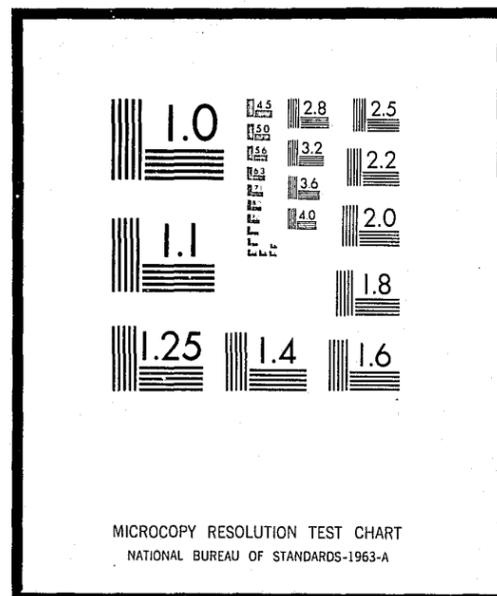


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TRAINING

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PROFESSIONALIZATION

MANAGEMENT AND ADMINISTRATIVE TRAINING

SOUTHEASTERN STATES

POLICE TRAINING

ANNOTATION:

THE INSTITUTE DOUBLED ITS TRAINING CAPACITY AND PARTICIPANTS WERE GIVEN EDUCATIONAL GRANTS.

ABSTRACT:

THE OBJECTIVES OF THE INSTITUTE ARE TO PROVIDE POLICE TRAINING FOR COMMUNITIES WHERE SUCH TRAINING IS UNAVAILABLE, TO AUGMENT EXISTING FACILITIES BY PROVIDING ADVANCED TRAINING FOR KEY OFFICERS IN LOCAL DEPARTMENTS, TO PROVIDE TRAINING RELATING TO THE SPECIAL PROBLEMS IN THE FIELD OF POLICING IN THE SOUTHEASTERN SECTION OF THE UNITED STATES, TO BROADEN THE PERSPECTIVE OF SUPERVISORY OFFICIALS BY SHARING OF EXPERIENCES AND ASSOCIATION WITH LEADERS IN WELL-MANAGED AND PROGRESSIVE DEPARTMENTS, TO ADVANCE POLICING METHODS BY ENLISTING THE AID OF SCIENTISTS AND EXPERTS IN MANY DISCIPLINES, ELEVATE POLICE STANDARDS AND INCREASED CONFIDENCE IN AND SUPPORT OF THE FIELD OF LAW ENFORCEMENT, AND TO MAINTAIN EFFICIENT LAW ENFORCEMENT WITHOUT INFRINGING ON THE BASIC GUARANTEED RIGHTS OF THE INDIVIDUAL. OTHER OBJECTIVES ARE DEVELOPMENT OF PUBLIC INTEREST IN THE MAINTENANCE OF A PROFESSIONAL POLICE DEPARTMENT, PROVISION OF INSTRUCTION OF AN ADVANCED NATURE FOR THE DEVELOPMENT OF COMMAND, SUPERVISORY, AND ADMINISTRATIVE POLICE PERSONNEL. (AUTHOR ABSTRACT)

Date filmed 6/3/75

SOUTHERN
POLICE
INSTITUTE
EDUCATIONAL
PROGRAM



FINAL REPORT
OLEA GRANT 074

BY PHILIP E. MATTHEWS
Project Director

DAVID A. McCANDLESS
Director
SOUTHERN POLICE INSTITUTE

OFFICE OF LAW ENFORCEMENT ASSISTANCE

Grant #074

FINAL REPORT

SOUTHERN POLICE INSTITUTE

* Educational Program *

by PHILIP E. MATTHEWS
Project Director

DAVID A. McCANDLESS
Director
Southern Police Institute

NOV-00-98

PREFACE

Since the hue and cry throughout the land is "law and order," it behooves every law enforcement agency to have the best trained officers possible. Unfortunately, this has not been possible because of limited funds and small budgets.

In all, some 305 police agencies applied for admission to the Southern Police Institute for advanced training under the Grant #074. This large number is convincing evidence that departments are interested in obtaining training for their officers if the opportunity is provided.

We are grateful to the Office of Law Enforcement Assistance of the United States Department of Justice for this Grant which recognizes the imperative need for raising the educational level of policemen.

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CHAPTER I.
OLEA GRANT #074

On August 19, 1966, the Office of Law Enforcement Assistance, United States Department of Justice, announced an award to the Southern Police Institute of \$166,540.00 for the purpose of expanding the Institute's educational program. The Grant, running from October 1, 1966 through December 31, 1968, was made in order to "permit the Institute to double its training capacity for the next two years and to provide twelve weeks of advanced law enforcement training to an additional 120 police officers drawn primarily from Southeastern and South Central states."

The Grant provided that approximately 75 percent of the participants would be selected from the following southern area states: Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, West Virginia, and the District of Columbia. It further provided that no state be granted more than three participants each term. The remaining 25 percent of the Grants were to be awarded to departments meeting the established Grant criteria from other sections of the Nation.

The project was funded and planned for four successive terms with thirty Educational Grant students accepted each term.

The Grant provided full tuition for each candidate selected for the twelve-week course. Additionally, it provided each student with

\$430 for board, lodging, laundry, and incidental expenses. It also provided \$110 for each student to cover the cost of text books, supplies, typewriter rental, and incidental expenses. Travel expense to and from the University of Louisville was not covered. Housing for the students was provided as well as free parking space for automobiles.

The registration fee for each Grantee was \$100, payable by the officer's department to the Institute. This fee was used for the purposes of administering the program and for providing special functions and projects for the students.

Admission Requirements for Scholarship Grantees:

1. Be a graduate of an accredited high school.
2. Successfully pass the University of Louisville college entrance examination.
3. Be a law enforcement officer in active service in a city, county, or state unit of government.
4. Be in good health and physically fit (submit doctor's report).
5. Be between the age of 25 and 45 years.
6. Have had at least five years' of policing experience.
7. Represent a department of at least thirty sworn officers.
8. Have had his application approved by the head of his department.
9. Have assurance of a leave of absence with full pay during the period of studies.
10. Have the statement of his superior that he will be returned to active duty upon completion of the course.
11. Agree to return to his department and remain in its employ for at least two years.
12. Be in a command, supervisory, or training position in a law enforcement unit.

CHAPTER II.
THE SOUTHERN POLICE INSTITUTE

History:

The Southern Police Institute, University of Louisville, Louisville, Kentucky, was opened January, 1951, for the purpose of providing comprehensive courses in police science and administration for police administrators and supervisors in the southern states.

Since its inception the Institute has expanded and provided larger classroom accommodations, doubled its dormitory facilities, increased its staff, provided an outstanding library, as well as giving twelve college credits for the satisfactory completion of its three-months' term in Police Administration.

The Southern Police Institute is a great asset to the University of Louisville as well as to the community. It stands as a symbol of educational opportunities for meeting the responsibilities and challenges confronting law enforcement agencies today.

The University of Louisville recently presented the Institute with an attractive two-story brick building which had been formerly occupied by the Kentucky Educational Association. After some remodeling, the Institute moved into its new quarters in March of 1967.



Southern Police Institute Building



Southern Police Institute Classroom



Building and Classroom:

On the first floor is the main classroom which is equipped with sixty special-built arm desk-type chairs that are arranged on short rise tiers from front to the rear. The room is decorated in a handsome decor' of brown wall-to-wall carpeting, gold upholstered chairs and colorful draperies.

The latest devices for visual aid instruction have been installed as well as a modern public address system.

Also on the first floor is a beautiful lobby with receptionist area, a student lounge, the visual aid technician's office, and a small kitchen. The walls of the lobby are lined with plaques presented by former classes of the Institute and with a large display board containing several hundred police shoulder patches donated by Institute graduates. In the lobby also is an unusual display of museum pieces collected by the Institute during its eighteen years of operation.

On the second floor of the building is the Southern Police Institute Law Library. This Library is the result of a generous \$7,500.00 gift from the Doris Duke Foundation. Book cases, ranging around all four walls of the Library, have been filled with books in the areas of public administration, law enforcement, personnel management, constitutional law, political science, criminology, sociology, and psychology.

Library:

The Library is fortunate in having a complete set of the Supreme Court Reporter, all the volumes of the Supreme Court Digest and the 101 volumes of Corpus Juris Secundum as well as law dictionaries and other legal reference books.

In addition to the Institute's Library, students have access to the University of Louisville Library, the School of Law Library, and the public libraries of the City of Louisville.

Staff offices that have been tastefully decorated range along three sides of the Library. This arrangement provides ready access for staff personnel and students.

The Institute was originally designated to meet the need for police training in the southern part of the United States. As it has grown and progressed, students from nearly all the fifty states and from twenty-six foreign countries have attended. Approximately 3,000 officers have graduated from the seminars and the Institute's three-months' courses.

Objectives:

The objections of the Institute are thus listed:

1. To provide police training for communities where such training would otherwise be unavailable, either because of inertia or the absence of adequate facilities.

2. To augment existing facilities by providing advanced training for key officers in local departments.

3. To provide training relating to the special problems in the field of policing in the Southeastern section of the United States. Sociological, anthropological, and psychological information is included in the course of study.

4. To broaden the perspective of supervisory officials by sharing of experiences and association with alert leaders in other well-managed and progressive departments.

5. To advance policing methods by enlisting the aid of scientists and experts in many disciplines who devote guided attention to specific problems in law enforcement.

6. To foster an instrument for the elevation of police standards and increased confidence in and support of the field of law enforcement.

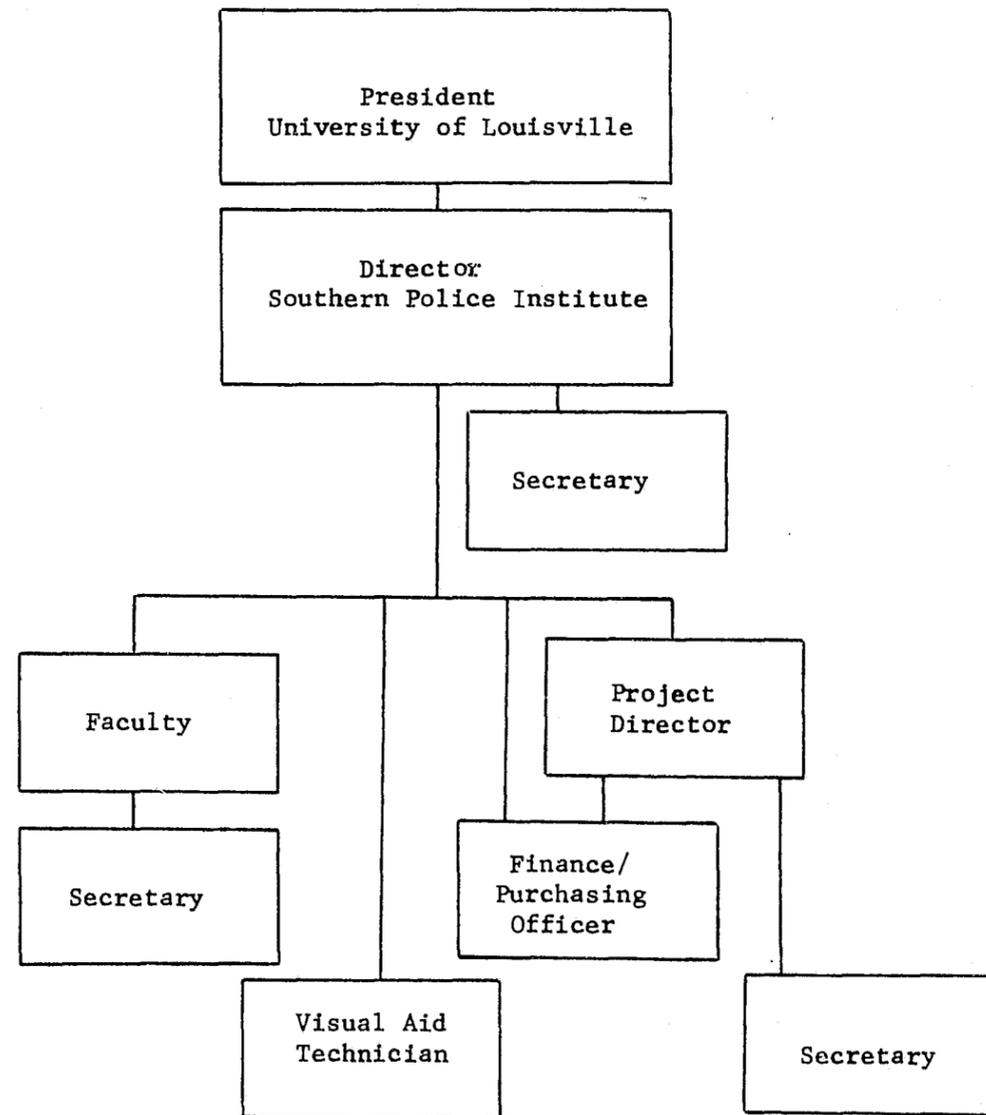
7. To maintain efficient law enforcement without infringing on the basic rights of the individual guaranteed by the Federal Constitution and by state constitutions and laws.

8. To develop public interest in the maintenance of a professional as distinguished from a political police department.

9. To offer a medium through which law enforcement officers can reach an understanding of their common problems and receive specialized guidance toward their solution.

10. To provide instruction of an advanced nature for the development of command, supervisory, and administrative police personnel.

DIRECTOR OF SOUTHERN POLICE INSTITUTE



ORGANIZATION CHART OF THE SOUTHERN POLICE INSTITUTE
AS EXISTING UNDER THE GRANT.

David A. McCandless, Professor (Director)

Education:

Washington and Lee University, Lexington, Virginia, 1925-28.
George Washington University, Washington, D.C., J.D., 1931.

Field of Specialization: Law, Education.

Experience:

Private Law Practice, 1931-50.
Lieutenant Commander, United States Navy, 1942-46.
Assistant City Attorney, City of Louisville, 1946-48.
Director of Public Safety, City of Louisville, 1948-49.
Director and Professor, Southern Police Institute, 1950-present.
Member, Louisville and Jefferson County Youth Commission, 1964-66.
President, Board of Louisville and Jefferson County Children's Home, 1963-66.
Associate Editor, Journal of Criminal Law, Criminology, and Police Science,
Northwestern University School of Law, 1955-present.
Consultant to St. Louis Police Academy, 1964.
Board of Advisors, W. H. Anderson Publishing Company, Cincinnati, Ohio,
1967-present.
Chairman, Police Committee, Kentucky Crime Commission, 1968-present.
Member, Kentucky Law Enforcement Council, 1966-present.
Life Member, International Association of Chiefs of Police.

Association Memberships:

American Academy of Forensic Sciences (Fellow).
American Association of University Professors.
International Association of Police Professors.

Awards:

Rockefeller Foundation Grant to South Africa, 1959.
George Washington University Alumni Achievement Award, 1965.

Mr. McCandless has the over-all responsibility for the direction of the educational program. He supervises the faculty and staff. He teaches in the mid-winter seminars but his teaching duties in the regular terms have been limited because of the demands of his administrative duties.

Mr. McCandless is a member of the University Council.

PROJECT DIRECTOR OF GRANT

Lt. Philip E. Matthews, on leave of absence from the Louisville Division of Police, Louisville, Kentucky, was selected by the Southern Police Institute staff as Project Director.

He holds an A.B. degree in Police Administration from Indiana University which was supplemented by graduate work in guidance and counseling, also from Indiana University. In addition to his formal college training, he completed basic police training with the Louisville Police Department and has worked in that department for fifteen years.

Lt. Matthews is a graduate of the Southern Police Institute, and the F.B.I. National Academy. He has attended numerous seminars on Safety Education, Methods and Techniques of Instruction, Pilot Course for Police Training Officers, Alcohol and Road Traffic, and First Aid.

The Project Director is an active member of the Southern Police Institute Alumni Association, the Fraternal Order of Police, the Louisville Peace Officers' Association, the F.B.I. National Academy, Kentucky State Chapter, as well as several civic and fraternal organizations.

CURRICULUM

The long-term program of the Southern Police Institute consists of a twelve-week course in four major fields, carrying twelve semester hours of University credit.

A detailed description for each course is given below, outlining course content, student activities, textbooks, credit hours and an analysis of the instructor's qualifications.

Course Title and Number: POLICE ADMINISTRATION - 251

Description of Course:

A discussion and analysis of modern law enforcement agency administration, organization and functions. Administration is approached from the points of view of a police executive and his principle aides, line and staff. Emphasis is on HOW rather than on the WHAT of practical police administration in the United States.

Objectives of Course:

The objective of the course is to emphasize the importance of sound and practical line and staff unit relationships. The inter-related roles of line and staff units in (a) planning an operation, (b) implementing the plan, and (c) controlling the results, which are so vital to the achievement of any particular police purpose, are stressed and illustrated. The student is made aware that a sound organizational structure facilitates the three processes --- a, b, c; therefore, a study of the basic principles of department and unit organization and of structure determining factors are examined in detail.

Course Content:

The course is divided into four major areas: Organization for Police Service; Administrative Services; Operational Services; and Auxiliary Services and Plant.

The specific areas covered are: Organization Guides; Organization Structure; Organization for Command; Planning and Research; Inspection and Control; Police and the Public; Informing the Public; Problem Solving Methods; Patrol; Distribution of the Patrol Force; Crime Investigation; Organized Crime and Vice Control; Traffic Administration; The Youth Division; Records and Communications; Other Auxiliary Services; The Police Building and Equipment.

Student Activities Connected with Course:

Administrative or organizational projects are assigned which require research and study. Before completion of the course, each student submits a paper on an assigned topic, on an individual basis, in order for the student to obtain directed practice in applying administrative techniques. This project is considered in determining the final grade for the course.

Each student is also required to attend workshops where problems relating to the application of administrative principles are considered. No grades are given for the workshops as they are designed to give the students an opportunity to freely discuss matters relating to the material covered in class. For these discussions the class is divided into small groups.

Each student compiles a notebook on the course.

Text for Course: Wilson, Police Administration, 2nd Edition.

In addition, the students are required to study and report on selected articles from other books and periodicals.

Grade Determination:

Examination: three examinations at 30% each; Project: 10%.

Credit Hours: 3

Classroom Hours: 60

Instructor: Professor Rolland L. Soule

FACULTY ANALYSIS - FULL TIME

Rolland L. Soule, Professor

Education:

University of Wichita, Kansas, A.B., 1943.
 Washington State College Graduate School, Pullman, Washington, 1947-50.
 (Completed all course requirements for M.S. in Police Administration except thesis).
 Kansas League of Municipalities, Police Training Schools, 1936-43.
 (two weeks each year).
 Naval Reserve Officers' Schools: Pentagon, Washington, D.C., District Intelligence Office, 5th N.D., 1951-present (two week schools).
 (In addition, at least one correspondence course annually, 1951-present).

Field of Specialization: Police Administration and Criminalistics.

Experience:

Patrolman, Identification Officer, Criminal Investigator, Radio Dispatcher, Sergeant, Director of Safety Education - Wichita Police Department, Kansas, 1936-43.
 Lieutenant Senior Grade, United States Navy, Intelligence and Security, 1943-47.
 Sergeant, Wichita Police Department, Wichita, Kansas, 1947.
 Instructor, Washington State College, Pullman, Washington, 1947-50.
 Professor and Associate Director, Southern Police Institute, 1950-present.

Association Memberships:

American Academy of Forensic Sciences (Fellow).
 American Association of University Professors.
 International Association of Chiefs of Police.
 International Association for Identification.
 International Association of Police Professors.
 Kentucky Peace Officers' Association.
 Louisville Archeological Society.

Editorial Consultant (Police Science), Journal of Criminal Law, Criminology, and Police Science.
 Past Associate Editor for Police Science Book Reviews, Journal of Criminal Law, Criminology, and Police Science.

Course Title and Number: POLICE PERSONNEL MANAGEMENT - 252

Description of Course:

A study and analysis of the principles, concepts, methods, techniques, problems, and procedures which should be applied to the management and direction of law enforcement personnel.

Objectives of Course:

The purpose of this course is to emphasize the importance of the human factor in the law enforcement function. The broad functions which management must perform in order to build and cooperate with an effective and satisfied group of people is stressed. Attention is directed to the scope of personnel management, major factors of personnel management, and the organization of personnel activities and staff.

Stressed are the managerial functions, structures, and guiding principles which are universally significant in personnel relationships and interactions.

Course Content:

The course emphasizes the major tasks of procuring, developing, maintaining, and utilizing the working members of a law enforcement organization. The specific topic areas covered are: The Personnel Function; Organization for Personnel Management; Leadership Principles; Ethics and Professionalism; Recruitment, Selection and Retention of Personnel; Police Personnel Investigation; The Probationary Period; Performance Evaluations; Promotional Procedures; Position Classification; Police Supervision; Police Discipline; Direct Pay; Indirect Pay, Fringe Benefits, Working

Conditions; Employee Relations and Police Union; Personnel Distribution and Manpower Utilization; Personnel Records.

Student Activities Connected with Course:

Each student is assigned a practical project relating to Personnel Management for a term paper. Each student also prepares an oral presentation of an assigned topic.

Students attend workshops in small groups for discussion and comparisons of their respective departmental procedures in personnel matters.

Each student compiles a notebook on the course.

Text for Course: Municipal Personnel Administration, by the International City Managers Association.

Selected readings include: Germann, Police Personnel Administration; Pfiffner, Supervision of Personnel; President's Crime Commission, Task Force Report - The Police.

Grade Determination:

Examinations: 90%; Projects: 10%.

Credit Hours: 3

Instructor: Inspector Raymond A. Dahl

EFFECTIVE LISTENING COURSE

The Southern Police Institute has added to its students' orientation program an "Effective Listening" Course. "Effective Listening" is an audio-lingual program instruction course developed by the Xerox Corporation that teaches all of the important, basic listening skills. The course is expensive but is believed by the staff to be highly effective.

Recent studies conducted at the Ohio State University and the University of Minnesota found that 70% of our conscious working day is spent in communication and that 45% of this time is spent in listening. These studies further reveal that without listening training, people operate at a 25% efficiency level while listening to a ten-minute talk. Most people therefore lose about 75% of what they hear, operating at a very low efficiency level in learning and communications situations. Fortunately, listening is a skill and as such it can be learned.

The general benefits of this course are:

- The ability to double one's listening comprehension;
- The ability to listen accurately even in a distractive listening situation, to overcome speaker disorganization, bias or emotion, unusual accents, and background noise;
- The ability to organize spoken statements with clarity and intelligence;
- The ability to remember what is said by the use of key words;
- The increased recognition of the vital importance of good listening;
- The increased ability to organize oral and written instructions.

FACULTY ANALYSIS - FULL TIME

Raymond A. Dahl, Staff Consultant

Education:

Attended the University of Minnesota.
 Studied law with the LaSalle Extension University.
 Graduate of the F.B.I. National Academy.
 Attended the Northwestern University Traffic Institute.
 Michigan State University Community Relations Seminars.
 New York University, two seminars on Civil Disobedience.
 University of Wisconsin Extension Courses, "Management" and
 "Alcoholism".
 U.S. Civil Defense College, Olney, Maryland and Battle Creek,
 Michigan.

Experience:

Joined the Milwaukee, Wisconsin Police Department, 1934.
 Promoted through the ranks - Sergeant, Patrol, Desk Sergeant,
 Lieutenant, Shift Commander, Assistant Director of Police
 Training, 1947; Deputy Inspector, Personnel, Training and
 Special Services, 1949; Chief Inspector (Assistant Chief),
 Second in command of department, 1961 to retirement.
 Staff Consultant, Southern Police Institute, 1965 to present.
 Served as Civil Defense Director, City of Milwaukee, Wisconsin, 1951.
 Guest Lecturer, Michigan State Center for Police; Indiana University;
 Traffic Institute at Northwestern University; University of
 Iowa; Marquette University; University of Minnesota; Georgia
 Tech; Yale; Northeastern University; University of Wisconsin.
 Guest Lecturer, Southern Police Institute, 1951-1965.

Consultant to U.S. Civil Defense Administration.
 Participant, Atomic Testing, Yucca Flats, Nevada.
 Participant, Nike Testing, Red Sands, New Mexico.
 Committee to Develop New Criminal Code and Traffic Code, Wisconsin.
 Consultant to the National Advisory Commission on Civil Disorder.
 Consultant to the Travelers Research Center, Inc.

Publications:

Guide for Understanding Race and Human Relations.
Guide for Police Sergeants.
 Co-author of textbook, Procedure and the Law of Arrest, Search and
 Seizure.
 Authored many articles for various law enforcement publications.
 Chapter on "Patrol," ICMA book on Police Administration.

Memberships in Law Enforcement Societies:

International Association of Chiefs of Police.
 Wisconsin National Academy of FBI Associates.
 Wisconsin Chiefs of Police, FBI National Academy Associates.
 Northwestern Traffic Institute Associates.

Course Title and Number: CONSTITUTIONAL LAW, EVIDENCE AND CRIMINAL PROCEDURE - 253

Description of Course:

An intensive study and analysis of the United States Constitution and
 court decisions which interpret the Constitution; a study of court
 decisions which determine the admissibility of evidence in criminal cases
 and which affect police procedures; and a consideration of the criminal
 procedure process with emphasis on the role of law enforcement in this
 process.

Objectives of Course:

The purpose of this course is to make the student aware of the legal
 system as it exists in the United States and the powers and limitations
 of enforcement officers. To help in understanding these powers and
 limitations, the Constitution of the United States is carefully studied
 and the laws of the state and federal governments are explored. After
 a study of the background of the Constitution, the court decisions which
 interpret the constitutional provisions are analyzed. The objective is not
 only to make the student aware of the decisions of the courts which deter-
 mine police procedure, but to develop an understanding of the rationale
 of the courts in reaching these decisions. A further objective is to
 develop an understanding of the respective powers of the state and federal
 governments as well as the functions of the branches of government.

Course Content:

In addition to the general study of the United States Constitution and
 the criminal procedural process, major emphasis is placed on the specific
 guarantees enumerated in the Bill of Rights and the decisions which
 interpret these provisions. Recognizing the problems facing law enforce-
 ment administrators, cases are approached from the positive point of
 view. Students learn what action is authorized in carrying out their

responsibility as well as procedures that the courts have found to be unconstitutional.

The specific topic areas covered are: Development of Constitutional Dominion; Search and Seizure; Detention and Arrest; Wiretapping, Eavesdropping, and Visual Surveillance; Interrogations and Confessions; Self Incrimination; Right to Counsel; Multiple Prosecutions; Right to a Fair Trial and Humane Punishment; Speech, Press, and Assembly; Civil Rights and Civil Rights Legislation; Civil Liabilities of Enforcement Officers; and the Criminal Procedure Process.

Student Activities Connected with Course:

In addition to the case briefs, projects are assigned to each student which require research and study. Before completion of the course each student submits a paper on an assigned topic relating to Constitutional Law or Criminal Procedure. This project is considered in determining the final grade for the student.

Each student is also required to attend workshops where problems relating to the application of the law are considered. No grades are given for the workshops as they are designed to give the student an opportunity to freely discuss matters relating to the material covered in class. For these discussions the class is divided into small groups.

Text for Course: Klotter and Kanovitz, Constitutional Law for Police and Prosecutors.

In addition, the students are required to study and report on selected articles from other books and periodicals.

Credit Hours: 3

Instructor: Professor John C. Klotter

FACULTY ANALYSIS - FULL TIME

John C. Klotter, Professor

Education:

Western Kentucky State College, Bowling Green, Kentucky, A.B., 1941.
University of Kentucky, Lexington, Kentucky, LL.B., 1948.
Department of Justice, Washington, D.C., Federal Law Course, 1948.

Field of Specialization: Law and Criminology

Experience:

Teacher, Louisville Board of Education, 1941-42.
Captain, United States Army, 1942-46.
Special Agent, Federal Bureau of Investigation, 1948-50.
Legal Officer, Kentucky State Police, 1951-52.
Director, Division of Probation and Parole, Kentucky Department of Corrections, 1952-56.
Private Law Practice, 1956-57.
Professor and Associate Director, Southern Police Institute, 1957-present.
Former Police Judge, City of Blue Ridge Manor, Kentucky,

Association Memberships:

Kentucky Bar Association.
Louisville Bar Association.
Kentucky Welfare Association (past Vice President).
Society of Former Special Agents of the Federal Bureau of Investigation (past Chairman of Kentucky Chapter).
International Association of Chiefs of Police.
Kentucky Committee for Correctional Research (Vice Chairman).
Kentucky Peace Officers' Association.
American Association of University Professors.

Publications:

Author of the books, Techniques for Police Instructors and Constitutional Law for Police.

Course Title and Number: PSYCHOLOGY FOR LAW ENFORCEMENT OFFICERS - 256

Course Description:

Psychology 256 is designed to be a study of the basic principles of human behavior with emphasis on the application of these principles to police work in current society. Consideration is given to the dynamics of social, asocial, and antisocial behavior in both individual and group activities.

Purpose of Psychology Course:

One of the purposes of offering a course in psychology is to help police officers develop a firmer understanding of human behavior. Police officers interact with people every day in their work. They develop notions about human behavior and behavioral motivations, only some of which are accurate. This course should provide a basis for improving the officers' ability to understand more about the behavior they observe.

Text and References:

The text for Psychology 256 is Psychology for Law Enforcement Officers by George J. Dudycha (and others). This seems to be a good introductory text and still appears to be the only one available in general psychology that was written especially for police officers. This book has the advantage of presenting a number of different theoretical positions and then linking the theory to practical applications in law enforcement work. The text is supplemented by a number of references which are available in the University main library and the Southern Police Institute Library. Several abstracts of articles from the current periodical literature, which are prepared by the students, are distributed to the class. The students are encouraged, but not

required, to purchase and use a paperback edition of A Dictionary of Psychology by James Drever.

Outline of Course:

The outline of the course follows the sequence of the chapters in the text. Briefly, the chapters include: 1) the scope of psychology, 2) rating and testing, 3) interviewing, 4) deception detection, 5) human relations, 6) leadership and group behavior, 7) traffic and safety, 8) behavior of the principals in court, 9) mental abnormality, 10) juvenile delinquency, 11) adult crinosis, 12) alcoholism, 13) drug addiction, and 14) work of court and prison psychologists. Several of the specialized areas of psychology are approached in the course. Differential psychology and psychological measurements are encountered in Chapters 1, 2, 3, and 4. Social psychology is a major part of Chapters 5 and 6. Physiological psychology enters into the discussion of Chapters 4 and 7. Human perception is stressed in Chapters 7 and 8. Abnormal psychology and clinical methods are introduced in Chapters 9, 11, 12, and 13. Developmental psychology is brought out in Chapter 10. And Chapter 1 also is an introduction to several of these various areas. Since the course is intended to explore both the applied and the theoretical aspects of basic psychology the specialized areas overlap in the presentation.

Discussion Group Topics:

The discussion groups provide the students with an opportunity for an interchange of ideas on topics related to the substance of the course. Several of the topics which seem to generate rather profuse exchanges are typical patterns of sexual deviation, personality disorder that may lead to violence, conjugal visits for inmates of correctional

institutions, work furloughs for inmates of correctional institutions, demonstrations of individual intelligence tests, examples of environmental conditions that affect perception, situations involving mentally ill persons, and early childhood developmental factors. The students are given handouts in the form of article summaries, chapter condensations, and opinion questionnaires to start and guide the discussions. The groups are given some latitude in selecting the topics for discussion.

Movies:

Several movies add to the variety of the Psychology course. The movies which usually are shown include: "Vascar" (traffic); "It Could Happen to You" or "Dangerous Weapon" (drinking and driving); "The Eye of the Beholder" (human relations); "Booked for Safekeeping" (mental illness); "Cry for Help" (suicide); "The Mask" (alcoholism); and "Dangerous Drugs" (illegitimate use of legitimate drugs).

Outside Projects:

Two outside assignments are made as a part of this course. Each student is required to abstract an article relating to some facet of law enforcement from one of the recent editions of a journal in the field of psychology. The students are instructed to find the article in the Psychological Abstracts first, read the article in the journal next, and then prepare their own abstracts. Each student must select a different article. A few of the students' abstracts are duplicated and distributed to the class to supplement the material in the text. The abstract counts five percent of the course grade.

Each student also is required to write a report of a book by a behavioral scientist in an area applicable to law enforcement. The reports contain three parts: a statement of the purpose of the book, the title and a summary of each chapter, and an explanation of the branch of law enforcement to which the content of the book seems most applicable. The book report counts ten percent of the course grade.

Student Evaluation:

Short quizzes are given after the class presentation of most of the chapters in the text. These quizzes emphasize the essential theories, principles, and applications covered in the material. The students are required to list, define, explain and/or describe salient sample elements presented. Research at the University of Kentucky and elsewhere has suggested that frequent testing in courses of this type at this level enhance retention of the subject matter. The weighted sum of the quiz scores counts 85 percent of the course grade.

Credit Hours:

The Psychology course has been offered for three semester hours' credit during the term of the present LEAA Grant.

Course Instructor: B. Edward Campbell, Associate Professor

FACULTY ANALYSIS - FULL TIME

B. Edward Campbell, Associate Professor

Education:

University of Louisville, Louisville, Kentucky, A.B., 1950, M.B.A., 1968.
 University of Alabama, Tuscaloosa, Alabama; University of Tennessee,
 Knoxville, Tennessee; University of Kentucky, Lexington, