mandatory, a recommendation is made to the men to watch the programs.* The strength of the recommendation can best be measured, perhaps, by the degree to which departments check on a man's participation, but this point will be explored later under (4). In any case, the affirmative endorsements of the project by the command or training officers in the department would at least induce lower-ranking officers to concur in the opinion of their superiors that the series was a worthwhile effort. Official disapproval, on the other hand, would almost certainly result in the failure of the project.

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The primary explanation for the small percentage of departments in which viewing is made mandatory can be found in the impossibility of scheduling programs at a time when *all* police officers in a single department could view them as a group effort. All of the men in a department are rarely together at once. Shift conflicts, overwork, "moonlighting", and the absence of a television set in the station house were some of the more common explanations given for the lack of mandatory viewing. In several of the smaller towns, the departments call their men in off the street to watch our broadcasts, but in any relatively large department, this is not feasible.

The absence of a television set in a majority of the station houses is a special problem. Some chiefs fear that the installation of a TV set would distract their men and interfere with the performance of their ordinary duties, or would create an unfavorable impression in the minds of the public. A few of the departments avoid these conflicts by assembling their men to view the programs in the local fire department or high school.

Many reasons that explain the lack of mandatory viewing in some departments also apply to the question of where the programs are viewed. Most men watch the series at home. The figures indexed in the main table indicate the number of departments in which viewing is *entirely* at the station, in class, or at home. In addition, many departments gave divided answers to this question.

**In many departments, due to local regulations, mandatory viewing requires overtime pay which most departments are not budgeted to accommodate. While some departments do pay overtime for officers who view the programs, a compensatory time arrangement is more common.*

	Conn.	Maine	Mass.	N.H.	R.I.	Vt.
Number and percent of men viewing the programs at the station house in divided departments.	47 men 27%	219 men 62%	751 men 35%	161 men 33%	117 men 45%	52 men 58%

Number and percent of men viewing the programs in class in divided departments.	62 men 34%	0 men 0%	304 men 14%	99 men 20%	41 men 16%	0 men 0%
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Number and percent of men viewing the programs at home in divided departments.	71 men 39%	132 men 38%	1079 men 51%	226 men 47%	104 men 39%	37 men 42%
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There is a common dilemma underlying the answer to these three questions. It is difficult for a police department to conduct and monitor, in a formalized way, this kind of training when they already lack the time and funds to carry out their normal duties. In-service training, unlike recruit training, is a continual process. It involves asking an officer to do something in addition to a full-time job, a job that already entails considerable overwork.

In this situation, the very informality of television, or at least its potential for informality, may be one of its greatest assets. A structured classroom approach to police training has the advantages of control and the immediate guidance of the trainees by an instructor. These observations, however, may be somewhat academic. The choice is probably not between structured and unstructured in-service training. It is a choice between informal training that reaches a high percentage of the police officers in a given area, and formal training that will reach a much lower percentage of those officers.

More important, those departments reached by a formal training program would most likely be departments which least need training. Police forces likely to engage in a highly controlled project would be found in the larger departments with established training programs. They would face the least change and disruption in normal department activity. The smaller towns, which have a special need for the services provided by the Law Enforcement Training Project, tend toward informality in their approach to police work and are unlikely to subject themselves to outside control of any kind.

(3) *What percentage of your men regularly view the programs:*

- a) 0-24%
- b) 25-49%
- c) 50-74%
- d) 75-100%

Do your men see all or just some of the programs?

Each department responding to the survey gave a percentage estimate of men on their force who regularly watched the programs. An individual computation of these estimates yielded the number of men in each department regularly viewing the series. On a state-by-state basis, these figures are:

Connecticut	1,398
Maine	697
Massachusetts	7,087
New Hampshire	869
Rhode Island	584
Vermont	419
TOTAL	11,054

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The final total represents: a) 47% of the total complement of the participating departments in the six state region; and b) 53% of the men in police departments within the broadcast perimeter of the programs.

A rough cost analysis at this point reveals that for each man regularly viewing the series during the first year, the project spent less than \$9.70 of grant funds. The costs of TV production, manuals, kinescopes, "Miranda" warning cards, questions and answers on "Arrest", organized crime charts, etc., are included in the \$9.70 cost figure.

There are two factors that may have affected the estimate of regular viewers. First, the desire on the part of the police to cultivate a favorable image of "professionalism" may have induced them to make their estimates high. The second is the wording of the question itself. The word "regularly" fails to account for those men who have seen *some* of the programs, but do not view the series on a routine basis. These men, then, are not included in the final total.

The second part of the question, pertaining to whether the men see all, some or none of the programs, suffers from indefiniteness and it is subject to the same uncertainties as the first.

What can be said in response to the survey results for these two questions is that, in all probability, a much larger number of the police officers in New England did see several of the programs in the course of the year. This conclusion is indirectly supported by the heavy volume of requests received for the training manuals, kinescopes and other materials offered as a part of the program. If a department solicits material, there is a fair degree of certainty that they intend to use it. The desire for items offered by the project is generated by the television broadcasts. It can reasonably be assumed that there is a large, favorably impressed police audience for any one program.

- (4) *Do you check on your department's participation?*
Do you test your men on the program's material?
Are formal discussion periods held after the programs?
Are informal discussion periods held after the programs?

There are tremendous complications in checking objectively on a man's participation in the project or on the kind and quality of discussion that a program generates. This would involve a detailed testing program, and for reasons mentioned previously, especially time limitations, this is done in only 16% of the departments.

The large number of formal and informal discussions that follow the programs indicate that the programs do have a strong impact on an audience. The informal "guard-room arguments" that ensue create an awareness of the project and some of the more important problems that arise in special areas of law enforcement. Chiefs were delighted when their men responded so strongly to what they had seen. Many of them volunteered the opinion that one of the most important functions of the project may well be the extent to which it encourages these men to study in police education, individually or in group situations. Many police training courses in New England have requested kinescope copies to show in classes.

- (5) *Do your men find the manuals useful?*
Do your men use the manuals for individual study/or reference?

There was an overwhelmingly favorable response to this question. To a large percentage of the departments the manuals served more useful and relevant purposes than anticipated. The following lists a variety of uses:

- 35 departments kept them in their regular notebooks
- 49 additional departments kept the manuals for reference purposes
- 44 departments used them as part of their normal training courses
- 14 departments used them along with the programs
- 5 departments carried them in the cars with them when on patrol
- 6 departments kept the manuals along with the International Association of Chiefs of Police "key"

Throughout the year the demand for the manuals continued to increase as new departments joined the project. Many departments requested additional copies for new officers, different training classes, and the general police office staff. Lawyers, legal associations, and social science libraries have also asked for the manual.

Estimate of the Public Impact of the Programs

The police departments contacted in the survey were asked to give their estimate of the public impact of the programs. This question was devised by the project staff and was not requested by the Office of Law Enforcement Assistance. It was introduced to help judge the full effectiveness of the project measured against its original goals.

Some departments expressed little knowledge of how the general public in their area had reacted to the programs. The final tabulations disclosed the following:

Police estimate of public impact of the programs

	Conn.	Maine	Mass.	N.H.	R.I.	Vt.
Very Good	3	3	36	5	6	4
Good	2	0	24	0	3	1
Fair	0	0	1	1	0	0
Poor	0	0	1	0	0	0
Don't know	50	17	111	20	9	7

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Departments which had received some reaction from the community concerning the series were exceptionally enthusiastic about the project. They felt that the public up to now had little awareness of the problems faced by the police and were not properly educated in the complexities and frustrations of a policeman's job. Exposure of these aspects of police work, they felt, was an important component of the overall police-public community relations picture.



THE PRESS

The publicity efforts for the Law Enforcement Training Project were carefully coordinated by Associate Producer Grayce Papps who worked closely with the WGBH Public Relations Department and its Director Helen Peters.

Press releases were prepared twice a month for the Project. One was prepared for the program itself and was mailed, by the WGBH Public Relations Department, to every newspaper within the WGBH/WGBX-TV coverage area, a total of approximately 230 publications. These releases were also mailed to the television stations which broadcast the programs and the releases were retyped on the station's own letterhead and distributed to all newspapers in their coverage area. In this way, the entire New England area received the press material for the project. These press clippings resulted from monthly releases.

TV SHOW AIDS POLICE FIGHT AGAINST CRIME

Policemen on the beat can help wipe out a \$20 billion - a - year business - organized crime.

Organized crime is the largest business in the United States according to many law enforcement officials. That's why WGBH's "Law Enforcement and Criminal Justice" will devote an entire hour to the subject, so policemen will better understand the techniques of organized crime and how to combat it.

Broadcast Wednesday, Nov. 20, at 3:30 pm, by Channels 2 and 44, the program will be repeated the same night at 10 pm by Channel 44 and at 11 pm by Channel 2. Channel 44 will air it again the following day at 5 pm.

Ralph F. Salerno, consultant to the Attorneys General of several states (including Massachusetts) explains how criminals use bribery, murder, and sabotage to infiltrate legal business organizations and even the government.

A member of the New York City Police Department for 20 years, Salerno is also consultant to the National Council on Crime and Delinquency and the New York State Identification and Intelligence System. He was the only police officer on the Organized Crime Task Force of the President's Crime Commission.

Police officers watching in their stations and homes Wednesday afternoon will be able to question Salerno and a panel of experts directly via telephone, using a special number listed on the back page of the training manual provided by WGBH to all police departments requesting them. Among those on the panel will be Massachusetts Assistant Attorney General Charles Rogovin, Chief Criminal Division; and Jack L. Zalkind, Assistant District Attorney of Suffolk County.

The second monthly release was concerned with the Project's monthly expeditions to various New England communities to film dramatized examples of problem situations common to police officers for inclusion in the television programs. The groundwork for publicity for these filmings was carefully laid, and the Project received excellent publicity as a result. All media in the vicinity of the filming location including newspapers (daily and weekly), educational and commercial radio and television stations and wire services were contacted and supplied with releases and information, and a press conference at the site of the filming was held. These efforts resulted in publicity like this.

FOUR MALDEN POLICEMEN TO MAKE TV 'DEBUT'

Four Malden policemen will make their television "debut" on Sept. 28 on two local stations and eight Eastern Educational Network stations.

The men will participate in the dramatization of arrest procedure filmed in Malden a couple of weeks ago, when the cameras whinned for nearly two hours to get the 45-second segment perfect for TV.

CHRONICLE SUN
CAMBRIDGE, MASS.
WEEKLY CIRC. 12,850

New England Newsclip
Nov. 14, 1968

LAW ENFORCEMENT

MERCURY (e)
MEDFORD, MASS.
CIRC. 8,200

New England Newsclip
Sept. 26, 1967

Sgt. William E. McNaught, Ptl. Walter R. Warren, Ptl. Arthur E. Bauer and Ptl. Robert E. Metcalf found "acting" slightly more strenuous and tedious than they had imagined and later confided that they would rather remain policemen than try to make a go of it in Hollywood.

But on Thursday, their families and friends will be joined by some 30,000 law enforcement officers throughout New England on Sept. 28 at 3 p.m. when WGBH-TV, Channel 2, and WGBX-TV, brand new UHF Channel 44, presents the program "Law Enforcement and Criminal Justice".

The program, which is the first of a series, is being produced under a grant from the U.S. Dept. of Justice, Office of Law Enforcement Assistance. The series has two aims: it will make available to policemen practical information on constantly changing legal procedures in the light of recent Supreme Court decisions; and it will provide the public with a better understanding of problems faced daily by the police in their continuing effort to protect the community.

This opening program, which will be repeated at 11 p.m. the same day, on Channel 2, concentrates on the law of arrest and features Capt. William J. Hogan of the Boston Police Dept. who teaches at the Boston Police Academy. Filmed illustrations of what does and does not constitute lawful arrest will be shown, followed by a discussion of the fine points of arresting procedure.

According to Channel 2 executives, the Malden policemen will be featured in the first few minutes of the show, prior to the remarks by U.S. Atty. Gen. Ramsey Clark who says, "The quality and the performance of local law enforcement depends on the quality of the people in it and their training."

During the final 20-minutes of the hour-long program, officers watching the telecast will be invited to telephone the studio with specific questions about arresting procedures which Capt. Hogan and a panel of experts will answer.

Some of the top law enforcement officers, lawyers, and educators in New England are acting as advisors to the series which will be aired on the last Thursday of every month.

Printed material covering each program of this post-graduate training course for police, will be made available for all police officers, according to Channel 2 officials.

SUNDAY TELEGRAM
PORTLAND, ME.
CIRC. 107,251

New England Newsclip
Oct. 15, 1967

LEWISTON POLICE PLAY GOOD ROLES AND BAD, TOO, IN FILMS FOR ETV

LEWISTON—Lewiston policemen will be the "good guys" and the "bad guys" in a series of training films shot here by a television crew from WGBH, the Boston educational television station.

The series is being produced under a grant from the U. S. Department of Justice. Lewiston Police Chief Joseph Farrand is a member of the New England Police Television Advisory Committee.

THE FIRST of the series will be telecast at 3 p.m. Monday over the state's four ETV stations and also will be telecast at 7:30 a.m. Thursday over WMTW-TV. In all more than 30,000 New England police officers are expected to receive training through telecasting of this series on law enforcement.

In Lewiston, the TV cameras caught the arrest of a dope peddler; a purse snatcher at work and the resultant arrest; a brawl; a shoplifting, and a simulated break.

In the brawl scene, which took place before a crowd of about 200 at Lisbon and Chestnut Streets, a police officer, acting as a brawler, was slightly injured.

OTHERS in the "cast" included the police chief's wife and his secretary. They donated their services, as did the Lewiston officers, Auburn policemen and members of the Androscoggin County sheriff's department.

The series, which will be telecast monthly over a two year period, has two aims: to make available to policemen practical information on constantly changing legal procedures in the light of recent Supreme Court decisions and to provide the public with a better understanding of the problems faced daily by the police in their continuing effort to protect the community.

The filming crew here included Stephen Gilford, producer; Peter Downey, director; Peter Hoving, cameraman; Peter Crall, sound technician and Grayce Papps, researcher-production assistant.

Miss Papps formerly was with the promotion department of WMTW-TV, Poland Spring.

In addition, news of the filming expeditions were carried on radio stations as feature items and as hard news in many communities visited by the project. For example, a local radio station in Concord, New Hampshire carried the story every hour on the hour in newscasts for a 24-hour period. Four television stations in New England have sent news teams to cover the filming activities and have used their own films of our filming activities on newscasts, both at 6:00 PM and at 11:00 PM, as well as interviews with Project Staff.

LAW ENFORCEMENT

In addition to this "hard-core" coverage, well-known law enforcement officers and attorneys have rated items in columns.

Among the more impressive publicity items received by the Law Enforcement Training Project are an editorial in the Boston Herald Traveler,

POLICE AND PUBLIC BENEFIT

One of the most constructive contributions to improving law enforcement is currently being aired by WGBH's new instructional outlet, Channel 44. The station, which began televising in September, has been running a WGBH-produced, once-a-month series called "Law Enforcement and Criminal Justice."

Each installment covers a different law enforcement problem, including the law of arrest, search and seizure, the rights of the accused, and the policeman as a witness. Later installments will feature instruction in police techniques, such as community relations and use of scientific aids in investigations.

The programs are aimed at the professionals, and response has been enthusiastic. Requests for the training manual used in conjunction with the programs have totalled 22,000. The programs, which are televised from 3 to 4 p.m., are often watched by groups of policemen as part of their in-service training. The Boston Police Department has provided station houses with television sets for this purpose.

The programs are taught by experts, including the head of the Boston Police Academy, and they are planned by advisors from police departments, the FBI, law schools, prosecutors, and defense attorneys.

At a time when Supreme Court decisions and law enforcement procedures are being clouded by misinformation and political rhetoric, Channel 44's factual and informative presentation of police problems is a valuable service that benefits both the police and the public.

and a story by Judy Erion carried in newspapers nationally including The New York Times via the facilities of the AP wireservice,

BOSTON TV TEACHES LAW ENFORCEMENT

BOSTON (AP) — Television has taught housewives how to cook and preschoolers how to color. Now it is teaching policemen how to catch and cope with criminals.

A series of 20 one-hour programs on law enforcement is being produced by WGBH-TV, Boston's educational television station, with a grant from the Office of Law Assistance of the United States Justice Department.

The program, "Law Enforcement and Criminal Justice," usually consists of two parts, each running for 30 minutes. The first half hour is instructional with a lecture, followed by a question and answer period.

On some of the programs, police officers across New England can call a special Boston number collect and ask questions on the air. One program explained the laws of arrest. Another show featured a lecture and panel discussion on search and seizure.

TELEVISION IS HELPING COPS CATCH CROOKS

By JUDITH P. ERION
Quincy, Mass., Patriot-Ledger

BOSTON (AP) — Television has taught housewives how to cook and pre-schoolers how to color. Now it is teaching policemen how to catch and cope with criminals.

A series of 20 one-hour programs on law enforcement is being produced by WGBH-TV, Boston's educational television station, with a grant from the Office of Law Assistance of the U. S. Justice Department.

BOSTON HERALD TRAVELER

Tuesday, November 7, 1967

TIMES (M)
NEW YORK, N.Y.
CIRC. 767,250

New England Newsclip
— Jan. 19, 1968

SUN (e)
WESTERLY, R. I.
CIRC. 9,300

New England Newsclip
— Jan. 7, 1968

LAW ENFORCEMENT

The program, "Law Enforcement and Criminal Justice," usually consists of two parts, each running for 30 minutes. The first half hour is instructional with a lecture, followed by a question and answer period.

On some of the programs, police officers across New England can call a special Boston number collect and ask questions on the air.

One program explained the laws of arrest. Another show featured a lecture and panel discussion on search and seizure.

Joseph Balliro, who along with F. Lee Bailey, handled the defense in the \$1.5 million Plymouth mail robbery, has explained what he looks for in a search warrant.

Other scheduled shows include discussions on the rights of the accused, the policeman as a witness, community relations and scientific aids to police work.

When the series is over, films of the shows will be available for showing without charge to police departments and other law enforcement agencies in New England.

and a pre-production feature in The Christian Science Monitor.

THE CHRISTIAN SCIENCE MONITOR
BOSTON, MASS.
CIRC. 210,854

TV SERIES TO PROBE POLICE-COMMUNITY TIES

By Brian Justin Hoel

Staff writer of The Christian Science Monitor

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New England Newsclip
July 15, 1967

Boston

A new approach to solving problems of police-community relations is about to be tried by WGBH-TV, the Greater Boston educational television station.

The WGBH Educational Foundation is in the process of producing 20 police training programs which will be offered to all 16 stations in the New England portion of the Eastern Educational Network.

The programs, scheduled to begin in September, are expected to be seen by some 20,000 - 25,000 police officers. But even more important to James P. Kelly, director of the program, they will be seen also by over 2.5 million members of the general public.

"The police officer is a member of the community he serves," Mr. Kelly says. "He needs the support of this community to do his job properly. The community has to learn that the problems of the police are also those of the community. It has to learn to appreciate police problems just as the policeman must respect the public."

Seminars held

The programs, made possible by a \$116,418 grant from the Office of Law Enforcement Assistance of the United States Department of Justice, will deal for the most part with police-community relations and with the effect on police of several recent decisions by the Supreme Court of the United States. These decisions greatly affect police practices in such areas as wire-tapping, search and seizure, and methods of interrogation and identification.

The "curriculum" was prepared a year ago by a 15-man group representing the academic, law enforcement, and legal communities of Massachusetts. Based in part on this curriculum, the Continuing Education Committee of the Massachusetts Bar Association has already held two seminars for the police on these subjects. But the seminars, held this spring in Boston and Chicopee, Mass., reached only a few hundred police officers and lawyers and did not include the general public.

Action stimulated

"There is very little basic training that can't be done on television," Mr. Kelly says. "You can make a problem visual which can't easily be done in the classroom or lecture hall. You can take your audience right to the scene. People remember much more of what they have seen than what they have heard."

"Also this way you can instruct the community at the same time you instruct the police. You can stimulate the community to do something about police problems - show it that it, too, has a responsibility."

The format of the one-hour programs will allow police to call the station to respond and to ask questions. These will be answered on the air during the program.

Not only will the questions make the police audience feel part of the programs, Mr. Kelly says, but they will make possible an evaluation of the programs' effectiveness. This evaluation will be made by the Educational Testing Service of Princeton, N.J.

Films provided

Each program will be shown at three different times on different days to ensure that everyone will have a chance to watch it. Already, police chiefs representing more than 17,000 men have said they will make sure their men watch the programs. For schools and areas where educational television cannot be received, films will be available.

Mr. Kelly himself has had considerable experience with police work. For seven years he was a detective in the narcotics division of the New York City Police Department and then for eight years a staff investigator for three congressional subcommittees: the McClellan antirackets committee; the special subcommittee on legislative oversights; and the Blatnick Committee, which investigated the nation's highway program.

Prior to coming to WGBH last year, he served with CBS News for two years.

Mr. Kelly says that the one question every police official asks about the programs is whether they will help the criminal. The answer, he says, is no.

Methods probed

"There is not much you can teach the crook," he says. "Every policeman knows that it is the crook who teaches us. What is a policeman going to be able to teach a safe-cracker? Every time I arrested a person I questioned him to find out what techniques he was using, how he had escaped detection, and what mistake did he make that enabled us to catch him.

"No, we aren't going to be concerned with how to commit a crime and how not to get caught. What we will be concerned with are the rules governing the police, how to implement the changes in police procedure called for by the Supreme Court. Our purpose will be to help the policeman to work within the Supreme Court rulings."

Specific topics will include arrest, search and seizure, the policeman as a witness, mob and riot control, crime-scene search, scientific aids, accident investigation, and report writing. Arrest will be further broken down into threshold inquiries, basic authority to arrest, techniques and mechanics of an arrest, lineup and identification, constitutional guarantees, and rights after arrest.

A great deal of publicity was generated in local communities by individual police departments which utilized the kinescopes in training classes. This caught the fancy of local newspaper editors and, as a result, the Project received even more coverage because of the efforts of local departments.

POLICE TRAINING PROGRAM BEGINS MONDAY NIGHT

A training program for the regular and auxiliary Police was announced today by Police Chief Joseph Zoito, Jr. and Auxiliary Commander Floyd J. Bennett.

The first joint training session will be held in police headquarters, municipal building, Monday, at 7:30 p.m. The film scheduled for this meeting is "Law of Arrest", part one.

All films scheduled for showing are from the Law Enforcement Training Project film library, courtesy of Lowell Institute Cooperative Broadcasting Council.

A training film from the library was shown to regular and auxiliary police separately last fall. Remaining films in the series are scheduled for showing Jan. 6 and 20 and Feb. 3

TV SHOW TO TRAIN N.E. POLICE

Professional training for all police officers throughout New England becomes a reality this month with the debut of a 20-program television series entitled "Law Enforcement and Criminal Justice".

The programs, one a month, will cover such topics as search and seizure, scientific aids, community relations, the policeman as a witness, mob and riot control, accident investigation and

TRANSCRIPT (e)
NORTH ADAMS, MASS.
CIRC. 13,500

New England Newsclip
- Dec. 12, 1968

MORNING GLOBE
BOSTON, MASS.
CIRC. 234,100

New England Newsclip
- Sept. 26, 1967

other related fields.

The new series is being developed by the Law Enforcement Training Project of the WGBH Educational Foundation under a grant from the Justice Department's Office of Law Enforcement Assistance.

The programs will be broadcast on the Eastern Educational Network by local educational TV stations. Cooperating commercial stations also will carry the broadcasts.

In areas where there are no educational TV stations in operation, 16 mm films of the programs will be available.

To support the television training, the advisory group will distribute a booklet as a topical guide for each program. The booklet can later be used for reference.

The first program, "Law of Arrest," will be seen from 3 to 4 p.m. Sept. 28 over eight participating stations in the area.

SENTINEL (e)
ANSONIA, CONN.
CIRC. 16,300

New England Newsclip
- Oct. 4, 1968

TRAINING PROGRAM BEING HELD FOR PITTSFIELD POLICE

Pittsfield Police Chief Donald Ingraham has announced that an in-service training program is being conducted for local police officers and also the Newport Police force.

The program consists of 10 one hour training films and is sponsored by the WGBH-TV station in Boston.

Sessions are held on the first and third Wednesdays of each month.

These articles are typical of the feature newspaper articles which were a result of the efforts of Associate Producer, Grayce Papps, and the WGBH Public Relations Department. The Staff has in its possession approximately 500 clippings which were gathered from the New England Newsclip Service. It should be noted that New England Newsclip services only the WGBH-TV broadcast area. It is impossible to estimate the number of newspaper clippings that were generated by local publicity within the ten state region where the "Law Enforcement and Criminal Justice" TV series was broadcast.

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EDUCATIONAL TESTING SERVICE EVALUATION

The prestigious Educational Testing Services (ETS) of Princeton, New Jersey, was commissioned by the Project to conduct a pre and post test of a random sample of police officers involved in our television training programs. ETS was selected because the Project had been advised by OLEA of the need of objectivity. ETS conducts among other nationwide tests, the well-known College Entrance Exams.

The Law Enforcement Training Project Staff was less than happy with the results reported by ETS. Our concern was primarily with their failure to follow up on the police officers whom they had randomly selected for their testing. Only 275 men out of a total of 783 responded to their initial request. This represented a return of only 35% and it adversely affected their carefully prepared formula for the survey.

Despite their sophisticated approach and the unique opportunity this survey gave them for publishing a report on the random sampling and testing of police officers under the aegis of a Federally-funded project, we feel that they failed in the simple technique of obtaining adequate response from the men.

This might also serve to illustrate that police tend to respond more readily to a group with whom they are more familiar.

LAW ENFORCEMENT

Series Submitted for NET Award

In January 1968, the "Law Enforcement and Criminal Justice" series was submitted for a National Educational Television Award by WGBX-TV. The series was entered in Category IV, Excellence in the development and execution of a community service project in which a television series is produced as the central thrust.

Although the series did not win the award, it is important to note that after only four months, the reaction to the series was strong and enthusiastic enough to warrant this submission by the WGBH Educational Foundation which is noted for its high standards of public service programming. Among the factors considered in making this entry were the importance of the series to the community, the involvement of other community forces in the project, advance work and follow-up efforts, promotion and utilization activities in support of the series and evidence of the impact of the series on the community.

In the three surveys the Project conducted, we were concerned with percentage of response and realized that follow-up was a necessary ingredient in obtaining it. Only in this way can an adequate response be tabulated. The Project Staff, in these surveys, never felt that their objectivity was any less than that of an outside group.

National Instructional Television Request

The National Instructional Television Center in Bloomington, Indiana, recently requested permission to reprint "The Argot of the Drug User" (from the manual section for program, "Drug Abuse") in their guide accompanying an NIT program entitled "Drugs, The Children Are Choosing". This program will be shown throughout the country to parents and teachers.



*Richard Callahan, Instructor,
Program 12, "Drug Abuse".*

WHAT THEY'RE SAYING ABOUT THE LAW ENFORCEMENT TRAINING PROJECT

Advisory Committee

From time to time, the Staff sought comments from members of the Advisory Committee regarding their feelings toward the Project and its place within the law enforcement community. The following comments are representative of the reactions of the Advisory Committee.

As a member of the Advisory Committee of the Law Enforcement Training Project, may I take this opportunity to commend you and your staff for the quality presentations and publications which have been produced during the past year. There is no doubt but that the project has served a meaningful purpose in aiding law enforcement and other allied agencies in their training personnel to meet the complex problems confronting them in their daily tasks.

In view of the fact that I am frequently in contact with police officers who have expressed a desire for educational aid and legal assistance and whereas I believe that this visual instructional program with its panel of experts is an effective method of meeting this need, I am pleased to advise that I strongly support and endorse your work in the project.

Very truly yours,
James W. Bailey
Clinical Professor Law
Director, Roxbury Defenders
Boston University

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I wish to compliment WGBH Educational Foundation for an effective implementation of your Law Enforcement Training Project.

The challenge of today's law-enforcement and social problems has placed growing demands on our police who can meet their responsibilities only through a solid foundation in basic police work and full knowledge of modern techniques. These have grown so complex that constant review and updating have become imperative.

By employing audio, visual and printed training resources your project has made available an effective convenient method of mass communication that can contribute much to meeting standards required by present conditions.

I believe this program is offering an opportunity for new officers to round out their basic training while for others it provides a readily accessible method of keeping abreast of new developments in law enforcement.

I feel sure that your project will go far toward the goal of more knowledgeable and skilled law enforcement.

Sincerely yours,
William J. McCarthy
Superintendent of Police
Metropolitan District Commission
Commonwealth of Massachusetts

I am writing concerning a series of Law Enforcement Training Films for which you and your staff have been responsible and which I have not only seen, but on one occasion participated in. My own observation is that these films and the accompanying material would be of immense benefit to those in the law enforcement process, since they deal with fundamental matters in the law to which overworked police departments are not able to give the training which they should.

In addition, I have heard numerous comments from individuals high and low in law enforcement, each one commenting on the excellence of the programs and the manner in which they fill in gaps in the training of officers involved in the day to day job of law enforcement.

With best regards,

Sincerely yours,
William P. Homans, Jr.
Snyder, Tepper & Berlin, Attorneys

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I have said many times that visual aids are much more helpful for instructional purposes than mere lectures. This is doubly true of our current Law Enforcement Training Project. I have lectured at nearly all of the municipal training schools in the Commonwealth and I am presently on the staff at the State Police Academy. During my lectures I have purposely sought opinions from the trainees concerning the series. Without exception they all feel that it is more helpful to them than anything they have experienced thus far. They are able to relate to me scenes which were seen three or four months prior which, of course, could not be done if they were merely told what to do as opposed to actually seeing it happen.

In other words, the mere fact that they are able to see things in action that they have been taught in the classroom makes an indelible impression upon their minds.

For this reason, if for no other, the program is of extreme value in the training of law enforcement officers. I certainly hope that the project can be continued and perhaps expanded.

Very truly yours,
Willie J. Davis
Assistant Attorney General
Commonwealth of Massachusetts

The Boston Police Department is fully cognizant of the necessity for continuous training programs for its uniformed personnel. While the Training Academy fulfills many of the educational needs, it is equally apparent one instructional vehicle cannot provide total guidance to all the problems confronting the modern-day urban police officer.

One instructional technique which has proven to be rewarding and productive to police organizations having the same is closed-circuit TV. In lieu of this sophisticated equipment, our department utilizes to great advantage the law enforcement programs to WGBH. Those programs which have been shown to date have been very effective, educational and meaningful particularly to our line officers. The staggered program schedule

LAW ENFORCEMENT

provides the majority of our officers the opportunity to view each program and obtain its benefits.

The Boston Police Department is grateful to WGBH and the members of its staff for their efforts in this important educational process. May your interest ever continue.

Sincerely,
Edmund L. McNamara
Police Commissioner
Boston Police Department

The year is about to close and we feel duty bound to inform you that the series as a whole has been the outstanding success that we in northern New England anticipated.

You undoubtedly know that several of our Vermont stations carry the various programs and many Municipal Departments are viewing and learning. Today we were contacted by Chief Sicard of the newly formed Barton Police Department, and he has requested a few back issues (of training manuals) for a new officer.

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Canadian police also benefit from this series and even though some of their laws differ from ours, the basic training is near identical. They are most appreciative and very interested.

All of the New England Police Chiefs that we talked to at the Mt. Washington Hotel Conference are greatly in favor of this fine program being continued. It speaks well of law enforcement officers who are trying very hard to improve services in their respective communities by the use of more training plus advance and in-service training.

Most sincerely,
Chief James F. Mulcahy
Newport Police Department
Newport, Vermont

I would like to take this opportunity to commend WGBH, its staff, and you for the outstanding programs of the past year.

While local police training programs have vastly improved, WGBH has still filled a void in the training needs of the participating police departments. Law enforcement officers, today, are confronted with some of the most perplexing social and behavioral problems ever faced in our complex urban society.

Your project has provided an outstanding series of police training programs, and will definitely improve the quality and the performance of local law enforcement.

I wish you continued success in this very worthy undertaking, and offer you the full cooperation of this department.

Very truly yours,
George Rocha, Chief
East Providence, R. I. Police

The programs, films, and booklets supplied by the Law Enforcement Training Project have been a great aid to police education throughout this state at both the recruit and the in-service levels. Training agencies, chiefs, and training officers show a continuing enthusiasm for the project.

The proof of the value of a project such as this is, of course, in the results. I have seen a difference in the work of the men in my own department and in others after they have seen programs in this series and I am firmly convinced that this project, because of the good it is doing in the field of police education, ought to be continued beyond the present expiration date of May 1969.

Chief Benjamin Thompson
Lebanon, New Hampshire

... the project appears to be very well and carefully put together and is apparently fulfilling its stated objectives. I have read all the material which you have sent me; my feeling is that you have done a very good job of synthesizing some rather complex subjects and presenting them in clear, understandable language.

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For your remaining two programs, I have only one suggestion. At a recent meeting that I attended on the subject of Federal Funds for Crime Control, two or three police officers present commented on the need for better communication between police departments. You might make this one aspect of a program devoted to the most efficient ways to organize a police department. I also note generally that your programs have not dealt with corrections and rehabilitation, but I suppose these are aspects of the criminal process which have no immediate relationship to police work.

Sincerely,
John P. Wilson
Assistant Dean
Boston University Law School

I have been informed by members of the Boston Police Department that the WGBH Educational Foundation's Law Enforcement Training Project has been the most important training aid they have found since their graduation from the police academy.

Because of the extremely enthusiastic reception for Program No. 5, "The Policeman as a Witness" I believe that the 16mm films of that program ought to be distributed to police departments throughout the country. I have been told that this program gives vital information to police officers in an important area of their activity in a manner that is informative and interesting.

I also feel that an even larger number of police officers could benefit from the work of the Law Enforcement Training Project if the programs were repeated more often and if they could be scheduled at more varied times.

Jack I. Zalkind
Assistant District Attorney
Suffolk County
Commonwealth of Massachusetts

LAW ENFORCEMENT

My duties as Chairman of the Committee on Law Enforcement Education for the New England Association of Chiefs of Police, and a member of the Connecticut Municipal Police Training Council, enable me to get the pulse of the members throughout New England concerning the programs.

I am happy to inform you that I have heard only praise about the training program.

Perhaps the most significant factor is the participation by the TV audience. Police officials are pleased with this aspect of the program. It has proved to be an incentive for the police.

Very truly yours,
Terrence J. McKaig, Chief
Glastonbury, Conn., Police Department

In my opinion, the Law Enforcement Training Project has proved to be very beneficial. The program is reaching men of all grade levels and the subjects are well covered. I think the program is an asset to those men who want to do better work.

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Sincerely yours,
J. Merritt Wenzel, Chief
Wakefield, Mass., Police Department

I cannot speak highly enough of this type of a medium for reaching the entire police population. Many police officers have spent their entire careers without having the benefits of being able to participate in police education because of the cost involved and the time and travel involved in such a process.

I, and I am sure many, many more professional policemen, are looking forward to a continuation of this type of law enforcement training and would like to add my personal endorsement to those who have already gone on record as being in favor of it.

Sincerely,
Joseph H. Farrand, Chief
Lewiston, Maine, Police Department

... From comments from my own men and others, the series obviously is being well received and the training is an effective extension of unit training, especially beneficial to a state-wide organization such as ours.

I am sure your efforts in making this type of training so easily available are appreciated and contribute significantly to the upgrading of training of law enforcement officers in New England.

Sincerely,
L. L. Laughlin, Commissioner
Department of Public Safety
Commonwealth of Massachusetts

Law Enforcement Community

The following unsolicited comments were received in the mail of the Law Enforcement Training Project. The Staff feels they speak for themselves.

I would like to take this opportunity to personally commend the staff and management of WGBH for its excellent presentation of the Law Enforcement series. As the Training Director of the Worcester Police Department, I have encountered nothing but favorable comment regarding this program and as an in-service training function we encourage every member of the Worcester Police Department to view and participate in each program.

I would like to extend my hearty congratulations on your most enlightening program and extend to you an offer of any assistance which my department might render in this area.

Captain James E. Sullivan
Training Director
Worcester Police Department
Worcester, Massachusetts

We find this to be an excellent program and encourage our personnel to take advantage of it.

Angelo B. Buffa
Chief of Police
Torrington, Connecticut

The 100 Questions and Answers on Arrest have been received and many thanks . . . They look to be searching questions, well thought out and well answered. Some obviously apply only to the Commonwealth of Massachusetts, of which we shall take due notice.

Lt. Wolcott S. Gaines
Training Officer
Maine State Police

I have seen two of your television programs and I think they have been wonderful. You have done a fine job . . . a credit to law enforcement.

Lt. James M. Fitzpatrick
Metropolitan District Commission Police
Department
Boston, Massachusetts

"Law Enforcement and Criminal Justice" is a must not only for policemen but for everyone.

Eleanor Sullivan
Chronicle Sun
Cambridge, Massachusetts

LAW ENFORCEMENT



*Capt. William Hogan, Panelist,
answers question from police
officer in studio audience.*

I have just seen a booklet with sections IV, V and VI of WGBH's Law Enforcement Training Project and have found it both interesting and most impressive.

I would appreciate it if you would send me the previous brochures and keep me informed of this very fine project.

Hon. Edward M. Kennedy
United States Senate

The hunger among police for education manifests itself in their tremendous response to the program ("Law Enforcement and Criminal Justice").

Arnold Markle
Chief Prosecuting Attorney
Circuit Court
State of Connecticut
CRIME CONTROL DIGEST
January 17, 1968

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In conjunction with our in-service training and because of the importance of the subject matter, I would like to borrow from your office, the film . . . ("Obligations of the Police Toward the Accused", Program No. 4 of LAW ENFORCEMENT AND CRIMINAL JUSTICE).

. . . We felt that this was an excellent program and should be repeated to our men.

James F. Corr
Chief of Police
Lexington, Massachusetts

I have received favorable comments not only from other police departments, but from private citizens who have taken an interest in these programs.

Chief George Rocha
E. Providence Police Department
E. Providence, Rhode Island

I find that the training classes have been most constructive and I think that most departments realize the need for this type of training.

Sgt. Paul G. Dingler
Essex Junction Police Department
Essex Junction, Vermont

"Hats off to WGBH-TV and the Concord Police Department for a job well done".
(Program No. 6, "Community Relations")

Ed Williams
News Director
WMUR-TV 6:00 PM / 11:00 PM News
Manchester, New Hampshire

Very good; keep the programs coming.

Chief R. Bernard
Caribou Police Department
Caribou, Maine

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Several of our officers have commented very favorably on the "Law Enforcement and Criminal Justice" series as well as to the training guides that have been forwarded . . . Personally, I feel that the dedicated officers are acquiring good fundamentals and very helpful knowledge through your efforts.

Chief Manuel V. Medeiros
Dartmouth Police Department
Dartmouth, Massachusetts

I have found your program very helpful in straightening out some of the confusion caused by recent Supreme Court interpretations.

Chief W. W. Addef
Stow Police Department
Stow, Massachusetts

Officers found film interesting and educational. I wish to take this opportunity to thank you for your cooperation. Interest in our classes has increased greatly with the showing of your films.

Sgt. J. Sollack
Southington Police Department
Southington, Connecticut

The series is wonderful!! Just what we in law enforcement needed. You and your staff deserve a lot of praise. Congratulations.

Stanley W. Milutis, Lt. Director
Brockton Police Department
Brockton, Massachusetts

LAW ENFORCEMENT

I think that the series is splendid, and even though I am not directly involved with the law enforcement, I have enjoyed the programs that I have seen, and have learned a lot from them.

Paul Levenson
Attorney
Springer, Goldberg, Hyman & Levenson
Boston, Massachusetts

I feel the training series has been very beneficial, well-prepared and presented. All department personnel are urged to watch each telecast and are allowed time from regular duty to watch each showing. My greatest appreciation to all who have made this training material available to so many.

Chief Adelbert R. Kittredge
St. Johnsbury Police Department
St. Johnsbury, Vermont

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Kinescope Viewers' Comments

These comments reflect the enthusiastic reception of the kinescopes as training aids.

Captain Hogan's discussion on the Laws of Arrest clarified many technical points which were bothering some officers and his explanations were lucid and clear. The discussion period later further clarified touchy situations and assured officers much more . . . Reason I'm late returning the film was I wanted to show it to all the men if possible.

For myself and our Dept. thank you very much.

Captain Charles G. Davidson
New London Police Department
New London, Connecticut

Number of viewers: 120

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The value of this film is A-1 in my training program. My men are very pleased with this type of program.

Chief Roger Pendexter
Bridgton Police Department
Bridgton, Maine

Number of viewers: 12

Extremely informative. Resulted in animated conversation which showed depth of understanding of subject matter. Valuable training aid. Thank you.

Lt. James McGrath
Groton Police Department
Groton, Connecticut

Number of viewers: 58

Interest in auxiliary police meetings still running high as result of using Law Enforcement Training films from WGBH-TV. This film with Attorney Zalkind, an excellent training vehicle.

Chief Francis Dacey
Waltham Police Department
Waltham, Massachusetts

Number of viewers: 60 Auxiliary
12 Regular

Twenty men came out at the height of the snowstorm to see this film and said it was worth the effort.

Chief Charles Viera, Jr.
New Bedford Auxiliary Police
New Bedford, Massachusetts

Number of viewers: 20

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The men have shown an interest in all the films that you have loaned this department. We are looking forward to viewing the film "Crowd and Riot Control" before we engage in the Jazz and Folk Festivals.

Number of viewers: 27

Lt. Fred Newton
Newport Police Department
Newport, Rhode Island

Best film that any officer at this class has ever seen on this subject. ("Community Relations")

Number of viewers: 16

Sgt. Kendrick Lyons
Goffstown Police Department
Goffstown, New Hampshire

General reaction and value of film was excellent, much better than slides that regular police department has.

Number of viewers: 50

Chief Anthony Belliro
Bellingham Police Department
Bellingham, Massachusetts

Very good. Most helpful especially with students taking the Introduction to Law Enforcement course.

Number of viewers: 100

Dr. Murray Simon
Rockland Community College
Suffern, New York

Very clear. Sound good. This is a very good film which does cover all details of accident investigation.

Number of viewers: 20

Chief William Morse
Waterford Police Department
Waterford, Connecticut

The film was displayed at the Police Science Class at Quinsigamond Community College on Tuesday, April 16, 1968, total number of viewers, 82. It was also displayed Wednesday, April 17, 1968, to all members of the Investigative Branch of the Worcester Police Department, total number of viewers, 60.

Number of viewers: 142

Captain James E. Sullivan
Worcester Police Department
Worcester, Massachusetts

The reaction was one of an appreciative audience who would like to see many more of these films. There has been a wealth of information and answers to questions that some officers were in doubt of before.

Number of viewers: 13

Sgt. Joseph Zalesak
Harwich Police Department
Harwich, Massachusetts

Excellent . . . to the point.

Number of viewers: 15

Officer Kenneth M. Denton
Montpelier Police Department
Montpelier, Vermont

Very good audience response. Informative on officer's procedure on search and seizure.

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Number of viewers: 23
(Pennsylvania State Police)

John F. Rauhauser, Jr.
District Attorney
York, Pennsylvania

Very informative and interesting. Excellent training film.

Number of viewers: 29

Captain Harry Benson
West Orange Police Department
West Orange, New Jersey



Associate Producer Grayce Papps, Ben Brashears, OLEA, and Project Director James Kelly (l. to r.).

LAW ENFORCEMENT

The real impact of the medium of Instructional Television on the Police Training Process is still too sparsely documented or analyzed to justify sweeping conclusions. What evidence we have been able to accumulate in this experimental project augurs well for the future use of ITV in this field. The Project Staff and Advisory Group, particularly its police members, are convinced that there is a pressing need for more television programs visualizing the problems faced by their men each day. We need no "Crime Clock" to remind us of the gravity of the situation. Our close relationship with police officers, from Maine to Virginia and throughout parts of New York State, has given us a sharp insight into police thinking. We are grateful for this experience and for the opportunity it has given us to translate this insight via the medium we know so well to the general public which also viewed the series.

When you consider this fact you must bear in mind that the audience we were trying to reach is an audience that commercial television has built up for other purposes, i.e., popular entertainment.

What have been our accomplishments as we finalize this report? As mentioned in an earlier report to LEAA, the writer cannot think of a nicer compliment than to call someone a teacher. At the WGBH Law Enforcement Training Project we felt most complimented when our police audience told us that the Project had "taught them something".

Our structuring of the nineteen programs, the wide use of the manuals, the eminently successful distribution and use of the kinescope films, the other auxiliary aids, such as the mailing of the Miranda Cards, the Q. and A. on the "Law of Arrest", the Organized Crime Charts were all calculated to instruct and inform our target audience; the police. We feel in this regard that we far exceeded in number and quality our Grant expectations.

Here in the final pages of this report we are not hoping merely for an extension of the existing project by further utilization of the videotapes and films, although this would be salutary. We are hoping for a review of the possibility of the Law Enforcement Assistance Administration sponsoring a new series of all-color, hour-long programs which could be shown throughout the whole country in cooperation with the Corporation for Public Broadcasting and the National Educational Network.

Throughout our series, which was originally viewed in the New England region, we were engaged in "image building" for the police. The results cannot easily be measured without an expensive evaluation, but we feel that the image has improved because of our open-circuit public viewing.

In the final analysis, we serviced 527 separate departments and agencies of the State, Local and Federal Government. As an experimental effort we were meant to serve as a model for other projects. California, Minnesota, New York, Pennsylvania and Texas police agencies have already drawn upon our experience in planning their own training programs. This was accomplished through the efforts of many people working around a nucleus of seven members of the Project Staff and with the excellent facilities of the WGBH television Studios here in Boston, Massachusetts.

Having achieved our goals, in fact having exceeded them in many areas, this nucleus stands ready to serve the needs of the larger concept which we have just outlined.

We are proud of our role in having furnished this series to the police and the fact that we have educated the public to a new awareness, a greater acceptance and an appreciation of the problems and procedures of law enforcement.

Acting in the tradition of this useful medium of Instructional Television, we prepared our audiences to receive its message. The factual information presented through a mixture of visual and printed media was repeated often enough so that the police could study it in detail and follow through individual aspects of their favorite subjects with greater thoroughness.

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The widespread acceptance by our viewing audience and their ready response to the materials presented has served to reinforce this belief.



Corporation for Public Broadcasting

Suite 630

1250 Connecticut Avenue, N. W.

Washington, D. C. 20036

(202) 223-2228-9

August 12, 1969

John W. Macy, Jr.
President

Mr. James P. Kelly
Project Director
Law Enforcement Training Program
WGBH-TV
125 Western Avenue
Boston, Massachusetts 02134

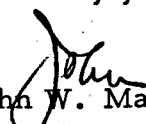
Dear Jim:

I want to commend you, once again, for the significant work you are doing in the development of the law enforcement television series at WGBH. I have been increasingly impressed with the importance of the training materials you are developing in the instruction of law enforcement officers. In this period of our history where there is an increased awareness and concern about the sensitive role of the law enforcement officer, you are utilizing the medium of television in developing the necessary police skills and attitudes.

You will recall that when I made a presentation to the White House staff on April 26 I included a segment of your training program as a representative example of public television's contribution to the resolution of critical public problems. In my testimony before the Senate Commerce Committee, I referred specifically to your program as an indicator of the contemporary emphasis provided in television programming. As I have talked with television station personnel, civic leaders, and legislators about the potential of public broadcasting, I have frequently referred to the work you are carrying out at WGBH.

I wish you well in your continued efforts in this important field.

Sincerely yours,


John W. Macy, Jr.
President



UNITED STATES DEPARTMENT OF JUSTICE
LAW ENFORCEMENT ASSISTANCE ADMINISTRATION
WASHINGTON, D.C. 20530

IN REPLY PLEASE REFER TO

August 26, 1969

Mr. James P. Kelly
Director, Law Enforcement
Planning Project
WGBH
125 Western Avenue
Boston, Massachusetts 02134

Dear Mr. Kelly:

Pursuant to our conversation of last week, I am writing concerning "The Classic Patterns of Organized Crime", a presentation of WGBH Educational Foundation in accordance with Grant No. 377-193 of the Law Enforcement Assistance Administration.

We have reviewed the film in this office and it is our intention to show the movie at the Second Organized Crime Regional Training Conference, which is to be held in Athens, Georgia the week of October 27. We have not yet decided whether we shall show both parts of the film.

Thank you for your cooperation in this matter; the entire staff has found the presentation excellent, and we all feel that as a training vehicle, it is superb.

Yours very truly,

David T. Austern

David T. Austern
Organized Crime Programs Division

James P. Kelly
Project Director/Executive Producer

Stephen Gilford
Producer

Grayce Papps
Associate Producer

Margot Childs
Production Assistant

Marie Foscett
Film Distribution

Willard Gardner
Mailing Co-ordinator

LAW ENFORCEMENT TRAINING STAFF

