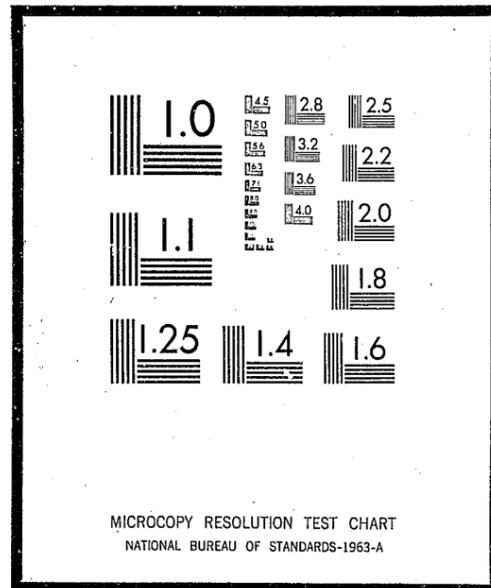


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## THE POLICE FUNCTION IN OUR CHANGING SOCIETY

Proceedings of Conference "B"

### "THE SELECTION AND TRAINING OF THE POLICEMAN"

Banff, Alberta

November 27-29, 1972

014250

SPONSORED BY:

The Department of the  
Solicitor General

CONDUCTED BY:

Project Planning Committee

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Metropolitan Toronto Police Department  
Chairman

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Conference Co-ordinator

## FOREWORD

The views expressed in this report represent the consensus of all persons associated with the project, but do not necessarily represent the opinions or policy of individuals, the agencies they represent, or the Department of the Solicitor General.

Additional copies of this report are available on request from the Consultation Centre, Ministry of the Solicitor General, Ottawa, K1A 0P8.

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## 1. INTRODUCTION

During January 1971, a two day conference of training representatives from several major Canadian police forces was held at Lake Couchiching, Ontario, under the joint sponsorship of the Department of the Solicitor General and the Foundation for Human Development, Hamilton, Ontario.

The original objectives of this project were:

- to study the needs for human resource developments in urban police departments
- to develop and validate new methods for developing these resources
- to recommend general systems changes which will improve efficiency and create a climate for individual growth with police forces
- to present the results of these investigations in a form which can be used by any urban police force in Canada

The goals of the initial conference were:

- to identify the problems in human resource development among police in urban centres
- to explore various solutions to these problems
- to develop a plan of action to investigate the key problems thoroughly and develop actionable solutions

Three major problems were identified by the conference participants as:

- the need to define the police role in terms of the changing society and the relationship of the police to the community

- the selection and training of police personnel at and for all levels
- the lack of coordinated Canadian police research, bilingual publications and implementation of ideas

Having identified the apparent problems, the participants produced three general statements to chart the direction to proceed in search of solutions. Briefly, the statements are:

#### Police Role

In addition to traditional functions, the police should also work together with other agencies and community representatives. There should be a built-in redefinition process at all levels, in order to adapt to changes in society. Dialogue, contact and liaison must be initiated with all subcultures. The general policy of the police should be framed in terms of commitment to the whole social system. The role of the police as both catalysts and initiators in all areas should be more fully exploited and appreciated.

#### Selection and Training

New criteria for selection are needed in order to fulfill a new police role. The standards have to be less arbitrary and more in tune with modern needs. The socio-cultural values of the selection committee should not prejudice the applicant's chances. Rules ought to be

altered, if necessary; and other opinions sought out, acknowledged and evaluated. Training in order to be successful, should develop and fulfill the individual, both within and towards his profession, as well as within and towards his society. To achieve this, the police role should be well defined and training geared to meet the requirements of the role, always bearing in mind the variables present in our society.

#### Research and Communication

A central body for the coordination and dissemination of research projects and their findings should be formed. As the police function is one of social control, research projects in social as well as criminal justice areas are relevant and important. This body could be either within the Solicitor General's Department or outside of it. Since police research has been neglected, this body should consider methods of stimulating needed research. All communications should be bilingual, properly catalogued and published in a regular digest, available to all.

