

X

ASSESSMENT OF POLICE

RECRUITMENT, SELECTION, AND TRAINING

Final Report

TRAINING

September, 1971

Project Director

James M. Newman  
Personnel Director  
City of Oakland

Project Coordinator

William E. Rogin  
Education/Research, Inc.

Research Consultants

Joe E. Coto  
Edward O. Lee  
Earl J. Robinson  
Samuel G. Trull

Prepared by Education/Research, Inc.  
2831 Seventh Street  
Berkeley, California 94710

Under California Council on Criminal Justice Grant Number. 0156

64852  
25249

## TABLE OF CONTENTS

	<u>page</u>
Preface	
Introduction	1
Section I (Sixtieth Recruit School)	
A. Structure	12
B. The Nature and Techniques of Training	35
C. Recommendations	44
Section II (Sixty-First Recruit School)	
A. Structure	48
B. The Nature and Techniques of Training	74
C. Recommendations	82
Section III (Sixty-Second Recruit School)	
A. Structure	86
B. The Nature and Techniques of Training	115
C. Recommendations	119
Section IV (Sixty-Third Recruit School)	
A. Structure	123
B. The Nature and Techniques of Training	158
C. Recommendations	163
Section V	
Conclusion	165
Appendix: <u>Sixty-Fourth Recruit School</u>	

## PREFACE

This is the final report of the Training component of the Project, "Assessment of Police Recruitment, Selection, and Training," relating to the City of Oakland, California, Police Department. The results of other aspects of the study are reported upon separately.

The reason for a separate, though not exclusive training study, is that this component presented unique opportunities to analyze, recommend, and implement. Often such research is carried on without in-process experimentation. This opportunity was available because of the interest and support of the Oakland Police Chief, Charles R. Gain, both in the pursuit of the Project goals as well as in the implementation of recommendations. Additionally, there is increasing attention to the importance of police training as a significant factor in improving police-community relations,<sup>1</sup> and therefore any delay in implementing recommendations seemed inappropriate. This approach was facilitated by two other factors. A new recruit school in the Oakland department was scheduled to begin on December 28, 1970, not long after the Project started operation. And the fact that the City of Oakland is on "continuous testing" for police personnel increased the probability of having several recruit schools with which to work. Since this is a

---

<sup>1</sup>Task Force Report: The Police, President's Commission on Law Enforcement and Administration of Justice (Washington, D. C.: 1967), p. 137.

circumstance not shared by many police departments, it seemed appropriate to experiment while the opportunity was available.

The focus of this report is on the nature and structure of recruit training in the Oakland department. In keeping with this emphasis, the report is divided into five sections: the first four deal with successive recruit schools: the fifth covers the general conclusions. Each of the first four sections includes reference to the structure, techniques, and nature of recruit training, along with recommendations. These were written at various times throughout the Project year and some were included in an "Interim Report on Training". In view of the approach to this component, the sections relating to specific recruit schools each include an outline of the school curriculum. While this, of course, adds to the volume of the report, as a result it is possible to follow the changing pattern of recruit training.

In a general sense, the aim of this component was to determine if there were a way to transmit in advance the lessons that experience teaches. The intent was to see if it were not possible to give recruits the knowledge that the good, older police personnel gained through trial and error.

The Project proposal gave the following as one of the three basic objectives of the total Project: "Analysis of training procedures and objectives, as they presently exist, and a redefinition of the total training process." It was anticipated that fulfilling this objective would answer the following kinds of questions.

1. Is the present course content of the training academy adequate to prepare the new patrolman to meet the challenges of our changing society?
2. Is the training responsive to the needs of the individual officer?
3. Does the structured training situation instill predetermined attitudes that may be detrimental to the work of the new officer?
4. Can police officers be trained at the present level in less time and at lower costs by utilizing such training devices as video tape recordings, computer-assisted learning, diagnostic testing and programmed instruction?
5. Should more training time be allotted to the principles and philosophies of proper police work and less to the specifics of the penal code, vehicle code, etc.?
6. What kind of training is mandatory, what phases are essential and what is desirable, in order that a training program be successful?
7. What attributes are required of supervisory personnel in police work? Are there additional attributes demanded of police supervisors as opposed to other types of supervisory personnel in non-police work?

It was with this objective, these questions and the general aim in mind that the present study was carried out. Project personnel were also mindful of the statement in the National Crime

Commission report that "Current training programs, for the most part, prepare an officer to perform police work mechanically, but do not prepare him to understand his community, the police role, or the imperfections of the criminal justice system."<sup>2</sup>

The material in this report is based on the work of five of the Project personnel. They included: Joe E. Coto, Director of the Urban Studies Project, Oakland Public Schools; Edward O. Lee, who has for some years been working with supervisory personnel in regard to minority awareness; Earl J. Robinson, Chairman of the Department of Speech, Laney Junior College, Oakland; Samuel G. Trull, Professor of Management, San Francisco State College; and William Rogin, Member of the Board of Education/Research, Inc., a nonprofit corporation dedicated to the development and effective utilization of human resources. [This multi-ethnic group attended numerous recruit training sessions, interviewed recruits, interviewed Training Division personnel and recruit school instructors, analyzed recruit school materials, analyzed various evaluation forms, and reviewed pertinent periodicals and texts.] As the Project year drew to a close, it became apparent that the experimentation would not be complete without the active participation in the school by members of the Project team. Therefore, with reference to the Sixty-Third Recruit School (a fourth of the Project period) Project members were involved with writing material for the manual and were in a dual leadership role during the first five weeks of the school and at subsequent role playing sessions.

---

<sup>2</sup>President's Commission on Law Enforcement and Administration of Justice, op. cit., p. 138.

It should be emphasized, however, that whatever may have been accomplished with this component of the Project, it could not have been without the cooperation of Chief Gain. This is also true in regard to many other personnel, with particular reference to Lt. James McArthur, Sgt. Jon Sparks, Officer Donald Boyles, Officer Nolan Darnell, Officer Marvin W. Halliday, Officer Larry Murphy, Officer James Stewart, and Miss Iana Curletto. Sgt. Sparks, with whom Project personnel worked the closest, most certainly demonstrated extraordinary patience, while "outsiders" unrelentingly explained how recruit training could be improved.

While many of the changes and recommendations originated with the Project team, they were based upon observation of the recruit schools and/or discussions with these officers. These policemen have been innovative in their own right. One of the advantages of a study of this nature, however, is that it facilitates a more objective analysis through the use of individuals outside the Department.

## INTRODUCTION

The Oakland Police Department is in its twenty-fourth year of formalized police recruit training. Although it has been indicated that the average police posture is to maintain the status quo in times of change, the Oakland Department has tended to at least recognize change and train toward change. While it is apparent in many of the schools that there was considerable lack of expertise in the basic principles of training and education as defined by the experts in these particular professions, the Oakland Recruit Training School has been recognized as one of the best of its kind.

The actual organizational structure of the Recruit School did not change significantly until recent years. Even though one hundred fifty-eight different entitled courses have been taught during the past twenty-four years, we note in reviewing the course curriculae that the same course content appears under different titles in many training classes.

The year 1947 saw the first formalized recruit training program established by Oakland. Entitled "Rookie Police School" and comprising 84 hours of instruction, twenty-four recruits undertook the curriculum composed of the following courses:

<u>Title</u>	<u>Instructor</u>	<u>Hours</u>
School Policy & Procedure	Chief	1
Notetaking	Inspector	4

Organization of Police Dept.	Patrolman	1
Police Benevolent Organization	Inspector	1
Testifying in Court	Sergeant	2
Laws of Arrest	Inspector	12
Care & Use of Equipment	Inspector	2
First Aid	Sergeant and Patrolman	4
Report Writing	Inspector	12
Citation Writing	Lieutenant	2
Personal Conduct	Captain	2
Duties at Crime Scene	Captain	2
Arrest Report	Inspector	3
Examinations and Review	Inspector	4
Critique and Examination	Inspector	2
Rules and Regulations	Sergeant	3
Use of Police Notebook	Sergeant	1
Technique of Arrest	Inspector	8
Communications	Patrolman	2
Range (Marksmanship)	Sergeant and Patrolman	14
Description of Property	Inspector	2

84

(This curriculum is taken from the Second School--October 13, 1947, to October 25, 1947, since the report on the First School given earlier in the year is not available.)

The Third School (29 recruits: October 27, 1947, to November 8, 1947) and the Fourth School (33 recruits: October 27, 1947, to

November 8, 1947) were of identical structure, since they were run simultaneously.

The great majority of appointees to these schools were returning veterans of World War II along with a number of "Emergency Patrolmen" who had been employed without benefit of any examination procedure.

In the Fifth Rookie School (February 2, 1948, to February 24, 1948), seventeen recruits were involved in an expanded curriculum of training. Not only was the school lengthened to 131 hours, but a description of the courses made its first appearance. These changes apparently were made as a result of the appointment of a new Training Division Commander and recommendations made as a result of an Inspector's Conference on Training conducted during August, 1947.

The training brochure for this class not only provided course descriptions but attempted to give further direction and establish better training guidelines, as evidenced by an explanation of the purpose and content of the school as the following quotation indicates:

By way of explanation of the preceding curriculum, the basic principles which determined the selection and exclusion of certain courses are mentioned.

The first thing considered was the classification of subjects into groups: "must know," "should know" and "nice to know". In this Rookie school, only those subjects which were regarded as "must know" are included. The instructors in designing

their lesson plans, apply the same test in deciding what materials to include in their respective lessons. Only that much of each subject is taught which is considered necessary for a new patrolman to know in order to go out onto the street for the first time and do a reasonably good job of patrolling his beat.

Consideration was also given to the fact that there will be a follow-up course given the patrolmen who receive this instruction after they have had approximately a year of experience on the beat. That course of study will not only pursue to much greater lengths the subjects taught in this Rookie school but will include instruction on subjects which are considered "should know"!

Although in recent times, perhaps the "should knows" and "nice to knows" have become as important as the "must knows," at least the directors of this school recognized that there was information other than the "Nuts and Bolts" that should be acquired. As described, the Fifth and subsequent schools have taught only the "must knows".

A further innovation occurred in the Sixth, Seventh and Eighth Schools when the school was again expanded to include a 30-hour segment in typing as a "must know" item. Although eliminated after the Eighth school, it is evident that some officials had become incensed by poorly handwritten reports and determined that typing instruction was essential to success as a police officer.

Little essential change was made in the subsequent schools with the exception of adding or deleting certain courses. One note of interest, however, is that in several of the schools,

a number of recruits received below passing grades, and in essence, failed the training program. However, in each of these cases, the officer was given a second chance to retake and pass the examination at a later date. By this time the officers had been assigned to street duty and the re-examination appears to be a "rubber stamping" of what already had taken place, i.e., the placing of an officer on the street capable of performing the police function adequately.

There was, however, a significant change in the curriculum of the Fifteenth Recruit School (January 4, 1954 to February 12, 1954) when the six hours of instruction were allocated to a course entitled "Public Relations--Personal Conduct," but more aptly described in the Description of Course as "Public and Minority Relations".

Police: The importance of good relationships within the member's own department and with members of other Departments is stressed. The whole matter of public relations is discussed here mainly from the police officer's point of view and a standard of personal conduct determined which is conducive to good relationships with civilians.

Civilian: The civilian's point of view is presented here with examples in the past where officers not only failed to create good relations but actually were responsible for the development of poor ones. Attention is directed to what the civilian feels is a proper attitude for members of a police department to exhibit and ways and means of winning the high regard and appreciation of the public.

Minority Groups: Relations between the minority groups and the police will be discussed thoroughly.

Press: An explanation of the attitude of the press towards police functions is deemed to be conducive to smooth relations between the two groups.

Personal Conduct: Sound advice is given the students on such matters as the temptations of the job and the folly of yielding to them. Attention is called to certain bad practices adopted by some officers and the resultant effects. The importance of the establishment of the proper kind of reputation is emphasized.

The years 1954 and 1955 saw considerable change in the City of Oakland and in the Oakland Police Department. A new City Manager was appointed in October, 1954; a new Chief of Police appointed in February, 1955; a Grand Jury investigation was made of police misconduct in March, 1955; a new Personnel Director was appointed in March, 1955; and a change in the City Charter was made eliminating the five-year residency requirement for police applicants.

As a result of the combination of these circumstances, a nationwide recruiting program for police officers was begun. The real result of this and subsequent programs caused a tremendous increase in the number of college students and graduates to be appointed as Oakland police officers. It is notable, however, that even though there was a considerable influx of college-educated men, no change in methodology or content occurred in the recruit training process. Although the length of the schools for the past fifteen years has periodically increased, no recognition of prior training or education has been given. It is difficult for the project team to understand the

failure of recognizing a need to change at least the method of training, when it was obvious that a higher level of recruit, at least educationally, was being appointed.

In an attempt to elicit recommendations from the persons being trained, the trainees in the Twenty-First, Twenty-Second and Twenty-Fourth Basic Schools (1957-1958) were asked for written comments on the training they had received. Importantly, some changes suggested in 1957 by the recruits were similar to those made by the Project team (Section I). For example:

"More time should be set aside for classroom critique."

"Not enough visual aids. Some 70-odd per cent more knowledge is attained and retained through visual acquirement than audio."

"Radio communications should be presented earlier in the school so that there would be more understanding of the other classes that constantly refer to 'radio' and would do away with the necessity of leaving the subject being taught in order to clarify points concerning radio procedures."

"One question was asked in the final examination in which each instructor had his own theory--there was no set policy."

"The school should have more time to allow the instructors to elaborate on their subject."

"Too many subjects are exact repetitions of those which have been given before."

"Lots of conflicting statements between instructors."

"Permit smoking in the classroom."

"Less notes and more fill material gives the student more time to study the material."

"More printed material should be distributed--would provide more complete and accurate notes--would eliminate the all-too-mechanical typing of notes."

"Should have more movies to create student discussion of subjects."

"Instructors should use more diagrams and pictures to explain subject."

"Additional visual aids would help instructors illustrate main points of subjects."

From subsequent schools it is seen that little change was made as a result of the recruits' suggestions.

The evaluative process was again tried in the Forty-Third Basic School (June 6 - July 29, 1966). Some comments were as follows:

"Well prepared school but instructors were shuffled and changes of classes caused instructors to come up with no lesson plan and as a result gave only a partial view of the subject."

"Some courses repeated: if more visual aids were used, courses would be of more benefit."

"Felt school would be a 'boot camp' and it was."

"Good school but worthless spit and polish."

"Course work should be supplemented by more actual participation or trips."

"Very informative but too compressed."

"More visual aids and handouts."

As seen here, the comments were somewhat the same as eight years before. However, change had begun to take place. Subsequent

schools evidently drew from these and other comments to start reforming the instructional program. Some courses were eliminated, others added and the period of training extended to fifteen weeks. (Sixtieth School: September 10 to December 18, 1970). Still, a similarity of comments came from this school as evidenced by these selected items:

"Generally the Recruit School so far has been interesting and vital."

"In my personal opinion there is too much emphasis on 'Basic Training,' 'Spit Shining,' 'Polishing,' etc."

"Teacher quality has been excellent considering that our teachers are not professional instructors."

"Other methods of teaching should be incorporated. Eight hours a day of lecture is rough to sit through."

"The school stresses the military far too much. You can have discipline and neatness without the military."

"Overall, the training in the academy has been very comprehensive. There is a need for having a military-like bearing, but it can be detrimental to morale if carried too far."

"Feel that role playing would be more beneficial--should have more of it. Also minority awareness, race relations."

From these and other statements, it appears that perhaps the kind of person now wishing to join a police service organization is different from that of a few years ago. If this is true, then a critical look at the total training process is justified to more aptly train to meet the challenges inherent in the changing role of the Oakland police officer.

The speech given by the valedictorian of the Fifty-Ninth Recruit School (May 4 to August 14, 1970) may best express a recruit's concept as a result of the training he received in that fifteen week school.

CHIEF GAIN, DEPUTY CHIEFS, HONORED GUESTS, LADIES AND GENTLEMEN, AND FELLOW MEMBERS OF THE FIFTY-NINTH RECRUIT SCHOOL:

AS OUR ACADEMY DRAWS TO A CLOSE TODAY AND WE EMBARK UPON OUR CAREERS IN LAW ENFORCEMENT WE REALIZE THAT THIS IS A MILESTONE IN OUR BID FOR A PLACE IN A VERY DEMANDING OCCUPATION WHICH WE HAVE CHOSEN.

WHY WE HAVE CHOSEN THIS FIELD IS A QUESTION VERY FEW OF US, IF ANY, CAN ANSWER. THE REASONS ARE JUST TOO NUMEROUS, TOO IDEALISTIC AND TOO PERSONAL TO BE EXPRESSED. THE IMPORTANT THING IS THAT WE MADE OUR CHOICE, SET OUR GOALS, AND BEGAN TO ATTAIN THEM.

THE FIRST OBSTACLE WE ALL ENCOUNTERED WAS A BATTERY OF EXAMINATIONS BOTH MENTAL AND PHYSICAL. MANY OF US WONDERED DURING THIS EXAMINATION PROCESS IF WE HAD CHOSEN THE RIGHT PATH AND IT WAS ONLY AFTER WE FOUND THAT WE HAD WHAT IT TAKES TO OVERCOME THIS OBSTACLE THAT WE TRULY KNEW THAT LAW ENFORCEMENT WAS WHERE WE BELONG.

FIFTEEN WEEKS AGO, TWENTY-SEVEN INDIVIDUALS, RARING TO START OUR OWN CAMPAIGN AGAINST CRIME AS WELL AS BE OF SERVICE TO CITIZENS OF OUR RESPECTIVE COMMUNITIES, REPORTED TO THE FIFTH FLOOR OF THIS BUILDING TO BEGIN WHAT WE FELT TO BE ONE OF THE LESS DESIRABLE, YET NECESSARY STEPS TOWARDS ACQUIRING OUR DESIRED POSITION IN SOCIETY.

THIS RECRUIT SCHOOL HAS BEEN UNLIKE ANY ACADEMIC ENDEAVOR ANY OF US HAS EVER FACED. IT WASN'T LONG BEFORE IT BECAME EVIDENT TO ALL OF US THAT THIS WOULD BE THE SUPREME TEST OF OUR DESIRE AND DEDICATION TO OUR CAUSE. SOMEHOW THE STAFF OF THE TRAINING DIVISION MANAGED TO EXTRACT FROM US MORE EFFORT THAN WE HAD EVER IMAGINED POSSIBLE TO PUT

FORTH, AND AT THE SAME TIME INSTILL IN US A PERSONAL PRIDE WHICH WILL ENABLE US TO MEET THE HIGH STANDARDS REQUIRED OF PROFESSIONAL POLICE OFFICERS.

THROUGH OUR RELATIONSHIP WITH ONE ANOTHER THESE PAST WEEKS, WE HAVE DEVELOPED A CAMARADERIE WHICH IS SO NECESSARY IN DEALING WITH THE COMPLEX PROBLEMS FACING US. OUR ABILITY TO WORK TOGETHER TOWARDS A COMMON GOAL WILL BE PARAMOUNT IN HELPING SOLVE ONE OF THE BIGGEST PROBLEMS FACING OUR NATION TODAY, THAT OF SOCIAL UNREST AS WELL AS BEING EFFECTIVE AIDES TO THE CITIZEN.

THESE FACTORS COUPLED WITH THE MANY EXPERIENCES WE HAVE HAD TOGETHER DURING THE COURSE OF OUR TRAINING HERE MAKES US EXTREMELY PROUD TO BE MEMBERS OF THE FIFTY-NINTH RECRUIT CLASS.

HOWEVER, AS WE PAUSE TO SAVOR THIS MOMENT DOMINATED BY OUR FEELINGS OF ACCOMPLISHMENT, LET US NOT FORGET THAT THE CULMINATION OF THIS PHASE OF OUR TRAINING IS BUT ONE MILESTONE IN THE LONG ROAD TO SUCCESS AND PROFICIENCY.

THIS GRADUATION CEREMONY MARKS THE END OF OUR CLASSROOM QUEST FOR TECHNICAL KNOWLEDGE, BUT THIS IS MERELY THE BEGINNING OF WHAT WILL BE A LONG AND HARD TRIP THAT LEADS TO A FULL AND REWARDING CAREER AS LAW ENFORCEMENT OFFICERS.

WE FIND FACING US NOW A PERIOD WHERE OUR ABILITY TO APPLY OUR RECENTLY GAINED KNOWLEDGE IN A PROPER MANNER WILL BE ON TRIAL. WE WILL CONTINUE TO BE PROVIDED WITH EXPERT GUIDANCE IN THE MONTHS TO COME AND I AM CONFIDENT THAT WE WILL ALL MEASURE UP TO THE HIGH STANDARDS DEMANDED OF US AND THE PROFESSIONALISM SYNONYMOUS WITH THE DEPARTMENT.

SECTION I

(This section of the report was written prior  
to the beginning of the Sixty-First Recruit  
School on December 28, 1970.)

#### A. STRUCTURE OF SIXTIETH RECRUIT SCHOOL

This recruit school appears to be too tightly structured. This structure does not lend itself to the development of material in keeping with needs and interests of the recruits. This is not to suggest that emphasis upon material covered should be the domain of recruit personnel: rather that there is not the time to pursue areas of concern to class members. Every fifty minutes of the day is scheduled, even to the extent of continued repetition of titles. Since one subject cannot be covered continually for long periods of time, recruits are often subjected to a variety of unrelated material during the course of a day. The causes of this may relate either to state requirements and/or the need to demonstrate "measurable activity," since recruits are paid on the basis of a 40 hour week. In any event, this type of scheduling is not in keeping with commonly accepted learning theory.

In general, the organization of this recruit school seems illogical. This is particularly true in regard to the material in the area entitled "Community-Police Relations." For example, material related to "Social Change" is presented (by a police officer) on September 15: "Minority Concept Awareness," two fifty minute periods between "Laws of Arrest" and "Weapons," on September 28: "Race and Ethnic Group Relations," between "Report Writing" and "Criminal Law" on October 5: "Spanish Speaking People," one fifty-minute period inserted between "Identification

FIRST WEEK - SIXTIETH RECRUIT SCHOOL<sup>3</sup>

Documents" and "Defensive Tactics," on October 30; and "Local Programs," the NAACP, on December 18. The combination, on September 25, of "Understanding Ourselves and Others" and "Defensive Tactics" seems a peculiar juxtaposition.

<u>DAY &amp; DATE</u>	<u>HOOR</u>	<u>SUBJECT</u>
Thursday 10 Sep 70	0830-0920	Introduction to Oakland Police Department
	0930-1020	School Policies
	1040-1130	School Policies
	1140-1230	Notetaking and Written Communications
	1300-1350	History of Policing
	1400-1450	History of Policing
Friday 11 Sep 70	1510-1600	Tour of Police Building
	0800-0830	Departmental General Orders
	0830-0920	Departmental General Orders
	0930-1020	Departmental General Orders
	1040-1130	Civil Service Tests
	1140-1230	Civil Service Tests
	1300-1350	Civil Service Tests
	1400-1450	Civil Service Tests
1510-1600	Civil Service Orientation	

<sup>3</sup>Sixtieth Recruit School, Training Division, Oakland Police Department (Oakland, California: 1970), pp. 26-40.

SECOND WEEK - SIXTIETH RECRUIT SCHOOL

THIRD WEEK - SIXTIETH RECRUIT SCHOOL

DAY & DATE	HOUR	SUBJECT
Monday 14 Sep 70	0800-0830	Departmental General Orders
	0830-0920	Departmental General Orders
	0930-1020	Role of Police in Society
	1040-1130	Role of Police in Society
	1140-1230	Employee Organizations
Tuesday 15 Sep 70	1300-1350	City Information
	1400-1450	Missing Persons Detail
	1510-1600	Data Communications
	0800-0830	Rules and Regulations
	0830-0920	Rules and Regulations
Wednesday 16 Sep 70	0930-1020	Department Safety
	1040-1130	Department Safety
	1140-1230	Intelligence Section
	1300-1350	Oakland Community
	1400-1450	Social Change
Thursday 17 Sep 70	1510-1600	Social Change
	0800-0830	Rules and Regulations
	0830-0920	Rules and Regulations
	0930-1020	Styles of Policing
	1040-1130	Styles of Policing
Friday 18 Sep 70	1140-1230	Law Enforcement Ethics & Professionalization
	1300-1350	Law Enforcement Ethics & Professionalization
	1400-1450	Criminal Justice System
	1510-1600	Criminal Justice System
	0800-0830	Organization of the Oakland Police Department
Monday 21 Sep 70	0830-0920	Organization of the Oakland Police Department
	0930-1020	Organization of the Oakland Police Department
	1040-1130	Organization of the Oakland Police Department
	1140-1230	Organization of the Oakland Police Department
	1300-1350	Structure of City Government
Tuesday 22 Sep 70	1400-1450	Internal Affairs
	1510-1600	Internal Affairs
	0800-0830	Organization of the Oakland Police Department
	0830-0920	Organization of the Oakland Police Department
	0930-1020	Police Community Cooperation Project
Wednesday 23 Sep 70	1040-1130	Criminal Law
	1140-1230	Criminal Law
	1300-1350	Animal Control Laws
	1400-1450	Jurisdiction of Related Agencies
	1510-1600	Jurisdiction of Related Agencies

DAY & DATE	HOUR	SUBJECT
Monday 21 Sep 70	0800-0850	Examination: Introduction to Law Enforcement
	0900-0920	Critique
	0930-1020	Criminal Law (Penal Code)
	1040-1130	Criminal Law (Penal Code)
	1140-1230	Discretionary Decision Making
Tuesday 22 Sep 70	1300-1350	Discretionary Decision Making
	1400-1450	Firearms: Legal Aspects and Policy
	1510-1600	Firearms: Legal Aspects and Policy
	0800-0830	Criminal Law (Penal Code)
	0830-0920	Criminal Law (Penal Code)
Wednesday 23 Sep 70	0930-1020	Criminal Law (Penal Code)
	1040-1130	Laws of Arrest
	1140-1230	Laws of Arrest
	1300-1350	Oakland Municipal Code
	1400-1450	Oakland Municipal Code
Thursday 24 Sep 70	1510-1600	Oakland Municipal Code
	0800-0830	Criminal Law (Penal Code)
	0830-0920	Criminal Law (Penal Code)
	0930-1020	Criminal Law (Penal Code)
	1040-1130	Laws of Arrest
Friday 25 Sep 70	1140-1230	Laws of Arrest
	1300-1350	Weapons (Firearms: Nomenclature and Characteristics of Revolver)
	1400-1450	Defensive Tactics
	1510-1600	Defensive Tactics
	0800-0830	Criminal Law (Penal Code)
Monday 28 Sep 70	0830-0920	Criminal Law (Penal Code)
	0930-1020	Criminal Law (Penal Code)
	1040-1130	Laws of Arrest
	1140-1230	Laws of Arrest
	1300-1350	Understanding Ourselves and Others
Tuesday 29 Sep 70	1400-1450	Understanding Ourselves and Others
	1510-1600	Defensive Tactics
	0800-0830	Criminal Law (Penal Code)
	0830-0920	Criminal Law (Penal Code)
	0930-1020	Criminal Law (Penal Code)
Wednesday 30 Sep 70	1040-1130	Laws of Arrest
	1140-1230	Laws of Arrest
	1300-1350	Understanding Ourselves and Others
	1400-1450	Understanding Ourselves and Others
	1510-1600	Defensive Tactics

## FOURTH WEEK - SIXTIETH RECRUIT SCHOOL

DAY & DATE	HOUR	SUBJECT	
Monday 28 Sep 70	0800-0830	Criminal Law (Penal Code)	
	0830-0920	Criminal Law (Penal Code)	
	0930-1020	Criminal Law (Penal Code)	
	1040-1130	Laws of Arrest	
	1140-1230	Laws of Arrest	
	1300-1350	Minority Concept Awareness	
	1400-1450	Minority Concept Awareness	
	1510-1600	Weapons (Firearms: Revolver Safety)	
	Tuesday 29 Sep 70	0800-0830	Criminal Law (Penal Code)
		0830-0920	Criminal Law (Penal Code)
0930-1020		Criminal Law (Penal Code)	
1040-1130		Laws of Arrest	
1140-1230		Laws of Arrest	
1300-1350		Weapons (Firearms: Revolver Sighting & Aiming)	
1400-1450		Weapons (Firearms: Revolver Stance & Posture)	
1510-1600		Defensive Tactics	
Wednesday 30 Sep 70		0800-0830	Criminal Law (Penal Code)
		0830-0920	Criminal Law (Penal Code)
	0930-1020	Criminal Law (Penal Code)	
	1040-1130	Report Writing	
	1140-1230	Report Writing	
	1300-1350	Constitutional Rights and Court Decisions	
	1400-1450	Constitutional Rights and Court Decisions	
	1510-1600	Weapons (Firearms: Practice Firing-Revolver)	
	Thursday 1 Oct 70	0800-0830	Criminal Law (Penal Code)
		0830-0920	Criminal Law (Penal Code)
0930-1020		Criminal Law (Penal Code)	
1040-1130		Report Writing	
1140-1230		Report Writing	
1300-1350		Role Playing Demonstration	
1400-1450		Role Playing Demonstration	
1510-1600		Defensive Tactics	
Friday 2 Oct 70		0800-0830	Criminal Law (Penal Code)
		0830-0920	Criminal Law (Penal Code)
	0930-1020	Criminal Law (Penal Code)	
	1140-1130	Report Writing	
	1140-1230	Report Writing	
	1300-1350	Role Playing Demonstration	
	1400-1450	Role Playing Demonstration	
	1510-1600	Defensive Tactics	

## FIFTH WEEK - SIXTIETH RECRUIT SCHOOL

DAY & DATE	HOUR	SUBJECT	
Monday 5 Oct 70	0800-0830	Criminal Law (Penal Code)	
	0830-0920	Criminal Law (Penal Code)	
	0930-1920	Report Writing	
	1040-1130	Report Writing	
	1140-1230	Race and Ethnic Group Relations	
	1300-1350	Race and Ethnic Group Relations	
	1400-1450	Race and Ethnic Group Relations	
	1510-1600	Race and Ethnic Group Relations	
	Tuesday 6 Oct 70	0800-0850	Examination: Criminal Law
		0900-0920	Critique
0930-1020		Report Writing	
1040-1130		Report Writing	
1140-1230		Field Notetaking	
1300-1350		Field Notetaking	
1400-1450		Weapons (Firearms: Practicing Firing-Revolver)	
1510-1600		Defensive Tactics	
Wednesday 7 Oct 70		0800-0830	Patrol and Observation
		0830-0920	Patrol and Observation
	0930-1020	Report Writing	
	1040-1130	Report Writing	
	1140-1230	Report Writing	
	1300-1350	Search and Seizure	
	1400-1450	Search and Seizure	
	1510-1600	Defensive Tactics	
	Thursday 8 Oct 70	0800-0850	Search and Seizure
		0900-0950	Search and Seizure
1000-1050		Report Writing	
1110-1200		Perceptive Driving	
1210-1300		Perceptive Driving	
1300-1430		Perceptive Driving	
1440-1510		Perceptive Driving	
1530-1600		Perceptive Driving	
Friday 9 Oct 70		0800-0830	Patrol and Observation
		0830-0920	Patrol and Observation
	0930-1020	Report Writing	
	1040-1130	Report Writing	
	1140-1230	Report Writing	
	1300-1350	Search and Seizure	
	1400-1450	Search and Seizure	
	1510-1600	Defensive Tactics	

## SIXTH WEEK - SIXTIETH RECRUIT SCHOOL

DAY & DATE	HOUR	SUBJECT
Monday 12 Oct 70		Holiday
Tuesday 13 Oct 70	0800-0850	Discretionary Decision Making
	0900-0950	Discretionary Decision Making
	1000-1050	Report Writing
	1110-1220	Report Writing
	1230-1300	Perceptive Driving
	1330-1420	Perceptive Driving
	1440-1410	Perceptive Driving
	1530-1600	Perceptive Driving
Wednesday 14 Oct 70	0800-0830	Stopping and Questioning: Social and
	0830-0920	Legal Aspects
	0930-1020	Search and Seizure
	1040-1130	Report Writing
	1140-1230	Report Writing
	1300-1350	Common Report Writing Errors
	1400-1450	Common Report Writing Errors
	1510-1600	Defensive Tactics
Thursday 15 Oct 70	0800-0830	Stopping and Questioning: Social and
	0830-0920	Legal Aspects
	0930-1020	Interviews and Interrogations
	1040-1130	Report Writing
	1140-1230	Report Writing
	1300-1350	Misdemeanor Citation Policies
	1400-1450	Weapons (Firearms: Nomenclature and
	1510-1600	Characteristics of Shotgun)
Friday 16 Oct 70	0800-0830	Interviews and Interrogations
	0830-0920	Interviews and Interrogations
	0930-1020	Report Writing
	1040-1130	Report Writing
	1140-1230	Report Writing
	1300-1350	Report Writing Narrative
	1400-1450	Defensive Tactics
	1510-1600	Defensive Tactics

## SEVENTH WEEK - SIXTIETH RECRUIT SCHOOL

DAY & DATE	HOUR	SUBJECT
Monday 19 Oct 70	0800-0850	Examination: Report Writing
	0900-0920	Critique
	0930-1020	Interviews and Interrogations
	1040-1130	Field Interrogation Techniques
	1140-1230	Field Interrogation Techniques
	1300-1350	Intoxication Cases
	1400-1450	Intoxication Cases
	1510-1600	Jail Procedures
Tuesday 20 Oct 70	0800-0830	Interviews and Interrogations
	0830-0920	Interviews and Interrogations
	0930-1020	Interviews and Interrogations
	1040-1130	Disorderly Conduct and Disturbance Cases
	1140-1230	Disorderly Conduct and Disturbance Cases
	1300-1350	Labor - Management Disputes
	1400-1450	Labor - Management Disputes
	1510-1600	Defensive Tactics
Wednesday 21 Oct 70	0800-0850	Demonstration Control
	0900-0950	Demonstration Control
	1000-1050	Crowd Control Tactics
	1110-1220	Crowd Control Tactics
	1230-1300	Special Police Weapons (Use of the Long Baton)
	1330-1430	Special Police Weapons (Use of the Long Baton)
	1440-1510	Defensive Tactics
	1530-1600	Defensive Tactics
Thursday 22 Oct 70	0800-0850	Domestic and Civil Disputes
	0900-0950	Domestic and Civil Disputes
	1000-1050	Violence Prevention Program
	1110-1220	Violence Prevention Program
	1230-1300	Violence Prevention Program
	1330-1430	Violence Prevention Program
	1440-1510	Defensive Tactics
	1530-1600	Defensive Tactics
Friday 23 Oct 70	0800-0850	Mental Illness Cases
	0900-0950	Mental Illness Cases
	1000-1050	Mental Illness Cases
	1110-1220	Mental Illness Cases
	1230-1300	Mental Illness Cases
	1330-1430	Mental Illness Cases
	1440-1510	Mental Illness Cases
	1530-1600	Defensive Tactics

EIGHTH WEEK - SIXTIETH RECRUIT SCHOOL

<u>DAY &amp; DATE</u>	<u>HOOR</u>	<u>SUBJECT</u>
Monday 26 Oct 70	0800-0830	Examination: Patrol Procedures
	0900-0920	Critique
	0930-1020	Arson Cases
	1040-1130	Arson Cases
	1140-1230	Check Cases
Tuesday 27 Oct 70	1300-1350	Check Cases
	1400-1450	Security Section
	1510-1600	Defensive Tactics
	0800-0830	Collection, Identification and Preservation
	0830-1020	of Evidence
Wednesday 28 Oct 70	0930-1020	Preliminary Investigation
	1040-1130	Preliminary Investigation
	1140-1230	Preliminary Investigation
	1300-1350	Preliminary Investigation
	1400-1450	Preliminary Investigation
Thursday 29 Oct 70	1510-1600	Weapons (Firearms: Practice Firing-Revolver)
	0800-0830	Collection, Identification and Preservation
	0830-0920	of Evidence
	0930-1020	Tactics for Crimes in Progress
	1040-1130	Tactics for Crimes in Progress
Friday 30 Oct 70	1140-1230	Psychological Aspects of Policing
	1300-1350	Psychological Aspects of Policing
	1400-1450	Psychological Aspects of Policing
	1510-1600	Weapons (Firearms: Shotgun Safety)
	0800-0830	Injury and Death Cases
Monday 26 Oct 70	0830-0920	Injury and Death Cases
	0930-1020	Telephone Burglaries
	1040-1130	Telephone Burglaries
	1140-1230	Fence Detail
	1300-1350	Fence Detail
Tuesday 27 Oct 70	1400-1450	Weapons (Firearms: Practice Firing-Revolver)
	1510-1600	Defensive Tactics
	0800-0830	Injury and Death Cases
	0830-0920	Injury and Death Cases
	0930-1020	Crime Scene Recording
Wednesday 28 Oct 70	1040-1130	Crime Scene Recording
	1140-1230	Identification Documents
	1300-1350	Identification Documents
	1400-1450	Spanish-Speaking People
	1510-1600	Defensive Tactics

NINTH WEEK - SIXTIETH RECRUIT SCHOOL

<u>DAY &amp; DATE</u>	<u>HOOR</u>	<u>SUBJECT</u>
Monday 2 Nov 70	0800-0850	Examination: Mid Term
	0900-0920	Critique
	0930-1020	Role Playing Demonstration
	1040-1130	Gambling Cases
	1140-1230	Gambling Cases
Tuesday 3 Nov 70	1300-1350	Gambling Cases
	1400-1450	Gambling Cases
	1510-1600	Weapons (Firearms: Practice Firing-Shotgun)
	0800-0830	Theft Cases
	0830-0920	Theft Cases
Wednesday 4 Nov 70	0930-1020	Theft Cases
	1040-1130	Narcotics and Dangerous Drugs
	1140-1230	Narcotics and Dangerous Drugs
	1300-1350	Narcotics and Dangerous Drugs
	1400-1450	Narcotics and Dangerous Drugs
Thursday 5 Nov 70	1510-1600	Narcotics and Dangerous Drugs
	0800-0830	Theft Cases
	0830-0920	Theft Cases
	0930-1020	Sex Crimes
	1040-1130	Sex Crimes
Friday 6 Nov 70	1140-1230	Prostitution Cases
	1300-1350	Prostitution Cases
	1400-1450	Weapons (Firearms: Practice Firing-Shotgun)
	1510-1600	Defensive Tactics
	0800-0830	Burglary Cases
Monday 2 Nov 70	0830-0920	Burglary Cases
	0930-1020	Robbery Cases
	1040-1130	Robbery Cases
	1140-1230	Juvenile Laws
	1300-1350	Juvenile Laws
Tuesday 3 Nov 70	1400-1450	Juvenile Laws
	1510-1600	Juvenile Laws
	Field Assignment	