Recognizing that these general statements represent the view of a very small segment of the police community, and the limited research that formed the basis for the statements, the participants recommended a plan of action

which would generate more meaningful analysis and rational conclusions.

In essence, the action plan called for three national conferences, each dealing in depth with one of the three major problems. The factual basis for these conferences would be supplied by a comprehensive systems analysis of the role of the police, their training needs, and the needs for special research projects. The objectives of the three conferences were:

Conference "A" - The Role of the Policeman

Redefine the relationship between the police and the antagonistic "out groups", taking into consideration how they affect the police role and the police attitude.

Conference "B" - The Selection and Training of the Policeman

Evaluate police training methods by comparing them to training techniques in other fields, examine and evaluate the effectiveness of both present and proposed training methods and establish what training is necessary to prepare the policeman for the role determined in the first conference.

Conference "C" - Research and Communications

Determine ways to generate and improve the present state of research within police organizations and establish methods of communication.

Following the initial conference at Lake Couchiching, a Planning Committee was established to provide direction and primary guidance in the conduct of the Project. Whereas only six police forces were represented initially, the Committee was expanded to include fourteen forces from across Canada, representative of Federal, Provincial and Municipal agencies. A complete list of Planning Committee representatives can be found in Appendix I.

The objectives of the project, redefined by the Planning Committee and accepted by the Solicitor General as the basis for continuing the study, are:

- define the police role in terms of the changing society, and the relationship of the police to the community;
- define selection and training criteria which reflect the current role of the police;
- identify the requirement for a central body to stimulate, coordinate and disseminate research in the police field; and,
- recommend viable plans of action which will ensure that the role, selection and training criteria, and research requirements identified become realities.

In pursuit of these objectives, the following goals were identified:

- develop patterns of communication between elements of the criminal justice system, at all levels, to maintain continuous assessment and formulation of objectives;
- promote dialogue between the various elements in society which are directly concerned with the criminal justice system in general, and the police function in particular;
- identify present functions of police forces in Canada, through consultation with a representative group of municipal, provincial and federal police forces;
- identify present selection criteria and training programs in all major police forces and a representative sampling of small police forces in Canada;
- identify the current state of police research in Canada, including needs, current projects and information dissemination systems,
- establish and sponsor a series of national conferences of police personnel with multi-discipline community involvement in various locations across Canada with the following themes
  - "A" - Role of Police
  - "B" - Police Selection and Training Criteria
  - "C" - Police Research; and
- present the results of these investigations and conferences in a form which can be used by police forces in Canada in future planning and development.

Conference "A" was held at Lake Couchiching, Ontario on November 27-29, 1972 and the proceedings are reported in a separate volume.

## 2. CONFERENCE "B" - THE SELECTION AND TRAINING OF THE POLICEMAN

### 2.0 SUMMARY

The objectives of this conference were to examine the relevance of present methods and criteria in selecting recruits; and reassess the focus of police training with a view to the personal development of policemen, and the changing demands on the police in our society.

Considerable discussion took place concerning the advisability of modifying present selection criteria. While there was not a consensus, most participants agreed that while it was important to maintain or increase the present standards, there should be some flexibility in their application.

There was a great deal of interest among the participants in procedures for selecting promising policemen and, of these procedures, psychological tests received the greatest amount of attention. Brief reports were made of the limited research that has been done to date on police selection. There was

full agreement that further research needed to go forward on the use of tests in the selection procedure and it was strongly recommended that this be identified as an important area of concern for Conference "C".

The conference expressed a great deal of interest in having up-to-date information on selection procedures, training curricula, materials and methods. Here it was agreed that a clearing house should be set up to make this material available to all police forces.

While it was felt that police should have a more integrated career training plan, it was not agreed that the advanced levels of this training should be through a university degree. Rather, it was felt that the most useful job related training should go forward and that where this training took place, and the academic recognition of this training was not as important.

The conference spent considerable time discussing some of the changes in police strategies identified at the first conference on The Role of The Police in Our Changing Society. It was agreed that more social science courses in recruit training, as

well as in the professional development programs were needed to provide the new understandings, attitudes and skills which police need to deal more effectively in community oriented crime prevention and crisis intervention.

A major recommendation of the conference was for long range planning to consider a National Police College, operated jointly by Canadian police forces. An advisory committee of municipal, provincial and federal law enforcement agencies was suggested to work on this recommendation.

2.1 OBJECTIVE

Define selection and training criteria which reflect the current role of the police.

GOALS

To identify selection methods and criteria now being used by Canadian police forces and discuss their relevance to present day police needs; and, to recommend appropriate modifications or suggest areas for further exploration.

To identify training programs that are now being used in police forces and gain a clear picture of their goals and methods. To explore training techniques and procedures used in other professional training areas or new techniques now being experimented with in police training and assess their usefulness in police training.

To present the results of this conference in a form which can be used by police forces in Canada for future planning and development.

## 2.2 PARTICIPANTS

All members of the Planning Committee and additional observers from the Department of the Solicitor General were invited to attend this three-day conference. In addition to this group fifteen resource people were carefully selected to participate on the basis of their knowledge of police training or selection methods. (For a complete list of the participants, please see Appendix II).

## 2.3 CONFERENCE DESIGN

The Conference Co-ordinator, Dr. Hedley Dimock, Director of the Centre for Human Relations and Community Studies, Sir George Williams University, Montreal, worked with the Co-ordinating Committee to prepare a flexible yet task-oriented conference design. The conference was opened by the Chairman, Staff Superintendent Muir Adair, who reviewed the background of the project and highlighted the task of this conference in relation to the other two conferences in the series. He outlined the objectives of this conference and described the flexible way in which the conference would be working, encouraging the participation of all. He then called on Inspector George McCully who reviewed the major findings and recommendations of Conference "A" on The Role of Police in Our Changing Society.

The criteria for selection and the outlines of recruit training programs which had been provided by a number of Departments were summarized and presented by Mr. Alan Paquet and Mr. Alexander Abdennur on behalf of the Planning Committee. While these summaries did not present a cross-section picture of practices in Canada, they did provide a springboard from which further discussions could originate.

The next section of the program was devoted to three experience reports by resource participants at the conference of new and experimental methods they were using in police selection and training. Ken Hollington of Mount Royal College in Calgary discussed a program dealing with cynicism in police work, one that provided an orientation to sub-cultures in large cities and a program on police work for wives of police officers. Insp. Jack Reid of the Metropolitan Toronto Police College demonstrated the programmed instruction method of police training and also described the Sunday morning training programs which are conducted at station level in Toronto. Ted Brock of Seneca College in Toronto described the two year pre-police program at his community college and outlined a continuing education companion program being conducted by correspondence. The innovative programs described by these three men generated a great deal of discussion and opened the door for many other experimental programs and ideas to be shared both in the formal sessions and the informal sessions over coffee, lunch and breaks.

Out of the morning general session, five rather distinct areas emerged which were used as the focus for five task groups which met during the afternoon and evening. Conference participants were free to select the task group that was of most interest to them or in which they felt

they would be able to make their greatest contribution.

The five task groups were:

- 1 - Technical research on selection
- 2 - Selection concerns of a general nature
- 3 - Content and priorities in training
- 4 - The organization of training
- 5 - Training methods

Each task group prepared a report of its proceedings complete with the areas it discussed and recommendations for the conference as a whole to consider.

At the second plenary session the reports from the five work groups were distributed to all of the participants and participants were restructured into four work groups to consider the relevance and feasibility of the suggestions made by the task groups.

These work groups were composed of a broad representation of participants at the conference including resource people who had police training backgrounds, those who had not, and police representatives from large and small forces and from different provinces. The work groups continued their deliberations for two sessions and the results were summarized and reported

back at the final plenary session on the third day. At that time the major areas recommended were open for discussion and testing for areas of agreement and disagreement. These findings are reported in the next section of this report. The final plenary session concluded with a written evaluation of the conference (see section on conference evaluation) and the closing remarks of the Chairman.

#### 2.4 SUMMARY OF CONFERENCE PROCEEDINGS

The task group working on technical aspects of selection research came up with two proposals for models of future research. The first model assumed that there were several different types of successful policemen. Psychological tests could be given to a sample of exemplary policemen and a cluster analysis procedure used to identify profile areas common to these men. These areas would then be put into a new test which could be used to select policemen.

The second model assumed there was an ideal policeman and that a job analysis and personality description would lead to the construction of a new selection test. It would then be tested out with other police to determine its usefulness in predicting on-the-job success. Both of these models were discussed by the conference with a great deal of interest and optimism. While the first model was favoured both were felt to be worthy of future research.

The other task group working on selection discussed

what they felt were appropriate criteria for the selection of new men. No age range for new recruits could be agreed on though 17 years was thought appropriate for cadets. Other suggested criteria included Canadian citizenship, Grade 10 education, 5'7" height, weight proportionate to height, certified medically fit, and good moral standards. The minimum height regulation was seen as a special consideration to minority groups. An investigation should be made of the applicant's family, social, financial and judicial background. Psychological tests were suggested only as an aid to selection until further study of their usefulness could be completed. The use of the polygraph in selection also appears worth exploring. The group suggested caution in talking about these suggested criteria so as not to infringe on provincial jurisdiction.

The group suggested that all forces should consider applications from serving members for lateral transfers, regardless of rank or age. The possibility of the transfer of pension funds should also be considered. A study of the extension of the probationary period to two years was thought to be in order.

The task group on training described the equipping of

police as generalists to be the goal of recruit training. Introductory or general college type courses in psychology and sociology were not seen as effective in recruit training and courses "tailor-made" to fit police needs were required. A field work course involving recruits with community agencies, along with a short course in communications were two innovations that looked promising to this group. Continued training aimed at crime prevention -- crisis intervention, problem identification and referral -- was highlighted but it was stressed that this did not mean that police should in any way be converted to social workers.

In the area of specialized training the group outlined needs for in-service and refresher type training, training for specific, specialized areas of police work, and advanced training in planning and management. It was stressed that courses in management should be given to those moving up and able to use management skills and concepts. Course work in these areas should be geared to career needs and not for the accumulation of credits. An overview of the criminal justice system was also suggested for specialized training. New competencies are needed for instructors, and training at the School of Instructional Techniques (RCMP) or at university

departments of education is desirable.

Under the heading of administrative training this task group mentioned that senior police officials should have or be working towards university degrees in public administration, management, or other appropriate fields.

Police moving into administrative positions (Inspector and above) should be encouraged to take advanced management courses. Promotion should be contingent upon certain specified academic levels of achievement.

The organization of police training was considered by a task group and they thought recruit training was best done by police. Some academic education was seen as desirable and it might deal with the federal system of government, the criminal justice system, legislation theories and practices, etc. While most of the focus of an academic education should be on professional subjects, perhaps a third would include English, communication, and the applied social sciences. This group was not sure if academic education should be a condition of employment. A transition period may be needed to make that practical. The need for a career training program was also described.

Where and how training might best be done was discussed at length and this group felt there might be different

practices depending on the needs and resources of the provinces. In some situations, the colleges might do both the police operated training and the academic education. In other situations they would be separated with the force doing the training and the college the education.

The possibility of a central training resource for a national executive training program was considered. The Canadian Police College (run by the RCMP) could be a core with provincial representation working out appropriate areas of expansion (resources, program, staff and funding).

The task group on police training methods discussed many of the newer, experience-based learning methods such as role playing, case method, simulation exercises, field experience, programmed instruction, and video tape. They felt that the traditional approach to basic training must change and training methods should reflect those used in other professions. Experiments with low stress versus high stress training were reported and more information on the advantages and disadvantages was desired. The group also pointed out the need for the development of training

resources on a national level to be made available through a central resource. Training materials related to legislative changes (such as the Bail Reform Act) would also be helpful.

## 2.5 PRESENTATION OF CONFERENCE THEMES

At the closing plenary session of the conference nine major themes were selected from the work group reports that appeared to reflect major areas of concern and suggestions or recommendations accompanying these concerns. Following is a description of these proposals and a general discussion was held on them with a view to identifying areas of agreement and disagreement.

2.5.1. PROPOSALS FROM WORK GROUPS THAT APPEAR TO REFLECT MAJOR THEMES

Selection

1. It is important to maintain or increase the present standards in police selection, yet the application of standards should be flexible. For example, allowing a minimum height of 5'7" would include more minority group members; and, accepting an applicant who had committed a minor offence who had other strong qualifications could be in order.
2. Psychological tests appear to be a valuable aid to selection and further study needs to go forward to identify the tests that can be used to predict completion of police training and success on the job. Two specific recommendations are made:
  - A. Conference "C" should examine a suggested model that assumes there are several different types of successful policemen and describe a way of identifying and validating instruments that will measure the qualities of these policemen.

B. A clearing house should be set up or contracted for by the Solicitor General to collect and make available to police departments up-to-date information and reports on selection research and procedures. It should also collect and make available police training curricula, materials, and methods.

3. Lateral transfers should be encouraged among police departments. Portable pensions should be available for these transfers.
4. A two year probationary period (or one year after the completion of recruit training) appears very desirable.

Training

5. Education and training for police should be based on an integrated career development plan. This plan should reflect the job changes and promotions of a policeman and the changing needs of police work.
6. While university education to a degree should be

increasingly encouraged, especially for senior staff, it should be related to job requirements and professional development and not reflect the mere collection of credits for financial reward. More emphasis should be placed on administrative competence in the promotion of senior police and an increasing number of men should gain this competence while earning a university degree.

7. A clearer picture of the strengths and weaknesses of alternative approaches to education and training such as department training, college education, police college, etc. is needed. In the meantime, it is clear that much education of police could be done by colleges and universities and non-police professional people.
8. Police training methods should reflect up-to-date understandings about how adults learn and should use "learning by doing" methods to replace the lecture-discussion technique in many areas.
9. Social science courses in recruit training

should be put together to meet police needs. These courses should include psychology, sociology, human relations, community agency participant-observation, and communication skills. Social science courses should occupy a significant proportion of total recruit training (roughly 15%).

### 2.5.2. Areas of Agreement

- (1) Present standards in police selection should be maintained. In most forces there is some flexibility in the application of these standards and that flexibility, which presently exists, should be encouraged.
- (2) Psychological tests appear to be a valuable aid in selection and further study needs to go forward to identify the tests that can be used to predict completion of police training and success on the job.
- (3) Conference "C" should examine the two models of research on police selection suggested here and consider their importance along with other research needs.
- (4) A clearing-house should be set up to make available information on selection, training, and changes in the law.
- (5) Portable pensions should be available to facilitate transfers at a senior level from one police

force to another.

- (6) A minimum two year probationary period for new policemen appears very desirable.
- (7) Police training should be based on an integrated career development plan and should be related to job requirements and professional development. More emphasis should be placed on administrative competence in the promotion of senior police officials and an increasing number of men should gain this competence while earning a university degree or appropriate certificate. Ways to financially support this training should be explored.
- (8) While it is clear that much education of police could be done by colleges, universities and non-police professional people, a clearer picture of the strengths and weaknesses of alternative approaches to police training is needed.
- (9) Police training should reflect current understandings of adult learning methods and the traditional lecture discussion method should be evaluated alongside case studies, role playing,

simulation exercises, field experience and other learning by doing methods.

(10) Social science courses should be an integral aspect of recruit training and specific courses should be developed to meet police needs. These courses should include psychology, sociology, human relations, community agency participation observation and communication skills. Social science courses should occupy a significant proportion of total recruit training if they do not already do so.

(11) Long range plans should consider the creation of a national police college operated jointly by Canadian police forces. An advisory committee needs broad representation from municipal, provincial and federal police forces and needs to be very sensitive to federal, municipal and provincial needs and situations.

### 2.5.3. Areas of Disagreement

(1) There was considerable disagreement as to how a more flexible approach to the use of present standards in police selection should be handled. Some were in favour of allowing shorter policemen (5'7" was suggested) in some special cases recognizing that this might include more minority group members. Others felt that an applicant who had committed a minor offence but had other strong qualifications could be accepted. While the idea of flexibility was accepted, these specific suggestions were not.

(2) Several participants felt the use of a polygraph in police selection warranted further study. There was a good deal of discussion about the practicality and ethics in using a lie detector and this recommendation was not agreed to.

(3) Lateral transfers among police forces had been suggested as a practice that should be encouraged. There was considerable concern about the effect this would have on police forces and it was seen as potentially desirable only at senior levels.

Further study of the blocks to such transfers was suggested, but these ideas did not get general support.

- (4) There was considerable discussion of the role of a university degree in police training. Some felt that a university degree in an administrative area should be increasingly considered as one consideration in promotion to senior police positions. Others felt there were just as suitable alternatives to receiving advanced training at a similar level of quality. Along this line it was suggested and agreed that police training programs should be evaluated with a view to establishing accreditation of appropriate programs.
- (5) It was suggested that police should represent the society they serve and that specific efforts should go forward to recruit police from ethnic and minority groups not presently represented on the forces. The question of Indian and Black policemen to work with their respective groups was considered. Others felt that minority groups presently had access to police forces and were not interested and did not apply. There was general disagreement on these points.

## 2.6. FINAL CONFERENCE EVALUATION - SUMMARY

### 2.6.1. Planning Committee

1. What do you feel you were able to contribute to the conference?

- my experience, views, and some steadying influence on the recommendations of some academic resource members
- some realism to the ideas put forth by resource people who were not familiar with the police system
- personal experience (3)\*
- awareness of federal, provincial and municipal priorities
- not much, not enough, a little (4)\*
- feeling of the changes needed
- own ideas re research and programs to upgrade police standards

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\* Number of people making a similar statement

2. What would you have liked to contribute but didn't or how would you want to modify the recommendations of this conference?

- recommendations should be put forward in a way that would clearly outline the need for expediency in implementing proposals designed to upgrade the quality of our police at all levels
- recommendations seem to apply predominantly to the larger police forces (many do at least). I feel that some of these recommendations should be sent to smaller forces so as to increase the sample. Many of their replies could add a lot to the final report.
- Too little time to discuss the recommendations coming from the other work groups and I feel the Planning Committee should analyze at a later stage all recommendations made to make sure that they don't contradict and that we remain with our feet on the ground. Need for additional research to evaluate the implication of recommendations made. Need for additional research to analyze in depth certain recommendations.

- To question more any tendency to think in terms of national standards that would appear to be greatly irrelevant guidelines and resisted unless a regional, local process is initiated
- Should be more definite in recommendations
- Short briefing on what is going on in each organization which participants represented
- Tendency to lower standards in some areas, whereas desirable proposals should be higher than average
- Discussion in greater depth re minority groups, specific selection criteria

3. What did you see as major strengths of the Conference?

- The forum for debate of contentious issues
- The singling out of critical problem areas often taken for granted

- Always seemed to keep in mind the idea of being not too unrealistic
- Resource people good - wide expertise and exchange of opinions (with differing views) within an accepting climate
- The excellent mix of resource people and police. All were cognizant of their fields and were able to contribute to the report. Worthwhile recommendations.
- Broad representation from forces

4. What did you see as major weaknesses?

- Too much to be discussed in too little time
- Not enough conclusions - too much disagreement of views
- Not sufficient use of resource people
- Lack of adequate leadership in some situations
- Lack of structure, chronological approach

- Lack of preparation before the conference on topics to be discussed
- Some objectives not clearly stated

5. What areas do you feel are important for follow-up work?

- The feasibility of setting up committees, task forces or the like, should be examined, even before Conference C. The major areas of concern in training and selection are too important to be put off.
- Costs of training
- Research into cluster analysis to look at its feasibility and recommend how it can be used
- Methods to develop a national training program
- Sensitizing advanced training to federal, provincial, municipal needs
- Experiment or apply new approaches to training with built-in assessment varying to situations

- Developing suitable tests in selection
- Develop guidelines at national level for all aspects of police training
- Internal structure of police forces
- Human relations, psychological tests, uniformity of techniques, profile of police officer
- Clearing house as soon as possible
- Course content of proposed additions to present training
- Establish minimal criteria in training and selection needs on a Canada wide basis

#### 2.6.2. Resource People

1. What do you feel you were able to contribute the conference?

- To a degree, assisting the conference to keep in perspective the role of education and in particular the colleges contribution to improving Canadian policing
- A regional perspective and experience
- Experience as a police officer (3)\*
- Experience as a "training officer"(3)\*
- Experience as an educator in a community college (4)\*
- Some specific training input as discussion guide
- Some contribution in technical side of training and selection

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\* Number of people making a similar statement

2. What would you have liked to contribute but didn't or how would you want to modify the recommendations of this conference?

- Discuss longer the experiences that have taken place in different parts of the country. This would have allowed us to evaluate the situation globally in a more proper way.
- Setting some firm national standards for recruit training course content
- Would like to have heard more of innovations but realize that time was limited
- Less formal discussion - found large group discussion quite orderly but individual small group too unstructured for a short conference - suggest small groups be arbitrarily set up in advance - and balanced to make them more representative - and require appointment of a chairman.
- My experience in regards the success of community college "law enforcement" graduates
- Would have placed more emphasis on getting the

police training function into the community through placing the training establishments directly into community colleges while retaining a negotiated control by the police.

- Process of training and education was not adequately presented. Most of difficulties in communication come from rather vague and haphazard opinions in this area. This could be possibly avoided by inclusion of short introductory papers (2)\*
  - Training research methodology - need identification, objective setting, evaluation, personnel information systems (not covered)
3. What did you see as major strengths of the conference?
- The very different points of view were brought up to a "synthesis" that is able to reflect all of them
  - Recommendation re National Police College

- Excellent cross-section of positive thinking - no obstructionism - opening up of new contacts - well conducted and productive.
  - The exchange of ideas and the variety of experienced persons around a table. The recommendations in my view, strong, yet realistic enough to meet support.
  - Exchange of ideas, hopes, viewpoints (4)\*
  - The representation was well chosen (4)\*
  - The participants - both "doers" and "teachers" are returning with broader horizons and better knowledge
  - A willingness on the part of the participants to communicate fully (2)\*
4. What did you see as major weaknesses?
- Lack of a working document - overall perspective (3)\*
  - Not enough time for the work attempted (7)\*

- Resource people not fully used - got lost in the shuffle (2)\*
  - Too much time spent on detail - minor matters (3)\*
5. What areas do you feel are important for follow-up work?
- Seeking immediate approval to test and validate selection testing materials now available (what makes a "good" policeman - how do we recognize it?) (4)\*
  - Strong follow-up on national coordination. And now that the colleges seem to be an acceptable entity, that they be brought into the picture on a regularized basis (3)\*
  - Recommendation for Conference C - Research
  - A realistic approach to the usefulness of empirical research - its possibilities and limitations. No research ought to be undertaken without firm and correct guidelines. Researcher is not writing a thesis but performing an assigned task.

- Creation of a "training information" centre (3)\*
- Research on recruitment standards (3)\*
- Need continuity in relation to Conference C -  
would be better assured if a few of resource  
people were invited to the next conference.

PLANNING COMMITTEE

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Metropolitan Toronto Police Department

Mr. Jean-Paul Gilbert, Member  
National Parole Board

Assistant Commissioner Joseph O. Gorman  
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Inspector George L. McCully, Executive Secretary  
Royal Canadian Mounted Police

Mr. Normand-B. St-Georges  
Quebec Police Commission  
(President, Quebec Police Institute)

Chief Inspector Philip G. Young  
Montreal Urban Community Police Department

The above Planning Committee members constitute a Co-ordinating  
Committee, empowered to act on behalf of the Planning Committee  
in the on-going conduct of the project.

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