TENTH WEEK - SIXTIETH RECRUIT SCHOOL

<u>DAY &amp; DATE</u>	<u>HOUR</u>	<u>SUBJECT</u>
Monday 9 Nov 70	0800-0830	Burglary Cases
	0830-0920	Burglary Cases
	0930-1020	Assault Cases
	1040-1130	Assault Cases
	1140-1230	Special Police Weapons (Use of Short Baton)
Tuesday 10 Nov 70	1300-1350	Special Police Weapons (Use of Short Baton)
	1400-1450	Weapons (Firearms: Practice Firing-Revolver)
	1510-1600	Defensive Tactics
	0800-0850	Juvenile Procedures
	0900-0950	Juvenile Procedures
Wednesday 11 Nov 70	1000-1050	Juvenile Procedures
	1110-1220	Weapons (Firearms: Practice Firing-Revolver)
	1230-1300	Weapons (Firearms: Practice Firing-Shotgun)
	1330-1430	Weapons (Firearms: Practice Firing-Revolver)
	1440-1510	Special Police Weapons (Carbine)
Thursday 12 Nov 70	1530-1600	Defensive Tactics
	Holiday	
	0800-0830	Non-Lethal Chemical Agents (Introduction to the Use of Tear Gas)
	0830-0920	Non-Lethal Chemical Agents and Their Use
	0930-1020	Non-Lethal Chemical Agents and Their Use
Friday 13 Nov 70	1040-1130	Non-Lethal Chemical Agents and Their Use
	1140-1230	Non-Lethal Chemical Agents (Use of Mace)
	1300-1350	Arrest and Control Techniques
	1400-1450	Arrest and Control Techniques
	1510-1600	Arrest and Control Techniques
Field Assignment		

ELEVENTH WEEK - SIXTIETH RECRUIT SCHOOL

<u>DAY &amp; DATE</u>	<u>HOUR</u>	<u>SUBJECT</u>
Monday 16 Nov 70	0800-0830	Laboratory (Field) Demonstration of Non-Lethal Chemical Agents
	0830-0920	Laboratory (Field) Demonstration of Non-Lethal Chemical Agents
	0930-1020	Laboratory (Field) Demonstration of Non-Lethal Chemical Agents
	1040-1130	Non-Lethal Chemical Agents
	1140-1230	Crowd Control Tactics
Tuesday 17 Nov 70	1300-1350	Crowd Control Tactics
	1400-1450	Crowd Control Tactics
	1510-1600	Crowd Control Tactics
	0800-0850	Examination: Mid Term
	0900-0950	Examination: Mid Term
Wednesday 18 Nov 70	1000-1020	Critique
	1040-1130	Arrest and Control Techniques
	1140-1230	Arrest and Control Techniques
	1300-1350	Arrest and Control Techniques
	1400-1450	Arrest and Control Techniques
Thursday 19 Nov 70	1510-1600	Arrest and Control Techniques
	0800-0830	Arrest and Control Techniques
	0830-0920	Arrest and Control Techniques
	0930-1020	Arrest and Control Techniques
	1040-1130	Arrest and Control Techniques
Friday 20 Nov 70	1140-1230	Traffic Laws (Vehicle Code)
	1300-1350	Traffic Laws (Vehicle Code)
	1400-1450	Defensive Tactics
	1510-1600	Defensive Tactics
	0800-0830	Traffic Collision Investigation
Friday 20 Nov 70	0830-0920	Traffic Collision Investigation
	0930-1020	Traffic Collision Investigation
	1040-1130	Traffic Collision Investigation
	1140-1230	Traffic Collision Investigation
	1300-1350	Traffic Laws (Vehicle Code)
Friday 20 Nov 70	1400-1450	Traffic Laws (Vehicle Code)
	1510-1600	Weapons (Firearms: Practice Firing-Shotgun)
	Field Assignment	

TWELFTH WEEK - SIXTIETH RECRUIT SCHOOL

<u>DAY &amp; DATE</u>	<u>HOUR</u>	<u>SUBJECT</u>
Monday 23 Nov 70	0800-0830	Traffic Collision Investigation
	0830-0920	Traffic Collision Investigation
	0930-1020	Traffic Collision Investigation
	1040-1130	Traffic Collision Investigation
	1140-1230	Traffic Collision Investigation
	1300-1350	Traffic Laws (Vehicle Code)
	1400-1450	Traffic Laws (Vehicle Code)
Tuesday 27 Nov 70	0800-0830	Traffic Collision Investigation
	0830-0920	Traffic Collision Investigation
	0930-1020	Traffic Collision Investigation
	1040-1130	Traffic Collision Investigation
	1140-1230	Traffic Laws (Vehicle Code)
	1300-1350	Traffic Laws (Vehicle Code)
	1400-1450	Defensive Tactics
	1510-1600	Defensive Tactics
Wednesday 25 Nov 70	0800-0850	Traffic Laws (Vehicle Code)
	0900-0950	Traffic Laws (Vehicle Code)
	1000-1050	Traffic Collision Investigation (Diagramming)
	1110-1200	Traffic Directing
	1210-1300	Traffic Directing
	1330-1420	Traffic Engineering and Parking Department
	1430-1520	Weapons (Firearms: Practice Firing-Shotgun)
	1530-1600	Defensive Tactics
Thursday 26 Nov 70		Holiday
Friday 27 Nov 70		Field Assignment

THIRTEENTH WEEK - SIXTIETH RECRUIT SCHOOL

<u>DAY &amp; DATE</u>	<u>HOUR</u>	<u>SUBJECT</u>
Monday 30 Nov 70	0800-0830	Citations: Mechanics and Psychology
	0830-0920	Citations: Mechanics and Psychology
	0930-1020	Drunk Driving Cases
	1040-1130	Drunk Driving Cases
	1140-1230	Drunk Driving Cases
	1300-1350	Traffic Laws (Oakland Traffic Code)
	1400-1450	Traffic Laws (Oakland Traffic Code)
	1510-1600	Defensive Tactics
Tuesday 1 Dec 70	0800-0830	Citations: Mechanics and Psychology
	0830-0920	Citations: Mechanics and Psychology
	0930-1020	Drunk Driving Problem
	1040-1130	Drunk Driving Problem
	1140-1230	Public Relations Program of the Department
	1300-1350	Public Relations Program of the Department
	1400-1450	Weapons (Firearms: Practice Firing-Revolver)
	1510-1600	Defensive Tactics
Wednesday 2 Dec 70	0800-0830	First Aid
	0830-0920	First Aid
	0930-1020	First Aid
	1040-1130	First Aid
	1140-1230	First Aid
	1300-1350	First Aid
	1400-1450	Weapons (Firearms: Practice Firing-Shotgun)
	1510-1600	Defensive Tactics
Thursday 3 Dec 70	0800-0850	Examination: Traffic
	0900-0920	Critique
	0930-1020	Judgment-Avoiding Conflict
	1040-1130	Judgment-Avoiding Conflict
	1140-1230	Judgment-Avoiding Conflict
	1300-1350	Transportation of Mentally Ill Prisoners
	1400-1450	Vehicle Pullovers
	1510-1600	Vehicle Pullovers
Friday 4 Dec 70		Field Assignment

## FOURTEENTH WEEK - SIXTIETH RECRUIT SCHOOL

DAY & DATE	HOUR	SUBJECT
Monday 7 Dec 70	0800-0830	Crime Problem
	0830-0920	Crime Problem
	0930-1020	Crime Problem
	1040-1130	Crime Problem
	1140-1230	Crime Problem
	1300-1350	Crime Problem
	1400-1450	Crime Problem
	1510-1600	Defensive Tactics
Tuesday 8 Dec 70	0800-0850	Rules of Evidence (Evidence Code)
	0830-0920	Rules of Evidence (Evidence Code)
	0930-1020	Rules of Evidence (Evidence Code)
	1040-1130	Rules of Evidence (Evidence Code)
	1140-1230	Rules of Evidence (Evidence Code)
	1300-1350	Rules of Evidence (Evidence Code)
	1400-1450	Rules of Evidence (Evidence Code)
	1510-1600	Rules of Evidence (Evidence Code)
Wednesday 9 Dec 70	0800-0830	Rules of Evidence (Evidence Code)
	0830-0920	Court System (Court Organization & Procedure)
	0930-1020	Court System (Court Organization & Procedure)
	1040-1130	Court Demeanor and Testifying
	1140-1230	Court Demeanor and Testifying
	1300-1350	Moot Trial
	1400-1450	Moot Trial
	1510-1600	Weapons (Firearms: Practice Firing-Revolver)
Thursday 10 Dec 70	0800-0830	First Aid
	0830-0920	First Aid
	0930-1020	First Aid
	1040-1130	Bicycle Detail Operation
	1140-1230	Weapons (Firearms: Qualification-Revolver)
	1300-1350	Weapons (Firearms: Qualification-Shotgun)
	1400-1450	Defensive Tactics
	1510-1600	Defensive Tactics and Proficiency Test
Friday 11 Dec 70		Field Assignment

## FIFTEENTH WEEK - SIXTIETH RECRUIT SCHOOL

DAY & DATE	HOUR	SUBJECT
Monday 14 Dec 70	0800-0830	Critique
	0830-0920	Water Rescue Techniques
	0930-1020	Water Rescue Techniques
	1040-1130	Water Rescue Techniques
	1140-1230	Alcoholic Beverage Control Laws
	1300-1350	Alcoholic Beverage Control Laws
	1400-1450	First Aid
	1510-1600	First Aid
Tuesday 15 Dec 70	0800-0830	Examination: Final
	0830-0920	Examination: Final
	0930-1020	Critique
	1040-1130	News Media Relations
	1140-1230	News Media Relations
	1300-1350	Explosive Ordnance [sic] Reconnaissance
	1400-1450	Auto Theft
	1510-1600	Auto Theft
Wednesday 16 Dec 70	0800-0830	Complaint-Warrant Process
	0830-0920	Warrant Service Card
	0930-1020	Telecommunications
	1040-1130	Telecommunications
	1140-1230	Probation Department
	1300-1350	Probation Department
	1400-1450	Local Programs (Synanon)
	1510-1600	Polygraph
Thursday 17 Dec 70	0800-0830	Complaint-Warrant Process
	0830-0920	Sexual Deviation
	0930-1020	Sexual Deviation
	1040-1130	Alcoholism
	1140-1230	Recreation Department
	1300-1350	Positive Police Contacts
	1400-1450	Positive Police Contacts
	1510-1600	Disaster Training
Friday 18 Dec 70	0800-0830	Critique
	0830-0920	Problems Confronting Recruits
	0930-1020	Off-Duty Police Work
	1040-1130	Local Programs (NAACP)
	1140-1230	Introduction to Patrol
	1300-1350	Preparation
	1400-1450	Graduation
	1510-1600	Graduation

It would seem, for example, that the material covered in "Community - Police Relations" could be better presented as a coordinated unit. This approach would help to insure a better representation of a cross section of the community and some contact between the speakers. Neither of these factors is evident at present, and both would facilitate a more realistic and effective handling of the material. With specific reference to the "Community - Police Relations" material, there is a need for a more complete and comprehensive treatment. For example, in view of the significant percentage of Mexican-Americans in the city of Oakland, fifty minutes devoted to "Spanish-Speaking Peoples" hardly seems adequate.

In general, the amount of time set aside for "Community - Police Relations" appears to be misleading. This is particularly true if we assume that one of the most crucial of the officer's roles is dealing with different kinds of people. The material covered in this section is outlined below.<sup>4</sup>

<u>COMMUNITY-POLICE RELATIONS</u>	<u>HOURS</u>
Discretionary Decision Making	4
Human Relations	
Minority Concept Awareness	2
Understanding Ourselves and Others	4
Judgment-Avoiding Conflict	3
Local Programs	
National Association for the Advancement of Colored People	1
Spanish-Speaking Peoples	1
Synanon	1

<sup>4</sup>Sixtieth Recruit School, op. cit., p. 18-19.

News Media Relations	2
Oakland Community	1
Police Community Cooperation Project	1
Positive Police Contacts	2
Psychological Aspects of Policing	2
Public Relations Program of the Department	2
Race and Ethnic Group Relations	4
Role of Police in Society	2
Role Playing Demonstration	5
Social Change	2
Social Disorganization	
Alcoholism	1
Mental Illness	2
Sexual Deviation	2
Stopping and Questioning: Social and Legal Aspects	3
Styles of Policing	2
Violence Prevention Program	4

As can be noted in the foregoing, much of this section does not appear directly related to helping the officer "understand his community." For example, more time is devoted to "News Media Relations" or the "Public Relations Program of the Department" than to "Spanish-Speaking Peoples". This is not to suggest that the former subject areas should be eliminated, for the Oakland community, of course, is not limited to ethnic minorities. Rather, the point is that the allocation of time within the area of "Community-Police Relations" should be reviewed. As the foregoing indicates, at present, 30% of the 53 hours set aside for "Community - Police Relations" is devoted to: "News Media Relations," "Positive Police Contacts," "Psychological Aspects of Policing," "Public Relations Program of the Department," "Alcoholism," "Mental Illness, Sexual Deviation," and "Stopping and Questioning".

Basic Requirements of the  
State Commission on Peace Officer Standards and Training  
as Compared with  
the Oakland Police Academy Curriculum<sup>5</sup>

The table that follows provides a comparison between the requirements of the Commission on Peace Officer Standards and Training and the academy hours of the Oakland Recruit School. The Oakland department is justly proud of the fact that its school far exceeds the basic requirements of the Commission. However, it is interesting to note that while the hours devoted to "Community-Police Relations" exceed requirements in proportion to the total figures; subject areas such as "Firearms" and "Defensive Tactics" exceed requirements by almost four times.

<u>SUBJECT</u>	<u>COMMISSION REQUIRED HOJRS</u>	<u>ACTUAL ACADEMY HOURS</u>
Introduction to Law Enforcement	10	39
Criminal Law	16	46
Criminal Evidence	8	15
Administration of Justice	4	7
Criminal Investigation	34	63
Community-Police Relations	20	53
Patrol Procedures	40	75
Traffic Control	20	49
Juvenile Procedures	8	9
Defensive Tactics	14	43
Firearms (Police Weapons)	12	42*
First Aid	10	13
Field Assignments	0	48
Examinations	4	10
Critiques	0	5
Graduation Exercise	0	3
	-----	-----
	Total... 200	Total..520

\*Includes a nine-hour course of instruction in "Non-Lethal Chemical Agents (Tear Gas) Training," which is presented in the school. This course is required by California Penal Code Section 12043 and is authorized as a Technical and Special Course by the Commission on Peace Officer Standards and Training.

<sup>5</sup>Sixtieth Recruit School, op. cit., p. 1.

Attention should also be given to broadening the representation of outside speakers, as well as increasing their participation. For example, the use of the Sales and Promotion Coordinator of the Oakland Chamber of Commerce to discuss the "Oakland Community" seems unnecessarily limited.

Additionally, whatever the nature of the "Community-Police Relations" section, it is incumbent upon those responsible to be sure that the effect of that material is not minimized by other instructors. This calls attention to the need for better coordination throughout the entire instructional program. There is repeated use on the part of police instructors of examples that are restricted to areas of the City which are inhabited primarily by ethnic minorities. A specific example during a presentation on "Juvenile Procedures" illustrates this point. The instructor was discussing physical violence inflicted upon children. During this presentation he distributed pictures of children who had been so abused, as examples of what he was talking about. Every picture was of a Black child. While it may be that the majority or virtually all police calls that have a relation to this problem involve Blacks, there is no evidence that this problem pertains only to this ethnic group. The evidence is to the contrary.<sup>6</sup> The implication of this presentation, although unspoken, is clear. It is this kind of thing that helps to

---

<sup>6</sup>Stark and McEvoy, "Middle Class Violence," Psychology Today, Vol. IV, (November, 1970), p. 52.

form attitudes regardless of how effective the "Community-Police Relations" material may be.

It appears at this stage of analysis that it would be desirable to reorganize the structure of the recruit school into units or modules. (See example under Recommendations.) There appear to be at least several advantages to this kind of a structure:

1. There is an obvious need for a more logical presentation of material. This organization enhances coordination of material and instructors and facilitates the learning process.
2. The material on "Community-Police Relations" and "Discretionary Decision Making" could be given first. It is within this framework that police operations take place. The emphasis on the Community (the whole community) and a more discretionary humanistic approach to police work would then be the basis for technical units that follow. It would then be possible to reinforce this material during presentation of technical units.

In this regard, it is interesting to note the description of the "Community-Police Relations" course in the recruit school manual. The statement is made that "Instruction is provided by persons who are most familiar with the subject matter, many of whom are not affiliated with the police service."<sup>7</sup>

---

<sup>7</sup>Sixtieth Recruit School, op. cit., p. 11.

B. THE NATURE AND TECHNIQUES OF TRAINING - SIXTIETH RECRUIT SCHOOL

While the general structure of the recruit school appears to have changed over a period of years, it appears that teaching methodology is outdated and grounded in educational theories now generally considered to be obsolete. It is, of course, not difficult to find something to criticize in any instructional technique. However, it is not an exaggeration to suggest that to a significant extent the quality of instruction in the recruit school is very poor.

The following report from one of the Project personnel is not atypical.

"There was little evidence of sequential planning. The instructor presented the material without indicating the objectives of the presentation. He did not indicate why he was presenting the material, or what concepts were going to be dealt with, or the specific skills of which the recruits should be aware. The recruits only asked one question. That question expressed a philosophy that was contradictory to that of the instructor. The instructor failed to engage in a discussion with the recruit on the question and did not ask the recruits to openly discuss the question. The recruits were never encouraged to ask questions.

The instructor had poor eye contact. He seemed to be talking to the window or to the wall. There were numerous opportunities to engage in role playing situations which were never utilized. Recruits were not taking notes, but appeared to stare aimlessly. Class members were observed going through vehicle code cards and similar diversions during the presentation. There was no review at the end of the presentation or reinforcement of any of the material.

The instructor tended to generalize. He said that people the recruits were going to be interviewing were 'not run-of-the-mill people,' without explaining what he meant by 'run-of-the-mill people'. He indicated that these people use 'gutter language' as opposed to the language used by a 'banker or senator' and that 'the trainees should adopt language to meet cultural levels,' again without explanation. He went on to say that 'these people know how to lie, because that's the way they have grown up; a lot of times you determine the person's personality by the crime he's committed'. Again, without explanation."

To a great extent, the instructional style is one of lecturing rather than one of discussion and analysis. The structure of the school itself may be partly responsible for the lecturing approach to instruction. There is no room for flexibility. For example, reviews of the instructor evaluation forms from the previous recruit school reveal comments such as (in regard to the Race and Ethnic Group Relations session), "...[the lecturer] was good...presented himself well...however, I didn't agree with a thing he said...". Without the possibility to pursue areas of interest, misunderstanding and disagreement, learning is minimized.

In any event, frequently the lecture consumes virtually all of the class period. As a result, the educational climate is one of "learning by rote". This kind of an atmosphere may help to explain the fact that those recruits who have been exposed to or graduated from colleges or universities apparently do less well in recruit school (under the present rating system)

than recruits who have not had this education experience. This assumption, of course, is based on the theory that a college education at least helps to create a questioning and/or analytical attitude.

There is too little time devoted to the possibility of questions and discussions in many of the class periods. And, due to the length of lectures and/or the tightness of scheduling, on those occasions when a question period is being generated, the "Monitor" will advise the instructor that "it's time for a break". The selection process for instructors and the instructional style become most significant when one considers that technical information is never all that an instructor communicates. The attitude of the instructor is communicated as well. Therefore, if "old line" personnel are used because of their technical knowledge without regard to attitude, the implications are clear. Under the present learning circumstances the instructor's communication becomes the gospel (unless contradicted in the locker room).

In view of this situation it appears that at least some of the police instructors are not prepared to deal with conceptual questions, when they do come from the recruits. They are frequent examples of circumstances where instructors simply avoid dealing with questions. Or, if there is a response it often relates to "going by the book". The present training approach therefore cannot take into account the individual recruits--

their different needs, concerns, experiences and educational levels. If one of the most important aspects of police work relates to discretionary decision making on the part of policemen, the present recruit school does little to prepare them for this.

Project personnel also question the extent of the emphasis on the para-military structure of the recruit school. This is designed, of course, to teach the recruit respect for authority. However, this too may be in conflict with the development of individual responsibility and discretion. In any event, this emphasis detracts from the classroom learning process. On "inspection days", for example, the instructor loses the class in almost direct proportion to the proximity of the inspection. Rather than listening to the presentation, recruits are "checking" uniforms, shoes, etc. Periods of inspection could be announced and full dress uniforms could be worn during this time.

In this regard it would also appear that the extent of time that the "leathers" are worn in the classroom gives inordinate importance to the gun as a symbol of authority. There apparently is a need for "getting used to the weight" and, of course, the need for weapon practice. However, the gun and/or the leathers could be picked up from lockers for weapon practice.

The semi-military atmosphere pervades to the extent that the "Class Monitor" has prescribed duties which, as indicated

in the foregoing, often take precedence over the learning process. The same kind of emphasis is placed upon the "Recruit Notebooks." The result is that recruits often spend evenings retyping their notes. This emphasis is unnecessary, particularly in view of the fact that very little reading is required of recruits. Recruit school manual requirements in both cases follow.

#### DUTIES OF CLASS MONITOR<sup>8</sup>

The class monitor shall:

1. Take charge of the coffee room during recruit breaks and the lunch hours, ensure that all cups and spoons are properly stored after each break, check the coffee room prior to the commencement of the first afternoon class to be sure all sandwich wrappers, lunch bags and other articles are secured, and empty all ashtrays and ensure that all cigarettes are put out;
2. Ensure that recruits report to class promptly;
3. Clean the coffee room and the coffee pot at the end of the class day;
4. Advise the instructor when it is time for a coffee break, the lunch hour and at the end of the day;
5. Know the location of recruits absent from class, whether for court, illness, emergencies or other reasons;
6. Pass out Instructor and Course Evaluation forms to each member of the class following the termination of a particular course by an instructor and see that those forms are filled out immediately and turned in to the Recruit Training Officer daily (except in the case of the last class of the day when he shall ensure that the forms are turned in by 1000 the following day);
7. Straighten all desks and erase the blackboard in the classroom at the end of the day;
8. Obtain a copy of the Daily Bulletin from the patrolmen's locker room and post it on the bulletin board in the recruit classroom; and
9. Report all irregularities to the Recruit Training Officer.

Only the class monitor is allowed in the Training Division offices, Rooms 515 and 516. All matters needed to come to the attention of staff personnel will be presented to the Recruit Training Officer by the monitor. The only exceptions to this rule are emergency situations and the summoning of a particular recruit to the office of the Recruit Training Officer.

<sup>8</sup>Sixtieth Recruit School, op. cit., p. 25.

RECRUIT SCHOOL NOTEBOOKS<sup>9</sup>

1. The volume and importance of the material presented during the recruit school is such as to require student officers to take adequate classroom notes. Properly prepared notes provide students with that review and study material which is essential to the successful completion of the examinations given during the school.

2. Notes may be printed, written or typed.

3. The notebook shall be arranged by major subject heading.

Example: Organization of the Oakland Police Department  
Laws of Arrest  
Criminal Law (Penal Code)  
Juvenile Procedures

4. Corrections in the notes shall be made neatly; an entire page need not be copied over merely to correct an error.

5. The notebook must be kept up to date.

6. Place the name of the instructor in the upper right hand corner of the first page of every new subject presented in the class.

7. Hand-out material presented during class may be included in the notebook.

8. Failure to take and maintain adequate notes will be graded in the category of professional bearing.

<sup>9</sup>Sixtieth Recruit School, op. cit., p. 24.

Recruit personnel are required to do some reading as the following indicates:

Special Studies:<sup>10</sup> Each recruit officer will be required to read the following publications during his off-duty time in order to increase his awareness of the problems which confront the police service and society as a whole. Examinations will be administered to insure the officer's familiarity with the material.

- (1) "Varieties of Police Behavior," James Q. Wilson
- (2) "Task Force Report: The Police," The President's Commission on Law Enforcement and Administration of Justice.

This requirement does seem to be somewhat limited, however. It should be possible to expand both the nature and the extent of the training division library and provide a broader reading responsibility for recruits.

One of the other areas, (with reference to the nature of the recruit school), that is in most need of change is that of "simulation". The role playing that is done now is limited and generally without maximum utilization of the video tape recorder and closed circuit television. It is the judgment of Project personnel that the effective and maximum utilization of this equipment is crucial in police recruit training. Its

<sup>10</sup>Sixtieth Recruit School, op. cit., p. 12.

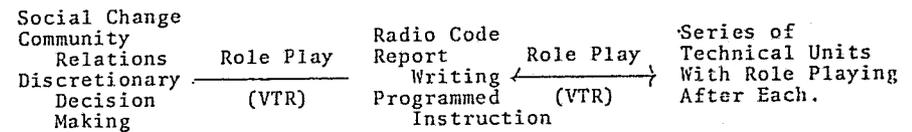
place in a possible reorganization of recruit training structure has already been cited. Additionally, it is becoming increasingly evident to Project staff that considerably more attention should be given to the physical movements of police officers. It is known that nonverbal communication is the purest form of communication and there is evidence to suggest that the movements of a policeman are often the basis for the other party's reaction, rather than what is being said.<sup>11</sup> These factors call for an expanded use of the video tape recording equipment.

In summation, based upon a short period of study, the greatest failing of this recruit school seems to be in regard to dealing with people. This is not to minimize the importance of technical competence. In view of the state of society, this ability can be a matter of life or death. However, this technical competence does not have to be inconsistent with a more humanistic approach to law enforcement. Just as the state of society may emphasize the need for technical competence on the part of a policeman, it also demands awareness and discretion in dealing with people on the part of a policeman. The recruit school does not adequately reflect this.

<sup>11</sup>Hans Toch, Violent Men, (Chicago: Aldine Publishing Co., 1969).

### C. RECOMMENDATIONS - SIXTIETH RECRUIT SCHOOL

1. The structure and the curriculum of the recruit school should be reorganized. The curriculum should be organized into units or modules with expanded role playing field simulation during and following each unit. The latter role playing should be scheduled to provide practice on the material covered in the unit. A revised structure might look as follows:



2. The video tape recorder should be used with all role playing. This overall technique should be expanded considerably.
3. Rote learning materials should be given early in the program and reinforced throughout the school.
4. The unit on Community-Police Relations should also be given early, as constituting the framework in which the policeman operates. This unit, as with others, should be organized into a logical sequence. Instructors in this unit, therefore, should have contact with one another in planning the unit. This unit should be considerably expanded and provide more time with specific reference to ethnic minorities.

Community representatives from all levels should participate in the Community-Police Relations unit as speakers. The involvement should not stop there, however. Steps should be taken to get recruits out into the community. For example, recruit school meetings could be held at various neighborhood or community groups; or recruits could participate in the community in other ways.

It would be advisable if during the Community-Police Relations unit some attention could be devoted to the special problems confronted by minority policemen.

5. Steps should be taken to insure that other instructors do not contradict material presented in the Community-Police Relations unit. No matter how well that unit may be handled, if subsequent speakers display contrary attitudes, the effect will be minimized.
6. The role play simulation should be coordinated and handled by professional personnel, at least initially. Situations should be selected by the police personnel and these personnel should participate in the critiques. However, the level of training sophistication necessary for effective results requires considerable expertise.
7. Discretionary Decision Making should not be treated as a distinct subject area within Community-Police Relations, separate from other aspects of police work. It should be related to all units of instruction except those

taught by the rote learning method.

8. In general, all aspects of police training should be treated within a framework of a more humanistic approach, with reference to knowing how to deal with different kinds of people as well as learning the techniques which provide for technical competence.
9. The "leathers" should be de-emphasized. Recruits should not be allowed to wear their guns to school. It is possible that the gun becomes too much a part of the policeman and hence the symbol of authority rather than the individual. "Getting used to the weight" could be handled in other ways related only to practice on the range. It is possible that policemen get "too used to the weight".
10. The training library should be considerably expanded. It should include material related to various ethnic minorities so that recruits could be exposed to the background and explanation of current social postures.
11. Recruit school instructors should be selected carefully with reference to both attitude and technical competence. It may be that, where possible, the use of police personnel as primary instructors should be minimized. At least, consideration should be given to the use of a civilian training specialist as the individual in charge of recruit training.

12. In any event, instructors should receive training in presentation of material and training techniques. In this regard, instructors should be required to submit outlines of their presentations well in advance; these should be reproduced for use in the recruit school. The objectives of each presentation should be made clear to recruits. And, as appropriate, each session should provide some sort of closure.
13. The emphasis on rote learning and/or lecturing should be de-emphasized except in those areas which lend themselves to it (e.g., Radio Code). In general, a seminar atmosphere should prevail. Instructors should encourage questioning and open discussions. Scheduling should be flexible enough to allow recruits to pursue areas of concern in discussions.
14. The recruit school should be removed from the police building and be established at a "Training Center". This Center should be set up to facilitate a seminar instructional style and, among other things, provide for role playing simulation outside the classroom.

## SECTION II

(This section was written prior to the completion of the Sixty-First Recruit School)

A. STRUCTURE OF SIXTY-FIRST RECRUIT SCHOOL

The structural outline of the Sixty-First recruit school is reproduced on the following pages. It should be apparent that many of the recommendations made in regard to the previous recruit school were implemented. The organization of the school is more logical. Specifically, for example, the material on "Community-Police Relations" has been coordinated into a unit which covers the first three weeks of the recruit school. This particular section has obviously been expanded considerably from the previous school. And as will be expanded upon later in this Section, community representation in terms of speakers and community involvement on the part of the recruits has been broadened considerably. It is also apparent that more role playing has been built into the structure.

Additionally, subject areas such as "Criminal Law" and "Report Writing" have been consolidated into more compact presentations, rather than being spread over a greater period of weeks. Although none of the three areas cited above appears in the outline after the eighth week of the school, this does not mean that they are never discussed again. The intent has been to reinforce this material in relation to subject areas subsequently discussed.

FIRST WEEK - SIXTY-FIRST RECRUIT SCHOOL<sup>12</sup>

DAY & DATE	HOUR	SUBJECT
Monday 28 Dec 70	0830-0920	Introduction to the Oakland Police Department
	0930-1020	Notetaking and Written Communications
	1040-1130	School Policies
	1200-1250	School Policies
	1300-1350	Ethnic History of Oakland
	1410-1500	Ethnic History of Oakland
Tuesday 29 Dec 70	1510-1600	Race and Ethnic Group Relations
	1600-1630	Race and Ethnic Group Relations
	0830-0900	Race and Ethnic Group Relations
	0900-0950	Tour of City Cultural Centers
	1010-1100	Tour of City Cultural Centers
	1110-1200	Tour of City Cultural Centers
Wednesday 30 Dec 70	1230-1320	Tour of City Cultural Centers
	1330-1420	Tour of City Cultural Centers
	1440-1530	Tour of City Cultural Centers
	1540-1630	Tour of City Cultural Centers
	0830-0920	The History of Blacks in America
	0930-1020	The History of Blacks in America
Thursday 31 Dec 70	1040-1130	The History of Blacks in America
	1200-1250	Black Psychology
	1300-1350	Black Psychology
	1410-1500	Black Psychology
	1510-1600	Black Sociology
	1600-1630	Black Sociology
Friday 1 Jan 71	0830-0900	Black Sociology
	0900-0950	Black Sociology
	1010-1100	Black Culture (Role Playing)
	1110-1200	Black Culture (Role Playing)
	1230-1320	Mexican-American History
	1330-1420	Mexican-American History
	1440-1530	Mexican-American History
	1540-1630	Mexican-American Psychology
		Holiday

<sup>12</sup>Sixty-First Recruit School, Training Division, Oakland Police Department (Oakland, California: 1970), pp. 28-43.

SECOND WEEK - SIXTY-FIRST RECRUIT SCHOOL

DAY & DATE	HOUR	SUBJECT
Monday 4 Jan 71	0830-0920	Mexican-American Psychology
	0930-1020	Mexican-American Psychology
	1040-1130	Mexican-American Sociology
	1200-1250	Mexican-American Sociology
	1300-1350	Mexican-American Sociology
	1410-1500	Mexican-American Culture (Role Playing)
Tuesday 5 Jan 71	1510-1600	Mexican-American Culture (Role Playing)
	1600-1630	Critique
	0830-0920	Contemporary Youth Behavior
	0930-1020	Contemporary Youth Behavior
	1040-1130	Contemporary Youth Behavior
	1200-1250	Youth Values and Aspirations
Wednesday 6 Jan 71	1300-1350	Youth Values and Aspirations
	1410-1500	Youth Values and Aspirations
	1510-1600	Youth Mannerisms and Appearances
	1600-1630	Youth Mannerisms and Appearances
	0830-0900	Youth Mannerisms and Appearances
	0900-0950	Youth Mannerisms and Appearances
Thursday 7 Jan 71	1010-1100	Youth Counter-Culture (Role Playing)
	1110-1200	Youth Counter-Culture (Role Playing)
	1230-1320	Recreation Department
	1330-1420	Probation Department
	1440-1530	Probation Department
	1540-1630	Jail Procedures
Friday 8 Jan 71	0830-0920	White Working Class Expectations & Attitudes
	0930-1020	White Working Class Political Structure
	1040-1130	White Working Class Political Structure
	1200-1250	Implications for Law Enforcement
	1300-1350	Political Aspects of Community Organizations
	1410-1500	Political Aspects of Community Organizations
Friday 8 Jan 71	1510-1600	Political Aspects of Community Organizations
	1600-1630	Local Programs
	0830-0900	Local Programs
	0900-0950	Local Programs
	1010-1100	Local Programs
	1110-1200	Community Organization From a Political Point of View
Friday 8 Jan 71	1230-1320	Community Organization From a Political Point of View
	1330-1420	Community Organization From a Political Point of View
	1440-1530	Community Organizations (Panel Discussion)
	1540-1630	Community Organizations (Panel Discussion)

THIRD WEEK - SIXTY-FIRST RECRUIT SCHOOL

<u>DAY &amp; DATE</u>	<u>HOOR</u>	<u>SUBJECT</u>
Monday 11 Jan 71	0830-0920	Characteristics of Police Sub-Culture
	0930-1020	Characteristics of Police Sub-Culture
	1040-1130	Characteristics of Police Sub-Culture
	1200-1250	Similarities Between Police Culture and
	1300-1350	Other Cultures
	1410-1500	" " " "
	1510-1600	Crossing Cultural Lines
	1600-1630	Crossing Cultural Lines
Tuesday 12 Jan 71	0830-0900	Crossing Cultural Lines
	0900-0950	Crossing Cultural Lines
	1010-1100	Police Culture (Role Playing)
	1110-1200	Police Culture (Role Playing)
	1230-1320	Employee Organizations
	1330-1420	Human Relations (Social Change)
	1440-1530	Human Relations (Social Change)
	1540-1630	Human Relations (Social Change)
Wednesday 13 Jan 71	0830-0920	Agency Orientation
	0930-1020	Social Agency Internship
	1040-1130	Social Agency Internship
	1200-1250	Social Agency Internship
	1300-1350	Social Agency Internship
	1410-1500	Social Agency Internship
	1510-1600	Social Agency Internship
	1600-1630	Social Agency Internship
Thursday 14 Jan 71	0830-0900	Social Agency Internship
	0900-0950	Social Agency Internship
	1010-1100	Social Agency Internship
	1110-1200	Social Agency Internship
	1230-1320	Social Agency Internship
	1330-1420	Social Agency Internship
	1440-1530	Critique
	1540-1630	Critique
Friday 15 Jan 71	0830-0920	Community Experience
	0930-1020	Community Experience
	1040-1130	Community Experience
	1200-1250	Community Experience
	1300-1350	Community Experience
	1410-1500	Community Experience
	1510-1600	Community Experience
	1600-1630	Critique

FOURTH WEEK - SIXTY-FIRST RECRUIT SCHOOL

<u>DAY &amp; DATE</u>	<u>HOOR</u>	<u>SUBJECT</u>
Monday 18 Jan 71	0830-0920	Structure of City Government
	0930-1020	Structure of City Government
	1040-1130	Structure of City Government
	1200-1250	History of Policing
	1300-1350	History of Policing
	1410-1500	Role of Police in Society
	1510-1600	Role of Police in Society
	1600-1630	Styles of Policing
Tuesday 19 Jan 71	0830-0900	Styles of Policing
	0900-0950	Styles of Policing
	1010-1100	Styles of Policing
	1110-1200	Organization of Oakland Police Department
	1230-1320	Organization of Oakland Police Department
	1330-1420	Organization of Oakland Police Department
	1440-1530	Ethics and Professionalization
	1540-1630	Ethics and Professionalization
Wednesday 20 Jan 71	0830-0920	Tour of Police Building
	0930-1020	Tour of Police Building
	1040-1130	Organization of Oakland Police Department
	1200-1250	Organization of Oakland Police Department
	1300-1350	Rules and Regulations
	1410-1500	Rules and Regulations
	1510-1600	Rules and Regulations
	1600-1630	Department General Orders
Thursday 21 Jan 71	0830-0900	Department General Orders
	0900-0950	Department General Orders
	1010-1100	Department General Orders
	1110-1200	Department General Orders
	1230-1320	Internal Affairs
	1330-1420	Internal Affairs
	1440-1530	Internal Affairs
	1540-1630	Off-Duty Police Conduct
Friday 22 Jan 71	0830-0920	Criminal Justice System
	0930-1020	Criminal Justice System
	1040-1130	Jurisdiction of Related Agencies
	1200-1250	Jurisdiction of Related Agencies
	1300-1350	Department Safety
	1410-1500	Department Safety
	1510-1600	Examination: Introduction to Law Enforcement
	1600-1630	Critique

FIFTH WEEK - SIXTY-FIRST RECRUIT SCHOOL

DAY & DATE	HOUR	SUBJECT
Monday 25 Jan 71	0830-0900	Civil Service Test
	0900-0950	Civil Service Test
	1010-1100	Civil Service Test
	1110-1200	Criminal Law
	1230-1320	Criminal Law
Tuesday 26 Jan 71	1330-1420	Criminal Law
	1440-1530	Laws of Arrest
	1540-1630	Laws of Arrest
	0830-0900	Civil Service Test
	0900-0950	Civil Service Test
Wednesday 27 Jan 71	1010-1100	Civil Service Orientation
	1110-1200	Criminal Law
	1230-1320	Criminal Law
	1330-1420	Criminal Law
	1440-1530	Constitutional Rights, Court Decisions
Thursday 28 Jan 71	1540-1630	Constitutional Rights, Court Decisions
	0830-0900	Criminal Law
	0900-0950	Criminal Law
	1010-1100	Criminal Law
	1110-1200	Laws of Arrest
Friday 29 Jan 71	1230-1320	Laws of Arrest
	1330-1420	Oakland Municipal Code
	1440-1530	Oakland Municipal Code
	1540-1630	Oakland Municipal Code
	0830-0900	Criminal Law
Friday 29 Jan 71	0900-0950	Criminal Law
	1010-1100	Criminal Law
	1110-1200	Criminal Law
	1230-1320	Animal Control Laws
	1330-1420	Report Writing
Friday 29 Jan 71	1440-1530	Report Writing
	1540-1630	Report Writing
	1230-1320	Laws of Arrest
	1330-1430	Laws of Arrest
	1440-1530	Report Writing
Friday 29 Jan 71	1540-1630	Report Writing

SIXTH WEEK - SIXTY-FIRST RECRUIT SCHOOL

DAY & DATE	HOUR	SUBJECT
Monday 1 Feb 71	0830-0900	Criminal Law
	0900-0950	Criminal Law
	1010-1100	Criminal Law
	1110-1200	Criminal Law
Tuesday 2 Feb 71	1230-1320	Laws of Arrest
	1330-1420	Laws of Arrest
	1440-1530	Report Writing
	1540-1630	Report Writing
	0830-0900	Criminal Law
Wednesday 3 Feb 71	0900-0950	Criminal Law
	1010-1100	Criminal Law
	1110-1200	Laws of Arrest
	1230-1320	Search and Seizure
	1330-1420	Report Writing
Thursday 4 Feb 71	1440-1530	Report Writing
	1540-1630	Report Writing
	0830-0900	Criminal Law
	0900-0950	Criminal Law
	1010-1100	Criminal Law
Friday 5 Feb 71	1110-1200	Search and Seizure
	1230-1320	Search and Seizure
	1330-1420	Stopping and Questioning (Social and Legal Aspects)
	1440-1530	Stopping and Questioning (Social and Legal Aspects)
	1540-1630	Stopping and Questioning (Social and Legal Aspects)
Friday 5 Feb 71	0830-0900	Criminal Law
	0900-0950	Criminal Law
	1010-1100	Laws of Arrest
	1110-1200	Laws of Arrest
Friday 5 Feb 71	1230-1320	Discretionary Decision Making
	1330-1420	Discretionary Decision Making
	1540-1630	Critique

## SEVENTH WEEK - SIXTY-FIRST RECRUIT SCHOOL

DAY & DATE	HOUR	SUBJECT
Monday 8 Feb 71	0830-0900	Examination: Criminal Law
	0900-0950	Critique
	1010-1100	Report Writing
	1110-1200	Report Writing
Tuesday 9 Feb 71	1230-1320	Report Writing
	1330-1420	Report Writing Narrative
	1440-1530	Preliminary Investigation
	1540-1630	Preliminary Investigation
Wednesday 10 Feb 71	0830-0900	Report Writing
	0900-0950	Report Writing
	1010-1100	Report Writing
	1110-1200	Report Writing
Thursday 11 Feb 71	1230-1320	Report Writing Errors
	1330-1420	Patrol and Observation
	1440-1530	Patrol and Observation
	1540-1630	Patrol and Observation
Friday 12 Feb 71	0830-0900	Report Writing
	0900-0950	Report Writing
	1010-1100	Report Writing
	1110-1200	Report Writing
Friday 12 Feb 71	1230-1320	Field Notetaking
	1330-1420	Field Notetaking
	1440-1530	Identification Documents
	1540-1630	Identification Documents
Friday 12 Feb 71		Holiday

## EIGHTH WEEK - SIXTY-FIRST RECRUIT SCHOOL

DAY & DATE	HOUR	SUBJECT	
Monday 15 Feb 71		Holiday	
Tuesday 16 Feb 71	0830-0900	Report Writing	
	0900-0950	Report Writing	
	1010-1100	Report Writing	
	1110-1200	Examination (Report Writing)	
Wednesday 17 Feb 71	1230-1320	Weapons (Firearms: Legal Aspects and Policy)	
	1330-1420	Arrest and Control Techniques	
	1440-1530	Arrest and Control Techniques	
Thursday 18 Feb 71	0830-0900	Interviews and Interrogations	
	0900-0950	Interviews and Interrogations	
	1010-1100	Interviews and Interrogations	
	1110-1200	Weapons (Firearms: Revolver Safety)	
Friday 19 Feb 71	1230-1320	Weapons (Firearms: Nomenclature and Characteristics of the Revolver)	
	1330-1420	Weapons (Firearms: Revolver Sighting and Aiming; Stance and Posture)	
Friday 19 Feb 71	0830-0900	Interviews and Interrogations	
	0900-0950	Interviews and Interrogations	
	1010-1100	Interviews and Interrogations	
	1110-1200	Interviews and Interrogations	
Friday 19 Feb 71	1230-1320	Weapons (Firearms: Practice Firing Revolver)	
	1330-1420	Weapons (Firearms: Practice Firing Revolver)	
	1440-1530	Arrest and Control Techniques	
	1540-1630	Arrest and Control Techniques	
Friday 19 Feb 71	0830-0900	Collection & Preservation of Physical Evidence	
	0900-0950	Field Interrogation Techniques	
	1010-1100	Field Interrogation Techniques	
	1110-1200	Field Interrogation Techniques	
Friday 19 Feb 71	1230-1320	Weapons (Firearms: Shotgun Safety)	
	1330-1420	Weapons (Firearms: Nomenclature and Characteristics of Shotgun)	
	1440-1530	Weapons (Firearms: Practice Firing Shotgun)	
	1540-1630	Weapons (Firearms: Practice Firing Shotgun)	

NINTH WEEK - SIXTY-FIRST RECRUIT SCHOOL

<u>DAY &amp; DATE</u>	<u>HOOR</u>	<u>SUBJECT</u>
Monday 22 Feb 71	0830-0900	Collection & Preservation of Physical Evidence
	0900-0950	Crime Scene Recording
	1010-1100	Crime Scene Recording
	1110-1200	
	1230-1320	Polygraph
Tuesday 23 Feb 71	1330-1420	Weapons (Firearms: Practice Firing Revolver)
	1440-1530	Arrest and Control Techniques
	1540-1630	Arrest and Control Techniques
	0830-0900	First Aid
	0900-0950	First Aid
Wednesday 24 Feb 71	1010-1100	Collection & Preservation of Physical Evidence
	1110-1200	
	1230-1320	Disorderly Conduct and Disturbance Cases
	1330-1420	Disorderly Conduct and Disturbance Cases
	1440-1530	Defensive Tactics
Thursday 25 Feb 71	1540-1630	Defensive Tactics
	0830-0900	First Aid
	0900-0950	First Aid
	1010-1100	Telecommunications
	1110-1200	Telecommunications
Friday 26 Feb 71	1230-1320	Sources of Information
	1330-1420	Weapons (Firearms: Practice Firing Revolver)
	1440-1530	Arrest and Control Techniques
	1540-1630	Arrest and Control Techniques
	0830-0900	First Aid
	0900-0950	First Aid
	1010-1100	Domestic and Civil Disputes
	1110-1200	Domestic and Civil Disputes
	1230-1320	Discretionary Decision Making
	1330-1420	Discretionary Decision Making
	1440-1530	Complaint-Warrant Process
	1540-1630	Warrant Service Card
	0830-0900	First Aid
	0900-0950	First Aid
	1010-1100	Examination: Midterm #1
	1110-1200	Critique
	1230-1320	Misdemeanor Citation Policies
	1330-1420	Weapons (Firearms: Practice Firing Revolver)
	1440-1530	Arrest and Control Techniques
	1540-1630	Arrest and Control Techniques

TENTH WEEK - SIXTY-FIRST RECRUIT SCHOOL

<u>DAY &amp; DATE</u>	<u>HOOR</u>	<u>SUBJECT</u>
Monday 1 Mar 71	0830-0900	First Aid
	0900-0950	First Aid
	1010-1100	Tactics for Crimes in Progress
	1110-1200	Tactics for Crimes in Progress
	1230-1320	Arrest and Control Techniques
Tuesday 2 Mar 71	1330-1420	Vehicle Pullovers
	1440-1530	Vehicle Pullovers
	1540-1630	Transportation of Prisoners/Mentally Ill
	0830-0900	First Aid
	0900-0950	First Aid
Wednesday 3 Mar 71	1010-1100	First Aid
	1110-1200	Water Rescue Techniques
	1230-1320	Water Rescue Techniques
	1330-1420	Water Rescue Techniques
	1440-1530	Weapons (Firearms: Practice Firing Revolver)
Thursday 4 Mar 71	1540-1630	Defensive Tactics
	0830-0920	Special Police Weapons (Long Baton)
	0930-1020	Special Police Weapons (Long Baton)
	1040-1130	Special Police Weapons (Short Baton)
	1200-1250	Special Police Weapons (Short Baton)
Friday 5 Mar 71	1300-1350	Crowd Control Tactics
	1410-1500	Crowd Control Tactics
	1510-1600	Crowd Control Tactics
	1600-1630	Crowd Control Tactics
	0830-0900	Crowd Control Tactics
	0900-0950	Crowd Control Tactics
	1010-1100	Crowd Control Tactics
	1110-1200	Demonstration Control
	1230-1320	Demonstration Control
	1330-1420	Disaster Training
	1440-1530	Weapons (Firearms: Practice Firing Shotgun)
	1540-1630	Defensive Tactics
	0830-0920	Intoxication Cases
	0930-1020	Intoxication Cases
	1040-1130	Social Disorganization (Alcoholism)
	1200-1250	Social Disorganization (Sexual Deviation)
	1300-1350	Social Disorganization (Sexual Deviation)
	1410-1500	Sex Crimes
	1510-1600	Sex Crimes
	1600-1630	Critique

## ELEVENTH WEEK - SIXTY-FIRST RECRUIT SCHOOL

DAY & DATE	HOUR	SUBJECT
Monday 8 Mar 71	0830-0920	Assault Cases
	0930-1020	Assault Cases
	1040-1130	Judgment-Avoiding Conflict
	1200-1250	Role Playing Demonstration
	1300-1350	Role Playing Demonstration
	1410-1500	Role Playing Demonstration
	1510-1600	Defensive Tactics
Tuesday 9 Mar 71	0830-0920	Examination (Patrol Procedures)
	0930-1020	Judgment-Avoiding Conflict
	1040-1130	Judgment-Avoiding Conflict
	1200-1250	Judgment-Avoiding Conflict
	1300-1350	Role Playing Demonstration
	1410-1500	Weapons (Firearms: Practice Firing Revolver)
	1510-1600	Defensive Tactics
Wednesday 10 Mar 71	0830-0920	Social Disorganization (Mental Illness)
	0930-1020	Social Disorganization (Mental Illness)
	1040-1130	Mental Illness Cases
	1200-1250	Mental Illness Cases
	1300-1350	Mental Illness Cases
	1410-1500	Mental Illness Cases
	1510-1600	Mental Illness Cases
Thursday 11 Mar 71	0830-0920	Robbery Cases
	0930-1020	Robbery Cases
	1040-1130	Injury and Death Cases
	1200-1250	Injury and Death Cases
	1300-1350	Injury and Death Cases
	1410-1500	Special Police Weapons (Carbines)
	1510-1600	Introduction to Use of Tear Gas
Friday 12 Mar 71	1600-1630	Introduction to Use of Tear Gas
		Field Assignment #1

## TWELFTH WEEK - SIXTY-FIRST RECRUIT SCHOOL

DAY & DATE	HOUR	SUBJECT
Monday 15 Mar 71	0830-0900	Introduction to Use of Tear Gas
	0900-0950	Non-Lethal Chemical Agents and Their Use
	1010-1100	Use of Mace
	1110-1200	
	1230-1320	Laboratory (Field) Demonstration of Non-Lethal Chemical Agents
	1330-1420	"
	1440-1530	"
Tuesday 16 Mar 71	1540-1630	"
	0830-0920	Arson Cases
	0930-1020	Arson Cases
	1040-1130	Explosive Ordinance Reconnaissance
	1200-1250	Criminal Intelligence
	1300-1350	Labor-Management Disputes
	1410-1500	Labor-Management Disputes
Wednesday 17 Mar 71	1510-1600	Defensive Tactics
	1600-1630	Defensive Tactics
	0830-0920	Theft Cases
	0930-1020	Theft Cases
	1040-1130	Theft Cases
	1200-1250	Theft Cases
	1300-1350	Telephone Burglaries
Thursday 18 Mar 71	1410-1500	Telephone Burglaries
	1510-1600	Defensive Tactics
	1600-1630	Defensive Tactics
	0830-0920	Burglary Cases
	0930-1020	Burglary Cases
	1040-1130	Burglary Cases
	1200-1250	Receiving Stolen Property Cases
Friday 19 Mar 71	1300-1350	Receiving Stolen Property Cases
	1410-1500	Building Security
	1510-1600	Defensive Tactics
	1600-1630	Defensive Tactics
		Field Assignment #2

THIRTEENTH WEEK-SIXTY-FIRST RECRUIT SCHOOL

DAY & DATE	HOOR	SUBJECT
Monday 22 Mar 71	0830-0920	Examination (Midterm #2)
	0930-1020	Check Offenses
	1040-1130	Check Offenses
	1200-1250	Weapons (Firearms: Practice Firing Shotgun)
	1300-1350	Juvenile Laws
Tuesday 23 Mar 71	1410-1500	Juvenile Laws
	1510-1600	Juvenile Laws
	1600-1630	Juvenile Laws
	0830-0900	Juvenile Laws
	0900-0950	Juvenile Procedures
	1010-1100	Juvenile Procedures
	1110-1200	Juvenile Procedures
	1230-1320	Missing Persons Cases
	1330-1420	Weapons (Firearms: Practice Firing Revolver)
	1440-1530	Defensive Tactics
1540-1630	Defensive Tactics	
Wednesday 24 Mar 71	0830-0920	Citations: Mechanics & Psychology
	0930-1020	Citations: Mechanics & Psychology
	1040-1130	Citations: Mechanics & Psychology
	1200-1250	Traffic Laws (Vehicle Code)
	1300-1350	Traffic Laws (Vehicle Code)
Thursday 25 Mar 71	1410-1500	Traffic Laws (Oakland Traffic Code)
	1510-1600	Traffic Laws (Oakland Traffic Code)
	1600-1630	Defensive Tactics
	0830-0920	Traffic Laws (Vehicle Code)
	0930-1020	Traffic Laws (Vehicle Code)
	1040-1130	Traffic Laws (Vehicle Code)
	1200-1250	Auto Theft Cases
	1300-1350	Auto Theft Cases
	1410-1500	Bicycle Detail
	1510-1600	Defensive Tactics
1600-1630	Defensive Tactics	
Friday 26 Mar 71		Field Assignment #3

FOURTEENTH WEEK - SIXTY-FIRST RECRUIT SCHOOL

DAY & DATE	HOOR	SUBJECT	
Monday 29 Mar 71	0830-0920	Traffic Laws (Vehicle Code)	
	0930-1020	Traffic Laws (Vehicle Code)	
	1040-1130	Traffic Laws (Vehicle Code)	
Tuesday 30 Mar 71	1200-1250	Traffic Collision Investigation	
	1300-1350	Traffic Collision Investigation	
	1410-1500	Traffic Collision Investigation	
	1510-1600	Defensive Tactics	
	1600-1630	Defensive Tactics	
	0830-0920	Traffic Laws (Vehicle Code)	
	0930-1020	Traffic Laws (Vehicle Code)	
	1040-1130	Traffic Collision Investigation	
	1200-1250	Traffic Collision Investigation	
	1300-1350	Traffic Collision Investigation	
1410-1500	Traffic Collision Investigation		
1510-1600	Defensive Tactics		
1600-1630	Defensive Tactics		
Wednesday 31 Mar 71	0830-0920	Traffic Collision Investigation	
	0930-1020	Traffic Collision Investigation	
	1040-1130	Traffic Collision Diagramming	
	1200-1250	Traffic Directing	
	1300-1350	Traffic Directing	
Thursday 1 Apr 71	1410-1500	Weapons (Firearms: Practice Firing Revolver)	
	1510-1600	Defensive Tactics	
	1600-1630	Defensive Tactics	
	0830-0920	Traffic Engineering and Parking Dept.	
	0930-1020	Drunk Driving Cases	
Friday 2 Apr 71	1040-1130	Drunk Driving Cases	
	1200-1250	Drunk Driving Cases	
	1300-1350	Drunk Driving Problem	
	1410-1500	Drunk Driving Problem	
	1510-1600	Perceptive Driving Techniques	
	1600-1630	Perceptive Driving Techniques	
			Field Assignment #4

FIFTEENTH WEEK - SIXTY-FIRST RECRUIT SCHOOL

DAY & DATE	HOUR	SUBJECT
Monday 5 Apr 71	0830-0920	Perceptive Driving Techniques
	0930-1020	Perceptive Driving Techniques
	1040-1130	Perceptive Driving Techniques
	1200-1250	Perceptive Driving Techniques
	1300-1350	Perceptive Driving Techniques
	1410-1500	Perceptive Driving Techniques
	1510-1600	Perceptive Driving Techniques
Tuesday 6 Apr 71	0830-0920	Examination (Traffic)
	0930-1020	Critique
	1040-1130	Narcotic & Dangerous Drug Offenses
	1200-1250	Narcotic & Dangerous Drug Offenses
	1300-1350	Narcotic & Dangerous Drug Offenses
	1410-1500	Weapons (Firearms: Practice Firing Shotgun)
	1510-1600	Defensive Tactics
Wednesday 7 Apr 71	0830-0920	Narcotic Drug Offenses
	0930-1020	Narcotic & Dangerous Drug Offenses
	1040-1130	Prostitution Cases
	1200-1250	Prostitution Cases
	1300-1350	Weapons (Firearms: Practice Firing Revolver)
	1410-1500	Weapons (Firearms: Practice Firing Shotgun)
	1500-1600	Defensive Tactics
Thursday 8 Apr 71	0830-0920	Alcoholic Control Beverage Control Laws [sic]
	0930-1020	Alcoholic Control Beverage Control Laws [sic]
	1040-1130	Gambling Cases
	1200-1250	Gambling Cases
	1300-1350	Gambling Cases
	1410-1500	Gambling Cases
	1510-1600	Weapons (Firearms: Practice Firing Revolver)
Friday 9 Apr 71	1600-1630	Defensive Tactics
		Field Assignment #5

SIXTEENTH WEEK - SIXTY-FIRST RECRUIT SCHOOL

DAY & DATE	HOUR	SUBJECT
Monday 12 Apr 71	0830-0920	Rules of Evidence (Evidence Code)
	0930-1020	Rules of Evidence (Evidence Code)
	1040-1130	Rules of Evidence (Evidence Code)
Tuesday 13 Apr 71	1200-1250	Rules of Evidence (Evidence Code)
	1300-1350	Rules of Evidence (Evidence Code)
	1410-1500	Rules of Evidence (Evidence Code)
	1510-1600	Rules of Evidence (Evidence Code)
	1600-1630	Rules of Evidence (Evidence Code)
	0830-0900	Rules of Evidence (Evidence Code)
	0900-0950	Court System (Court Organization and Procedure)
1010-1100	Court Demeanor and Testimony	
Wednesday 14 Apr 71	1110-1200	Court Demeanor and Testimony
	1230-1320	Moot Trial
	1330-1420	Moot Trial
	1440-1530	Critique
	1540-1630	Critique
	0830-0920	Final Examination
	0930-1020	Final Examination
1040-1130	News Media Relations	
Thursday 15 Apr 71	1200-1250	News Media Relations
	1300-1350	Weapons (Firearms: Shotgun Qualification)
	1410-1500	Weapons (Firearms: Revolver Qualification)
	1510-1600	Defensive Tactics (Proficiency Test)
	1600-1630	Defensive Tactics (Proficiency Test)
	0830-0920	Violence Prevention Unit
	0930-1020	Violence Prevention Unit
1040-1130	Violence Prevention Unit	
Friday 16 Apr 71	1200-1250	Violence Prevention Unit
	1300-1350	Crime Problem
	1410-1510	Crime Problem
	1510-1600	Crime Problem
	1600-1630	Critique
	0830-0900	Critique
	0900-0950	Positive Police Contacts
1010-1100	Positive Police Contacts	
	1230-1320	Introduction to Patrol Division
	1330-1420	Preparation
	1440-1530	Graduation Exercises
	1540-1630	Graduation Exercises

Although it is not clear from the preceding outline, the recruit school was moved out of the police building. Approximately the first half of the school was held at the City of Oakland Ranger Station which is located in Joaquin Miller Park. This situation allowed for access to an immediate outside area which has been used for role playing. Additionally, the meeting room at the Ranger Station was set up for a conference or seminar instructional style and the recruit school has generally been operated in a seminar-like fashion.

It is true, of course, that an increase in hours does not necessarily mean a better "Community-Police Relations" presentation. However, as the following breakdown indicates, with some exceptions, this area was covered in a more comprehensive, meaningful and logical manner in this recruit school than had ever been done previously. Not only were the various segments of the Oakland community fairly well represented and in detail; the representation was made by persons from the segments involved.

COMMUNITY-POLICE RELATIONS <sup>13</sup>	HOURS
Discretionary Decision Making	5
Human Relations	3
Social Change	3
Judgment-Avoiding Conflict	
Black Culture	4
The History of Blacks in America	4
Black Psychology	2
Black Sociology	2
Black Culture (Role Playing)	
Community Organizations	3
Political Aspects of Community Organizations	3
Local Programs	
Community Organizations from a Cultural Point of View	3
Mexican-American Culture	3
Mexican-American History	3
Mexican-American Psychology	3
Mexican-American Sociology	2
Mexican-American Culture (Role Playing)	
Police Culture	3
Characteristics of Police Sub-Cultures	3
Similarities of Police and Other Cultures	3
Crossing Cultural Lines	2
Police Culture (Role Playing)	
Social Involvement	1
Agency Orientation	12
Social Agency Internship	7
Community Experience	
White Working Class Culture	1
Expectations and Attitudes	2
Political Structure	1
Implications for Law Enforcement	
Youth Counter-Culture	3
Contemporary Youth Behavior	3
Youth Values and Aspirations	3
Youth Mannerisms and Appearances	2
Youth Counter-Culture (Role Playing)	2
News Media Relations	2
Oakland Community	2
Ethnic History of Oakland	2
Race and Ethnic Group Relations	7
Tour of City Cultural Centers	2
Positive Police Contacts	2
Role of Police in Society	2
Role Playing Demonstration	5
Social Disorganization	
Alcoholism	1
Mental Illness	2
Sexual Deviation	2
Stopping and Questioning: Social and Legal Aspects	3
Styles of Policing	3
Violence Prevention Program	4

<sup>13</sup>Sixty-First Recruit School, *op. cit.*, pp. 19-20.

Trips were made to the community and recruit school meetings were held at various locations in the community. Recruits also had the opportunity to participate in a "Social Agency Internship" which involved spending two days working with one of the social agencies serving the City. This experience is described as follows in the recruit school manual.

Internship: An opportunity will be provided for each trainee to work for two days in a social service agency such as the Alameda County Welfare Department or the West Oakland Health Clinic. The purpose of this experience is to expose the recruits to other agencies involved in the maintenance of social order.<sup>14</sup>

Also, the recruits spent a day in the community posing as recipients of some of these various social services. This is described in the manual as follows:

Field Experiences: Recruit officers will simulate the status of a person in need of social service and will solicit assistance from governmental entities such as the Welfare Department, Department of Human Resources, Public Housing Department, Legal Aid Society, the Health Department, etc. The experience is designed to create a sense of empathy and understanding by the recruit for poor and disadvantaged members of the community.<sup>15</sup>

A comparison of academy hours of the Sixty-First School with Commission required hours reflects the change in structure.

---

<sup>14</sup>Sixty-First Recruit School, op. cit., p. 12.

<sup>15</sup>ibid.

The total recruit school hours have increased from 520 to 580, from fifteen to sixteen weeks. The most dramatic change, of course, can be seen in relation to the "Community-Police Relations" unit, which has been increased from 53 hours to 127 hours. Emphasis in requisite areas has not been significantly decreased. The policy of the Chief of Police is that the recruit school hours should be increased to the extent necessary to cover appropriate material.

Since the Sixty-First Recruit School is in a sense experimental, further changes will be necessary, and will be implemented as need dictates. For example, work is already being done to change some subject material to "programmed instruction". Much of the material is appropriate to this teaching technique; and the transition, of course, will further change the structure of the recruit school.

Basic Requirements of the  
State Commission on Peace Officer Standards and Training  
as Compared with the  
Oakland Police Academy Curriculum <sup>16</sup>

<u>SUBJECT</u>	<u>COMMISSION REQUIRED HOURS</u>	<u>ACTUAL ACADEMY HOURS</u>
Introduction to Law Enforcement	10	41
Criminal Law	16	46
Criminal Evidence	8	15
Administration of Justice	4	7
Criminal Investigation	45	60
Community-Police Relations	20	127
Patrol Procedures	40	76
Traffic Control	20	45
Juvenile Procedures	8	9
Defensive Tactics	14	37
Firearms (Police Weapons)	12	42*
First Aid	10	13
Field Assignments	0	40
Examinations	4	9
Critiques	0	10
Graduation Exercise	0	3
	Total...200	Total...580

\* Includes a nine-hour course of instruction in "Non-Lethal Chemical Agents (Tear Gas) Training," which is presented in the school. This course is required by California Penal Code Section 12403 and is authorized as a Technical and Special Course by the Commission on Peace Officer Standards and Training.

<sup>16</sup>Sixty-First Recruit School, op. cit., p. 1.

The Sixty-First School is not perfect. However, in view of the short time available to put it together, it is surprisingly successful. At least two subject areas are not included in the "Community-Police Relations" unit that should be. The City of Oakland has notable American Indian and Oriental American populations. Representations from these communities and attendant discussion will be included in the next recruit school.

It has been interesting for Project personnel to watch the evolution of the video tape recorder as an added training dimension in the recruit school. As can be noted from the outline of the Sixty-First School, as we recommended, this equipment (and role playing) is included several times in the "Community-Police Relations" unit. However, contrary to our recommendations, it is not listed with frequency in regard to the "technical subject areas". This apparently reflected a lack of understanding regarding its potential.

Initial efforts with this equipment in role playing situations left a great deal to be desired. At first, it was really not used very often and when it was, it was used far short of its capability. As Project personnel worked with trainers, its use and effectiveness increased. Now, although not necessarily listed in the school outline, role playing with the video tape recorder is being used throughout the technical subject areas as originally recommended. It has

been used effectively, for example, with "Interviews and Interrogations" and "Crowd Control Tactics". There is however, still a need for more use of the equipment. On several occasions it has not been used with role playing. As a result the seminar leader missed non-verbal actions (noted by the observer) that a playback would have magnified.

There apparently still is a need to list every fifty minutes of instruction in the outline, even to the extent of repeating the same title several times. If the recruit school were actually run in this manner, it would be in conflict with a seminar instructional style. At least some of the insistence on this seems to relate to the State Commission on Peace Officer Standards and Training (POST) and the need to clearly indicate that certain requirements are being met. Project personnel are frankly concerned that there is too much reliance on POST as the bible of peace officer training.

Two police personnel who had major responsibility for the development of the "Community-Police Relations" unit completed the POST "Community-Police Relations Leadership Training Program" just prior to the Sixty-First School. While it is true that they brought back some very good ideas (which they redesigned and/or adapted on their own), in our judgment they also brought back some of the mistakes.

There appears to have been a heavy reliance upon the POST school in terms of course titles and course descriptions in particular. In view of the stature of POST and time pressures

in regard to the Sixty-First School, this is not surprising. However, some of the material raises important questions.

There are several examples of our concern. Some of the most significant are cited below. Two of the course descriptions are listed in the manual as follows:

**Black Culture:** This course explores the characteristic behavior of members of the black community, the sociological and psychological causes of black behavior, and helps to equip trainees with the skills necessary for proper--not literal--interpretation of that overt behavior which is uniquely black, in order to create a better understanding between the police and the black community.<sup>17</sup>

**White Working Class Culture:** The "Silent Majority" or Middle America is examined by discussing the composition of the white working class, as well as the characteristics, life style, norms and behaviors of this culture. The course includes a discussion of white working class expectations and attitudes about themselves and other groups in society, the relationship of Middle America to political structures and other institutions, and an examination of the future of this sub-culture, and its implications for law enforcement.<sup>18</sup>

Since at least one of the objectives of the section on "Community-Police Relations" is the elimination of acknowledged stereotypes, and promotion of the thesis that people should be treated as individuals, the indication that there is a "characteristic behavior of members of the black community" is at best unfortunate. It is interesting to note that there apparently is no such characteristic behavior on the part of whites. The material with the title "White Working Class Culture" (which is misleading in itself) deals with "characteristics"

<sup>17</sup>Sixty-First Recruit School, op. cit., p. 11.

<sup>18</sup>ibid., p. 14.

and "behaviors".

The same kind of a problem exists with reference to the subtitles as listed in the recruit school outline. The use of titles such as "Black Psychology" and/or "Mexican-American Sociology" simply reinforces stereotypes. We are not unaware that these titles are used in Ethnic Studies programs and some of the periodicals. However, their use in the recruit school manual without amplification or discussion is unnecessary.

Some of the same kinds of questions can be raised in regard to other material in the recruit school manual, the basis for which is POST material. For example, in regard to the description of the "Internship" cited earlier, is it the purpose of social service agencies to maintain the "social order"? Or, is that possibly a law enforcement viewpoint? And, why stress the need for "empathy" for the poor and disadvantaged (in the description of the Field Experience)? The implication may be that police personnel only have empathy for the well off, and well being. This is not to suggest that police personnel do not need to try and understand the background of and the relation between crime and certain elements of society. However, isn't the goal empathy for all individuals?

These may seem like fine lines. However, in spite of the fact that those in charge of the recruit school meet with police instructors prior to their presentations, examples of crimes most often are placed in minority sections of the city and references to individuals are invariably racial.

B. THE NATURE AND TECHNIQUES OF TRAINING -- SIXTY-FIRST RECRUIT SCHOOL

As indicated earlier in this section, at least the first half of the Sixty-First Recruit School has been structured as a seminar. In general the school has operated in this manner. To observers, the atmosphere is open and there has been a more honest exchange of information than was apparent in the previous recruit school. The quality of instruction has improved for several reasons. The use of individuals from various segments of the community in the "Community-Police Relations" unit has had an effect. A number of these people have had experience in making such presentations and in facilitating the involvement of participants. The increased use of role playing with the VTR equipment has provided an added dimension to the instruction. And greater attention has been given to the presentations of police personnel. Additionally, it appears that the interest and involvement created in the "Community-Police Relations" unit has an effect upon the technical training. An atmosphere of questioning and discussion was established during that unit which has carried into other training. Recruits are less hesitant to ask questions and less patient with boring presentations.

There are still problems however. There are still police instructors who do not want questions and discussion or are not equipped to deal with them. Comments such as "Don't bother yourself with that, just go by the book" are still being made. Instructors are not cooperating in the preparation of outlines.

And, on occasion, material is presented verbally which could be better written down and distributed, thereby leaving more time for presentations appropriate to other communication techniques.

Areas of concern do not relate solely to police instructors, to be sure. The increased use of seminar leaders from outside the police department has highlighted the ineffectiveness of community-police relations. Project personnel made some recommendations in regard to this unit, and training personnel had some contacts of their own. But to too great an extent the police personnel had no basis for selection in this regard. As a result they sometimes were forced to rely on the most aggressive or vocal members of the community who were not necessarily "leaders" or who had little or no experience making seminar presentations. It appears that the need to do a more effective job in this regard may expand police-community contacts.

As the Training Division personnel themselves recognized, the panels that were used were less meaningful than they could have been. Panel members were most often individuals at higher levels in the various organizations. And, as the recruits also pointed out (in interviews with Project staff), it would have been more useful to hear from individuals working at the "street level". This change is being made for the next school.

In addition to their comments about the agency panels, recruits were in general agreement during their interviews

regarding the "Community-Police Relations" unit. They perceived themselves to be better prepared to operate on the street because of it. They felt the material with reference to Mexican-Americans was the weakest (as did Project personnel), both in regard to presentation and content. Recruits also indicated they would like the opportunity to meet with members of the Black Panthers, Black Muslims and Brown Berets, for example, as well as to have more in the way of field experience.

The interviews also pointed up the need for better explanation of and introduction to role playing. Trainers need to prepare recruits for this technique. It is also apparent that trainers need more preparation themselves. The necessary closure is still too often lacking in these sessions and the main points or goals not always clear. Trainers will sometimes use three or four role play incidents in a row and then try and critique them all at the end, thereby losing valuable insights along the way.

Significant improvements in the nature and techniques of instruction have been made however. Police personnel in the Training Division are not only open to suggestion, but quick to implement if it seems advisable. In addition, considerable efforts have gone into improving the presentations of police personnel, both in regard to content and attitude. Discussions are held with all police instructors prior to their presentations and on occasion these have lasted several hours. Also,

training personnel are prepared to step in and take over a particular training session if the instructor is espousing a policing style which is contrary to that of the department. This has occurred twice during the current recruit school.

Although some of these pre-presentation meetings with instructors have been not only lengthy but difficult, Project personnel feel that they are worthwhile. They, in a sense, serve as training sessions for instructors, and this is valuable. But there is another aspect to this which is equally important. Inevitably there is some hostility within the department in regard to the current recruit school approach. If it is possible to work with an instructor, who is being used because of his technical competence, and help him to understand and eliminate mistakes he may be making, this would seem preferable to screening him out and adding to the hostility.

Some of the negative reaction with the department to the "new recruit school" apparently stems from a fear of the absence of discipline and a breakdown of the authority structure. This is illustrated by the interview comment of a comparatively new patrolman in the department as described by the interviewer. "He found the military routine to be the most difficult part of recruit school; but feels it is necessary in building up self discipline. He is doubtful about the wisdom of the relaxed attitudes involved in the present school for that reason."

Those who have been closest to recruit schools over the period of the last several years feel otherwise. Training Division personnel feel that recruits in the Sixty-First School are "farther along at this stage than recruits in the past. There have been fewer discipline problems (virtually none) than in past schools. And, recruits are not afraid to come to trainers with problems". While it is true, of course, that Training Division personnel may not be the most objective observers, they are in the best position to make comparisons between schools. In any event Project personnel have been aware of an interest and participation in this school that were not evident in the previous one. Among other things, there is a cohesiveness that was not apparent in the Sixtieth School. This is manifested in several ways and includes all recruits regardless of ethnic background. This esprit de corps should be useful in combating the "old line" pressure recruits invariably receive when they leave the school.

The change in school emphasis can be illustrated in several other ways. And, at the present time, there is no indication that this change has been detrimental. The problems related to inspection cited earlier in this report have been minimized, recruits do not seem preoccupied with their uniforms. Leathers are not generally worn to class, but picked up from lockers on the way to the range.

Additionally, there has been a change and increase in emphasis in the required reading as the material from the manual

indicates.

Special Studies: Each recruit officer will be required to read the following publications during his off-duty time in order to increase his awareness of the problems which confront the police service and society as a whole. Examinations will be administered to ensure the officer's familiarity with the material.<sup>19</sup>

"Varieties of Police Behavior," James Q. Wilson

"Before the Mayflower," Lerone Bennett, Jr.

"Law and Order Reconsidered," James S. Campbell,  
Joseph R. Sahid,  
David P. Stang

"The Hippie Trip," Lewis Yablonsky

"Mexican-American in the Southwest," Ernesto Galaraza,  
Herman Gallegos,  
Julian Samora

"Justice Without Trial," Jerome Skolnick

"Law Enforcement Handbook for Police," Louis B. Schwartz  
Stephen R. Goldstein

It is also interesting to note the reduced emphasis given to the "Class Monitor" and the "Recruit School Notebooks" in comparison to the previous recruit school.

<sup>19</sup>Sixty-First Recruit School, op. cit., p. 13.

## DUTIES OF CLASS MONITOR<sup>20</sup>

The class monitor shall:

1. Pass out instructor and course evaluation forms daily to all members of the class following termination of each course, collect the forms when completed and turn in forms to the Recruit Training Officer.
2. Advise other students of the termination of class breaks.
3. Be responsible for the policing of the break area during classroom breaks, lunch hours and the end of the class day.
4. Clean the coffee pot at the end of each class day.
5. Straighten rows of chairs and erase the chalkboard in the classroom at the end of the day, when the classes are conducted in the Police Administration Building.

## RECRUIT SCHOOL NOTEBOOKS

1. The volume and importance of the material presented during the Recruit School is such as to require student officers to take adequate classroom notes. Properly prepared notes provide students with that review and study material which is essential to the successful completion of the examinations given during the school.
2. Notes may be printed, written or typed.
3. Notebooks may be reviewed at any time during the school by the Recruit Training Officer.
4. Failure to take and maintain adequate notes will be graded in the category of professional bearing.

<sup>20</sup>Sixty-First Recruit School, op. cit., pp. 26-27.

There is no question that significant changes have been made in both the nature and structure of the Recruit School of the Oakland Police Department. These changes as implemented in the Sixty-First Recruit School on the whole have been very successful. However, no one connected with this school would suggest that refinements are not necessary. But at this stage, it seems that an increased awareness on the part of recruits of the manifestations of their own behavior and their greater understanding of the community in which they work can only serve to better that performance.

#### C. RECOMMENDATIONS - SIXTY-FIRST RECRUIT SCHOOL

1. Continued work should be done on the overall structure of the recruit school; both in terms of reorganization and filling in gaps in material. There still is a need to do a more complete job of structuring technical units.
2. Material relevant to the American Indians and Oriental Americans in the City of Oakland should be included in the "Community-Police Relations" unit.
3. In addition to the background material presented in "Community-Police Relations," a specific effort should be made to tie discussion of contemporary issues to police work. Particularly in the initial stages of recruit school, the recruits do not always see the significance of some of the material unless this application is made.
4. Recruits should be prepared for role playing with the VTR equipment. This should include, at least, a description of what role playing is, why the VTR is used and what the goals of the session may be.
5. Trainers should have more training and/or assistance in handling role play sessions. The impact of the role play and the use of the VTR is still not as great as it could be.
6. Trainers should have the assistance of professionals in the development of a "pool" of well-thought-out case study incidents to use with role playing. At present,

the incidents used are not as effective as they might be.

7. Care should be taken to see that all or the majority of role players from outside sources are not always minority group members. Minority group personnel are used in those situations which relate to various ethnic backgrounds. However, often the same players are used (particularly if they are good) for other incidents which relate, for example to the "Youth Culture" or "Crowd Control". In these latter circumstances emphasis on minority group members can be misleading.
8. An interesting problem has developed in regard to the role playing used with the technical material and some attention must be given to it during the current school and with reference to the school beginning later this month. During the role playing that is done in this regard, recruits are so intent upon mastering the technical techniques that they have a tendency to ignore the implications of their own behavior (verbal and non-verbal) that they were more cognizant of at earlier stages of the recruit school. There are at least two ways to approach this problem. First, during these role play sessions continued emphasis can be placed upon behavioral as well as technical aspects of the situation. This is now not done to the extent that it could be. Or role

playing could be held until later in a technical segment, that is, held until recruits have better control of the technical material. Then hopefully these latter techniques will not dominate the situation. In any event, both the technical and behavioral aspects could be emphasized at this later point. Some experimentation will have to be done with this.

9. The discussion and subsequent role play situation with personnel from the Probation Department was very useful. The session raised some good points and highlighted the inter-relation between the two agencies. This approach should be continued and increased in frequency in order to cover all appropriate agencies.
10. The school session that was held at the West Oakland Health Center, for example, was good in terms of location. This activity should be encouraged to get the added exposure to the community this kind of a location facilitates.
11. A pool of resource people who can handle material in the "Community-Police Relations" unit should be developed. In this way scheduling problems due to sickness, etc., can be minimized. Additionally, in those areas where the presentation was weak (e.g., Mexican-American) adjustments can be made.
12. Material on Mexican-Americans should be just that. Too much emphasis was placed upon Mexicans in Mexico.

13. The "Community-Police Relations" unit should include a one or two-hour segment on the "nature of prejudice."
14. Continued work should be done concerning which material is appropriate to programmed instruction. In any event, some of the material now presented verbally (e.g., Animal Control Laws) could better be distributed in written form to save time.
15. Instructors must be required to submit outlines of their presentations for reproduction. This is not to suggest that these presentations should therefore be structured. However, the use of outlines should assist in the clarification of significant points.
16. Some specific attention should be devoted to a discussion of the unique problems faced by the policeman who is a minority group member.

### SECTION III

(Most of this section was written prior to the completion of the Sixty-Second Recruit School.)

A. STRUCTURE OF SIXTY-SECOND RECRUIT SCHOOL

The structure of the Sixty-Second Recruit School is the result of continued experimentation. Fifty percent of the sixteen subject categories have been increased in hours. Total academy hours have changed from 580 to 625 and the duration of the school from sixteen to seventeen weeks. This increase is in keeping with the policy that no subject area will be added or expanded at the expense of others.

The most general change in structure concerns the increased use of scheduled role playing with the video tape recorder and closed circuit television. The use of these simulations is noted on page 89. This comparison of POST requirements with the Sixty-Second Recruit School hours also indicates those subject categories which have increased in hours.

The most significant internal changes deal with "Community Police Relations" and "Criminal Law". In the "Community-Police Relations" unit, as was recommended, discussions pertaining to the American Indians and Asian-Americans have been included. A session on the "Concepts of Culture" provides an overview of the various cultures and sub-cultures discussed and a panel of experienced officers relate their perspective of the material covered in "Community-Police Relations."

In keeping with suggestions cited earlier in this report, the discussions pertaining to the police sub-culture included for the first time material relating to the unique situation

of the black (or minority) policemen. This presentation is not an easy one to handle. In this particular discussion, it was covered by a black former Oakland policeman. This would seem desirable.

There is other evidence of an expanded, more complete recruit school. The number of instructors has increased. When this Project began, during the Sixtieth Recruit School, there were 43 police instructors and 28 guest speakers. These numbers increased in regard to the Sixty-First School; and for the Sixty-Second, there are 51 police instructors and 31 from the community. But, this latter figure is misleading, since there are several guest panels, the members of which are not listed separately.

While, of course, numbers in themselves are not necessarily indicative of betterment, they do mean improvement. There are greater numbers of community members involved, which reflects better coverage of material, as is the case with the increased number of police personnel. Additionally, the expanded community involvement in itself is significant. But, frankly, the nature of police instruction still leaves much to be desired. The use of additional personnel hopefully will alter the situation.

Recommended changes that were not made pertain to the use of titles such as Black American Psychology, Mexican-American Sociology, etc. Additionally, misnomers such as the

"White Working Class Culture" are still found. The use of the title "Oriental Culture" is not surprising in view of its source. Reference is made to this elsewhere in this section of the report.

As the following breakdown of "Community-Police Relations" subjects shows, (see page 90) there is an increased understanding by police training personnel of the value of role playing with the VTR. In each case, the time set aside for these exercises has been increased over the previous recruit school.

The "Criminal Law" section has been increased from 46 to 55 hours. This change is based upon the scheduled inclusion of role playing (with VTR) and the replacement of "Stopping and Questioning: Social and Legal Aspects," which, for some reason, was included with "Community-Police Relations" for the previous school.

The outline of the Sixty-Second School begins on page 92. It will be noted that it is also in "Criminal Law" where the first implementation of the programmed instruction takes place. Approximately two-thirds of the material presented in this area makes use of the programmed instruction technique.

It should also be evident from the following that there is still the compulsion to fill every fifty minutes of the schedule, regardless of the nature of instruction.

Basic Requirements of the  
State Commission on Peace Officer Standards and Training  
as Compared with  
the Oakland Police Academy Curriculum <sup>21</sup>

SUBJECT	COMMISSION REQUIRED HOURS	ACTUAL ACADEMY HOURS
Introduction to Law Enforcement	10	42 <sup>+</sup>
Criminal Law	16	55 <sup>**</sup>
Criminal Evidence	8	15
Administration of Justice	4	8 <sup>+</sup>
Criminal Investigation	34	60
Community-Police Relations	20	149 <sup>**</sup>
Patrol Procedures	40	82 <sup>**</sup>
Traffic Control	20	45
Juvenile Procedures	8	7
Defensive Tactics	14	37
Firearms (Police Weapons)	12	42 <sup>**</sup>
First Aid	10	16 <sup>+</sup>
Field Assignments	0	40
Examinations	4	11 <sup>+</sup>
Critiques	0	13 <sup>+</sup>
Graduation Exercise	0	3
	200	625

\*Indicates courses which include role playing exercises utilizing video-tape replay discussions. These exercises are integrated throughout the school for a total of thirty-five hours.

\*\*Includes a nine-hour course of instruction in "Non-Lethal Chemical Agents (Tear Gas) Training," which is presented in the school. This course is required by California Penal Code Section 12403 and is authorized as a Technical and Special Course by the Commission on Peace Officer Standards and Training.

<sup>+</sup>Indicates those subject categories which have been increased over the previous school.

<sup>21</sup> Sixty-Second Recruit School, Training Division, Oakland Police Department (Oakland, California: 1971), p. 1.

COMMUNITY-POLICE RELATIONS <sup>22</sup>

	HOURS
Discretionary Decision Making	5
Human Relations	3
Social Change	3
Concept of Culture	3
Judgment-Avoiding Conflict	3
Black-American Culture	2
The History of Blacks in America	2
Black-American Psychology	3
Black-American Sociology	4
Black-American Culture (Role Playing)	2
Crime and Race	2
Causes of Riots	2
Community Organizations	2
Political Aspects of Community Organizations	4
Panel Discussions (Community Organizations)	3
Local Programs	3
Panel Discussions (Local Programs)	2
American-Indian Culture	2
Mexican-American Culture	2
Mexican-American History	2
Mexican-American Psychology	3
Mexican-American Sociology	3
Mexican-American Culture (Role Playing)	4
Oriental Culture	2
Police Culture	1
Characteristics of Police Sub-Cultures	3
Problems Confronting Black Officers	2
Similarities of Police and Other Cultures	3
Crossing Cultural Lines	2
Police Culture (Role Playing)	3
Panel Discussions (Experienced Officers)	3
Social Involvement	1
Agency Orientation	11
Social Agency Internship	11
Community Field Experience	1
White Working Class Culture	1
Expectations and Attitudes	2
Political Structure	1
Implications for Law Enforcement	1

<sup>22</sup> Sixty-Second Recruit School, op. cit., p. 18.

COMMUNITY-POLICE RELATIONS (Continued)

	HOURS
Youth Counter-Culture	2
Contemporary Youth Behavior	3
Youth Values and Aspirations	3
Youth Mannerisms and Appearances	3
Youth Counter-Culture (Role Playing)	2
News Media Relations	4
Oakland Community	4
Ethnic History of Oakland	9
Race and Ethnic Group Relations	2
Tour of City Cultural Centers	2
Positive Police Contacts	2
Role of Police in Society	1
Social Disorganization	2
Alcoholism	2
Mental Illness	3
Sexual Deviation	4
Styles of Policing	
Violence Prevention Program	

FIRST WEEK-- SIXTY-SECOND RECRUIT SCHOOL <sup>23</sup>

DAY & DATE	HOUR	SUBJECT
Monday 22 Mar 71	0830-0920	Introduction to the Oakland Police Department
	0930-1020	School Policies
	1040-1130	School Policies
	1140-1230	Notetaking and Written Communications
Tuesday 23 Mar 71	1300-1350	Ethnic History of Oakland
	1400-1450	Ethnic History of Oakland
	1510-1600	Ethnic History of Oakland
	1600-1630	Ethnic History of Oakland
	0830-0900	Ethnic History of Oakland
	0900-0950	Race and Ethnic Group Relations
Wednesday 24 Mar 71	1010-1100	Race and Ethnic Group Relations
	1110-1200	Race and Ethnic Group Relations
	1230-1320	Race and Ethnic Group Relations
	1330-1420	Concepts of Culture
	1440-1530	Concepts of Culture
	1540-1630	Concepts of Culture
	0830-0920	Tour of City Cultural Centers
	0930-1020	Tour of City Cultural Centers
	1040-1130	Tour of City Cultural Centers
	1140-1230	Tour of City Cultural Centers
Thursday 25 Mar 71	1300-1350	Tour of City Cultural Centers
	1400-1450	Tour of City Cultural Centers
	1510-1600	Tour of City Cultural Centers
	1600-1630	Critique
	0830-0920	Tour of City Cultural Centers (Discussion)
	0930-1020	Tour of City Cultural Centers (Discussion)
	1040-1130	Role of Police in Society
	1140-1230	Role of Police in Society
	1300-1350	History of Blacks in America
	1400-1450	History of Blacks in America
	1510-1600	Black-American Psychology
	1600-1630	Black-American Psychology
Friday 26 Mar 71	0830-0900	Black-American Psychology
	0900-0950	Black-American Sociology
	1010-1100	Black-American Sociology
	1110-1200	Black-American Sociology
	1230-1320	Role Playing (Black-American Culture)
	1330-1420	Role Playing (Black-American Culture)
	1440-1530	Role Playing (Black-American Culture)
	1540-1630	Role Playing (Black-American Culture)

<sup>23</sup>Sixty-Second Recruit School, op. cit., pp. 24-40.

SECOND WEEK -- SIXTY-SECOND RECRUIT SCHOOL

DAY & DATE	HOUR	SUBJECT
Monday 29 Mar 71	0930-1020	American Indian Culture
	1040-1130	American Indian Culture
	1140-1230	American Indian Culture
	1300-1350	American Indian Culture
	1400-1450	Oriental Culture
Tuesday 30 Mar 71	1510-1600	Oriental Culture
	1600-1630	Oriental Culture
	1640-1730	Critique
	0830-0900	Oriental Culture
	0900-0950	Oriental Culture
	1010-1100	White Working Class
	1110-1200	White Working Class
	1230-1320	White Working Class
	1330-1420	White Working Class
	1440-1530	Ethics and Professionalization
1540-1630	Ethics and Professionalization	
Wednesday 31 Mar 71	0830-0920	Mexican-American History
	0930-1020	Mexican-American History
	1040-1130	Mexican-American Psychology
	1140-1230	Mexican-American Psychology
	1300-1350	Mexican-American Sociology
Thursday 1 Apr 71	1400-1450	Mexican-American Sociology
	1510-1600	Mexican-American Sociology
	1600-1630	Critique
	0830-0920	Contemporary Youth Behavior
	0930-1020	Contemporary Youth Behavior
	1040-1130	Youth Values and Aspirations
	1140-1230	Youth Values and Aspirations
	1300-1350	Role Playing (Mexican-American Culture)
	1400-1450	Role Playing (Mexican-American Culture)
	1510-1600	Role Playing (Mexican-American Culture)
1600-1630	Critique	
Friday 2 Apr 71	0830-0920	Youth Values and Aspirations
	0930-1020	Youth Mannerisms and Appearances
	1040-1130	Youth Mannerisms and Appearances
	1140-1230	Youth Mannerisms and Appearances
	1300-1350	Role Playing (Youth Counter Culture)
1400-1450	Role Playing (Youth Counter Culture)	
1510-1600	Role Playing (Youth Counter Culture)	
1600-1630	Critique	

THIRD WEEK -- SIXTY-SECOND RECRUIT SCHOOL

DAY & DATE	HOUR	SUBJECT
Monday 5 Apr 71	0830-0920	Characteristics of Police Sub-Culture
	0930-1020	Characteristics of Police Sub-Culture
	1040-1130	Problems Confronting Black Officers
	1140-1230	Similarities Between Police Culture and Other Cultures
	1300-1350	Similarities Between Police Culture and Other Cultures
Tuesday 6 Apr 71	1400-1450	Other Cultures
	1510-1600	Crossing Cultural Lines
	1600-1630	Crossing Cultural Lines
	0830-0900	Crossing Cultural Lines
	0900-0950	Role Playing (Police Culture)
	1010-1100	Role Playing (Police Culture)
	1110-1200	Role Playing (Police Culture)
	1230-1320	Local Programs
	1330-1420	Panel Discussion (Local Programs)
	1440-1530	Panel Discussion (Local Programs)
1540-1630	Panel Discussion (Local Programs)	
Wednesday 7 Apr 71	0830-0920	Political Aspects of Community Organizations
	0930-1020	Political Aspects of Community Organizations
	1040-1130	Panel Discussion (Community Organizations)
	1140-1230	Panel Discussion (Community Organizations)
	1300-1350	Panel Discussion (Community Organizations)
Thursday 8 Apr 71	1400-1450	Panel Discussion (Community Organizations)
	1510-1600	Critique
	1600-1630	Critique
	0830-0920	Human Relations (Social Change)
	0930-1020	Human Relations (Social Change)
Friday 9 Apr 71	1040-1130	Human Relations (Social Change)
	1140-1230	Panel Discussion (Experienced Officers)
	1300-1350	Panel Discussion (Experienced Officers)
	1400-1450	Panel Discussion (Experienced Officers)
	1500-1530	Critique
Friday 9 Apr 71	1540-1630	Agency Orientation
	0830-0920	Social Agency Internship
	0930-1020	Social Agency Internship
	1040-1130	Social Agency Internship
	1140-1230	Social Agency Internship
	1300-1350	Social Agency Internship
	1400-1450	Social Agency Internship
	1510-1600	Social Agency Internship
	1600-1630	Social Agency Internship

FOURTH WEEK -- SIXTY-SECOND RECRUIT SCHOOL

DAY & DATE	HOUR	SUBJECT
Monday 12 Apr 71	0830-0900	Social Agency Internship (Discussion)
	0900-0950	Social Agency Internship (Discussion)
	1010-1100	Social Agency Internship (Discussion)
	1110-1200	Social Agency Internship (Discussion)
	1230-1320	Crime and Race
Tuesday 13 Apr 71	1330-1420	Crime and Race
	1440-1530	Causes of Riots
	1540-1630	Causes of Riots
	0830-0920	Community Field Experience
	0930-1020	Community Field Experience
Wednesday 14 Apr 71	1040-1130	Community Field Experience
	1140-1230	Community Field Experience
	1300-1350	Community Field Experience
	1400-1450	Community Field Experience
	1510-1600	Community Field Experience
Thursday 15 Apr 71	1600-1630	Community Field Experience
	0830-0900	Community Field Experience (Discussion)
	0900-0950	Community Field Experience (Discussion)
	1010-1100	Community Field Experience (Discussion)
	1110-1200	Community Field Experience (Discussion)
Friday 16 Apr 71	1230-1320	Structure of City Government
	1330-1420	Structure of City Government
	1440-1530	Structure of City Government
	1540-1630	History of Policing
	0830-0920	History of Policing
Saturday 17 Apr 71	0930-1020	Styles of Policing
	1040-1130	Styles of Policing
	1140-1230	Styles of Policing
	1300-1350	Criminal Justice System
	1400-1450	Criminal Justice System
Sunday 18 Apr 71	1510-1600	Constitutional Rights and Court Decisions
	1600-1630	Critique
	0830-0920	Constitutional Rights and Court Decisions
	0930-1020	Discretionary Decision Making
	1040-1130	Discretionary Decision Making
Monday 19 Apr 71	1140-1230	Discretionary Decision Making
	1300-1350	Discretionary Decision Making
	1400-1450	Discretionary Decision Making
	1510-1600	Critique
	1600-1630	Critique

FIFTH WEEK -- SIXTY-SECOND RECRUIT SCHOOL

DAY & DATE	HOUR	SUBJECT
Monday 19 Apr 71	0830-0920	Organization of the Oakland Police Department
	0930-1020	Organization of the Oakland Police Department
	1040-1130	Organization of the Oakland Police Department
	1140-1230	Rules and Regulations
Tuesday 20 Apr 71	1300-1350	Department General Orders
	1400-1450	Department General Orders
	1510-1600	Department General Orders
	1600-1630	Department General Orders
	0830-0900	Department General Orders
Wednesday 21 Apr 71	0900-0950	Jurisdiction of Related Agencies
	1010-1100	Jurisdiction of Related Agencies
	1110-1200	Rules and Regulations
	1230-1320	Rules and Regulations
	1330-1440	Oakland Municipal Code
Thursday 22 Apr 71	1440-1530	Oakland Municipal Code
	1540-1630	Oakland Municipal Code
	0830-0920	Department Safety
	0930-1020	Department Safety
	1040-1130	Organization of the Oakland Police Department
Friday 23 Apr 71	1140-1230	Organization of the Oakland Police Department
	1300-1350	Criminal Law - Lecture
	1440-1450	Criminal Law - Programmed Instruction
	1510-1600	Workshop
	1600-1630	Criminal Law - Programmed Instruction
Saturday 24 Apr 71	0830-0900	Laws of Arrest - Lecture
	0900-0950	Laws of Arrest - Programmed Instruction
	1010-1100	Workshop
	1110-1200	Laws of Arrest - Programmed Instruction
	1230-1320	Workshop
Sunday 25 Apr 71	1330-1420	Internal Affairs
	1440-1530	Internal Affairs
	1540-1630	Animal Control Laws
	0830-0920	Criminal Law - Lecture
	0930-1020	Criminal Law - Programmed Instruction
Monday 26 Apr 71	1040-1130	Workshop
	1140-1230	Laws of Arrest - Lecture
	1300-1350	Laws of Arrest - Programmed Instruction
	1400-1450	Workshop
	1400-1450	Off-Duty Police Conduct
Tuesday 27 Apr 71	1510-1600	Employee Organizations
	1600-1630	Critique

## SIXTH WEEK -- SIXTY-SECOND RECRUIT SCHOOL

DAY & DATE	HOUR	SUBJECT	
Monday 26 Apr 71	0830-0900	Critique	
	0900-0950	City Information	
	1010-1100	City Information	
	1110-1200	Civil Service Orientation	
	1230-1320	Civil Service Testing	
	1330-1420	Civil Service Testing	
	1440-1530	Civil Service Testing	
	1540-1630	Civil Service Testing	
	Tuesday 27 Apr 71	0830-0920	Examination: Introduction to Law Enforcement
		0930-1020	Report Writing
1040-1130		Report Writing	
1140-1230		Report Writing	
1300-1350		Criminal Law - Lecture	
1400-1450		Criminal Law - Programmed Instruction	
1510-1600		Workshop	
1600-1630		Criminal Law - Programmed Instruction	
Wednesday 28 Apr 71		0830-0920	Criminal Law Lecture
		0930-1020	Criminal Law - Programmed Instruction
	1040-1130	Workshop	
	1140-1230	Criminal Law - Programmed Instruction	
	1300-1350	Role Playing (Criminal Law)	
	1400-1450	Role Playing (Criminal Law)	
	1510-1600	Role Playing (Criminal Law)	
	1600-1630	Criminal Law	
	Thursday 29 Apr 71	0830-0900	Search and Seizure
		0900-0950	Search and Seizure
1010-1100		Search and Seizure	
1110-1200		Search and Seizure	
1230-1320		Laws of Arrest - Lecture	
1330-1420		Laws of Arrest - Programmed Instruction	
1440-1530		Workshop	
1540-1630		Laws of Arrest - Programmed Instruction	
Friday 30 Apr 71		0830-0900	Criminal Law - Programmed Instruction
		0900-0950	Workshop
	1010-1100	Criminal Law - Programmed Instruction	
	1110-1200	Workshop	
	1230-1320	Report Writing	
	1330-1420	Report Writing	
	1440-1530	Report Writing	
	1540-1630	Report Writing	

## SEVENTH WEEK -- SIXTY-SECOND RECRUIT SCHOOL

DAY & DATE	HOUR	SUBJECT	
Monday 3 May 71	0830-0900	Critique	
	0900-0950	Mid-Term Examination: Criminal Law	
	1010-1100	Criminal Law	
	1110-1200	Criminal Law	
	1230-1320	Role Playing (Report Writing)	
	1330-1420	Role Playing (Report Writing)	
	1440-1530	Role Playing (Report Writing)	
	1540-1630	Role Playing (Report Writing)	
	Tuesday 4 May 71	0830-0900	Search and Seizure
		0900-0950	Search and Seizure
1010-1100		Search and Seizure	
1110-1200		Search and Seizure	
1230-1320		Criminal Law - Lecture	
1330-1420		Criminal Law - Programmed Instruction	
1440-1530		Workshop	
1540-1630		Criminal Law - Programmed Instruction	
Wednesday 5 May 71		0830-0900	Laws of Arrest - Lecture
		0900-0950	Laws of Arrest - Programmed Instruction
	1010-1100	Workshop	
	1110-1200	Report Writing	
	1230-1320	Report Writing	
	1330-1420	Criminal Law - Lecture	
	1440-1530	Criminal Law - Programmed Instruction	
	1540-1630	Workshop	
	Thursday 6 May 71	0830-0900	Report Writing
		0900-0950	Report Writing
1010-1100		Report Writing	
1110-1200		Report Writing	
1230-1320		Role Playing (Criminal Law)	
1330-1420		Role Playing (Criminal Law)	
1440-1530		Role Playing (Criminal Law)	
1540-1630		Role Playing (Criminal Law)	
Friday 7 May 71		0830-0900	Report Writing
		0900-0950	Report Writing
	1010-1100	Report Writing Narrative	
	1110-1200	Report Writing Narrative	
	1230-1320	Report Writing Narrative	
	1330-1420	Stopping and Questioning	
	1440-1530	Stopping and Questioning	
	1540-1630	Stopping and Questioning	

EIGHTH WEEK -- SIXTY-SECOND RECRUIT SCHOOL

DAY & DATE	HOUR	SUBJECT
Monday 10 May 71	0830-0900	Final Examination: Criminal Law
	0900-0950	Final Examination: Criminal Law
	1010-1100	Preliminary Investigation
	1110-1200	Preliminary Investigation
	1230-1320	Report Writing
Tuesday 11 May 71	1330-1420	Report Writing
	1440-1530	Report Writing
	1540-1630	Report Writing
	0830-0929	Report Writing
	0930-1020	Report Writing
Wednesday 12 May 71	1040-1130	Report Writing
	1140-1230	Interviews and Interrogations
	1300-1350	Interviews and Interrogations
	1400-1450	Interviews and Interrogations
	1510-1600	Arrest and Control Techniques
Thursday 13 May 71	1600-1630	Arrest and Control Techniques
	0830-0920	Interviews and Interrogations
	0930-1020	Interviews and Interrogations
	1040-1130	Interviews and Interrogations
	1140-1230	Report Writing
Friday 14 May 71	1300-1350	Report Writing
	1400-1450	Arrest and Control Techniques
	1510-1600	Arrest and Control Techniques
	1600-1630	Arrest and Control Techniques
	0830-0900	Examination: Report Writing
	0900-0950	Examination: Report Writing
	1010-1100	Weapons (Firearms: Legal Aspects and Policy)
	1110-1200	Weapons (Firearms: Legal Aspects and Policy)
	1230-1320	Field Interrogation Techniques
	1330-1420	Field Interrogation Techniques
	1440-1530	Role Playing (Field Interrogation)
	1540-1630	Role Playing (Field Interrogation)

TENTH WEEK -- SIXTY-SECOND RECRUIT SCHOOL

DAY & DATE	HOUR	SUBJECT
Monday 24 May 71	0830-0900	First Aid
	0900-0950	First Aid
	1010-1100	Weapons (Firearms: Practice Firing Revolver)
	1110-1200	Polygraph
	1230-1320	Collection and Preservation of Physical Evidence
Tuesday 25 May 71	1330-1420	Evidence
	1440-1530	Crime Scene Recording
	1540-1630	Crime Scene Recording
	0330-0900	First Aid
	0900-0950	First Aid
Wednesday 26 May 71	1010-1100	Collection and Preservation of Physical Evidence
	1110-1200	Evidence
	1230-1320	Disorderly Conduct and Disturbance Cases
	1330-1420	Disorderly Conduct and Disturbance Cases
	1440-1530	Defensive Tactics
Thursday 27 May 71	1540-1630	Defensive Tactics
	0830-0900	First Aid
	0900-0950	First Aid
	1010-1100	Telecommunications
	1110-1200	Telecommunications
Friday 28 May 71	1230-1320	Duties at the Fire Scene
	1330-1420	Weapons (Firearms: Practice Firing Revolver)
	1440-1530	Defensive Tactics
	1540-1630	Defensive Tactics
	0830-0900	First Aid
	0900-0950	First Aid
	1010-1100	Domestic and Civil Disputes (Landlord-Tenant Disputes)
	1230-1320	Prostitution Cases
	1330-1420	Prostitution Cases
	1440-1530	Complaint-Warrant Process
	1540-1630	Warrant-Service Card
	0830-0920	First Aid
	0930-1020	Examination: Mid-Term
	1040-1130	Jail Procedures
	1140-1230	Misdemeanor Citations
	1300-1350	Field Notetaking
	1400-1450	Field Notetaking
	1510-1600	Weapons (Firearms: Practice Firing Shotgun)
	1600-1630	Weapons (Firearms: Practice Firing Shotgun)

ELEVENTH WEEK -- SIXTY-SECOND RECRUIT SCHOOL

DAY & DATE	HOUR	SUBJECT
Monday 31 May 71		Holiday
Tuesday 1 Jun 71	0830-0920 0930-1020 1040-1130 1140-1230	Special Police Weapons (Long Baton) Special Police Weapons (Long Baton) Special Police Weapons (Short Baton) Special Police Weapons (Short Baton)
	1300-1350 1400-1450 1510-1600 1600-1630	Crowd Control Tactics Crowd Control Tactics Crowd Control Tactics Role Playing (Crowd Control Tactics)
Wednesday 2 Jun 71	0830-0900 0900-0950 1010-1100 1110-1200	Role Playing (Crowd Control Tactics) Role Playing (Crowd Control Tactics) Role Playing (Crowd Control Tactics) Demonstration Control
	1230-1320 1330-1420 1440-1530 1540-1630	Demonstration Control Disaster Training Weapons (Firearms: Practice Firing Shotgun) Defensive Tactics
Thursday 3 Jun 71	0830-0920 0930-1020 1040-1130 1140-1230	Intoxication Cases Intoxication Cases Social Disorganization (Alcoholism) Social Disorganization (Sexual Deviation)
	1300-1350 1400-1450 1510-1600 1600-1630	Social Disorganization (Sexual Deviation) Sex Crimes Sex Crimes Critique
Friday 4 Jun 71	0830-0920 0930-1020 1040-1130 1140-1230	Assault Cases Assault Cases Weapons (Firearms: Practice Firing Revolver) Water Rescue Techniques
	1300-1350 1400-1450 1510-1600 1600-1630	Water Rescue Techniques Water Rescue Techniques Defensive Tactics Defensive Tactics

TWELFTH WEEK -- SIXTY-SECOND RECRUIT SCHOOL

DAY & DATE	HOUR	SUBJECT
Monday 7 Jun 71	0830-0900 0900-0950 1010-1100 1110-1200	Arrest and Control Techniques Arrest and Control Techniques Tactics for Crimes in Progress Tactics for Crimes in Progress
	1230-1320 1330-1420 1440-1530 1540-1630	Vehicle Pullovers Vehicle Pullovers Vehicle Pullovers Transportation of Prisoners/Mentally Ill
Tuesday 8 Jun 71	0830-0920 0930-1020 1040-1130 1140-1230	Judgment-Avoiding Conflict Judgment-Avoiding Conflict Judgment-Avoiding Conflict Alcoholic Beverage Control Laws
	1300-1350 1400-1450 1510-1600 1600-1630	Alcoholic Beverage Control Laws Weapons (Firearms: Practice Firing Shotgun) Defensive Tactics Defensive Tactics
Wednesday 9 Jun 71	0830-0920 0930-1020 1040-1130 1140-1230	Examination: Patrol Procedures Role Playing Demonstration Role Playing Demonstration Role Playing Demonstration
	1300-1350 1400-1450 1510-1600 1600-1630	Role Playing Demonstration Role Playing Demonstration Defensive Tactics Defensive Tactics
Thursday 10 Jun 71	0830-0920 0930-1020 1040-1130 1140-1230	Social Disorganization (Mental Illness) Social Disorganization (Mental Illness) Mental Illness Cases Mental Illness Cases
	1300-1350 1400-1450 1510-1600 1600-1630	Mental Illness Cases Mental Illness Cases Mental Illness Cases Critique
Friday 11 Jun 71		Field Assignment #1

THIRTEENTH WEEK -- SIXTY-SECOND RECRUIT SCHOOL

<u>DAY &amp; DATE</u>	<u>HOOR</u>	<u>SUBJECT</u>
Monday 14 Jun 71	0830-0920	Robbery Cases
	0930-1020	Robbery Cases
	1040-1130	Injury and Death Cases
	1200-1250	Injury and Death Cases
	1300-1350	injury and Death Cases
Tuesday 15 Jun 71	1410-1500	Special Police Weapons (Carbines)
	1510-1600	Introduction to Use of Tear Gas
	1600-1630	Introduction to Use of Tear Gas
	0830-0900	Introduction to Use of Tear Gas
	0900-0950	Non-Lethal Chemical Agents and Their Use
Wednesday 16 Jun 71	1010-1100	Use of Mace
	1110-1200	Use of Mace
	1230-1320	Laboratory (Field) Demonstration of Non-Lethal Chemical Agents
	1330-1420	Non-Lethal Chemical Agents
	1430-1530	Laboratory (Field) Demonstration of Non-Lethal Chemical Agents
Thursday 17 Jun 71	1540-1630	Non-Lethal Chemical Agents
	0830-0920	Arson Cases
	0930-1020	Arson Cases
	1040-1150	Explosive Ordinance Reconnaissance
	1140-1230	Criminal Intelligence
Friday 18 Jun 71	1300-1350	Labor-Management Disputes
	1400-1450	Labor-Management Disputes
	1500-1600	Defensive Tactics
	1600-1630	Defensive Tactics
	Field Assignment #2	

FOURTEENTH WEEK -- SIXTY-SECOND RECRUIT SCHOOL

<u>DAY &amp; DATE</u>	<u>HOOR</u>	<u>SUBJECT</u>
Monday 21 Jun 71	0830-0920	Examination: Mid-Term #2
	0930-1020	Burglary Cases
	1040-1130	Burglary Cases
	1140-1230	Burglary Cases
	1300-1350	Receiving Stolen Property Cases
Tuesday 22 Jun 71	1410-1500	Receiving Stolen Property Cases
	1510-1600	Defensive Tactics
	1600-1630	Defensive Tactics
	0830-0920	Building Security
	0930-1020	Check Offenses
Wednesday 23 Jun 71	1040-1130	Check Offenses
	1200-1250	Weapons (Firearms: Practice Firing Revolver)
	1300-1350	Juvenile Laws
	1410-1500	Juvenile Laws
	1510-1600	Juvenile Laws
Thursday 24 Jun 71	1600-1630	Juvenile Laws
	0830-0900	Juvenile Laws
	0900-0950	Juvenile Procedures
	1010-1100	Juvenile Procedures.
	1110-1200	Juvenile Procedures
Friday 25 Jun 71	1230-1320	Missing Persons Cases
	1330-1430	Weapons (Firearms: Practice Firing Revolver)
	1440-1530	Probation Department
	1540-1630	Recreation Department
	0830-0920	Citations: Mechanics and Psychology
Saturday 26 Jun 71	0930-1020	Citations: Mechanics and Psychology
	1040-1130	Citations: Mechanics and Psychology
	1200-1250	Traffic Laws (Vehicle Code)
	1300-1350	Traffic Laws (Vehicle Code)
	1410-1500	Traffic Laws (Vehicle Code)
Sunday 27 Jun 71	1510-1600	Traffic Laws (Vehicle Code)
	1600-1630	Critique
	Field Assignment #3	

FIFTEENTH WEEK -- SIXTY-SECOND RECRUIT SCHOOL

DAY & DATE	HOUR	SUBJECT
Monday 28 Jun 71	0830-0920	Traffic Laws (Vehicle Code)
	0930-1020	Traffic Laws (Vehicle Code)
	1040-1130	Traffic Laws (Vehicle Code)
	1200-1250	Auto Theft Cases
	1300-1350	Auto Theft Cases
Tuesday 29 Jun 71	1410-1500	Bicycle Detail
	1510-1600	Defensive Tactics
	1600-1630	Defensive Tactics
	0830-0920	Traffic Laws (Vehicle Code)
	0930-1020	Traffic Laws (Vehicle Code)
Wednesday 30 Jun 71	1040-1130	Traffic Laws (Vehicle Code)
	1200-1250	Traffic Collision Investigation
	1300-1350	Traffic Collision Investigation
	1410-1500	Traffic Collision Investigation
	1510-1600	Defensive Tactics
Thursday 1 Jul 71	1600-1630	Defensive Tactics
	0830-0920	Traffic Collision Investigation
	0930-1020	Traffic Collision Investigation
	1040-1130	Traffic Collision Diagramming
	1200-1250	Traffic Directing
Friday 2 Jul 71	1300-1350	Traffic Directing
	1410-1500	Weapons (Firearms: Practice Firing Revolver)
	1510-1600	Defensive Tactics
	1600-1630	Defensive Tactics
		Field Assignment #4

SIXTEENTH WEEK -- SIXTY-SECOND RECRUIT SCHOOL

DAY & DATE	HOUR	SUBJECT
Monday 5 Jul 71		Holiday
Tuesday 6 Jul 71	0830-0920	Traffic Engineering and Parking Department
	0930-1020	Drunk Driving Cases
	1040-1130	Drunk Driving Cases
	1140-1230	Drunk Driving Cases
	1300-1350	Drunk Driving Problem
Wednesday 7 Jul 71	1400-1450	Drunk Driving Problem
	1510-1600	Weapons (Firearms: Practice Firing Revolver)
	1600-1630	Weapons (Firearms: Practice Firing Revolver)
	0830-0920	Perceptive Driving Techniques
	0930-1020	Perceptive Driving Techniques
Thursday 8 Jul 71	1040-1130	Perceptive Driving Techniques
	1140-1230	Perceptive Driving Techniques
	1300-1350	Perceptive Driving Techniques
	1400-1450	Perceptive Driving Techniques
	1510-1600	Perceptive Driving Techniques
Friday 9 Jul 71	1600-1630	Critique
	0830-0920	Examination: Traffic
	0920-1020	Narcotic and Dangerous Drug Offenses
	1040-1130	Narcotic and Dangerous Drug Offenses
	1140-1230	Narcotic and Dangerous Drug Offenses
Friday 9 Jul 71	1300-1350	Weapons (Firearms: Practice Firing Revolver)
	1400-1450	Defensive Tactics
	1510-1600	Defensive Tactics
	1600-1630	Defensive Tactics
		Field Assignment #5

SEVENTEENTH WEEK -- SIXTY-SECOND RECRUIT SCHOOL

<u>DAY &amp; DATE</u>	<u>HOOR</u>	<u>SUBJECT</u>
Monday 12 Jul 71	0830-0920	Narcotics and Dangerous Drug Offenses
	0930-1020	Narcotics and Dangerous Drug Offenses
	1040-1130	Weapons (Firearms: Practice Firing Shotgun)
	1140-1230	Weapons (Firearms: Practice Firing Revolver)
	1300-1350	Weapons (Firearms: Revolver Qualification)
	1400-1450	Weapons (Firearms: Shotgun Qualification)
	1510-1600	Defensive Tactics
Tuesday 13 Jul 71	1600-1630	Defensive Tactics
	0830-0920	Rules of Evidence (Evidence Code)
	0930-1020	Rules of Evidence (Evidence Code)
	1040-1130	Rules of Evidence (Evidence Code)
	1140-1230	Rules of Evidence (Evidence Code)
	1300-1350	Rules of Evidence (Evidence Code)
	1400-1450	Rules of Evidence (Evidence Code)
Wednesday 14 Jul 71	1510-1600	Rules of Evidence (Evidence Code)
	1600-1630	Rules of Evidence (Evidence Code)
	0830-0900	Rules of Evidence (Evidence Code)
	0900-0950	Court Systems (Court Organization and Procedure)
	1010-1100	Court Demeanor and Testimony
	1110-1200	Court Demeanor and Testimony
	1230-1320	Court Demeanor and Testimony
Thursday 15 Jul 71	1330-1420	Moot Trial
	1440-1530	Moot Trial
	1540-1630	Defensive Tactics (Proficiency Test)
	0830-0920	Final Examination
	0930-1020	Final Examination
	1040-1130	Crime Problem
	1200-1250	Crime Problem
Friday 16 Jul 71	1300-1350	Crime Problem
	1410-1500	Crime Problem
	1510-1600	Critique
	1600-1630	Critique
	0830-0900	Critique
	0900-0950	Positive Police Contacts
	1010-1100	Positive Police Contacts
1110-1200	Problems Confronting Recruits	
	1230-1320	Introduction to Patrol Division
	1330-1420	Preparation
	1440-1530	Graduation Exercises
	1540-1630	Graduation Exercises

In spite of the various changes, this outline still includes gaps in coverage. For example, attention is given to the "Role of Police in Society" (as required by POST), and one afternoon to the "Criminal Justice System" and "Constitutional Rights and Court Decisions" at the end of the Fourth Week. Interviews with the recruits during the past several schools have given Project personnel two concerns in regard to this: first, that this material comes as late in the curricula as it does; and second, that it is so briefly covered. It appears that new police personnel (and perhaps others) need a better frame of reference for their role. This is true in the larger sense, in relation to present day society and also in regard to the Criminal Justice System.

The implications of this for training are several. The material pertaining to the Criminal Justice System should be expanded considerably so that recruits better understand their role within it and the relation between its various components. This elaboration should take place earlier in the school. It would also seem important to have a member of the "command group" make an early presentation concerning the role of the police. The evidence is abundant regarding the moral dilemma of police personnel. The recruits seem to sense and/or anticipate this. Having the opportunity to deal with it, preferably with the Chief, is essential.

While it may be a conflict which is impossible to completely resolve, it permeates the entire training program and should be dealt with as openly and honestly as possible.

There also appear to be several inconsistencies in the outline of courses. For example, why is a morning during the third week spent on "Human Relations (Social Change)"? Material in this area is covered throughout the first four weeks of the school (and hopefully reinforced thereafter). The same question applies to "Role Playing Demonstration" inserted in the twelfth week of the outline. Role playing is used throughout the curricula; why have a demonstration two-thirds of the way through the school?

The answer would seem to lie with the reliance on POST, as suggested elsewhere in this report. Both of these course titles, "Human Relations" and "Role Playing Demonstration," are POST requirements.<sup>24</sup> However, the Oakland Academy exceeds POST requirements, and there appears to be no need to retain such titles and isolated course presentations. It should be noted, in this regard, that POST allows flexibility in course titles, the primary concern being content.

The same kind of thing pertains to the use of the expression "Oriental Culture." Elsewhere in this report, we

---

<sup>24</sup> "Revised Regulations," Bulletin 71-1, Commission on Peace Officer Standards and Training, Jan 11, 1971.

recommend the inclusion of material regarding Oriental-Americans (Asian-Americans). However, when included it is included as "Oriental Culture." Why? The POST "Community—Police Relations Leadership Training Program"<sup>25</sup> uses this expression. Although it is true that some of the older Chinese-Americans refer to themselves as "Orientals," the young, for example, do not. (This, incidentally, provides more evidence for the elimination of such expressions as the "\_\_\_\_\_ psychology" or the "unique behavior of \_\_\_\_\_".) The term "Oriental Culture" implies a discussion of the Far East.

The heading "Community-Police Relations" also apparently stems from POST. Project personnel feel that this title is unfortunate. This subject is discussed further in the concluding section.

These observations regarding the Commission on Peace Officer Standards and Training should be kept in the proper perspective. For some years the California Commission has provided for exemplary basic requirements in technical subject areas and demonstrated leadership in community-police training programs. This latter, while "some police departments are just beginning to recognize the significance of

---

<sup>25</sup> "Community-Police Relations Leadership Training Program," Third Course Announcement, Bulletin 71-4, February 10, 1971, Commission on Peace Officer Standards and Training.

improving the relationship of the police with the community,  
...<sup>26</sup>

While it is our feeling that these programs contain some ethnocentric errors, this should not detract from the role POST plays or the fact that the Oakland Police Department has far exceeded POST requirements. These are the errors of a pioneering effort. What is significant is that at this late stage, the effort should be a pioneering one.

These comments would also seem to demonstrate an absence of thought and/or attention on the part of police training personnel. While there is some evidence for this thesis, one of the basic problems is the lack of time. The City of Oakland does continuous testing for police personnel and recruit schools are organized as soon as sufficient personnel are available. As a result one or more training academies are in operation at the same time. For example, the Sixty-Second Recruit School is the third with which Project personnel have associated since the inception of the study. And there is a high probability of a fourth and possibly fifth school, before the completion of the first Project year. Under these circumstances, it is not surprising that some things slip through.

---

<sup>26</sup> President's Commission on Law Enforcement and Administration of Justice, op. cit., p. 138.

There is, however, a second basic problem. That is, that police personnel are not really equipped by training and/or experience to do some of the things that police training for today's environment necessitates. "This kind of training is beyond the capacity of the police officer, no matter how experienced, who is drawn from a force and temporarily assigned to the training function."<sup>27</sup> While this may be a commentary on the present state of police relations with the community, it should not negate the importance of the contribution of police personnel; some are doing a tremendous job. However, they have been trained as policemen, not as trainers.

Project personnel have been curious as to why some of the recommendations made and apparently agreed to were not implemented in regard to the Sixty-Second School. For example, the course titles and descriptions commented upon elsewhere in the report remain the same. It has become increasingly apparent that police personnel wish to make such changes, but perhaps are not sure how.

Experience with the structure of both the Sixty-First and Sixty-Second Recruit Schools has demonstrated the perpetuation of a situation that both Project and police personnel were anxious to eliminate. That situation is the separation

---

<sup>27</sup> President's Commission on Law Enforcement and Administration of Justice, op. cit., p. 37.

of "Community-Police Relations" from "real" police work. Although there has been interest, participation and learning taking place in the former discussions, when these discussions are over, there is a feeling of "now we get into real police work." This feeling has been exaggerated by scheduling problems. Due to the doubling of academies it has been necessary to move the ongoing school to the police department building when a new school begins at Joaquin Miller Park Ranger Station.

However, it is the structure of the school itself that lends to this separation. For example, "Organization of the Oakland Police Department" and "Department General Orders" are not covered until the fifth week. It is as if the community relations are something distinct from the police department. This should be changed. Perhaps these subjects (and others) could be tied in with a discussion of the Criminal Justice System at the beginning of the school.

An additional factor for consideration, which may not properly fall into a section on the structure of the school, appears to be very significant. This pertains to the effectiveness of the RTO, Recruit Training Officer, who is the officer in charge of recruits. Project personnel have been struck by the difference in recruit groups, which, at least partly, seems to depend upon the actions of this individual. If the RTO takes a sincere interest in his "charges," is available as often as

possible, counsels when necessary and facilitates group recreational activities, there is a group homogeneity and morale that is present regardless of the ethnic makeup of the class. That is not the case under different circumstances. The careful selection of the Recruit Training Officer appears to be essential.

B. THE NATURE AND TECHNIQUES OF TRAINING -- SIXTY-SECOND RECRUIT SCHOOL

The techniques instituted with the Sixty-First School have been continued and refined. The community relations material is handled in seminar fashion and this atmosphere prevails throughout the school. As cited, community involvement is greater. And the weak spots in this curricula, i.e., panels and some individual presentations, have generally been corrected. There are some exceptions, of course. It will take some time and screening before individuals who are truly representative of their communities and able to handle material in seminar discussions can be found to round out the program.

It is somewhat ironic that more thought and care have gone into the selection of these seminar leaders than into the selection of police instructors. This seems to be true because of the nature of the community-related subjects and because these schools represent the initiation of much of this material. Both of these factors appear to highlight the separation between police and the community.

In any event, technical presentations still suffer from the lack of enough attention. The injection of interest and experimentation in training has only partly adjusted the long-standing tradition of choosing the most technically skilled for technical presentations, regardless of their

interest or expertise as trainers. Apparently the fact that they may have "Adult Teaching Credentials" has done little for many of these men.

There is also a need to look more closely at the way some of the technical material is handled in terms of general approach, regardless of the instructor. Many of these subjects have been taught essentially the same way for years. The handling of "Report Writing" sessions, for example, needs revision. Competence with this skill continues to be one of the weakest with Recruit School graduates, yet the approach to the subject material remains the same.

In a general sense, there is still not enough attention to relating one subject area to another, where appropriate. This is true within the technical and "Community-Police Relations" subject areas and between them. This concern is increased with reference to the use of role playing with VTR. This technique has been expanded and used with greater understanding and facility. However, its implementation still leaves a great deal to be desired. Frequently the emphasis on one subject area foresakes the others.

This latter problem might be minimized through the use of more structured role-playing situations. This has been recommended before. More thought and more structure for situations in terms of several objectives could reduce trainers' apparent singular vision. Police trainers are also

still missing too many significant features, particularly those that are nonverbal. Capturing nonverbal actions, of course, is a major advantage of the VTR.

Discussions with police instructors continue and they should help to eliminate some of the problems noted above. It does seem difficult, however, to steer these instructors away from examples or references that are almost always racial. This occurs despite the instructors' apparent understanding and agreement in discussions with Training Division personnel. Pictures of crimes in action only show black people, "war stories" always relate to ghetto areas of the city, etc. The "Moot Trial," which is a good training session, for some reason always features a drunk named "Lopez". The presentation of a subject as seemingly innocuous as "Animal Control Laws," details the way "to get hippies."

Training personnel seem at a loss to explain these incidents. But it does seem apparent that these attitudes, or manifestations of attitudes, are so ingrained and/or habitual that they are resistant to change, even on a superficial level. The implication of this for police work in the community, seems both quite clear and rather discouraging.

Experience, at this stage, with programmed instruction has been too limited to indicate much. Interviews with the recruits in this regard are also inconclusive.

Interviews did reveal that recruits felt the last several weeks of the school were a "let down." Rather than relating to any specific weakness, this feeling seemed to be based upon the lack of involvement. Role playing, for example, was not scheduled after the twelfth week. Recruits also felt that some subject areas (e.g., Bicycle Detail) could have been handled by distributing written material, rather than using class time.

In general, the structure and nature of training of the Sixty-Second Recruit School represents a better, more complete effort. However, Project personnel feel more refinement is necessary. Summary recommendations in this regard follow.

C. RECOMMENDATIONS -- SIXTY-SECOND RECRUIT SCHOOL

1. The program would benefit if the Police Training Coordinator, who is the officer in charge of instruction, had the assistance of a co-leader from outside the department. This is particularly true during the "Community-Police Relations" unit and the role playing that takes place throughout most of the school. There is simply too much to be covered, and the relation between subject areas is too important for one individual to handle. Project personnel have had experience with the concept of "dual leadership" and it can be very useful in this kind of situation.
2. More attention should be given to the Criminal Justice System as a whole, and the role of the police within that system. This material should be covered in the first week of the school, hopefully with the involvement of the Chief of Police or member of the "command group".
3. The discussion of the "Criminal Justice System" and presentations relating to the "Organization of Oakland Police Department" and "Department General Orders," for example, should precede specific "Community-Police Relations" subjects. This should help to minimize the apparent separation between the latter and the technical subjects.

4. Another factor that would reduce the separation is testing. There are no tests given in regard to "Community-Police Relations." There should be. The demands in this regard should be just as great in this subject area as any other. If police personnel need assistance with test preparation it can be provided.
5. Holdover presentations from basic POST requirements should be dropped if they serve no useful purpose. This pertains specifically to "Human Relations" and "Role Playing Demonstration." In any event the description of the latter as "sensitivity training" is inaccurate.
6. There is still the need to rewrite course descriptions and change course titles, as has been recommended previously. If police personnel need help with this it can be provided.
7. The session on "Concepts of Culture" should be handled by someone outside the department. The "Star Power" exercise is useful. But this simulation should be built upon as the framework for the culture and sub-culture discussions.

8. The tour of Oakland should be called just that. This is a tour of the various communities that make up the city. "Tour of City Cultural Centers" sounds like a trip to Centers of Fine Art. Although there were logistics problems when automobiles were used for this tour, the current use of a bus has elements of a zoo tour. Perhaps there is another alternative.
9. Representatives from the small minority newspapers should be included along with individuals representing the larger media in "News Media Relations."
10. In those impromptu role-playing incidents which include black representation, but which do not have members of that minority group involved, participants should not attempt to imitate black speech patterns. The result is a mocking effect.
11. As time permits, attention should be given to an examination of the way technical subjects are presented. It is not clear that many of these presentations have changed in keeping with the nature of recruits or the needs of the department.

12. The involvement of recruits should be maintained throughout the academy. Perhaps some summary incidents could be used to reinforce material presented early in the school and to provide additional work in areas in which recruits are weakest.
13. A continued effect should go into the selection of and discussions with police instructors. It may be that some training sessions for these individuals would be useful.
14. It most certainly is necessary to provide special training for Field Training Officers. These personnel have the responsibility of working on a one-to-one basis with the new probationary officers after recruit school. The FTO's play a crucial role both in reinforcing and expanding on recruit school training and in evaluating the probationary officers. A seminar should be designed for these personnel which provides an overview of new recruit school material, an updating on technique, and training in counseling and evaluation.

SECTION IV

(This section was written prior to the completion of the Sixty-Third Recruit School.)

#### A. STRUCTURE OF SIXTY-THIRD RECRUIT SCHOOL

In a general sense, the Sixty-Third Recruit School represents a model structure for Oakland recruit training-- a model structure in a "general sense" because continued work needs to be done in regard to the nature and techniques of instruction. Programmed instruction will be increased, for example, and several subject areas such as "Report Writing" need to be revised. These changes may alter the Recruit School structure to some extent. However, after effectively eight months of analysis, recommendation and experimentation by Project personnel, the Chief of Police, and the Police Training personnel, the result is a twenty-week police recruit training school. The length of this recruit school represents an increase of 20 percent (5 weeks) over the Sixtieth Recruit School (in operation when the Project was initiated) and an increase of three weeks over the previous school. In this regard, and at the risk of laboring the point, it should be mentioned again that the intent has been to make available whatever time is necessary to prepare recruits as well as possible.

While recruit training should relate to the community the police are serving, it is interesting to note, based upon January 1971 data, that the Oakland Recruit School now exceeds the majority of metropolitan police departments in total hours

of training. Additionally, for example, training in the Criminal Justice System is more comprehensive than in most departments and Oakland devotes a greater percentage of time to discussions of "Community-Police Relations" than does any other department.

The table on page 127 compares the number of hours of the Sixty-Third School with that required by POST. This table also illustrates the progression in hours from the Sixtieth School, when the Project began, through the current one. It will be noted that utilization of role playing with the VTR has increased to 57-1/2 hours as compared to 35 hours in the previous school.

The increase in hours in the "Introduction to Policing" section, which incidentally is a title change from "Introduction to Law Enforcement," stems primarily from the recommended expansion of coverage on the "Criminal Justice System". This section also includes, for the first time, a role playing session with recruits and their Field Training Officers participating jointly.

The time devoted to "Constitutional and Criminal Law" (a change from "Criminal Law") has been compressed. This change is based upon additional experience with the programmed instruction, and a resulting reduction of hours in "Criminal Law (Penal Code)," specifically.

The greater number of hours devoted to "Community-Police

#### A. STRUCTURE OF SIXTY-THIRD RECRUIT SCHOOL

In a general sense, the Sixty-Third Recruit School represents a model structure for Oakland recruit training-- a model structure in a "general sense" because continued work needs to be done in regard to the nature and techniques of instruction. Programmed instruction will be increased, for example, and several subject areas such as "Report Writing" need to be revised. These changes may alter the Recruit School structure to some extent. However, after effectively eight months of analysis, recommendation and experimentation by Project personnel, the Chief of Police, and the Police Training personnel, the result is a twenty-week police recruit training school. The length of this recruit school represents an increase of 20 percent (5 weeks) over the Sixtieth Recruit School (in operation when the Project was initiated) and an increase of three weeks over the previous school. In this regard, and at the risk of laboring the point, it should be mentioned again that the intent has been to make available whatever time is necessary to prepare recruits as well as possible.

While recruit training should relate to the community the police are serving, it is interesting to note, based upon January 1971 data, that the Oakland Recruit School now exceeds the majority of metropolitan police departments in total hours

of training. Additionally, for example, training in the Criminal Justice System is more comprehensive than in most departments and Oakland devotes a greater percentage of time to discussions of "Community-Police Relations" than does any other department.

The table on page 127 compares the number of hours of the Sixty-Third School with that required by POST. This table also illustrates the progression in hours from the Sixtieth School, when the Project began, through the current one. It will be noted that utilization of role playing with the VTR has increased to 57-1/2 hours as compared to 35 hours in the previous school.

The increase in hours in the "Introduction to Policing" section, which incidentally is a title change from "Introduction to Law Enforcement," stems primarily from the recommended expansion of coverage on the "Criminal Justice System". This section also includes, for the first time, a role playing session with recruits and their Field Training Officers participating jointly.

The time devoted to "Constitutional and Criminal Law" (a change from "Criminal Law") has been compressed. This change is based upon additional experience with the programmed instruction, and a resulting reduction of hours in "Criminal Law (Penal Code)," specifically.

The greater number of hours devoted to "Community-Police

Relations," results not so much from added subject areas, but a rearrangement of subjects and hours. For example, more time has been allotted to the discussion of the "Community Field Experience". The discussions of "Crime and Race" and "Causes of Riots" (revised to "Crime in America" and "Violence in America") have increased in hours, and a "Closure of Cultural Studies" session has been added.

The increased time in "Patrol Procedures" results from several small changes. Role playing has been added to the discussions of "Mental Illness Cases." A session on "City Information" is now included, and the hours are increased for the sessions on "Crowd Control." These discussions also include, for the first time, a discussion of "Civil Protest-- Historical and Social Aspects."

The decrease in "Traffic Control" is related primarily to the change of "Perceptive Driving Techniques" to the section on "Introduction to Policing."

A role playing session and a discussion of the "Juvenile Probation Department" have been added to the section on "Juvenile Procedures." Project interviews with police personnel have indicated a need for more time in this area and there may be additional increases in the future.

The increase in total hours also, of course, is a result of the addition of the "Critical Incident Simulations," the "Study Periods" and an increase in "Examination" time, due

Basic Requirements of the  
State Commission on Peace Officer Standards and Training  
as Compared with  
the Oakland Police Academy Curriculum<sup>28</sup>

to the testing now done in "Community-Police Relations".

The outline of the Sixty-Third Recruit School begins on page 128. As will be noted, in large measure, recommendations made in the previous section have been implemented.

	Comm. Req Hrs	60th Sch Hrs	61st Sch Hrs	62nd Sch Hrs	63rd Sch Hrs
Introduction to Policing	10	39	41	42	60
Constitutional and Criminal Law	16	46	46	55 <sup>+</sup>	44 <sup>*</sup>
Criminal Evidence	8		15	15	14
Administration of Justice	4	7	7	8	8
Criminal Investigation	34	63	60	60	59
Community-Police Relations	20	53	127	149 <sup>+</sup>	159 <sup>*</sup>
Patrol Procedures	40	75	76	82 <sup>+</sup>	91
Traffic Control	20	49	45	45	36
Juvenile Procedures	8	9	9	7	14 <sup>*</sup>
Defensive Tactics	14	43	37	37	37
Firearms (Police Weapons)	12	42 <sup>**</sup>	42 <sup>**</sup>	42 <sup>**</sup>	42 <sup>**</sup>
Critical Incident Simulations (Role Playing)	0	0	0	0	31 <sup>*</sup>
First Aid	10	13	13	16	17
Field Assignments	0	48	40	40	40
Examinations	4	10	9	11	15
Critiques	0	5	10	13	13
Study Periods	0	0	0	0	15
Graduation Exercise	0	3	3	3	3
	200	520	580	625	698

<sup>+</sup>Indicates courses which include Role Playing exercises utilizing video tape replay discussions. These exercises are integrated throughout the school for a total of 35 hours.

<sup>\*</sup>Indicates courses which include role playing exercises utilizing video tape replay discussions. These exercises are integrated throughout the school for a total of 57.5 hours.

<sup>\*\*</sup>Includes a nine-hour course of instruction in "Non-Lethal Chemical Agents (Tear Gas) Training," which is presented in the school. This course is required by California Penal Code Section 12405 and is authorized as a Technical and Special Course by the Commission on Peace Officer Standards and Training.

<sup>28</sup>Sixty-Third Recruit School, Training Division, Oakland Police Department (Oakland, California: 1971), p. 5.

FIRST WEEK -- SIXTY-THIRD RECRUIT SCHOOL

<u>DAY &amp; DATE</u>	<u>HOOR</u>	<u>SUBJECT</u>
Monday 21 June 71	0830-0930	Introduction and School Policies
	0930-1130	Written Communications and Classroom Notetaking
	1200-1600	History of Oakland
	1600-1630	Introduction to Tour of Oakland
Tuesday 22 June 71	0830-1630	Tour of Oakland
Wednesday 23 June 71	0830-1030	Discussion of Tour
	1030-1230	Structure of City Government
	1330-1630	Criminal Justice System: The Police
Thursday 24 June 71	0830-1030	Ethics and Professionalism
	1030-1230	Rules and Regulations
	1330-1430	Rules and Regulations
	1430-1630	Criminal Justice System: The Police
Friday 25 June 71	0830-1030	Criminal Justice System: The Courts
	1030-1230	Criminal Justice System: Corrections
	1330-1430	Criminal Justice System: Corrections
	1430-1630	Department General Orders

<sup>29</sup>Sixty-Third Recruit School, Training Division, Oakland  
Police Department (Oakland, California: 1971), pp. 24-43.

SECOND WEEK -- SIXTY-THIRD RECRUIT SCHOOL

<u>DAY &amp; DATE</u>	<u>HOOR</u>	<u>SUBJECT</u>
Monday 28 June 71	0830-1030	Department General Orders
	1030-1230	Criminal Justice System: Closure
	1330-1630	Organization of Oakland Police Department
Tuesday 29 June 71	0830-1130	Organization of Oakland Police Department
	1230-1630	Star Power
Wednesday 30 June 71	0830-1230	Concepts of Culture
	1300-1600	The White Middle Class
	1600-1630	Closure
Thursday 1 July 71	0830-1230	The Black-Americans
	1300-1630	The Black-Americans
Friday 2 July 71	0830-1200	The Black-Americans (Role Playing)
	1200-1230	Closure
	1300-1630	The Mexican-Americans

THIRD WEEK -- SIXTY-THIRD RECRUIT SCHOOL

<u>DAY &amp; DATE</u>	<u>HOUR</u>	<u>SUBJECT</u>
Monday 5 Jul 71		Holiday
Tuesday 6 Jul 71	0830-1230 1300-1600 1600-1630	The Mexican-Americans The Mexican-Americans (Role Playing) Closure
Wednesday 7 Jul 71	0830-1130 1130-1200 1230-1530 1530-1630	The American Indians Closure The Asian-Americans Closure
Thursday 8 Jul 71	0830-1230 1300-1500 1500-1630	The Counter-Culture The Counter-Culture Closure
Friday 9 Jul 71	0830-1230 1300-1630	The Police Culture The Police Culture

FOURTH WEEK -- SIXTY-THIRD RECRUIT SCHOOL

<u>DAY &amp; DATE</u>	<u>HOUR</u>	<u>SUBJECT</u>
Monday 12 Jul 71	0830-1200 1230-1630	The Police Culture (Role Playing) Closure of Cultural Studies
Tuesday 13 Jul 71	0830-1130 1200-1600 1600-1630	Service Recipients Panel Service Dispersers Panel Agency Orientation
Wednesday 14 Jul 71	0830-1230 1300-1630	Agency Internship Agency Internship
Thursday 15 Jul 71	0830-1230 1300-1530 1530-1630	Agency Internship (Discussion) Agency Internship (Discussion) Community Field Experience Orientation
Friday 16 Jul 71	0830-1230 1300-1630	Community Field Experience Community Field Experience

FIFTH WEEK -- SIXTY-THIRD RECRUIT SCHOOL

<u>DAY &amp; DATE</u>	<u>HOUR</u>	<u>SUBJECT</u>
Monday 19 Jul 71	0830-1230	Community Field Experience (Discussion)
	1300-1630	Community Field Experience (Discussion)
Tuesday 20 Jul 71	0830-1130	Crime in America
	1200-1630	Violence in America
Wednesday 21 Jul 71	0830-1130	The Role of Police in Society: Observations
	1230-1630	Discretionary Decision-Making
Thursday 22 Jul 71	0830-0930	Examination: Community-Police Relations
	0930-1230	Internal Affairs
	1330-1430	Off-Duty Police Conduct
	1430-1630	Critique
Friday 23 Jul 71	0830-1030	City Information
	1030-1130	Animal Control Laws
	1730-1430	Department Safety
	1430-1630	The Foundation of Criminal Law: Constitutional Rights and Court Decisions

SIXTH WEEK -- SIXTY-THIRD RECRUIT SCHOOL

<u>DAY &amp; DATE</u>	<u>HOUR</u>	<u>SUBJECT</u>
Monday 26 Jul 71	0830-0930	Examination: Introduction to Policing
	0930-1030	Criminal Law (Lecture)
	1030-1230	Criminal Law (Discussion)
	1300-1630	Criminal Law (Programmed Instruction Workshop)
Tuesday 27 Jul 71	0830-0930	Criminal Law (Lecture)
	0930-1130	Criminal Law (Discussion)
	1200-1630	Criminal Law (Programmed Instruction Workshop)
Wednesday 28 Jul 71	0830-1000	Examination: Constitutional & Criminal Law
	1000-1200	Jurisdiction of Related Agencies
	1230-1330	Laws of Arrest (Lecture)
	1330-1430	Laws of Arrest (Discussion)
	1430-1630	Laws of Arrest (Programmed Instruction Workshop)
Thursday 29 Jul 71	0830-0930	Laws of Arrest (Lecture)
	0930-1130	Laws of Arrest (Discussion)
	1200-1630	Laws of Arrest (Programmed Instruction Workshop)
Friday 30 Jul 71	0830-0930	Laws of Arrest (Lecture)
	0930-1130	Laws of Arrest (Programmed Instruction Workshop)
	1200-1330	Laws of Arrest (Programmed Instruction Workshop)
	1330-1630	Oakland Municipal Code

SEVENTH WEEK -- SIXTY-THIRD RECRUIT SCHOOL

<u>DAY &amp; DATE</u>	<u>HOOR</u>	<u>SUBJECT</u>
Monday 2 Aug 71	0830-1230	Search and Seizure
	1330-1630	Criminal Law (Role Playing)
Tuesday 3 Aug 71	0830-1130	Search and Seizure
	1200-1500	Stcpping and Questioning
	1500-1630	Study Period
Wednesday 4 Aug 71	0830-1000	Final Examination: Constitutional and Criminal Law
	1000-1230	Report Writing
	1330-1630	Report Writing
Thursday 5 Aug 71	0830-1130	Interviews and Interrogations
	1200-1630	Report Writing
Friday 6 Aug 71	0830-1130	Interviews and Interrogations
	1200-1630	Report Writing

EIGHTH WEEK -- SIXTY-THIRD RECRUIT SCHOOL

<u>DAY &amp; DATE</u>	<u>HOOR</u>	<u>SUBJECT</u>
Monday 9 Aug 71	0830-1200	Report Writing
	1230-1430	Field Interrogation Techniques
	1430-1630	Field Interrogation (Role Playing)
Tuesday 10 Aug 71	0830-1130	Report Writing
	1200-1300	Misdemeanor Citation Policies
	1300-1630	Arrest and Control Techniques
Wednesday 11 Aug 71	0830-1230	Report Writing
	1330-1630	Patrol Observations
Thursday 12 Aug 71	0830-1130	Report Writing Narrative
	1230-1430	Common Report Writing Errors
	1430-1530	Misdemeanor Citations
	1530-1630	Study Period
Friday 13 Aug 71	0830-1130	Report Writing
	1230-1630	Report Writing (Role Playing)

NINTH WEEK -- SIXTY-THIRD RECRUIT SCHOOL

<u>DAY &amp; DATE</u>	<u>HOOR</u>	<u>SUBJECT</u>
Monday 16 Aug 71	0830-1000	Examination: Report Writing
	1000-1200	Preliminary Investigation
	1250-1630	Discretionary Decision-Making
Tuesday 17 Aug 71	0830-1030	Preliminary Investigation
	1030-1230	First Aid
	1300-1400	Sources of Information
	1400-1630	Arrest and Control Techniques
Wednesday 18 Aug 71	0830-1030	Preliminary Investigation
	1030-1230	First Aid
	1300-1500	First Aid
	1500-1630	Arrest and Control Techniques
Thursday 19 Aug 71	0830-1030	Identification Documents
	1050-1230	First Aid
	1300-1500	First Aid
	1500-1630	Arrest and Control Techniques
Friday 20 Aug 71	0830-1030	Field Notetaking
	1030-1230	First Aid
	1300-1400	First Aid
	1400-1630	Arrest and Control Techniques

TENTH WEEK -- SIXTY-THIRD RECRUIT SCHOOL

<u>DAY &amp; DATE</u>	<u>HOOR</u>	<u>SUBJECT</u>
Monday 23 Aug 71	0830-1000	Examination: First Mid-Term
	1000-1200	Alcoholic Beverage Control Laws
	1230-1430 1430-1630	Crime Scene Recording Domestic and Civil Disputes (Landlord-Tenant Disputes)
Tuesday 24 Aug 71	0830-1030	Collection, Identification and Preservation of Evidence
	1030-1230	Disorderly Conduct and Disturbances
	1330-1500 1500-1600 1600-1650	Telecommunications Warrant-Service Card Study Period
	0830-1030	Collection, Identification and Preservation of Evidence
Wednesday 25 Aug 71	0930-1030	Duties at Fire Scenes
	1030-1130	Polygraph
	1230-1530 1530-1630	Gambling Cases Prostitution Cases
Thursday 26 Aug 71	0830-0930	Collection, Identification and Preservation of Evidence
	0930-1030 1030-1130	Duties at Fire Scenes Polygraph
	1230-1530 1530-1630	Gambling Cases Prostitution Cases
	0830-0930 0930-1130	Prostitution Cases Assault Cases
Friday 27 Aug 71	1230-1630	Water Rescue Techniques

ELEVENTH WEEK -- SIXTY-THIRD RECRUIT SCHOOL

<u>DAY &amp; DATE</u>	<u>HOOR</u>	<u>SUBJECT</u>
Monday 30 Aug 71	0830-1030	Tactics for Crimes in Progress
	1030-1200	Study Period
	1230-1530	Vehicle Pullovers
	1530-1630	Transportation of Prisoners/Mentally Ill
Tuesday 31 Aug 71	0830-1030	Intoxication Cases
	1030-1230	Social Disorganization (Alcoholism)
	1300-1430	Social Disorganization (Sexual Deviation)
	1430-1630	Sex Crimes
Wednesday 1 Sep 71	0830-1030	Social Disorganization (Mental Illness)
	1030-1230	Mental Illness Cases
	1330-1530	Mental Illness Cases (Role Playing)
	1530-1630	Violence Prevention Unit
Thursday 2 Sep 71	0830-1030	Violence Prevention Unit
	1030-1230	Judgment-Avoiding Conflict
	1330-1430	Judgment-Avoiding Conflict
	1430-1630	News Media Relations
Friday 3 Sep 71	0830-1030	Labor-Management Disputes
	1030-1230	Introduction to Use of Tear Gas
	1330-1530	Non-Lethal Chemical Agents and Their Use
	1530-1630	Use of Mace

TWELFTH WEEK -- SIXTY-THIRD RECRUIT SCHOOL

<u>DAY &amp; DATE</u>	<u>HOOR</u>	<u>SUBJECT</u>
Monday 6 Sep 71		Holiday
Tuesday 7 Sep 71	0830-1230	Laboratory (Field) Demonstration of Non-Lethal Chemical Agents
	1330-1630	Civil Protest (Historical and Social Aspects)
Wednesday 8 Sep 71	0830-1030	Special Police Weapons (Long Baton)
	1030-1230	Special Police Weapons (Short Baton)
	1300-1500	Demonstration Control
	1500-1630	Crowd Control Tactics
Thursday 9 Sep 71		Holiday
Friday 10 Sep 71	0830-1100	Crowd Control Tactics
	1100-1230	Crowd Control Tactics (Role Playing)
	1300-1530	Crowd Control Tactics (Role Playing)
	1530-1630	Disaster Training

THIRTEENTH WEEK -- SIXTY-THIRD RECRUIT SCHOOL

DAY & DATE	HOUR	SUBJECT
Monday 13 Sep 71	0830-1000	Examination: Patrol Procedures
	1000-1100	Weapons (Firearms: Revolver Safety)
	1100-1200	Weapons (Firearms: Nomenclature and Characteristics of the Revolver)
	1230-1430	Robbery Cases
	1430-1630	Injury and Death Cases
Tuesday 14 Sep 71	0830-0930	Injury and Death Cases
	0930-1030	Weapons (Firearms: Nomenclature and Characteristics of the Revolver)
	1030-1130	Weapons (Firearms: Revolver Sighting and Aiming)
	1200-1400	Tour of Police Building
	1400-1630	Defensive Tactics
Wednesday 15 Sep 71	0830-0930	Weapons (Firearms: Stance and Posture)
	0930-1030	Weapons (Firearms: Practice Firing Revolver)
	1030-1130	Weapons (Firearms: Shotgun Safety)
	1200-1400	Weapons (Firearms: Nomenclature and Characteristics of the Shotgun)
	1400-1630	Defensive Tactics
Thursday 16 Sep 71	0830-1030	Arson Cases
	1030-1130	Explosive Ordnance Reconnaissance
	1230-1330	Criminal Intelligence
	1330-1430	Special Police Weapons (Carbines)
	1430-1530	Weapons (Firearms: Practice Firing Revolver)
	1530-1630	Weapons (Firearms: Practice Firing Shotgun)
Friday 17 Sep 71		Field Assignment #1

FOURTEENTH WEEK -- SIXTY-THIRD RECRUIT SCHOOL

DAY & DATE	HOUR	SUBJECT
Monday 20 Sep 71	0830-1030	Critique - Field Assignment #1
	1030-1230	Theft Cases
	1300-1500	Check Offenses
	1500-1630	Defensive Tactics
Tuesday 21 Sep 71	0830-1030	Theft Cases
	1030-1230	Burglary Cases
	1300-1400	Burglary Cases
	1400-1630	Defensive Tactics
Wednesday 22 Sep 71	0830-0930	Receiving Stolen Property Cases
	0930-1130	Telephone Burglaries
	1200-1400	Building Security
	1400-1630	Defensive Tactics
Thursday 23 Sep 71	0830-1230	Juvenile Laws
	1330-1630	Juvenile Procedures
Friday 24 Sep 71		Field Assignment #2

FIFTEENTH WEEK -- SIXTY-THIRD RECRUIT SCHOOL

<u>DAY &amp; DATE</u>	<u>HOOR</u>	<u>SUBJECT</u>
Monday 27 Sep 71	0830-1000	Critique - Field Assignment #2
	1000-1100	Missing Persons Cases
	1100-1200	Bicycle Detail
	1230-1330	Recreation Department
	1330-1630	Juvenile Probation Department
Tuesday 28 Sep 71	0830-1230	Juvenile Procedures (Role Playing)
	1300-1400	Weapons (Firearms: Practice Firing Revolver)
	1400-1530	Study Period
	1530-1630	Defensive Tactics
Wednesday 29 Sep 71	0830-1000	Examination: First Mid-term
	1000-1200	Citations: Mechanics and Psychology
	1230-1330	Citations: Mechanics and Psychology
	1330-1430	Weapons (Firearms: Practice Firing Revolver)
	1430-1630	Defensive Tactics
Thursday 30 Sep 71	0830-1230	Traffic Laws (Vehicle Code)
	1300-1400	Weapons (Firearms: Practice Firing Revolver)
	1400-1630	Defensive Tactics
Friday 1 Oct 71		Field Assignment #3

SIXTEENTH WEEK -- SIXTY-THIRD RECRUIT SCHOOL

<u>DAY &amp; DATE</u>	<u>HOOR</u>	<u>SUBJECT</u>
Monday 4 Oct 71	0830-1000	Critique - Field Assignment #3
	1000-1200	Traffic Laws (Vehicle Code)
	1230-1330	Traffic Laws (Vehicle Code)
	1330-1430	Weapons (Firearms: Practice Firing Revolver)
	1430-1530	Weapons (Firearms: Practice Firing Shotgun)
	1530-1630	Defensive Tactics
Tuesday 5 Oct 71	0830-1030	Auto Theft Cases
	1030-1230	Traffic Laws (Vehicle Code)
	1300-1400	Traffic Laws (Vehicle Code)
	1400-1500	Weapons (Firearms: Practice Firing Revolver)
	1500-1630	Defensive Tactics
Wednesday 6 Oct 71	0830-1130	Traffic Collision Investigation
	1200-1400	Traffic Laws (Oakland Traffic Code)
	1400-1500	Weapons (Firearms: Practice Firing Revolver)
	1500-1630	Defensive Tactics
Thursday 7 Oct 71	0830-1230	Traffic Collision Investitation
	1300-1400	Weapons (Firearms: Practice Firing Shotgun)
	1400-1500	Weapons (Firearms: Practice Firing Revolver)
	1500-1630	Study Period
Friday 8 Oct 71		Field Assignment #4

SEVENTEENTH WEEK --SIXTY-THIRD RECRUIT SCHOOL

<u>DAY &amp; DATE</u>	<u>HOOR</u>	<u>SUBJECT</u>
Monday 11 Oct 71		Holiday
Tuesday 12 Oct 71	0830-1000 1000-1200	Critique - Field Assignment #4 Traffic Collision Investigation
	1230-1330 1330-1530 1530-1630	Traffic Collision Investigation Traffic Directing Defensive Tactics
Wednesday 13 Oct 71	0830-0930 0930-1230	Traffic Engineering and Park Department Drunk Driving Cases
	1330-1530 1530-1630	Drunk Driving Problem Weapons (Firearms: Practice Firing Shotgun)
Thursday 14 Oct 71	0830-1200 1300-1630	Perceptive Driving Techniques Perceptive Driving Techniques
Friday 15 Oct 71		Field Assignment #5

EIGHTEENTH WEEK -- SIXTY-THIRD RECRUIT SCHOOL

<u>DAY &amp; DATE</u>	<u>HOOR</u>	<u>SUBJECT</u>
Monday 18 Oct 71	0830-1000 1000-1200	Critique - Field Assignment #5 Examination: Traffic Control
	1230-1430 1430-1530 1530-1630	Narcotics and Dangerous Drugs Defensive Tactics Weapons (Firearms: Practice Firing Revolver)
Tuesday 19 Oct 71	0830-1130	Narcotics and Dangerous Drugs
	1200-1300 1300-1400 1400-1630	Weapons (Firearms: Practice Firing Shotgun) Weapons (Firearms: Practice Firing Revolver) Study Period
Wednesday 20 Oct 71	0830-1130	Rules of Evidence (Evidence Code)
	1230-1630	Rules of Evidence (Evidence Code)
Thursday 21 Oct 71	0830-1030 1030-1230	Court Systems (Court Organization and Procedures) Court Demeanor and Testifying
	1330-1530 1530-1630	Moot Trial Defensive Tactics
Friday 22 Oct 71	0830-1030 1030-1130	Positive Police Contacts Weapons (Firearms: Revolver Qualification)
	1200-1300 1300-1400 1400-1630	Weapons (Firearms: Shotgun Qualification) Defensive Tactics (Proficiency Test) Study Period

NINETEENTH WEEK -- SIXTY-THIRD RECRUIT SCHOOL

<u>DAY &amp; DATE</u>	<u>HOUR</u>	<u>SUBJECT</u>
Monday 25 Oct 71		Holiday
Tuesday 26 Oct 71	0830-1230	Field Trip (San Quentin Prison)
	1300-1500	Discussion of Tour
	1500-1630	Study Period
Wednesday 27 Oct 71	0830-1230	Panel Discussion (Experienced Officers)
	1330-1630	Critical Incident Simulations (Role Playing)
Thursday 28 Oct 71	0830-1130	Critical Incident Simulations (Role Playing)
	1230-1630	Critical Incident Simulations (Role Playing)
Friday 29 Oct 71	0830-1130	Critical Incident Simulations (Role Playing)
	1230-1630	Critical Incident Simulations (Role Playing)

TWENTIETH WEEK -- SIXTY-THIRD RECRUIT SCHOOL

<u>DAY &amp; DATE</u>	<u>HOUR</u>	<u>SUBJECT</u>
Monday 1 Nov 71	0830-1130	Critical Incident Simulations (Role Playing)
	1230-1630	Critical Incident Simulations (Role Playing)
Tuesday 2 Nov 71	0830-1130	Critical Incident Simulations (Role Playing)
	1230-1630	Critical Incident Simulations (Closure)
Wednesday 3 Nov 71	0830-1030	Final Examination
	1030-1230	Problems Confronting Recruits
	1330-1630	Introduction to Field Training Officers
Thursday 4 Nov 71	0830-1230	Field Training Officers and Recruits (Role Playing)
	1330-1630	Field Training Officers and Recruits (Role Playing)
Friday 5 Nov 71	0900-1200	Critique
	1230-1330	Introduction to Patrol Division
	1330-1430	Preparation
	1430-1630	Graduation Exercises

The material relating to the "Criminal Justice System" has been expanded considerably. Each component of the system is handled in turn and the relationships between the three discussed. The session on "The Police" was handled by the Chief of Police, which Project personnel feel is very important, when possible. The Chief returns to the school during the fifth week to lead the discussion of "The Role of Police in Society." In this way philosophy can be reinforced and a transition into more technical subject areas provided.

The expanded discussion of the "Criminal Justice System" has been moved to the first part of the program in order to provide a frame of reference for recruits and give them a chance to deal with "who they are." As will be recalled, this placement is a departure from the original intent of starting recruits off with knowledge of the environment in which and the peoples with whom they are going to work. However, as has been noted, it became apparent that recruits needed to attempt to establish their own role first. Additionally, the aforementioned factor of separation of the community relations from "real police work" necessitated the change. For this reason, also, subject matter relating to "Department General Orders" and "Organization of Oakland Police Department" is tied to the "Criminal Justice System" prior to the discussion of the peoples in the community.

The tour of the city was kept on the second day as part of the introductory material. However, this tour represents what may be one of the few changes in structure. In discussing the tour, comments from the recruits amounted to "I've seen the buildings before, but for the first time, I really saw the people." And it therefore appeared that it might have been opportune to follow the tour with the presentations on the various communities in Oakland. This change may be made.

The balance of the first five weeks was organized to then provide an understanding of the "Concepts of Culture." This was a basis for discussions of the various cultures, sub-cultures and/or deviant cultures which go to make up the community as a whole.

These "framework" sessions are followed by a variety of viewpoints regarding police work from representatives of the majority culture. The discussions led by representatives of the deviant cultures include historical factors which are causal factors or relate to current behaviors. In the main, however, these sessions deal with the environment in which police personnel will operate. These meetings are often held in various parts of the community to which they relate.

The "Counter Culture" title (and course description), as

will be noted, no longer includes specific reference to "youth." While this representation is included in discussions and role playing, Project personnel felt that this specific reference is unnecessarily restrictive. Additionally, some of the best participants from the community in these sessions have not been youth, but, rather individuals who "dropped out" from very "straight" and successful jobs.

The final presentations in this sub-section relate to the "Police Culture," which includes, as mentioned, reference to the unique situation confronted by the black (minority) officer. This is followed by a closure session relating to the discussion of all cultures.

The subsequent sessions in "Community-Police Relations" relate to the various social institutions and the recipients of these institutional services. Recruits are given the opportunity to "experience" both sides of this coin. These experiences and discussions are then followed by meetings on "Crime and Violence in America."

At this stage, in the development of the curriculum, Project personnel felt it important for recruits to have the opportunity to re-examine the role of the police. It was again important to have the participation of the Chief of Police for this. In this way it was possible to reinforce material discussed earlier and to provide a transition into the more technical subject areas.

(It should be emphasized here that although repeated reference is made in this report to the community relations subjects and the technical subject areas, they are by no means mutually exclusive. This has been done in an effort to be as descriptive as possible. However, with specific relation to the Sixty-Third Recruit School, "Community-Police Relations" is not devoid of technical reference, nor are technical subjects discussed in a vacuum. In the latter case, continual reference is made to the use of discretion and the impact on people, in particular regard to the role playing sessions. This is the essence of the changes made in the recruit school during the course of this Project.)

The end of the fifth week initiates the presentations in the technical subject areas, starting with "Constitutional and Criminal Law." The logic of beginning these subjects with the law would seem evident. Much of the learning process in this area is done through the self-paced technique of programmed instruction.

The unit on "Constitutional and Criminal Law" is followed by the other areas basic to virtually all police work-- those subject areas of "Interviews and Interrogations" and "Report Writing." And although it is not clear from the outline, "Report Writing" is often reviewed in regard to the various "Criminal Investigation" presentations. An additional basic

course which does not show up in the outline is the "Radio Code." This material is distributed the first day of the school, and reinforced from that point throughout the school.

The next units, in general, are "Patrol Procedures" and the "Criminal Investigation" courses, in that order. Work with weapons does not begin until the twelfth week, and with firearms, until the thirteenth week. It is interesting to note that work with firearms began in the third week of the Sixtieth Recruit School. In regard to the above, as has been cited, beginning with the Sixty-First School, leathers are not worn to class. "Defensive Tactics" also begins the thirteenth week of the school.

Subsequent units are "Juvenile Procedures," "Traffic Control" and "Administration of Justice." In an effort to maintain the active involvement of recruits, role playing, for example, is included in the fifteenth week in "Juvenile Procedures." Considerable role playing is also used in the nineteenth and twentieth weeks of the school with the "Critical Incident Simulations."

These incidents have not taken place as of this writing. However the intent is to construct "on-the-street" simulations utilizing the video tape recorder and closed circuit television. The objective is to summarize and integrate material covered throughout the curriculum. Situations will be structured in advance, but emphasis will be given to subject areas where recruits will particularly benefit from additional work. "Critical Incident Simulations" may be scheduled, for

example, in the following areas:

1. Vehicle Pullovers
2. Walking Stops
3. Disorderly Conduct and Disturbance Cases
4. Landlord-Tenant Disputes
5. Domestic Disputes

The amount of time devoted to these exercises is arbitrary. Experience will provide guidance for future schools.

The last week of the recruit school also includes an introductory and role-playing session with the recruits' Field Training Officers. While this, of course, also has not taken place, a similar session was added to the Sixty-Second School. In both cases the FTO Seminar is scheduled to end on the same day as the recruit school. And except for a final critique and graduation for recruits, this meeting and simulation is the last training event for both programs. The opportunity for recruits and their trainers to get to know one another through joint problem solving before going to work together proved to be very successful.

It also appears that the steps taken to minimize the separation between the community relations and the technical subjects has been successful. The experience with the "Critical Incident Simulations" should provide some evidence concerning what has been retained from various segments of

discussion and instruction. The testing added to the "Community-Police Relations" unit should make that more rigorous, in keeping with the technical subject areas. It remains to be seen what failure on such an examination may mean for a recruit.

For the first time, the structuring of the recruit school has not meant trying to fill every fifty-minute segment. This is true even to the extent of using "Study Periods" rather than creating an illogical sequence. The current scheduling is more appropriate to actual operation, for there no longer is the tendency to break off a discussion with "It's time for a break, Sir!"

The last vestige of a redundant course title remains in the eighteenth week -- "Positive Police Contacts." Since this is the general orientation of the whole school and the specific focus of a large portion of it, this isolated two-hour presentation would not seem to serve a useful purpose.

A significant change in the Sixty-Third Recruit School relates to the concept of "dual leadership," as recommended in the previous section of this report. The dual leadership is composed of the police training coordinator and a member of the Project team who is a minority group member. The intent is not to suggest that one individual is inadequate,

simply that the implications of police work with the community are so many and so crucial that one leader cannot be all things in all situations. Two persons are able to complement one another in broadening the scope of contracts with possible seminar leaders, and screening and orienting them. This dual leadership is maintained through all of the first five weeks of the school and at all role playing sessions throughout the academy. The coverage is more complete, the transition from one subject area to another is smoother, and the probability of missing critical incidents in role playing is substantially reduced.

In view of the fact that the entire curriculum was discussed in some detail in this section, it would seem unnecessary to reproduce the outline of the "Community-Police Relations" unit, as has been done in previous sections. However, since questions have been raised about some of the course descriptions in "Community-Police Relations," it does appear appropriate to make clear that changes have been made. These revisions by the Project team may not satisfy all viewpoints; however, hopefully they are more in keeping with the goals of the program. The most significant are reproduced as follows. (Some of the specific course titles have not yet been reproduced in the recruit school manual.)

#### COMMUNITY-POLICE RELATIONS<sup>30</sup>

The purpose of this course is to instill in each recruit officer an awareness of the social nature and composition

<sup>30</sup>Sixty-Third Recruit School, op. cit., p. 9-10.

of the community he serves and an appreciation of social developments and behavioral patterns affecting himself and citizens with whom he comes into daily contact. Instruction is provided by persons who are most familiar with the subject matter, many of whom are not affiliated with the police service.

Oakland Community: A history of the ethnic and cultural composition of the City, with particular emphasis devoted to the trend in population from a pre-World War II white majority to a projected black majority by 1985. The course also discusses implications of this population shift for all facets of city government, including the police department. The course will be conducted in various locations throughout the City in order to provide an orientation to the various cultures represented in the City, and will include discussions with representatives of various community organizations.

Community Field Experience: The recruit officer will be given an assignment that will place him in different environments. He will be assigned to solicit assistance from agencies such as the Welfare Department, Department of Human Resources, Missions and Legal Aid. The experience is designed to create a better understanding of the perspective of those who use these services.

Internship: An opportunity will be provided each trainee to work for one day in a social service agency such as the Alameda County Welfare Department or the West Oakland Health Clinic. The purpose of this experience is to expose the recruits to other agencies involved in providing service.

Star Power: A sociological game which develops simulated social stratifications to stimulate an understanding of human behavior.

Concepts of Culture: This subject area examines man and culture, an understanding of other cultures and the nature of prejudice.

Minority Cultures: These discussions relate to the various ethnic communities in Oakland. They include an historical frame of reference as the basis for current postures and the resulting economic, sociological and psychological factors and their implications for police work.

The White Middle Class: This session is a panel discussion, representing a variety of viewpoints. It will include a discussion of expectations, attitudes and the implications of these viewpoints for police work.

The Counter Sub-Cultures: An exploration of the origins and causes of the anti-establishment movements. It deals with the values and aspirations of these sub-cultures and their significance in regard to police work.

The Police Sub-Culture: An examination of the police as a distinct sub-culture. It explores the causes and implications of this sub-culture. The role dilemma of the black officer, e.g., in relation to the minority and non-minority communities and the non-minority officers, is also discussed.

Crime in America: A discussion of the relationships between the community, the individual and the institutions of society as they relate to crime and crime trends.

Violence in America: This course explores violence as a tradition in the American past. It deals specifically with the causes and possible solutions of urban riots, criminal violence and campus disorders.

Role of Police in Society, Observations: An explanation of police functions with particular emphasis on the obligations, responsibilities and authority of police officers with reference to the use of discretion.

B. THE NATURE AND TECHNIQUES OF TRAINING -- SIXTY-THIRD RECRUIT SCHOOL.

It is now primarily the technical subject areas that need more attention to the nature and techniques of training. Continued work must be done with police instructors in regard to content, techniques and attitude. There still is the requirement to examine the possibility of a workshop for these personnel. Changes in this regard are coming, but not as fast as desirable. There still is a lack of sensitivity and understanding. Symptomatic of this is the "Rating Form" used for instructors. The same form apparently has been used for years without change. In any event, it includes ratings, for example, on "Physical Appearance" and "Grammar." These, of course, are examples of stereotypes that the whole program is trying to break away from.

Additionally, care should be taken not to place too much emphasis on recruit ratings of speakers. This is not to suggest that they should be ignored. However, police trainers have a tendency to use them as the sole basis for evaluation. It does not take much experience as an instructor to learn how to get at least adequate ratings. And anyone has a propensity to rate according to what they want to hear.

Course outlines are still very slow in developing, although this lack is by no means restricted to police

instructors. In view of the fees charged by many seminar leaders in community relations, the requests for outlines do not seem inappropriate. The question of fees is something with which police department training divisions are going to have to deal to an increasing extent. The more community involvement in training, the greater the direct cost. This is particularly true with reference to minority group members. The number of experienced minority instructors and seminar leaders who can say what needs to be said while maintaining a "learning atmosphere" is small; and they are therefore very much in demand. Understandably, a convenient way of screening offers is to set a fee schedule which is rather high. It has been possible to adjust this, however, by entering into "long-term" agreements, which are feasible in Oakland because of continuous testing of applicants and numerous recruit schools.

There are other areas of concern. One pertains to "Defensive Tactics". In the Sixty-Third Recruit School, these sessions are interspersed with technical subject matter beginning in the thirteenth week. Project personnel are concerned that perhaps there are not enough of these sessions and they feel sure that they are not taken seriously enough. Although there may not be abundant evidence in support of this, there should be consideration given to the correlation between physical fitness and the use of firearms. This should

be investigated, and in the meantime, "Defensive Tactics" should be as demanding as originally intended (and perhaps not limited in this regard to recruits).

The approach to "Report Writing" also still needs to be revised. This probably can be related to what the Project team feels is another need--a review of the CID presentations. It is becoming increasingly apparent that at worst there is a role confusion or at best a communication gap between the beat officer and the investigator. Analogous to this is the fact that the five hours devoted to "Collection, Identification and Preservation of Evidence" does not seem sufficient.

The programmed instruction, on the whole, is useful. However, it is apparent that it cannot stand alone. There is no substitute for the interaction between student and teacher. Interviews in this regard with recruits can best be summarized in the following comment: "You can read about it [e.g., Criminal Law] all you want and think you know it. But it doesn't become real until you act it out [with VTR]".

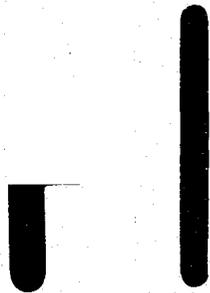
Additionally, it appears that the effort to make maximum use of the programmed instruction has resulted in too concentrated a dose of material. Some thought should be given to spacing out the material and allowing for more contact with the instructor.

The role playing with the VTR continues to have a signi-

ficant impact on learning. There have been gratifying incidents which prove this. Here is one example: As part of the "internship" for the Sixty-Third School, two recruits were assigned to a Family Service Center. The Center personnel were confronted with a family complaint and the "policemen" were eventually drawn into the situation and apparently played a large part in solving it. In the subsequent class discussion, the recruits were asked if it wasn't difficult being thrust into such a position. The response was, "It was easier, because it was just like role playing."

Another indication of change in the recruit school is the reading list. From a list of two books for the Sixtieth School, it has increased to a "Reading List and References" of ten pages. While, of course, a long reference list does not necessarily indicate that anyone is doing any reading, the change in the extent and nature of the listing is noteworthy in itself. It is illustrative of the adjustments taking place. Additionally, instructors, particularly those in community-related subjects, have remarked about the reading recruits apparently have done.

Those individuals who have had a long-standing relationship with recruit schools continue to be impressed with the interest, participation and knowledge displayed in the recent schools. Whether this is based upon the new school approach or upon recruit selection is hard to say-- probably both are factors. It is true, however, that the discipline problems that



some anticipated with this new, less militaristic style, have not developed.

It is also true that there is still some antagonism in the department toward the new approach, both in terms of style and content. However, "generally the academy received good grades for recent changes it has made."<sup>31</sup>

---

<sup>31</sup>Interviews of a random sample of Oakland police personnel.

### C. RECOMMENDATIONS -- SIXTY-THIRD RECRUIT SCHOOL

1. The pattern of "dual leadership" of at least part of the recruit school should be maintained. This facilitates in the recruits an increased awareness of the manifestations of their own behavior and a greater understanding of the community.
2. Attention to the selection of police instructors should be continued. Training for these personnel is essential, and should be implemented.
3. A complete review of recruit school testing is recommended. For example, there are currently several technical examinations, the passing of which is imperative in order to continue in the school. However, what would be the result if a recruit failed the "Community-Police Relations" exam? This is not clear.
4. There is a continued need to examine the technical presentations. This is particularly true with reference to "Report Writing" and courses related to "Criminal Investigation." Project personnel have made some suggestions in this regard.
5. The requirements for "Defensive Tactics" should be maintained as originally intended. Recruits do not appear to take this training seriously enough.

6. The "Rating Form" used to rate instructors should be revised. It is not in keeping with the objectives of recruit training.
7. Project personnel question the amount of time devoted to the "Police Culture". It seems that one day should be sufficient. It is almost as if there is a need to have this session last as long as those devoted to ethnic minority cultures.
8. Both community and police instructors should have, at least, a profile on education and experience of the recruit class. More attention should be given to developing presentations appropriate to individual recruit groups.
9. It appears to Project team members that some of the police training personnel are losing interest in their responsibilities. While this is quite natural in view of the encouraging initial interest, it will have a detrimental effect on recruits. Consideration should be given to rotating interested personnel around a core of permanent staff members. In this manner career development patterns can be continued, but stability provided. Police training has been justly criticized for moving personnel in and out of training and therefore not providing enough expertise and stability. However, it is possible to replace those who "go stale" and at the same time maintain continuity.

SECTION V

### CONCLUSION

The most significant change in the Oakland Recruit Schools, during the Project year is the increased attention to "Community-Police Relations". From the first formalized recruit training in 1947 when this subject area was not even covered, through the Sixtieth Recruit School when the title was really a misnomer, to the Sixty-Third Recruit School which devotes over 20 per cent of the curriculum to these subjects, is a dramatic progression.

There is, however, an error, basic to these presentations, which is by no means unique to the Oakland Department, namely, the use of the expression "Community-Police Relations". This commonly-used title makes use of two different abstraction levels which is unfortunate, but which is the least of the problems. We are at a stage in this country when the development of our institutions is being questioned, when the role of the police is being closely examined, and "law and order" is being reconsidered. The police and the community are not separate entities. The police are part of the community. The police do not control crime: the community controls crime. And while the title "Community-Police Relations" most certainly is not the cause of the current state of distrust, it does nothing to diminish it. It fosters a "we--they" distinction which perpetuates the present climate.

While all course material under that heading does not pertain to cultures or sub-cultures, it would seem more appropriate

to use a title such as "Community" or "Cultural Awareness," "The Police as Part of the Community," or perhaps "Cultural Assimilation". Something which better describes what this training is now doing-- identifying the culturally critical concepts and behaviors and then providing the recruit with a series of experiences in which he must symbolically cope with them.

This "distinction" shows up in other ways. The recruit training program temporarily lost a very good group of young black role players from the community. Their perception was that the "police really didn't want to try to understand the minority segments of the community, but simply wanted to know how to deal with them". So, they refused to continue participating. This particular situation may have been rectified through the use of dual leadership. But the general point is important. There must be a real commitment, or the "we--they" game continues.

On the other hand, there have been some surprising benefits of the community involvement. A significant number of the "community leaders" who participated in the program during this transitional period but may not still be, are claiming credit for the change. Whether or not this is completely accurate in this circumstance is insignificant. What is significant is the community reaction.

The stated objective of this component refers to a "redefinition of the total training process". And in terms of the Oakland Department at least, a new direction does exist. The objective of this new direction is the development of police personnel who are both technically competent and humanistic. While

this is not to suggest that this has never been a goal of this department, the leadership of Chief Gain has most certainly effectuated it. The state of society demands it.

At this stage, it seems appropriate to briefly review the questions posed in the Project proposal with reference to recruit training.

1. Is the present course content of the training academy adequate to prepare the new policeman to necessarily meet the challenges of our changing society?

When this Project began, the answer to this question was "no". It is our feeling that this situation is changing markedly, and the current recruit training, in general, is preparing the new patrolman to better meet the challenges of our changing society.

2. Is the training responsive to the needs of the individual officers?

Again, when this Project began, the answer was "no". This situation has also changed. The use of self-paced learning through programmed instruction is partly responsible. The study periods for group and/or individual study have also facilitated the change. And the careful attention to the selection of the Recruit Training Officer has also been a factor which has resulted in increased counseling and guidance for

individual recruits.

This change is far from complete, however. Little, if any, evidence is available regarding a planned formalized career development program. The planning that does take place is done by the individual, with little help. Nor does it appear that enough consideration has been given to recruit school testing (other than the additions cited earlier in the report). Basic questions such as, "What is the specific purpose of the testing?" "Are some tests more important than others? Why?" "Are some recruits better prepared by experience to handle these tests?" remain inadequately resolved.

Additionally, it would appear beneficial if instructors had more knowledge regarding the nature and experience of recruits before preparing their presentations. This pertains to those leaders who come in from the outside and those who have been teaching technical subjects the same way over a period of years without particular reference to individual class members.

3. Does the structured training situation instill pre-determined attitudes that may be detrimental to the work of the new officer?

In the opinion of Project personnel, the early response to this question was "yes". That answer, however, most certainly is less true now. Nevertheless, continued work in this regard needs to be done.

The seminar atmosphere and the general emphasis on the use of discretion has developed a questioning attitude on the part of recruits. Community involvement has also helped counter pre-determined attitudes, as has the change in instructors or their presentations. But as has been discussed, the problem persists.

4. Can police officers be trained at the present level in less time and at lower costs by utilizing such training devices as video tape recordings, computer assisted learning, diagnostic testing and programmed learning?

The answer here is a qualified "yes". Qualified, for several reasons. In the first place, the "present level" of training at the initiation of the Project was not satisfactory. In remedying this situation the recruit school was lengthened and costs increased. However, in order to do an adequate job of training, without the use of the VTR and programmed instruction, costs would have been additionally increased.

It generally seems clear that the amount of learning

that takes place through good simulation with the use of the VTR could only be duplicated at greater expense. There is no substitute for seeing yourself as others see you. The programmed instruction also can maintain a high level of training at reduced long-run costs in some subject areas.

But if a sincere effort is made to understand the community, this has to mean community involvement and a corresponding increase in costs. In this regard, Project personnel also feel that utilization of a person or persons from outside the department skilled in conference leadership is essential.

The ultimate answer to all of this may be a regional training center, which would house all the necessary resources and involve the most highly skilled instructors. The problems faced by the larger metropolitan departments are no longer going to remain theirs alone. Possibly the best way for departments of all sizes to assure themselves of a high level of training while coping with the costs will be through the establishment of such a center.

5. Should more training time be allotted to the principles and philosophies of proper police work and less to the specifics of the penal code, vehicle code, etc.?

As much of this report should make clear, it was the feeling of the Project personnel that more time should be devoted to the principles and philosophies of "proper" police work, but not necessarily at the expense of other subject material. On this Project, this was accomplished through the use of programmed instruction in Criminal Law (Penal Code).

Elements of humanistic police work cannot be over-emphasized. In terms of successful police work, if these elements are not present, it matters little how well one learns the penal code.

6. What kind of training is mandatory? What phases are essential and what is desirable, in order that a training program be successful?

Recruits must be allowed-- and challenged-- to think. Training, in general, should therefore be framed in a way as to help the officer to learn the use of discretion and provide him with an awareness of the implications of his authority.

More specifically, an understanding of the community and the complexities of police service is essential. The latter most certainly necessitates training in the "Constitutional Basis for Police Work," the "Criminal

Justice System," and "Criminal Law".

Also necessary, of course, are most of the subject areas related to "Patrol Procedures" and some training in "criminal-investigation-related" subjects. The subject areas which seem less important are those such as "Animal Control Laws". Some thought should be given to the possibility of transferring more of this responsibility elsewhere.

Project personnel feel, however, that at this stage, it is premature to be more specific about priorities in technical areas. As has been recommended, it is time to turn to the refinement and reorganization of these subjects. Until that has been done, it is impossible to deal with this question more completely. The one-year Project did not permit adequate attention to technical areas.

The basic point remains, however, that technical knowledge, whether mandatory or desirable, becomes secondary if the policeman cannot properly utilize a discretionary decision-making process and exercise his authority fairly as well as "effectively".

7. What attributes are required of supervisory personnel in police work? Are there additional attributes demanded of police supervisors as opposed to other types of supervisory personnel in non-police work?

The answers to these questions require a thorough and separate investigation. During the course of work on this component, Project personnel have developed considerable insight; however, it seems premature to expand upon this at the present stage of development.

Two factors related to this question of supervision do seem clear, however. First, supervisory personnel should receive some of the same training as the current recruits. Support from supervisors is necessary in any kind of organization.

Secondly, an attribute which is especially important for supervisors in a police organization is the ability to listen. While this most certainly is a desirable ability anywhere, its importance is magnified here. Police departments have experimented with "resident psychologists" and "debriefing sessions". Whether or not these approaches have been successful, it is clear that a police supervisor's ability to deal with the kinds of moral conflicts which his subordinates face is a necessity.

The Oakland Police Department has had a fine reputation in regard to its recruit training. With this in mind, it is interesting to consider that when this Project began, the answers to many of the above questions seemed to be in the negative. Rather than implying criticism of the Oakland Department in particular, however, this appears to be a commentary on police training in general.

In Oakland, both police and Project personnel now feel that significant changes have been made in both the nature and structure of recruit training. In the long run, of course, the real evidence of success will be performance on the street, which should be followed closely. In the meantime, there have been immediate satisfactions. These perhaps can best be summarized by a statement from an officer who had been on leave of absence and was required to go through the new recruit school upon his return. His reaction was, "I learned more in the first month here than I did in two years on the street".

APPENDIX



CITY OF OAKLAND  
Police Services

# SIXTY-FOURTH RECRUIT SCHOOL

23 AUG 71 - 7 JAN 72

C. R. GAIN, CHIEF OF POLICE  
POLICE ADMINISTRATION BUILDING, 455 7TH ST., OAKLAND, CALIFORNIA 94607

# Law Enforcement Code of Ethics

As a Law Enforcement Officer, my fundamental duty is to serve mankind; to safeguard lives and property; to protect the innocent against deception, the weak against oppression or intimidation, and the peaceful against violence or disorder; and to respect the Constitutional rights of all men to liberty, equality and justice.

I will keep my private life unsullied as an example to all; maintain courageous calm in the face of danger, scorn, or ridicule; develop self-restraint; and be constantly mindful of the welfare of others. Honest in thought and deed in both my personal and official life, I will be exemplary in obeying the laws of the land and the regulations of my department. Whatever I see or hear of a confidential nature or that is confided to me in my official capacity will be kept ever secret unless revelation is necessary in the performance of my duty.

I will never act officiously or permit personal feelings, prejudices, animosities or friendships to influence my decisions. With no compromise for crime and with relentless prosecution of criminals, I will enforce the law courteously and appropriately without fear or favor, malice or ill will, never employing unnecessary force or violence and never accepting gratuities.

I recognize the badge of my office as a symbol of public faith, and I accept it as a public trust to be held so long as I am true to the ethics of the police service. I will constantly strive to achieve these objectives and ideals, dedicating myself before God to my chosen profession . . . law enforcement.

## TABLE OF CONTENTS

INTRODUCTION	1
COMPARISON OF STATE AND SCHOOL REQUIREMENTS	3
DESCRIPTION OF COURSES	4
SCHOOL CURRICULUM	11
SCHEDULE OF CLASSES	16
ROSTER OF TRAINING DIVISION PERSONNEL	36
ROSTER OF STUDENTS	37
ROSTER OF POLICE INSTRUCTORS	38
ROSTER OF GUEST LECTURERS AND INSTRUCTORS	40
READING LIST AND REFERENCES	41

OAKLAND POLICE DEPARTMENT  
OAKLAND, CALIFORNIA

23 Aug 71

INTRODUCTION

The curriculum, schedule of classes and rosters of Training Division staff personnel, instructors and students of the Oakland Police Department's Sixty-Fourth Recruit School are set forth herein. The length and content of courses outlined in this curriculum more than satisfy the requirements of Basic Training established by the State Commission on Peace Officer Standards and Training.

Certain courses of instruction within seven general areas described in the curriculum have been formally accredited by Merritt College of the Peralta College District. Students who satisfactorily complete these courses will be awarded a maximum of eighteen quarter units of college credit. The course areas are listed below.

Introduction to Policing	three units
Community-Police Relations	three units
Criminal Law	three units
Patrol Procedures	two units
Traffic Control	three units
Police Weapons	two units

The basic requirements of the State Commission on Peace Officer Standards and Training as compared with the Oakland Police Academy Curriculum are shown on page 3.

The Recruit School curriculum represents experimentation with and refinement of previous schools, with particular reference to the last three schools. The goal of the analysis and resulting changes has been to better prepare the policeman for work in today's urban environment. More specifically, the objective is to develop a policeman who is both technically competent and humanistic.

The most significant change in the curriculum is the increased attention given to Community-Police Relations. While all technical training must also relate to the community, particular emphasis is given to this subject area early in school to provide the framework in which the police work. The intent of these discussions is to help create an understanding and awareness of the various communities in which the police operate. Often, these discussions are led by members of those communities.

Greater emphasis also has been given to the Criminal Justice System as a whole. The intent here is to give recruits a frame of reference for police work and explain their role within it.

Other changes have been made in various segments of the curriculum. For example, in those subject areas which lend themselves to it, programmed instruction is used as a training technique. The use of the video tape recorder and closed circuit television with role playing has been greatly increased. This added training dimension is useful both in relation to mastering technical skills and in allowing personnel to see themselves as others see them.

This Sixty-Fourth school includes additional changes. For example, Report Writing has been restructured to a considerable extent. This subject area will be reinforced throughout the curriculum with specific reference to Criminal Investigation courses, the Role Playing and the Critical Incident Simulations. Analysis of training in Perceptive Driving Techniques by Mr. Gil Rhodes, City of Oakland Safety Consultant, has also resulted in adjustments. This training has been reorganized in terms of technique and has been expanded to include more behind-the-wheel testing.

The structure of the Recruit School has also been altered. If police personnel are asked to use discretion in the performance of their duties, the training situation must reflect this. For that reason, as much as is appropriate, the Recruit School is being conducted as a seminar.

These and other changes have of necessity lengthened the Recruit School. The Sixty-Fourth school is of twenty weeks duration, approximately four weeks longer than the Sixtieth.

At the conclusion of the Recruit School, each Recruit Officer is assigned to a Field Training Officer for a period of eighteen weeks. The Field Training Officer has the responsibility for the training and evaluation of the probationary officer on a one-to-one basis. Due to the significance of the changes in the Recruit School and the importance of the role of this trainer, a two-week seminar has been organized for Field Training Officers. The seminar provides an overview of new Recruit School material and an up-dating on technique and training in counseling and evaluation.

Expert assistance has been received from the following consultants during curriculum experimentation and restructuring:

Education/Research, Inc.

Edward O. "Pete" Lee  
Earl Robinson  
William Rogin  
Samuel Trull

American Analysis Corp.

Peter D. Lenn

Invaluable input into the experimentation and restructuring was contributed by Sergeant Jon Sparks and Officer Larry Murphy of the Oakland Police Department, based upon knowledge and skills they acquired through their attendance at the "Police Community Relations Leadership Training Course" sponsored by the Commission on Peace Officer Standards and Training and conducted at the University of California at Los Angeles.

<u>SUBJECT</u>	<u>COMMISSION REQUIRED HOURS</u>	<u>ACTUAL ACADEMY HOURS</u>
Introduction to Policing	10	65
Constitutional and Criminal Law	16	50*
Criminal Evidence	8	8
Administration of Justice	4	8
Criminal Investigation	34	59
Community-Police Relations	20	157*
Patrol Procedures	40	93
Traffic Control	20	36
Juvenile Procedures	8	14*
Defensive Tactics	14	37
Firearms (Police Weapons)	12	42**
Critical Incident Simulations (Role Playing)	0	24*
First Aid	10	17
Field Assignments	0	40
Examinations	4	16
Critiques	0	13
Study Periods	0	14
Graduation Exercise	0	3
	Total...200	Total...696

\*Indicates courses which include Role Playing exercises utilizing video tapes replay discussions. These exercises are integrated throughout the school for a total of 64 hours.

\*\*Includes a nine-hour course of instruction in "Non-Lethal Chemical Agents (Tear Gas) Training," which is presented in the school. This course is required by California Penal Code Section 12403 and is authorized as a Technical and Special Course by the Commission on Peace Officer Standards and Training.

<u>SUBJECT</u>	<u>COMMISSION REQUIRED HOURS</u>	<u>ACTUAL ACADEMY HOURS</u>
Introduction to Policing	10	65
Constitutional and Criminal Law	16	50*
Criminal Evidence	8	8
Administration of Justice	4	8
Criminal Investigation	34	59
Community-Police Relations	20	157*
Patrol Procedures	40	93
Traffic Control	20	36
Juvenile Procedures	8	14*
Defensive Tactics	14	37
Firearms (Police Weapons)	12	42**
Critical Incident Simulations (Role Playing)	0	24*
First Aid	10	17
Field Assignments	0	40
Examinations	4	16
Critiques	0	13
Study Periods	0	14
Graduation Exercise	0	3
	Total...200	Total...696

\*Indicates courses which include Role Playing exercises utilizing video tapes replay discussions. These exercises are integrated throughout the school for a total of 64 hours.

\*\*Includes a nine-hour course of instruction in "Non-Lethal Chemical Agents (Tear Gas) Training," which is presented in the school. This course is required by California Penal Code Section 12403 and is authorized as a Technical and Special Course by the Commission on Peace Officer Standards and Training.

## DESCRIPTION OF COURSES

The following is an explanation of the content of courses which will be presented in the Sixty-Fourth Recruit School.

### COMMUNITY-POLICE RELATIONS

The purpose of this course is to instill in each recruit officer an awareness of the social nature and composition of the community he serves and an appreciation of social developments and behavioral patterns affecting himself and citizens with whom he comes into daily contact. Instruction is provided by persons who are most familiar with the subject matter, many of whom are not affiliated with the police service.

Oakland Community: A history of the ethnic and cultural composition of the City, with particular emphasis devoted to the trend in population from a pre-World War II white majority to a projected black majority by 1985. The course also discusses implications of this population shift for all facets of city government, including the police department. The course will be conducted in various locations throughout the City in order to provide an orientation to the various cultures represented in the City, and will include discussions with representatives of various community organizations.

Community Field Experience: The recruit officer will be given an assignment that will place him in different environments. He will be assigned to solicit assistance from agencies such as the Welfare Department, Department of Human Resources, Missions and Legal Aid. The experience is designed to create a better understanding of the perspective of those who use these services.

Internship: An opportunity will be provided each trainee to work for one day in a social service agency such as the Alameda County Welfare Department of the West Oakland Health Clinic. The purpose of this experience is to expose the recruits to other agencies involved in providing service.

Star Power: A sociological game which develops simulated social stratifications to stimulate an understanding of human behavior.

Concepts of Culture: This subject area examines man and culture, an understanding of other cultures and the nature of prejudice.

Minority Cultures: These discussions relate to the various ethnic communities in Oakland. They include an historical frame of reference as the basis for current postures and the resulting economic, sociological and psychological factors and their implications for police work.

The White Middle Class: This session is a panel discussion, representing a variety of view points. It will include a discussion of expectations, attitudes and the implications of these viewpoints for police work.

The Counter Culture: An exploration of the origins and causes of the "anti-establishment" movements. It deals with the values and aspirations of the counter culture and their significance in regard to police work.

The Police Culture: An examination of the police as a distinct culture. It explores the causes and implications of this culture, as well as the various subcultures within it. The role dilemma of the Black officer, e.g., in relation to the minority and non-minority communities and the non-minority officers, is also discussed.

Crime in America: A discussion of the relationships between the community, the individual and the institutions of society as they relate to crime and crime trends.

Violence in America: This course explores violence as a tradition in the American past. It deals specifically with the causes and possible solutions of urban riots, criminal violence and campus disorders.

Role of Police in Society, Observations: An explanation of police functions with particular emphasis on the obligations, responsibilities and authority of police officers with reference to the use of discretion.

Judgment-Avoiding Conflict: A discussion of the practical aspects relating to citizens under potentially stress-filled situations. Particular attention will be given to day-to-day techniques which the officer may employ to accomplish his tasks in a manner which will afford a minimum of resistance and antagonism from persons with whom he deals. Special emphasis will be given to discussions concerning the psychological aspects of resistance and verbal abuse.

Discretionary Decision-Making: An explanation of the policeman's role in common situations requiring exercise of police discretion.

News Media Relations: An exploration of the role of the press in a free society and of the relationship of the police to mass media.

Social Disorganization: Discussions concerning mental illness, sexual deviation, and alcoholism with emphasis directed to the emotional and behavioral patterns of development of those persons suffering from such psychological disorders.

San Quentin Tour: To provide an on-site exposure to what it's like "on the inside" of a prison.

Panel Discussion (Experienced Officers): Presents an experienced perspective of the material covered in Community-Police Relations.

Conflict Management Section: Members of the Department's Conflict Management Section will provide insights from their studies into the use of force by and against police. Recruits will be apprised of the successful techniques used by the unit in handling emotional situations without using physical violence.

Closure: These discussions will be used as summary sessions. These meetings are significant not only for the purpose of summarizing material just discussed, but also in order to relate that material to subjects presented earlier in the Recruit School curriculum.

#### INTRODUCTION TO POLICING

City Information: Important City landmarks, buildings and streets will be identified.

Criminal Justice System: An exploration of the Criminal Justice System (police, courts and corrections) with particular emphasis upon the role of the Oakland Police Department.

Department General Orders: A copy of the Departmental General Order Manual will be distributed to each officer and the contents will be reviewed.

Department Safety: Safe work practices and safety attitudes are reviewed.

Internal Affairs: The need for and function of the Internal Affairs Section is discussed; consideration is given to various types of cases handled.

Jurisdiction of Related Agencies: The course covers jurisdiction of and relationships with federal, state, county and other police agencies. The procedures to be followed when a case or incident is found to be in the jurisdiction of another agency are explained.

Ethics and Professionalization: This subject explores the foundation of ethics for police in terms of integrity, standards, and conduct. Police professionalism is discussed.

Off-Duty Police Conduct: A discussion of the policy and regulations governing the undertaking of police work while off-duty. The importance of using good judgment and sound discretion in off-duty incidents as well as the need for following good police procedures will be stressed.

Organization of the Oakland Police Department: An orientation to the organizational structure of the Department, including the chain of command and the basic objectives of organizational units. An explanation is provided concerning the functions of various units of the Department and the interdependent relationships between units which promote accomplishment of Departmental goals.

Notetaking and Written Communications: Recruits will be given an orientation to rules and regulations of the Training Division. Instruction will be provided in the correct manner of taking comprehensive classroom notes and preparing inter-office letters.

Orientation: Welcoming comments will be delivered by Chief Gain. The deputy chiefs will be introduced to the class and an orientation to the Patrol Division will be provided. An explanation will be given of the purpose and function of the various employee organizations which are active in the Department, such as the Oakland Police Officers Association and the Black Police Officers Association. Students will meet and be afforded an opportunity to interact with the senior officers of the Department with whom they will be assigned following graduation from the Recruit School.

Perceptive Driving Techniques: This course includes training in the Smith System, the use of materials from the National Safety Council and experience in behind-the-wheel city driving.

Rules and Regulations: A copy of the Manual of Rules will be distributed to each member. Particular regulations will be emphasized.

School Policies: Students will be given an orientation to the particular rules and regulations of the Training Division applicable to recruits.

Structure of City Government: An orientation will be provided in the council-manager form of City administration as well as the various departments, commissions and organizational entities which comprise the City government.

Tour of Police Building: Recruit officers are given a tour of the Police Administration Building to familiarize them with the location of organizational units.

#### CONSTITUTIONAL AND CRIMINAL LAWS

The Foundation of Criminal Law: Constitutional Rights and Court Decisions: This course will consider the constitutional rights of citizens and reasons that have motivated the courts to expand those rights. Specific attention will be given to freedom of speech and political protest, the protection against self-incrimination, the control of police practices by the exclusion of evidence and the importance of poverty and race in constitutional laws.

Stopping and Questioning (Social and Legal Ramifications): A discussion of the proper manner of stopping and questioning citizens, including the legal and social ramifications.

Search and Seizure: This course covers statutory and case law regarding search and seizure. Both federal and state case decisions affecting searches will be thoroughly discussed.

Laws of Arrest: Subjects discussed are a police officer's rights and duties in making an arrest, the distinction between felony and misdemeanor arrests, immunity from arrest and legal use of force, degree of force, attitude of arresting officers and police jurisdiction outside the City.

Criminal Law (Penal Code): This course covers California law relating to criminal acts with emphasis on the elements of crimes, parties to crimes and the specific sections of the Penal Code most frequently used, including weapons control laws. A limited number of the most frequently used sections of other California codes is included in this course.

Alcohol Beverage Control Laws: This course defines those sections of the Business and Professions Code which relate to the operation of establishments licensed to dispense alcoholic beverages, types of commercial licenses which may be issued to those establishments and the policies of the California Department of Alcohol Beverage Control.

Oakland Municipal Code: Instruction is given regarding those sections of the Oakland Municipal Code pertinent to the duties of police officers. Excerpts from the O.M.C. will be issued to each officer. Instruction will be given in the enforcement of laws applicable to control of animals.

#### CRIMINAL EVIDENCE

Rules of Evidence (Evidence Code): Rules of evidence and their application are discussed. Topics include tests of admissibility applied by the courts, direct and circumstantial evidence, competency of witnesses, degrading and incriminating questions, and privileged and nonprivileged communications.

#### ADMINISTRATION OF JUSTICE

Complaint-Warrant Process: Recruit officers are oriented in the legal procedures which result in issuance of warrants of arrest for misdemeanor and felony violations.

Court Demeanor and Testifying: This course defines the role of the police officer in giving testimony and explains his responsibilities in connection with his appearance in court.

Court System (Court Organization and Procedure): Instruction will be given in general court organization and procedure. Functions of complaint forms, writs, subpoenas, warrants and other allied papers and court orders will be discussed.

Moot Trial: Officers are exposed to the adversary system by a moot trial which is conducted in a courtroom with attorneys serving as prosecuting attorney, defense counsel and judge.

#### CRIMINAL INVESTIGATION

Recruit officers are given instruction in general principles applicable to investigations. Topics include attitude and responsibility of the officer, the need for complete and accurate information, evaluation of complaints and crime scene examination and protection. Preparation of cases for court is discussed. The course covers the fundamental procedures used in providing the services and investigating the complaints which occur most frequently.

Detailed instruction is given in preliminary methods and techniques necessary to successfully investigate the most common types of crimes encountered on beat patrol. Instruction is provided in the following subjects:

- Arson Cases
- Assault Cases
- Auto Theft Cases
- Building Security
- Check Offenses
- Collection, Identification and Preservation of Evidence
- Crime Scene Recording

Criminal Intelligence  
Explosive Ordnance Reconnaissance  
Gambling Cases  
Injury and Death Cases  
Interviews and Interrogations  
Narcotics and Dangerous Drugs  
Polygraph  
Preliminary Investigation  
Prostitution Cases  
Receiving Stolen Property Cases  
Robbery Cases  
Sex Crimes  
Telephone Burglaries  
Theft Cases

#### PATROL PROCEDURES

Officers are instructed in the purposes and techniques of beat patrol — protection, prevention, identification and apprehension. Fixed, auto and foot patrol techniques are discussed. Officers are taught recognition, inspection and control of police hazards. The course stresses methods of developing powers of perception and observation of persons, places and things. Theoretical and practical instruction on testifying in court is provided. Instruction is given in preliminary methods and techniques necessary to investigate most crimes and problems encountered by beat officers. An orientation to the function, procedures and physical layout of the Jail is provided. The Patrol Procedures course includes the following subjects:

Bicycle Detail Operation  
Crowd Control  
Disaster Training  
Disorderly Conduct and Disturbance Cases  
Domestic and Civil Disputes  
Duties at Fire Scenes  
Field Interrogation Techniques  
Field Notetaking  
Identification Documents  
Intoxication Cases  
Jail Procedures  
Labor-Management Disputes  
Mental Illness Cases  
Missing Persons Detail  
Patrol and Observation  
Problems Confronting Recruits  
Recreation Department  
Report Writing  
Sources of Information  
Tactics for Crimes in Progress  
Telecommunications  
Warrant-Service Card

#### TRAFFIC CONTROL

Citations: Mechanics and Psychology: Officers are taught how to write traffic citations. The importance of proper police-citizen relationships when issuing a citation for a traffic violation is stressed.

Drunk Driving Cases: Officers are instructed in the law pertaining to drunk driving and are given specific information designed to help them recognize a drunk driver. A portion of the course consists of a practical crime problem in which recruit officers make a physical arrest of a suspected drunk driver.

Traffic Collision Investigation and Diagramming: Instruction is given in methods and procedures to be employed in reporting and investigating traffic accidents. Topics include questioning of witnesses, observation of drivers, inspection of vehicles involved, checking the roadway, observation of signs and signals and taking of measurements. Emphasis is given on the proper completion of accident reports

Traffic Directing: This course covers the mechanics of traffic direction. Application of classroom instruction in the field is provided under the direction of an experienced officer.

Traffic Engineering and Parking Department: The course of instruction explains the functions and operation of the Traffic Engineering Department and the relationship between traffic engineering and the police.

Traffic Laws: Instruction is given in the most frequently used sections of the California Vehicle Code and the Oakland Traffic Code. Elements of the violations and their application are discussed.

Vehicle Pullovers: Instruction is given in the proper methods which must be followed when stopping a suspected traffic violator or a misdemeanant or a felon who is driving a vehicle.

#### JUVENILE PROCEDURES

Responsibility of law enforcement agencies and various juvenile agencies including the Juvenile Probation Department is discussed. Instruction is given in procedures used in processing juveniles and obtaining petitions. Explanations are provided on the most frequently used sections of the Welfare and Institutions Code. Proper attitudes, methods and techniques in dealing with juveniles are stressed.

#### DEFENSIVE TACTICS

Arrest and Control Techniques: In this course, officers are shown the correct approach to a suspect on foot, in an auto, in a building or room, and other areas. Topics include protection of the officer, search upon arrest, use of the gun and handcuffs, transportation of prisoners from location of arrest to jail and custody and transportation of the mentally ill.

Defensive Tactics: Recruit officers are instructed in the techniques of disarming persons armed with dangerous or deadly weapons. Demonstrations and drills are provided in physical holds and come-alongs. The restraint of prisoners and mentally ill persons is discussed.

#### POLICE WEAPONS (FIREARMS)

Firearms (Legal Aspects and Policy): This course reviews those situations in which the use of firearms is warranted. Restrictions imposed on the use of weapons by law and Departmental policy are discussed. Safety precautions are stressed.

Firearms Training (Revolver and Shotgun): Instruction is given in the care, cleaning and firing of the revolver and shotgun. Emphasis is on functions, capabilities, firing positions and accuracy. An explanation of various types of ammunition is provided.

Use of Special Police Weapons: Instruction is provided in the use of non-lethal chemical agents, long and short batons and the Chemical Mace. Recruit officers are given training in the use of carbines and police gas guns.

#### FIRST AID

First Aid: Recruit officers receive instruction in the immediate and temporary care to be given in case of accident, illness and emergency childbirth. Poisoning and asphyxiation cases are stressed. Upon completion of the course, recruits qualify for the Standard Red Cross First Aid Certificate.

Water Rescue Techniques: Portions of the Basic American Red Cross First Aid Water Safety Course will be given to all officers.

## CRITICAL INCIDENT SIMULATIONS (ROLE PLAYING)

These sessions will be devoted to "on the street" simulations utilizing the video tape recorder and closed circuit television. The objective is to summarize and integrate material covered throughout the curriculum, beginning with the Community-Police segment. Although situations will be structured in advance, emphasis will be given to subject areas where recruits will particularly benefit from additional work. These simulations will be preceded by a report writing review, and the report writing responsibility will be included in each simulation. Critical Incident Simulations may be scheduled in the following areas:

1. Vehicle Pullovers
2. Walking Stops
3. Disorderly Conduct and Disturbance Cases
4. Landlord-Tenant Disputes
5. Domestic Disputes

## FIELD ASSIGNMENTS

Recruit officers will be assigned to work with various organizational units of the Department during the Recruit School. Commencing in the thirteenth week of the school, the officers will report to designated units on each Friday in lieu of reporting to the classroom. In this manner, they will be afforded the opportunity to work with and observe experienced officers and will receive a total of forty hours of practical field training.

## EXAMINATIONS

Several examinations will be given during the training period. Intelligence and judgment tests will be administered to each officer.

## CRITIQUES

Recruit officers are afforded several opportunities during the school to participate in critical discussions regarding the conduct of the school.

## STUDY PERIODS

Classroom time throughout the Recruit School is set aside for non-directed individual and group study sessions.

## GRADUATION

Ceremonies will begin with a full dress inspection of the assembled recruit class in the foyer of the Police Administration Building. Thereafter, an address will be given to the graduates in the Police Auditorium by Chief Gain and the class valedictorian.

SIXTY-FOURTH RECRUIT SCHOOL CURRICULUM

<u>COMMUNITY-POLICE RELATIONS</u>	<u>INSTRUCTORS</u>	<u>HOURS</u>	<u>157 Hrs.</u>
History of Oakland	Mr. T. Cochee and Mr. E. O. (Pete) Lee	4	
Tour of Oakland	Staff	.5	
Introduction	Staff	7.5	
Tour of Oakland	Staff	2	
Discussion	Sgt. J. Sparks and Off. L. Murphy	4	
Star Power	Dr. W. Shack	4	
Concepts of Culture	Guest Panel	3	
The White Middle Class	Staff	.5	
Closure	Mr. E. O. (Pete) Lee	7.5	
The Black American	Staff	3.5	
Role Playing	Staff	.5	
Closure	Dr. J. Martinez	7.5	
The Mexican Americans	Mr. J. Leavitt	3	
Role Playing	Staff	.5	
Closure	Mr. G. Woodard	3	
The American Indians	Staff	.5	
Closure	Guest Lecturer	3	
The Asian Americans	Staff	1	
Closure	Guest Panel	7	
The Counter Culture	Staff	.5	
Closure	Off. L. Murphy	7.5	
The Police Culture	Off. L. Murphy	3.5	
Role Playing	Dr. W. Shack	4	
Closure of Cultures	Guest Panel	3	
Service Recipients Panel	Guest Panel	4	
Service Dispensers Panel			
Social Agency Internship	Staff	.5	
Orientation	Staff	14	
Agency Internship and Discussion			
*Community Field Experience	Staff	1	
Orientation			
Community Field Experience and	Staff	15	
Discussion	Sgt. J. Sparks	3.5	
Crime in America	Mr. J. Skolnick	4	
*Violence in America	Chief C. R. Gain	3	
*The Role of Police in Society: Observations	Sgt. J. Hahn	3	
Conflict Management Section	Sgt. C. Hewitt	8	
*Discretionary Decision-Making			
*Social Disorganization	Dr. A. Workman	2	
Alcoholism	Off. N. Darnell	2	
Mental Illness	Dr. A. Workman	1	
Sexual Deviation	Sgt. C. Hewitt	3	
*Judgment-Avoiding Conflict	Mr. R. Jacobs	2	
*News Media Relations	Mr. G. Harr		
	Mr. R. Grimm		
	Miss K. Grieves		
	Staff	4	
*San Quentin Tour	Staff	2	
Discussion	Staff	4	
Panel Discussion (Experienced Officers)			

INTRODUCTION TO POLICING

	<u>INSTRUCTORS</u>	<u>HOURS</u>	<u>62 Hrs.</u>
Criminal Justice System	Chief C. R. Gain	5	
*The Police	Judge J. Taber	2	
*The Courts	Guest Lecturer	3	
*Corrections	Chief C. R. Gain	2	
*Closure			

\*Denotes on this and subsequent pages that the course is accredited by Merritt College

<u>INTRODUCTION TO POLICING (Continued)</u>	<u>INSTRUCTORS</u>	<u>HOURS</u>	
*Department General Orders	Off. N. Darnell	4	
Department Safety	Sgt. J. Birmingham	2	
*Internal Affairs	Sgt. R. Thorp	3	
*Ethics and Professionalization	Sgt. J. Sparks	2	
*Jurisdiction of Related Agencies	Off. G. Karczewski	2	
*Notetaking and Written Communications	Off. N. Darnell	2	
*Off-Duty Police Conduct	Sgt. J. Sparks	1	
*Organization of the Oakland Police Department	Capt. R. Guiliano	6	
Orientation			
*Introduction and School Policies	Chief C. R. Gain and Lt. J. McArthur	1	
Introduction to the Patrol Division	D/C O. H. Sylvester	1	
Introduction to Field Training Officers Discussion and Lecture	Off. L. Murphy	3	
Role Playing	Staff	4	
Perceptive Driving Techniques	Sgt. J. Birmingham	14	
*Rules and Regulations	Sgt. J. Sparks	3	
*Structure of City Government	D/C G. Hart	2	
*Tour of Police Building	Staff	2	
<u>CONSTITUTIONAL AND CRIMINAL LAW</u>	<u>INSTRUCTORS</u>	<u>HOURS</u>	<u>50 Hrs.</u>
Alcohol Beverage Control Laws	Off. N. Darnell	2	
*The Foundation of Criminal Law: Constitutional Rights and Court Decisions	Mr. J. Mehan	2	
Criminal Law (Penal Code)			
*Lecture	Sgt. J. Salgado	2	
*Discussion	Sgt. J. Salgado	4	
*Workshop	Sgt. J. Salgado	8	
*Role Playing	Staff	3	
Laws of Arrest			
*Lecture	Sgt. J. Stewart	3	
*Discussion	Sgt. J. Stewart	3	
*Workshop	Sgt. J. Stewart	10	
Oakland Municipal Code	Off. J. Manos	3	
Animal Control Laws	Sgt. J. Shannahan	1	
Search and Seizure	Mr. J. Mehan	6	
*Stopping and Questioning	Mr. J. Mehan	3	
<u>CRIMINAL EVIDENCE</u>	<u>INSTRUCTORS</u>	<u>HOURS</u>	<u>8 Hrs.</u>
Rules of Evidence (Evidence Code)	Mr. E. Brott	8	
<u>ADMINISTRATION OF JUSTICE</u>	<u>INSTRUCTORS</u>	<u>HOURS</u>	<u>8 Hrs.</u>
Complaint-Warrant Process	Off. J. Manos	1	
Courtroom Demeanor and Testifying	D.A. and Staff	2	
Court System (Court Organization and Procedure)	Mr. E. Brott	2	
Misdemeanor Citations	Mrs. L. Moody	1	
Moot Trial	D.A. and Staff	2	
<u>CRIMINAL INVESTIGATION</u>	<u>INSTRUCTORS</u>	<u>HOURS</u>	<u>59 Hrs.</u>
Arson Cases	Sgt. D. LeStrange	2	
Assault Cases	Off. J. Manos	2	
Auto Theft Cases	Sgt. F. Elam and Mr. F. Douglas	2	
Building Security	Sgt. P. Coleman	2	
Burglary Cases	Sgt. T. McNerney	3	
Check Offenses	Sgt. J. Glickman	2	

CRIMINAL INVESTIGATION (Continued)

Collection, Identification and Preservation  
of Evidence  
Crime Scene Recording  
Criminal Intelligence  
Explosive Ordnance Reconnaissance  
Gambling Cases  
Injury and Death Cases  
Interviews and Interrogations  
Narcotics and Dangerous Drugs  
Polygraph  
Preliminary Investigation  
Prostitution Cases  
Receiving Stolen Property Cases  
Robbery Cases  
Sex Crimes  
Telephone Burglaries  
Theft Cases

INSTRUCTORSHOURS

Off. J. Cooper 5  
Off. J. Cooper 2  
Lt. B. Wood 1  
Lt. J. Colletti 1  
Lt. E. Strelo 3  
Sgt. A. Kroeger 3  
Sgt. J. Stewart 6  
Off. H. Romero 5  
Sgt. J. West 1  
Off. M. Halliday 6  
Off. N. Darnell 2  
Sgt. P. Coleman 1  
Lt. E. Strelo 2  
Sgt. T. McNerney 2  
Mr. J. Finnegan 2  
Sgt. P. Coleman 4

PATROL PROCEDURES

\*Bicycle Detail Operation  
City Information  
Crowd Control  
  \*Civil Protest - Historical and Social  
  Aspects  
  \*Crowd Control Tactics  
  \*Role Playing  
  \*Demonstration Control  
\*Disaster Training  
\*Disorderly Conduct and Disturbance Cases  
\*Domestic and Civil Disputes (Landlord-  
  Tenant Disputes)  
\*Duties at Fire Scenes  
\*Field Interrogation Techniques  
  \*Role Playing  
\*Field Notetaking  
\*Identification Documents  
\*Intoxication Cases  
\*Jail Procedures  
\*Labor-Management Disputes  
  Mental Illness Cases  
  \*Discussion and Lecture  
  \*Role Playing  
\*Missing Persons  
\*Patrol and Observation  
\*Problems Confronting Recruits  
\*Recreation Department  
\*Report Writing  
  \*Report Writing Narratives  
  \*Misdemeanor Citation Policies  
  \*Common Report Writing Errors  
  \*Role Playing  
  Report Writing Review  
\*Sources of Information  
\*Tactics for Crimes in Progress  
\*Telecommunications  
\*Warrant-Service Card

INSTRUCTORSHOURS93 Hrs.

Mr. C. Harbison 1  
Off. M. Halliday 2  
  
Sgt. J. Sparks 3  
Off. T. Parino 4  
Staff 4  
Off. T. Parino 2  
Off. E. Salvail 1  
Off. M. Beers 2  
  
Sgt. M. Nordin 2  
Capt. R. Whitener 1  
Sgt. J. Stewart 2  
Staff 2  
Off. B. Matthews 2  
Off. P. Regan 2  
Off. R. Williams 2  
Lt. E. Lusk 2  
Lt. T. Bailey 2  
  
Off. N. Darnell and  
Mrs. M. Ritter 2  
Staff 2  
Off. W. Glavor 1  
Off. R. Harmon 3  
Off. N. Darnell 2  
Mr. I. Cook 1  
Off. J. Brock 28  
Off. J. Brock 3  
Mrs. L. Moody 1  
Off. J. Brock 2  
Staff 4  
Off. J. Brock 2  
Off. M. Halliday 1  
Off. B. Matthews 2  
Mr. D. Freeman 2  
Off. J. Bean 1

TRAFFIC CONTROL

\*Citations: Mechanics and Psychology  
\*Drunk Driving Cases

INSTRUCTORSHOURS36 Hrs.

Off: S. Vares 3  
Off. C. Kelsey 3

TRAFFIC CONTROL (Continued)

\*Drunk Driving Problem  
 \*Traffic Collision Investigation  
 \*Traffic Collision Investigation  
 (Diagramming)  
 \*Traffic Directing  
 \*Traffic Engineering and Park Department  
 \*Traffic Laws (Oakland Traffic Code)  
 \*Traffic Laws (Vehicle Code)  
 \*Vehicle Pullovers

INSTRUCTORSHOURS

Staff 2  
 Sgt. R. Birge 9  
 Sgt. R. Birge 1  
 Sgt. R. Birge 2  
 Mr. A. Johnson 1  
 Sgt. R. Birge 2  
 Sgt. R. Birge 10  
 Off. B. Matthews 3

JUVENILE PROCEDURES

Juvenile Laws  
 Juvenile Procedures  
 Juvenile Probation Department  
 Role Playing

INSTRUCTORSHOURS14 Hrs.

Sgt. D. Whiteman 4  
 Sgt. D. Whiteman 3  
 Mr. R. Stammerjohn 3  
 Staff 4

DEFENSIVE TACTICS

Arrest and Control Techniques  
 Defensive Tactics and Proficiency Test  
 Transportation of Prisoners and Mentally  
 Ill

INSTRUCTORSHOURS37 Hrs.

Sgt. J. Birmingham 11  
 Sgt. J. Birmingham 25  
 Off. B. Matthews 1

POLICE WEAPONS

The Use of Force: Legal Aspects and Policy  
 Firearms Training

## Revolver

Nomenclature and Characteristics  
 Revolver Safety  
 Stance and Posture  
 Sighting and Aiming  
 Practice Firing  
 Qualification

INSTRUCTORSHOURS42 Hrs.

Lt. J. Colletti 2

Off. P. Musch 2  
 Off. P. Musch 1  
 Off. P. Musch 1  
 Off. P. Musch 1  
 Off. P. Musch 11  
 Off. P. Musch

## Shotgun

Nomenclature and Characteristics  
 Shotgun Safety  
 Practice Firing  
 Qualification

Off. P. Musch 2  
 Off. P. Musch 1  
 Off. P. Musch 5  
 Off. P. Musch 1  
 Off. P. Musch 1

## Special Police Firearms (Carbines)

## Special Police Weapons

## Long Baton

## Short Baton

## Non-Lethal Chemical Agents

Introduction to Use of Tear Gas  
 Non-Lethal Chemical Agents and  
 Their Use

Laboratory (Field) Demonstration  
 of Non-Lethal Chemical Agents  
 Use of Chemical Mace

Sgt. J. Birmingham 2  
 Sgt. J. Birmingham 2

Off. P. Musch 2  
 Off. P. Musch 2

Off. P. Musch 4  
 Off. P. Musch 1

FIRST AID

First Aid  
 Water Rescue Techniques

INSTRUCTORSHOURS17 Hrs.

Off. P. Musch 13  
 Off. D. Branhan 4

CRITICAL INCIDENT SIMULATIONS (Role Playing)27 Hrs.

FIELD ASSIGNMENTS

40 Hrs.

EXAMINATIONS

16 Hrs.

CRITIQUES

13 Hrs.

STUDY PERIODS

14 Hrs.

GRADUATION EXERCISE

3 Hrs.

Total . . . 696 Hrs.

FIRST WEEK - SIXTY-FOURTH RECRUIT SCHOOL

<u>DAY &amp; DATE</u>	<u>HOUR</u>	<u>SUBJECT</u>	<u>INSTRUCTOR</u>
Monday 23 Aug 71	0830-0930	Introduction and School Policies	Chief C. R. Gain & Lt. J. McArthur
	0930-1130	Written Communications and Classroom Notetaking	Off. N. Darnell
	1200-1600	History of Oakland	Mr. T. Cochee & Mr. E. O. (Pete) Lee
	1600-1630	Introduction to Tour of Oakland	Staff
Tuesday 24 Aug 71	0830-1630	Tour of Oakland	Staff
Wednesday 25 Aug 71	0830-1030	Discussion of Tour	Staff
	1030-1230	Structure of City Government	D/C G. Hart
	1330-1630	Criminal Justice System: The Police	Chief C. R. Gain
Thursday 26 Aug 71	0830-1030	Ethics and Professionalization	Sgt. J. Sparks
	1030-1230	Rules and Regulations	Sgt. J. Sparks
	1330-1430	Rules and Regulations	Sgt. J. Sparks
	1430-1630	Criminal Justice System: The Police	Chief C. R. Gain
Friday 27 Aug 71	0830-1030	Criminal Justice System: The Courts	Judge J. Taber
	1030-1230	Criminal Justice System: Corrections	Guest Lecturer
	1330-1430	Criminal Justice System: Corrections	Guest Lecturer
	1430-1630	Criminal Justice System: Closure	Chief C. R. Gain

SECOND WEEK - SIXTY-FOURTH RECRUIT SCHOOL

<u>DAY &amp; DATE</u>	<u>HOOR</u>	<u>SUBJECT</u>	<u>INSTRUCTOR</u>
Monday 30 Aug 71	0830-1230	Department General Orders	Off. N. Darnell
	1330-1630	Organization of Oakland Police Department	Capt. R. Guiliano
Tuesday 31 Aug 71	0830-1130	Organization of Oakland Police Department	Capt. R. Guiliano
	1230-1630	Star Power	Sgt. J. Sparks & Off. L. Murphy
Wednesday 1 Sep 71	0830-1230	Concepts of Culture	Dr. W. Shack
	1300-1600	The White Middle Class	Guest Panel Staff
	1600-1630	Closure	
Thursday 2 Sep 71	0830-1230	The Black Americans	Mr. E. O. (Pete) Lee
	1300-1630	The Black Americans	Mr. E. O. (Pete) Lee
Friday 3 Sep 71	0830-1200	The Black Americans (Role Playing)	Mr. E. O. (Pete) Lee
	1200-1230	Closure	Mr. E. O. (Pete) Lee
	1300-1600	The Mexican Americans	Dr. J. Martinez

THIRD WEEK - SIXTY-FOURTH RECRUIT SCHOOL

<u>DAY &amp; DATE</u>	<u>HOOR</u>	<u>SUBJECT</u>	<u>INSTRUCTOR</u>
Monday 6 Sep 71		Holiday	
Tuesday 7 Sep 71	0830-1230	The Mexican Americans	Dr. J. Martinez
	1300-1600	The Mexican Americans (Role Playing)	Mr. J. Leavitt
	1600-1630	Closure	Staff
Wednesday 8 Sep 71	0830-1130	The American Indians	Mr. G. Woodard
	1130-1200	Closure	Staff
	1230-1530	The Asian Americans	Guest Lecturer
	1530-1630	Closure	Staff
Thursday 9 Sep 71		Holiday	
Friday 10 Sep 71	0830-1230	The Counter Culture	Guest Panel
	1300-1500	The Counter Culture	Guest Panel
	1500-1630	Closure	Staff

FOURTH WEEK - SIXTY-FOURTH RECRUIT SCHOOL

<u>DAY &amp; DATE</u>	<u>HOOR</u>	<u>SUBJECT</u>	<u>INSTRUCTOR</u>
Monday 13 Sep 71	0830-1230	The Police Culture	Off. L. Murphy
	1300-1630	The Police Culture	Off. L. Murphy
Tuesday 14 Sep 71	0830-1200	The Police Culture (Role Playing)	Off. L. Murphy
	1230-1630	Closure of Culture Studies	
Wednesday 15 Sep 71	0830-1130	Service Recipients Panel	Guest Panel
	1200-1600	Service Dispensers Panel	Guest Panel
	1600-1630	Social Agency Orientation	Staff
Thursday 16 Sep 71	0830-1230	Social Agency Internship	Staff
	1300-1630	Social Agency Internship	Staff
Friday 17 Sep 71	0830-1230	Social Agency Internship (Discussion)	Staff
	1300-1530	Social Agency Internship (Discussion)	Staff
	1530-1630	Community Field Experience (Orientation)	Staff

FIFTH WEEK - SIXTY-FOURTH RECRUIT SCHOOL

<u>DAY &amp; DATE</u>	<u>HOUR</u>	<u>SUBJECT</u>	<u>INSTRUCTOR</u>
Monday 20 Sep 71	0830-1230	Community Field Experience	Staff
	1300-1630	Community Field Experience	Staff
Tuesday 21 Sep 71	0830-1230	Community Field Experience (Discussion)	Staff
	1300-1630	Community Field Experience (Discussion)	Staff
Wednesday 22 Sep 71	0830-1200	Crime in America	Sgt. J. Sparks
	1230-1630	Violence in America	Mr. J. Skolnick
Thursday 23 Sep 71	0830-1130	The Role of Police in Society: Observations	Chief C. R. Gain
	1230-1630	Discretionary Decision-Making	Sgt. C. Hewitt
Friday 24 Sep 71	0830-0930	Examination: Community Police Relations	Staff
	0930-1230	Internal Affairs	Sgt. R. Thorp
	1330-1430 1430-1630	Off-Duty Police Conduct Critique	Sgt. J. Sparks Staff

SIXTH WEEK - SIXTY-FOURTH RECRUIT SCHOOL

<u>DAY &amp; DATE</u>	<u>HOOR</u>	<u>SUBJECT</u>	<u>INSTRUCTOR</u>
Monday 27 Sep 71	0830-1030	City Information	Off. R. Harmon
	1030-1130	Animal Control Laws	Sgt. J. Shannahan
	1230-1430 1430-1630	Department Safety The Foundation of Criminal Law: Constitutional Rights and Court Decisions	Sgt. J. Birmingham Mr. J. Mehan
Tuesday 28 Sep 71	0830-0930	Examination: Introduction to Policing	Staff
	0930-1030 1030-1230	Criminal Law (Lecture) Criminal Law (Discussion)	Sgt. J. Salgado Sgt. J. Salgado
	1300-1630	Criminal Law (Programmed Instruction Workshop)	Sgt. J. Salgado
Wednesday 29 Sep 71	0830-0930	Criminal Law (Lecture)	Sgt. J. Salgado
	0930-1130	Criminal Law (Discussion)	Sgt. J. Salgado
	1200-1630	Criminal Law (Programmed Instruction Workshop)	Sgt. J. Salgado
Thursday 30 Sep 71	0830-1000	Examination: Constitutional and Criminal Law	Staff
	1000-1200	Jurisdiction of Related Agencies	Off. G. Karczewski
	1230-1330	Laws of Arrest (Lecture)	Sgt. J. Stewart
	1330-1430 1430-1630	Laws of Arrest (Discussion) Laws of Arrest (Programmed Instruction Workshop)	Sgt. J. Stewart Sgt. J. Stewart
Friday 1 Oct 71	0830-0930	Laws of Arrest (Lecture)	Sgt. J. Stewart
	0930-1130	Laws of Arrest (Discussion)	Sgt. J. Stewart
	1200-1630	Laws of Arrest (Programmed Instruction Workshop)	Sgt. J. Stewart

SEVENTH WEEK - SIXTY-FOURTH RECRUIT SCHOOL

<u>DAY &amp; DATE</u>	<u>HOUR</u>	<u>SUBJECT</u>	<u>INSTRUCTOR</u>
Monday 4 Oct 71	0830-0930	Laws of Arrest (Lecture)	Sgt. J. Stewart
	0930-1130	Laws of Arrest (Programmed Instruction Workshop)	Sgt. J. Stewart
	1200-1330	Laws of Arrest (Programmed Instruction Workshop)	Sgt. J. Stewart
Tuesday 5 Oct 71	1330-1630	Oakland Municipal Code	Off. J. Manos
	0830-1230	Search and Seizure	Mr. J. Mehan
	1330-1630	Criminal Law (Role Playing)	Staff
Wednesday 6 Oct 71	0830-1130	Search and Seizure	Mr. J. Mehan
	1200-1500	Stopping and Questioning	Mr. J. Mehan
	1500-1630	Study Period	Staff
Thursday 7 Oct 71	0830-1000	Final Examination: Constitutional and Criminal Law	Staff
	1000-1200	Report Writing	Off. J. Brock
	1300-1630	Report Writing	Off. J. Brock
Friday 8 Oct 71	0830-1130	Interviews and Interrogation	Sgt. J. Stewart
	1200-1630	Report Writing	Off. J. Brock

EIGHTH WEEK - SIXTY-FOURTH RECRUIT SCHOOL

<u>DAY &amp; DATE</u>	<u>HOUR</u>	<u>SUBJECT</u>	<u>INSTRUCTOR</u>
Monday 11 Oct 71		Holiday	
Tuesday 12 Oct 71	0830-1130	Interviews and Interrogations	Sgt. J. Stewart
	1200-1630	Report Writing	Off. J. Brock
Wednesday 13 Oct 71	0830-1200	Report Writing	Off. J. Brock
	1230-1430	Field Interrogation Techniques	Sgt. J. Stewart
	1430-1630	Field Interrogation (Role Playing)	Staff
Thursday 14 Oct 71	0830-1130	Report Writing	Off. J. Brock
	1200-1300	Misdemeanor Citation Policies	Mrs. L. Moody
	1300-1630	Arrest and Control Techniques	Sgt. J. Birmingham
Friday 15 Oct 71	0830-1230	Report Writing	Off. J. Brock
	1330-1630	Patrol and Observation	Off. R. Harmon

NINTH WEEK - SIXTY-FOURTH RECRUIT SCHOOL

<u>DAY &amp; DATE</u>	<u>HOOR</u>	<u>SUBJECT</u>	<u>INSTRUCTOR</u>
Monday 18 Oct 71	0830-1130	Report Writing Narrative	Off. J. Brock
	1230-1430	Common Report Writing Errors	Off. J. Brock
	1430-1530	Misdemeanor Citations	Mrs. L. Moody
	1530-1630	Study Period	Staff
Tuesday 19 Oct 71	0830-1130	Report Writing	Off. J. Brock
	1230-1630	Report Writing (Role Playing)	Staff
Wednesday 20 Oct 71	0830-1000	Examination: Report Writing	Staff
	1000-1200	Preliminary Investigation	Off. M. Halliday
	1230-1630	Discretionary Decision-Making	Sgt. C. Hewitt
Thursday 21 Oct 71	0830-1030	Preliminary Investigation	Off. M. Halliday
	1030-1230	First Aid	Off. P. Musch
	1300-1400	Sources of Information	Off. M. Halliday
	1400-1630	Arrest and Control Techniques	Sgt. J. Birmingham
Friday 22 Oct 71	0830-1030	Preliminary Investigation	Off. M. Halliday
	1030-1230	First Aid	Off. P. Musch
	1300-1500	First Aid	Off. P. Musch
	1500-1630	Arrest and Control Techniques	Sgt. J. Birmingham

TENTH WEEK - SIXTY-FOURTH RECRUIT SCHOOL

<u>DAY &amp; DATE</u>	<u>HOUR</u>	<u>SUBJECT</u>	<u>INSTRUCTOR</u>
Monday 25 Oct 71		Holiday	
Tuesday 26 Oct 71	0830-1030 1030-1230	Identification Documents First Aid	Off. P. Regan Off. P. Musch
	1300-1500 1500-1630	First Aid Arrest and Control Techniques	Off. P. Musch Sgt. J. Birmingham
Wednesday 27 Oct 71	0830-1030 1030-1230	Field Notetaking First Aid	Off. B. Matthews Off. P. Musch
	1300-1400 1400-1630	First Aid Arrest and Control Techniques	Off. P. Musch Sgt. J. Birmingham
Thursday 28 Oct 71	0830-1000 1000-1200	Examination: First Mid-Term Alcohol Beverage Control Laws	Staff Off. N. Darnell
	1230-1430 1430-1630	Crime Scene Recording Domestic and Civil Disputes (Landlord- Tenant Disputes)	Off. J. Cooper Sgt. M. Nordin
Friday 29 Oct 71	0830-1030 1030-1230	Collection, Identification and Preser- vation of Evidence Disorderly Conduct and Disturbance Cases	Off. J. Cooper Off. M. Beers
	1300-1500 1500-1600 1600-1630	Telecommunications Warrant-Service Card Study Period	Mr. D. Freeman Off. J. Bean Staff

ELEVENTH WEEK - SIXTY-FOURTH RECRUIT SCHOOL

<u>DAY &amp; DATE</u>	<u>HOOR</u>	<u>SUBJECT</u>	<u>INSTRUCTOR</u>
Monday 1 Nov 71	0830-1030	Collection, Identification and Preservation of Evidence	Off. J. Cooper
	1030-1230	Jail Procedures	Lt. E. Lusk
	1330-1430	Complaint-Warrant Process	Off. J. Manos
	1430-1630	Use of Force (Legal Aspects and Policy)	Lt. J. Colletti
Tuesday 2 Nov 71	0830-0930	Collection, Identification and Preservation of Evidence	Off. J. Cooper
	0930-1030	Duties at Fire Scenes	Capt. R. Whitener
	1030-1130	Polygraph	Sgt. J. West
	1230-1530 1530-1630	Gambling Cases Prostitution Cases	Lt. E. Strelo Off. N. Darnell
Wednesday 3 Nov 71	0830-0930	Prostitution Cases	Off. N. Darnell
	0930-1130	Assault Cases	Off. J. Manos
	1230-1630	Water Rescue Techniques	Off. D. Branhan
Thursday 4 Nov 71	0830-1030	Tactics for Crimes in Progress	Off. B. Matthews
	1030-1200	Study Period	Staff
	1230-1530 1530-1630	Vehicle Pullovers Transportation of Prisoners/Mentally Ill	Off. B. Matthews Off. B. Matthews
Friday 5 Nov 71	0830-1030	Intoxication Cases	Off. R. Williams
	1030-1230	Social Disorganization (Alcoholism)	Dr. A. Workman
	1330-1430 1430-1630	Social Disorganization (Sexual Deviation) Sex Crimes	Dr. A. Workman Sgt. T. McNerney

TWELFTH WEEK - SIXTY-FOURTH RECRUIT SCHOOL

<u>DAY &amp; DATE</u>	<u>HOOR</u>	<u>SUBJECT</u>	<u>INSTRUCTOR</u>
Monday 8 Nov 71	0830-1030	Social Disorganization (Mental Illness)	Off. N. Darnell
	1030-1230	Mental Illness Cases (Discussion and Lecture)	Off. N. Darnell
	1330-1530	Mental Illness Cases (Role Playing)	Mrs. M. Ritter
	1530-1630	Violence Prevention Unit	Sgt. J. Hahn
Tuesday 9 Nov 71	0830-1030	Violence Prevention Unit	Sgt. J. Hahn
	1030-1230	Judgment Avoiding Conflict	Sgt. J. Hahn
	1330-1430	Judgment Avoiding Conflict	Sgt. J. Hahn
	1430-1630	News Media Relations	Mr. R. Jacobs, Mr. G. Harr, Mr. R. Grimm and Miss. K. Grieves
Wednesday 10 Nov 71	0830-1030	Labor-Management Disputes	Lt. T. Bailey
	1030-1230	Introduction to Use of Tear Gas	Off. P. Musch
	1330-1530	Non-Lethal Chemical Agents and Their Use	Off. P. Musch
	1530-1630	Use of Mace	Off. P. Musch
Thursday 11 Nov 71	0830-1230	Laboratory (Field) Demonstration of Non-Lethal Chemical Agents	Off. P. Musch
	1330-1630	Civil Protest (Historical and Social Aspects)	Sgt. J. Sparks
Friday 12 Nov 71	0830-1030	Special Police Weapons (Long Baton)	Sgt. J. Birmingham
	1030-1230	Special Police Weapons (Short Baton)	Sgt. J. Birmingham
	1300-1500	Demonstration Control	Off. T. Parrino
	1500-1630	Crowd Control Tactics	Off. T. Parrino

THIRTEENTH WEEK - SIXTY-FOURTH RECRUIT SCHOOL

<u>DAY &amp; DATE</u>	<u>HOOR</u>	<u>SUBJECT</u>	<u>INSTRUCTOR</u>
Monday 15 Nov 71	0830-1100	Crowd Control Tactics	Off. T. Parrino
	1100-1230	Crowd Control Tactics (Role Playing)	Staff
	1300-1530	Crowd Control Tactics (Role Playing)	Staff
	1530-1630	Disaster Training	Off. E. Salvail
Tuesday 16 Nov 71	0830-1000	Examination: Patrol Procedures	Staff
	1000-1100	Weapons (Firearms: Revolver Safety)	Off. P. Musch
	1100-1200	Weapons (Firearms: Nomenclature and Characteristics of the Revolver)	Off. P. Musch
	1230-1430	Robbery Cases	Lt. E. Strelo
	1430-1630	Injury and Death Cases	Sgt. A. Kroeger
Wednesday 17 Nov 71	0830-1200	Perceptive Driving Techniques	Sgt. J. Birmingham
	1300-1630	Perceptive Driving Techniques	Sgt. J. Birmingham
Thursday 18 Nov 71	0830-1200	Perceptive Driving Techniques	Sgt. J. Birmingham
	1300-1630	Perceptive Driving Techniques	Sgt. J. Birmingham
Friday 19 Nov 71		Field Assignment #1	

FOURTEENTH WEEK - SIXTY-FOURTH RECRUIT SCHOOL

<u>DAY &amp; DATE</u>	<u>HOOR</u>	<u>SUBJECT</u>	<u>INSTRUCTOR</u>
Monday 22 Nov 71	0830-0930	Injury and Death Cases	Sgt. A. Kroeger
	0930-1030	Weapons (Firearms: Nomenclature and Characteristics of the Revolver)	Off. P. Musch
	1030-1130	Weapons (Firearms: Revolver Sighting and Aiming)	Off. P. Musch
	1200-1400 1400-1630	Tour of Police Building Defensive Tactics	Staff Sgt. J. Birmingham
Tuesday 23 Nov 71	0830-0930	Weapons (Firearms: Stance and Posture)	Off. P. Musch
	0930-1030	Weapons (Firearms: Praticce Firing Rev.)	Off. P. Musch
	1030-1130	Weapons (Firearms: Shotgun Safety)	Off. P. Musch
	1200-1400	Weapons (Firearms: Nomenclature and Characteristics of the Shotgun)	Off. P. Musch
	1400-1630	Defensive Tactics	Sgt. J. Birmingham
Wednesday 24 Nov 71	0830-1000 1000-1200	Critique Field Assignment #1 Arson Cases	Staff
	1230-1430	Explosive Ordnance Reconnaissance	Lt. B. Wood Off. P. Musch
	1430-1530	Criminal Intelligence	
	1530-1630	Special Police Firearms (Carbines)	
Thursday 25 Nov 71		Holiday	
Friday 26 Nov 71		Field Assignment #2	

FIFTEENTH WEEK - SIXTY-FOURTH RECRUIT SCHOOL

<u>DAY &amp; DATE</u>	<u>HOUR</u>	<u>SUBJECT</u>	<u>INSTRUCTOR</u>
Monday 29 Nov 71	0830-1030	Theft Cases	Sgt. P. Coleman
	1030-1230	Check Offenses	Sgt. T. McNerney
	1300-1500	Weapons (Firearms: Practice Firing Shotgun)	Off. P. Musch
	1500-1630	Defensive Tactics	Sgt. J. Birmingham
Tuesday 30 Nov 71	0830-1030	Theft Cases	Sgt. P. Coleman
	1030-1230	Burglary Cases	Sgt. T. McNerney
	1300-1400	Burglary Cases	Sgt. T. McNerney
	1400-1630	Defensive Tactics	Sgt. J. Birmingham
Wednesday 1 Dec 71	0830-1000	Critique Field Assignment #2	Staff
	1000-1100	Receiving Stolen Property	Sgt. P. Coleman
	1100-1200	Building Security	Sgt. P. Coleman
	1230-1330	Building Security	Sgt. P. Coleman
	1330-1530	Telephone Burglaries	Mr. J. Finnegan
	1530-1630	Defensive Tactics	Sgt. J. Birmingham
Thursday 2 Dec 71	0830-1000	Examination: Criminal Investigation	Staff
	1000-1200	Juvenile Laws	Sgt. D. Whiteman
	1230-1430	Juvenile Laws	Sgt. D. Whiteman
	1430-1630	Juvenile Procedures	Sgt. D. Whiteman
Friday 3 Dec 71		Field Assignment #3	

SIXTEENTH WEEK - SIXTY-FOURTH RECRUIT SCHOOL

<u>DAY &amp; DATE</u>	<u>HOUR</u>	<u>SUBJECT</u>	<u>INSTRUCTOR</u>
Monday Dec 71	0830-0930	Missing Person Cases	Off. W. Glavor
	0930-1030	Bike Detail	Off. T. Cannizzaro
	1030-1130	Recreation Department	Mr. I. Cook
	1200-1500	Juvenile Probation Department	Mr. R. Stammerjohn
	1500-1630	Defensive Tactics	Sgt. J. Birmingham
Tuesday Dec 71	0830-0930	Juvenile Procedures (Lecture)	Sgt. D. Whiteman
	0930-1230	Juvenile Procedures (Role Playing)	Staff
	1300-1400	Juvenile Procedures (Role Playing)	Staff
	1400-1500	Weapons (Firearms: Practice Firing Rev.)	Off. P. Musch
	1500-1630	Defensive Tactics	Sgt. J. Birmingham
Wednesday Dec 71	0830-1000	Critique Field Assignment #3	Staff
	1000-1200	Citations Mechanics and Psychology	Off. S. Vares
	1230-1330	Citations Mechanics and Psychology	Off. S. Vares
	1330-1430	Weapons (Firearms: Practice Firing Rev.)	Off. P. Musch
1430-1630	Defensive Tactics	Sgt. J. Birmingham	
Thursday Dec 71	0830-1230	Traffic Laws (Vehicle Code)	Sgt. R. Birge
	1300-1400	Weapons (Firearms: Practice Firing Rev.)	Off. P. Musch
	1400-1630	Defensive Tactics	Sgt. J. Birmingham
Friday Dec 71		Field Assignment #4	

SEVENTEENTH WEEK - SIXTY-FOURTH RECRUIT SCHOOL

<u>DAY &amp; DATE</u>	<u>HOOR</u>	<u>SUBJECT</u>	<u>INSTRUCTOR</u>
Monday 13 Dec 71	0830-1000	Examination: Juvenile Procedures	Staff
	1000-1200	Traffic Laws (Vehicle Code)	Sgt. R. Birge
	1230-1330	Traffic Laws (Vehicle Code)	Sgt. R. Birge
	1330-1430	Weapons (Firearms: Practice Firing Rev.)	Off. P. Musch
	1430-1530	Weapons (Firearms: Practice Firing Shotgun)	Off. P. Musch
	1530-1630	Defensive Tactics	Sgt. J. Birmingham
Tuesday 14 Dec 71	0830-1030	Auto Theft Cases	Sgt. F. Elam & Mr. F. Douglas
	1030-1230	Traffic Laws (Vehicle Code)	Sgt. R. Birge
	1300-1400	Traffic Laws (Vehicle Code)	Sgt. R. Birge
	1400-1500	Weapons (Firearms: Practice Firing Rev.)	Off. P. Musch
	1500-1630	Defensive Tactics	Sgt. J. Birmingham
Wednesday 15 Dec 71	0830-1000	Critique Field Assignment #4	Staff
	1000-1200	Traffic Collision Investigation	Sgt. R. Birge
	1230-1330	Traffic Collision Investigation	Sgt. R. Birge
	1330-1530	Traffic Laws (Oakland Traffic Code)	Sgt. R. Birge
	1530-1630	Weapons (Firearms: Practice Firing Rev.)	Off. P. Musch
Thursday 16 Dec 71	0830-1230	Traffic Collision Investigation	Sgt. R. Birge
	1300-1400	Weapons (Firearms: Practice Firing Shotgun)	Off. P. Musch
	1400-1500	Weapons (Firearms: Practice Firing Rev.)	Off. P. Musch
	1500-1630	Defensive Tactics	Sgt. J. Birmingham
	Friday 17 Dec 71		Field Assignment #5

EIGHTEENTH WEEK - SIXTY-FOURTH RECRUIT SCHOOL

<u>DAY &amp; DATE</u>	<u>HOUR</u>	<u>SUBJECT</u>	<u>INSTRUCTOR</u>
Monday 20 Dec 71	0830-1130	Traffic Collision Investigation	
	1200-1400	Traffic Directing	Sgt. R. Birge
	1400-1530	Study Period	Staff
	1530-1630	Defensive Tactics	Sgt. J. Birmingham
Tuesday 21 Dec 71	0830-0930	Traffic Engineering and Park Department	Mr. A. Johnson
	0930-1230	Drunk Driving Cases	Off. C. Kelsey
	1330-1530	Drunk Driving Problems	Staff
	1530-1630	Weapons (Firearms: Practice Firing Shotgun)	Off. P. Musch
Wednesday 22 Dec 71	0830-1000	Critique Field Assignment #5	Staff
	1000-1200	Rules of Evidence	Mr. E. Brott
	1300-1630	Rules of Evidence	Mr. E. Brott
Thursday 23 Dec 71	0830-1000	Rules of Evidence	Mr. E. Brott
	1000-1200	Court Systems (Court Organization and Procedures)	Mr. E. Brott
	1230-1430	Court Demeanor and Testimony	D.A. and Staff
	1430-1630	Moot Trial	D.A. and Staff
Friday 24 Dec 71	0830-1000	Study Period	Staff
	1000-1130	Examination: Traffic Control	Staff
	1130-1230	Narcotics and Dangerous Drugs	Off. H. Romero
	1300-1400	Narcotics and Dangerous Drugs	Off. H. Romero
	1400-1500	Weapons (Firearms: Practice Firing Rev.)	Off. P. Musch
	1500-1630	Defensive Tactics	Sgt. J. Birmingham

NINETEENTH WEEK - SIXTY-FOURTH RECRUIT SCHOOL

<u>DAY &amp; DATE</u>	<u>HOUR</u>	<u>SUBJECT</u>	<u>INSTRUCTOR</u>
Monday 27 Dec 71	0830-1130	Narcotics and Dangerous Drugs	Off. H. Romero
	1200-1400 1400-1630	Weapons (Firearms: Practice Firing Rev.) Study Period	Off. P. Musch Staff
Tuesday 28 Dec 71	0830-1030	Report Writing Review	Off. J. Brock
	1030-1130	Weapons (Firearms: Revolver Qualification)	Off. P. Musch
	1200-1300	Weapons (Firearms: Shotgun Qualification)	Off. P. Musch
Wednesday 29 Dec 71	1300-1400	Defensive Tactics Qualification	Sgt. J. Birmingham
	1400-1630	Study Period	Staff
	0830-1230	Field Trip (San Quentin Prison)	Staff
Thursday 30 Dec 71	1300-1500	Discussion of Tour	Staff
	1500-1630	Study Period	Staff
Friday 31 Dec 71	0830-1230	Panel Discussion (Experienced Officers)	Staff
	1330-1630	Critical Incident Simulations (Role Playing)	Staff
Friday 31 Dec 71	0830-1130	Critical Incident Simulations (Role Playing)	Staff
	1230-1630	Critical Incident Simulations (Role Playing)	Staff

TWENTIETH WEEK - SIXTY-FOURTH RECRUIT SCHOOL

<u>DAY &amp; DATE</u>	<u>HOUR</u>	<u>SUBJECT</u>	<u>INSTRUCTOR</u>
Monday 3 Jan 71	0830-1200	Critical Incident Simulation (Role Playing)	Staff
	1300-1630	Critical Incident Simulation (Role Playing)	Staff
Tuesday 4 Jan 71	0830-1200	Critical Incident Simulation (Role Playing)	Staff
	1300-1630	Critical Incident Simulation (Role Playing)	Staff
Wednesday 5 Jan 71	0830-1030	Final Examination	Staff
	1030-1230	Problems Confronting Recruits	Off. N. Darnell
	1330-1630	Critical Incident Simulation (Closure)	Staff
Thursday 6 Jan 71	0830-1130	Introduction to Field Training Officers	Off. L. Murphy
	1230-1630	Field Training Officers and Recruits (Role Playing)	Staff
Friday 7 Jan 71	0830-1200	Critique	Chief C. R. Gain
	1230-1330	Introduction to Patrol Division	D/C O. H. Sylvester
	1330-1430	Preparation	Staff
	1430-1630	Graduation Exercise	Staff

TRAINING DIVISION PERSONNEL

Lieutenant James K. McArthur, Division Commander

Sergeant James M. Birmingham, Research and Writing Section

Sergeant Jon J. Sparks, Training Section

Officer Donald Boyles, Recruit Training Unit

Officer James F. Cooper, Recruit Training Unit

Officer Nolan R. Darnell, Recruit Training Unit

Officer Marvin W. Halliday, Recruit Training Unit

Officer Larry V. Murphy, Field Training Coordinator

Officer Paul D. Musch, Firearms Training Section

Mr. Elario L. Paggio, Shop Supervisor, Duplicating Section

Mrs. Jane I. John, Equipment Operator, Duplicating Section

Miss Lana R. Curletto, Junior Stenographer-Clerk

SIXTY-FOURTH RECRUIT SCHOOL ROSTER

OAKLAND POLICE DEPARTMENT

Manual Aquino Jr.

James E. Diament

Laurence J. Eade

Donald C. Edwards

Robert A. Ellsberg

La Vern H. Gonzales

David L. Hunter

James E. Mari

Gilbert L. Ramirez

George F. Richardson

James E. Shaw

Ronald C. Sinclair

Robert L. Sirvain

Ronald D. Tipton

C. D. Williams

FREMONT POLICE DEPARTMENT

August A. Caires

Lawrence N. Reinstra

PALO ALTO POLICE DEPARTMENT

Paul J. Eagan

Raymond D. Kolling

SAN LEANDRO POLICE DEPARTMENT

Teddy I. Alvies

Ronald Lynch

Robert E. Middaugh

Charles B. Nakao

POLICE INSTRUCTORS

Lieutenant Thomas Bailey  
Patrol Division

Officer Joseph Bean  
Records and Communications Division

Officer Monty Beers  
Conflict Management Section

Sergeant Ray Birge  
Patrol Division

Sergeant James M. Birmingham  
Training Division

Officer Donald Boyles  
Training Division

Officer David Branhan  
Patrol Division

Officer James Brock  
Traffic Division

Sergeant Philip V. Coleman  
Preventive Services Division

Lieutenant Joseph Colletti  
Preventive Services Division

Officer James Cooper  
Training Division

Officer Nolan Darnell  
Training Division

Officer George E. Edwards  
Vice Control Division

Sergeant Frank Elam  
Criminal Investigation Division

Mr. David Freeman  
Records and Communications Division

Charles R. Gain  
Chief of Police

Officer Wallace J. Glavor  
Youth Services Division

Sergeant Jerome Glickman  
Criminal Investigation Division

Captain Raymond J. Guiliano  
Preventive Services Division

Officer Marvin W. Halliday  
Training Division

Mr. Clarence Harbison  
Youth Services Division

Deputy Chief George T. Hart  
Bureau of Services

Sergeant James Hahn  
Conflict Management Section

Sergeant Carl Hewitt  
Conflict Management Section

Officer Gregory Karczewski  
Youth Services Division

Officer Charles Kelsey  
Patrol Division

Sergeant Arthur Kroeger  
Criminal Investigation Division

Sergeant Donald L. LeStrange  
Criminal Investigation Division

Lieutenant Edward Lusk  
Jail Division

Officer John Manos  
Patrol Division

Officer Burnham E. Matthews  
Patrol Division

Lieutenant James K. McArthur  
Training Division

Sergeant Thomas Mc Nerney  
Criminal Investigation Division

Mrs. Linda Moody  
Legal Advisor

Officer Larry Murphy  
Training Division

Officer Paul Musch  
Training Division

Sergeant Michael C. Nordin  
Preventive Services Division

Officer Anthony Parrino  
Patrol Division

Officer John Regan III  
Preventive Services Division

Officer Herman Romero  
Vice Control Division

Sergeant Joseph Salgado  
Patrol Division

Officer Eugene Salvail  
Civil Defense Section

Sergeant John Shannahan  
Patrol Division

Sergeant Jon J. Sparks  
Training Division

Sergeant James K. Stewart  
Jail Division

Lieutenant Elwood Strelow  
Criminal Investigation Division

Deputy Chief Odell H. Sylvester  
Bureau of Field Operations

Sergeant Robert L. Thorp  
Internal Affairs Section

Officer Stan Vares  
Traffic Division

Sergeant James R. West  
Criminal Investigation Division

Officer Rodney Williams  
Personnel Division

Lieutenant Benjamin Wood  
Intelligence Section

Sergeant David Whiteman  
Youth Services Division

GUEST LECTURERS AND INSTRUCTORS

Mr. Eugene Brott  
Attorney at Law  
Oakland, California

Mr. Thomas Cochee  
Police Science Coordinator  
Merritt College

Mr. Ivan Cook  
Community Relations Advisor  
Recreation Department  
City of Oakland

District Attorney and Staff

Mr. Fred Douglas  
National Automobile Theft Bureau

Mr. James Finnegan  
Special Agent  
Pacific Telephone and Telegraph Company

Miss Kay Grieves  
Assistant Editor  
Berkeley Post

Mr. Roy Grimm  
Police Reporter  
Oakland Tribune

Mr. Gil Harr  
News Director  
KNEW

Mr. Ray Jacobs  
News Editor  
KTVU

Mr. Arnold Johnson  
Traffic Engineer  
City of Oakland

Mr. James Leavitt  
Instructor, Police Science  
Merritt College

Mr. Edward O. (Pete) Lee  
Education/Research, Inc.

Dr. Juan Martinez  
Professor, Chicano Studies  
University of California, Berkeley

Mr. Jack Menan  
Deputy District Attorney  
Alameda County Superior Court

Miss Mary Ritter  
Coordinator of Psychiatric Social  
Work  
Highland General Hospital

Dr. William Shack  
Professor, Social Anthropology  
University of California, Berkeley

Mr. Jerome Skolnick  
Professor, Sociology  
University of California, Berkeley

Mr. Robert Stammerjohn  
Alameda County Probation Department

Judge Jacqueline Taber  
Oakland-Piedmont Judicial District

Captain Ray Whitener  
Oakland Fire Department

Mr. George Woodard  
Executive Director  
Bay Area Native American Council

Dr. Arthur Workman  
Clinical Psychologist  
Alameda County Probation Department

## READING LIST AND REFERENCES

### SYSTEMWIDE VIEW OF CRIMINAL JUSTICE PROBLEMS

- President's Commission on Law Enforcement and the Administration of Justice. The Challenge of Crime in a Free Society. Washington, D.C.: Government Printing Office, February, 1967. 340 p. \$2.25.
- National Commission on the Causes and Prevention of Violence. Final Report: To Establish Justice, To Insure Domestic Tranquility. Washington, D.C.: Government Printing Office, December, 1969. 338 p. \$1.50.
- National Commission on the Causes and Prevention of Violence. Staff Report: Law and Order Reconsidered. Washington, D.C.: Government Printing Office, 1969. 606 p. \$2.50.
- National Advisory Commission on Civil Disorders. Report of. Washington, D.C.: Government Printing Office, March, 1968. 425 p. \$2.00.
- National Commission on the Causes and Prevention of Violence. Staff Report: Violence in America. Vol. 1. Washington, D.C.: Government Printing Office, June, 1969. 301 p. \$1.25.
- National Commission on the Causes and Prevention of Violence. Staff Report: Violence in America. Vol. 2. Washington, D.C.: Government Printing Office, June, 1969. 644 p. \$1.50.
- Harlow, Eleanor. "Diversion from the Criminal Justice System: A Review of the Literature." Crime and Delinquency Literature, April, 1970. pp. 136-171.
- California Council on Criminal Justice. Patterns of Juvenile Justice in California — Prevailing and Proposed. Sacramento, California, April, 1969. 112 p.

### PROBLEMS OF THE POLICE

- President's Commission on Law Enforcement and the Administration of Justice. Task Force Report: The Police. Washington, D.C.: Government Printing Office, 1967. 239 p. \$1.50.
- President's Commission on Law Enforcement and the Administration of Justice. Task Force Report: Juvenile Delinquency and Youth Crime. Washington, D.C.: Government Printing Office, 1967. 428 p. \$2.00.
- President's Commission on Law Enforcement and the Administration of Justice. Task Force Report: Drunkenness. Washington, D.C.: Government Printing Office, 1967. 131 p. \$.65.
- International Association of Chiefs of Police. Police and Their Opinions. Washington, D.C., 1969. 160 p.
- International Association of Chiefs of Police. Police and the Changing Community. Washington, D.C., 1965. 240 p.

International Association of Chiefs of Police. Police-Community Relations. Washington, D.C., 1966. 168 p.

Justice Department. Police-Community Relations Training. Washington, D.C.: Government Printing Office. 1970. 45 p.

Institute of Contemporary Corrections and the Behavioral Sciences. Police-Community Relationships. Huntsville, Texas, 1969. 60 p.

Harlow, Eleanor. "Problems in Police-Community Relations." Information Review on Crime and Delinquency, February, 1969. pp. 1-40.

American Bar Association. Electronic Surveillance. Chicago, Illinois, June, 1968. 250 p. \$2.00.

International Association of Chiefs of Police. "Police-Community Relations Won't Work Unless...." The Police Chief, Washington, D.C., 1968.

Brandstatter and Radelet. Police and Community Relations: A Sourcebook. Beverly Hills, California: Glencoe Press.

#### COURT PROBLEMS

President's Commission on Law Enforcement and the Administration of Justice. Task Force Report: The Courts. Washington, D.C.: Government Printing Office, 1967. 178 p. \$1.00.

American Bar Association. Sentencing Alternatives and Procedures. Chicago, Illinois, September, 1968. 345 p. \$2.00.

American Bar Association. Joinder and Severance. Chicago, Illinois, September, 1968. 69 p. \$2.00.

American Bar Association. Pretrial Release. Chicago, Illinois, September, 1968. 88 p. \$2.00.

American Bar Association. Speedy Trial. Chicago, Illinois, May, 1967. 56 p. \$2.00.

American Bar Association. Criminal Appeals. Chicago, Illinois, March, 1969. 109 p. \$2.00.

American Bar Association. Pleas of Guilty. Chicago, Illinois, March, 1968. 78 p. \$2.00.

American Bar Association. Discovery and Procedure Before Trial. Chicago, Illinois, May, 1969. 167 p. \$2.00.

American Bar Association. Trial by Jury. Chicago, Illinois, September, 1968. 180 p. \$2.00.

American Bar Association. Providing Defense Services. Chicago, Illinois, June, 1967. 85 p. \$2.00.

American Bar Association. The Prosecution Function and The Defense Function. Chicago, Illinois, March, 1970. 327 p. \$2.00.

American Bar Association. Post-Convention Remedies. Chicago, Illinois, January, 1967. 123 p. \$2.00.

American Bar Association. Appellate Review of Sentences. Chicago, Illinois, March, 1968. 160 p. \$2.00.

Subin, H. I. Criminal Justice in a Metropolitan Court. Washington, D.C.: Government Printing Office, October, 1966. 209 p.

District of Columbia Committee on the Administration of Justice under Emergency Conditions. Staff Report: Justice in Time of Crisis. Washington, D.C.: Government Printing Office, 1969. 180 p. \$1.00.

#### PROBLEMS FACING CORRECTIONS

President's Commission on Law Enforcement and the Administration of Justice. Task Force Report: Corrections. Washington, D.C.: Government Printing Office, 1967. 222 p. \$1.25.

Joint Commission on Correctional Manpower and Training, Inc. A Time to Act. Washington, D.C.: October, 1969. 96 p.

President's Task Force on Prisoner Rehabilitation. The Criminal Offender — What Should be Done? Washington, D.C.: Government Printing Office, April, 1970. 24 p. \$.25.

Joint Commission on Correctional Manpower and Training. Differences that Make the Difference. College Park, Maryland: American Correctional Association, August, 1967. 68 p.

Justice Department. New Roles for Jails. Washington, D.C., June, 1969. 32 p.

American Bar Association. Probation. Chicago, Illinois, February, 1970. 110 p. \$2.00.

National Council on Crime and Delinquency. Standards for Selection of Probation and Parole Personnel. New York, New York, June, 1968.

Doleschal, Eugene. "The Deterrent Effect of Legal Punishment: A Review of the Literature." Information Review on Crime and Delinquency, June, 1969. pp. 1-17.

Doleschal, Eugene. "Graduated Release." Information Review on Crime and Delinquency, December, 1969. pp. 1-26.

Harlow, Eleanor. "Intensive Intervention: An Alternative to Institutionalization — A Review of the Literature." Crime and Delinquency Literature, February, 1970. pp. 3-46.

## SOURCES RELATED TO CITIZEN-ACTION PROGRAMS

### Background Studies

National Commission on the Causes and Prevention of Violence. Staff Report: Firearms and Violence in American Life. Washington, D.C.: Government Printing Office, 1970. 268 p. \$1.25.

National Commission on the Causes and Prevention of Violence. Staff Report: Shut It Down! A College in Crisis. Washington, D.C.: Government Printing Office, June, 1969. 172 p. \$1.00.

### Corrections

American Correctional Association. Manual of Correctional Standards. Washington, D.C., 1969. 642 p.

American Correctional Association. Study Guide for the Application of the Manual of Correctional Standards. Washington D.C., 1969.

American Correctional Association. Directory: Correctional Institutions and Agencies of the United States of America, Canada and Great Britain. Washington, D.C., July, 1969. 101 p. \$2.50.

California Department of the Youth Authority. California's Probation Subsidy 1966-1968. Sacramento, California, 1969. 32 p.

California Department of the Youth Authority. Rules, Regulations, and Standards of Performance for Special Supervision Programs. Sacramento, California, October, 1969. 28 p.

California Department of the Youth Authority. Some Statistical Facts on the California Youth Authority. Sacramento, California, January, 1970. 34 p.

Correctional Research Associates. Community Work — An Alternative to Imprisonment. Washington, D.C., December, 1967. 21 p.

Institute of Contemporary Corrections and the Behavioral Sciences. A Review of Pre-Release Programs. Huntsville, Texas, 1969. 110 p.

Institute for the Study of Crime and Delinquency. Youth Correctional Centers. Sacramento, California, February, 1969. 60 p. \$1.00.

Justice Department. Prisoner Management and Control. Washington, D.C., 1969. 28 p.

Justice Department. The Residential Center: Corrections in the Community. Washington, D.C., 26 p.

Morrison, June. A Survey: The Use of Volunteers in Juvenile Courts in the United States. Tucson, Arizona: University of Arizona Press, February, 1970. 24 p.

National Council on Crime and Delinquency. Standard Act for State Correctional Services. New York, New York, 1966. 35 p. \$1.00.

National Council on Crime and Delinquency. Think Twice Before You Build or Enlarge a Detention Center. New York, New York, 1968. 16 p.

National Information Center on Volunteers in Courts. National Register of Volunteer Jobs in Court Settings — 1967. Boulder, Colorado, March, 1969. 73 p. \$2.00.

National Information Center on Volunteers in Courts. Volunteer Courts in America: The End of a Decade. Boulder, Colorado, March, 1969. 39 p. \$2.00.

Texas Department of Corrections. Pre-Release Center. Huntsville, Texas.

U.S. Joint Commission on Correctional Manpower and Training. California's Community Treatment Project in 1969: An Assessment of its Relevance and Utility to the Field of Corrections. March, 1969. 67 p.

U.S. Department of Health, Education, and Welfare. Using Volunteers in Court Settings. Washington, D.C.: Government Printing Office. 1969. \$1.00.

U.S. Department of Health, Education, and Welfare. Volunteer Programs in Courts. Washington, D.C.: Government Printing Office, 1969. 268 p. \$1.25.

#### Courts

Vera Institute of Justice. The Manhattan Court Employment Project. New York, New York, 1970. 102 p.

Vera Institute of Justice. Toward Justice for the Poor: The Manhattan Bail Project. New York, New York.

National Council on Crime and Delinquency. Model Sentencing Act. New York, New York, 1970. 35 p. \$1.00.

U.S. Department of Health, Education, and Welfare. Neighborhood Legal Services — New Dimensions in the Law. Washington, D.C.: Government Printing Office, 1966. 79 p. \$.35.

International Business Machines Corporation. Application Brief: Data Processing in the Courts of Philadelphia. White Plains, New York.

#### Criminal Justice Projects

National Council on Crime and Delinquency. Fifty Projects: Citizen Action to Control Crime and Delinquency. New York, New York, April, 1969. 63 p.

City of New York. Criminal Justice Coordinating Council: Two-Year Report. New York, New York, April, 1969. 40 p.

Flower, Barbara J. "Law, Order and the Businessman." The Conference Board Record, December, 1968. pp. 55-60.

U.S. Chamber of Commerce. Indianapolis Chamber Leads in Upgrading Police Quality, A Case Study of a Successful Business-Led Program. Washington, D.C.

Evans, Stanton M. and Margaret Moore. The Lawbreakers. New Rochell, New York: Arlington House.

#### Crime Prevention

Harlow, Eleanor. "Prevention of Crime and Delinquency." Information Review on Crime and Delinquency, April, 1969. pp. 1-43.

Research Analysis Corporation. A Comprehensive Research Program in Crime Prevention. McLean, Virginia, August, 1969. 60 p.

Small Business Administration. Outwitting Bad Check-Passers. Washington, D.C.: Government Printing Office, May, 1969. 7 p.

Small Business Administration. Preventing Burglary and Robbery Loss. Washington, D.C.: Government Printing Office, May, 1968. 7 p.

Small Business Administration. Preventing Retail Theft. Washington, D.C.: Government Printing Office, February, 1966. 4 p.

Small Business Administration. Reducing Shoplifting Losses. Washington, D.C.: Government Printing Office, September, 1967. 7 p.

Peterson, Virgil W. "How to Form a Citizens Crime Commission." Journal of Criminal Law, Criminology and Police Science, November-December, 1955. pp. 485-499.

Price, Stewart D. "Crime Check." The Police Chief, June, 1968.

Tracy, Richard J. "Crime Check Deliver." The Police Chief, June, 1970. pp. 44-46.

#### Drug Abuse

Bureau of Narcotics and Dangerous Drugs. Handbook of Federal Narcotic and Dangerous Drug Laws. Washington, D.C.: Government Printing Office, January, 1969. 89 p. \$.50.

New York Chamber of Commerce. Drug Abuse As A Business Problem. New York, New York, July, 1970. 64 p. \$2.00.

U.S. Department of Health, Education, and Welfare. Rehabilitation in Drug Addiction. Washington, D.C.: Government Printing Office, 1964. 48 p. \$.35.

U.S. Department of Health, Education, and Welfare. Resource Book for Drug Abuse Education. Washington, D.C.: Government Printing Office. October, 1969. 117 p. \$1.25.

U.S. Department of Health, Education, and Welfare. A Community Mental Health Approach to Drug Addiction. Washington, D.C.: Government Printing Office, 1968. 137 p. \$1.00.

#### Extent of Crime

President's Commission on Law Enforcement and the Administration of Justice. Task Force Report: Crime and Its Impact, - An Assessment. Washington, D.C.: Government Printing Office, 1967. 220 p. \$1.25.

Federal Bureau of Investigation Uniform Crime Reports — 1969. Washington, D.C.: Government Printing Office, 1970. 185 p. \$1.50.

Small Business Administration. Crime Against Small Business. Washington, D.C.: Government Printing Office, 1969. 279 p. \$1.50.

Doleschal, Eugene. "Crime Statistics." Information Review on Crime and Delinquency, August, 1969. pp. 1-28.

### Organized Crime

President's Commission on Law Enforcement and the Administration of Justice. Task Force Report: Organized Crime. Washington, D.C.: Government Printing Office, 1967. 126 p. \$2.25.

Cressey, Donald R. Theft of the Nation. New York, New York: Harper & Row, Publishers, Inc., 1969. 367 p. \$6.95.

Salerno, Ralph and John S. Tompkins. The Crime Confederation. New York, New York: Doubleday & Company, 1969. 424 p. \$7.95.

Senate Committee on Government Operations. Organized Crime and Illicit Traffic in Narcotics. Washington, D.C.: Government Printing Office, 1965. 127 p. \$1.25.

U.S. Chamber of Commerce. Deskbook on Organized Crime. Washington, D.C., 1969. 76 p. \$2.00.

### Police

International Association of Chiefs of Police. Law Enforcement Education Directory 1970. Washington, D.C.

Michigan State Police. Police Courtesy. East Lansing, Michigan. 56 p.

National Commission on the Causes and Prevention of Violence. Staff Report: The Politics of Protest. Washington, D.C.: Government Printing Office, 1969. 276 p. \$1.25.

National Council on Crime and Delinquency. Model Rules of Court on Police Action from Arrest to Arraignment. New York, New York, 1969. 39 p.

New York City Criminal Justice Coordinating Council and Vera Institute of Justice. The Manhattan Summons Project. New York, New York. 10 p.

New York City Criminal Justice Coordinating Council and Vera Institute of Justice. In Lieu of Arrest: The Manhattan Bowery Project Treatment for Homeless Alcoholics. New York, New York. 9 p.

Institute of Contemporary Corrections and the Behavioral Sciences. A Descriptive Study of the Skid Row Alcoholic in Houston, Texas. Huntsville, Texas, 1970. 125 p.

Science and Technology

President's Commission on Law Enforcement and the Administration of Justice. Task Force Report: Science and Technology. Washington, D.C.: Government Printing Office, 1967. 228 p. \$1.25.

Community-Police Relations

Alex, Nicholas. Black in Blue: A Study of the Negro Policeman. New York, New York: Appleton-Century-Crofts, 1970.

Asinof, Eliot. People vs. Blutcher. New York, New York: The Viking Press, Inc., Publishers, 1970.

Bennett, James V. I Chose Prison. New York, New York: Alfred A. Knopf, Inc., 1970.

Berkley, George. The Democratic Policeman. Boston, Massachusetts: Beacon Press, 1969.

Black, Algernon. The People and the Police. New York, New York: McGraw-Hill Book Company, 1968.

Bordua, David. Police: Six Sociological Essays. New York, New York: John Wiley and Sons, Inc., 1967.

Brown, Claude. Manchild in the Promised Land. New York, New York: The MacMillan Company, 1965.

Chevigny, Paul. Police Power. New York, New York: Pantheon, 1968.

Cipes, Robert M. The Crime War. New York, New York: New American Library, 1968.

Clark, Kenneth. Dark Ghetto. New York, New York: Harper & Row, Publishers, Inc., 1965. 240 p.

Clark, Ramsey. Crime in America. New York, New York: Simon & Schuster, 1970. \$6.95.

Conot, Robert. Rivers of Blood: Years of Darkness. New York, New York: Bantam Books, 1967.

Cray, Edward. The Big Blue Line. New York, New York: Coward-McCann, 1967.

Fanon, Franz. The Wretched of the Earth. New York, New York: Grove Press, 1965.

Fort, Joel. The Pleasure Seekers. New York, New York: The Bobbs-Merrill Co., Inc., 1968.

Geis, Gilbert. White Collar Crime. New York, New York: Atherton, 1968.

Germann, A.C., et. al. Introduction to Law Enforcement. Springfield, Illinois: Charles C. Thomas, Publisher, 1970. 250 p.

Grier, William H. and Price M. Cobbs. Black Rage. New York, New York: Bantam Books, 1969.

- Hacker, Andrew. The End of An American Era. New York, New York: Atheneum Publishers, 1970.
- Harris, Richard. Justice. New York, New York: E. P. Dutton and Co., Inc., 1970.
- Jacobs, Paul. Prelude to Riot. New York, New York: Random House, 1966.
- Klein, Herbert. The Police: Dammed If They Do and Dammed If They Don't. New York, New York: Crown Publishers, 1968.
- LeFave, Wayne R. Arrest: The Decision to Take a Suspect into Custody. Boston, Massachusetts: Little, Brown and Company, 1965.
- Lester, Julius. Look Out Whitey, Black Power's Gonna Get Your Mama! New York, New York: Grove Press, 1969.
- Mayer, Milton. On Liberty: Man vs. the State. Center for the Study of Democratic Institutions, 1969.
- Menninger, Karl. The Crime of Punishment. New York, New York: The Viking Press, Inc., Publishers, 1968.
- Miller, Frank W. Prosecution. Boston, Massachusetts: Little, Brown and Company, 1969.
- National Advisory Commission on Campus Unrest. Report of. Washington, D.C.: Government Printing Office, 1970.
- National Advisory Commission on Civil Rights. Report of. Washington, D.C.: Government Printing Office, 1970.
- National Advisory Commission on Obscenity and Pornography. Report of. Washington, D.C.: Government Printing Office, 1970. \$1.65.
- Nelson, Jack and Jack Bass. The Orangeburg Massacre. New York, New York: World Book, 1970.
- Newman, David. Conviction. Boston, Massachusetts: Little, Brown and Company, 1966.
- Niederhoffer, Arthur. Behind the Shield: Police in Urban Society. New York, New York: Doubleday & Company, 1969.
- Niederhoffer, Arthur and Abraham Blumberg. The Ambrivalent Force: Perspectives on Police. Boston, Massachusetts: Ginn and Company, 1970.
- Radano, Gene. Walking the Beat. New York, New York: World Book, 1968.
- Saunders, Charles B. Upgrading the American Police. The Brookings Institution, 1970.
- Scheuer, James H. To Walk the Streets Safely. New York, New York: Doubleday & Company, 1969.
- Skolnick, Jerome. Justice Without Trial. New York, New York: John Wiley and Sons, 1966.

- Skolnick, Jerome. The Politics of Protest. New York, New York: Simon and Schuster, 1968.
- Turner, William W. Invisible Witness. New York, New York: The Bobbs-Merrill Co., Inc., 1968.
- Turner, William W. The Police Establishment. New York, New York: G. P. Putnam's Sons, 1968.
- Turner, William W. J. Edgar Hoover and the FBI: The Man and the Myth. Los Angeles, California: Sherbourne Press, Inc., 1970.
- U.S. Chamber of Commerce. Marshaling Citizen Power against Crime. Washington, D.C., 1970.
- Walker, Daniel. Rights in Conflict. New York, New York: Bantam Books, 1968.
- Whittemore, L. H. Cop! A Closeup in Violence and Tragedy. New York, New York: Holt, Rinehart and Winston, Inc., 1969.
- Wilson, James Q. The Varieties of Police Behavior. Cambridge, Massachusetts: Harvard University Press, 1968.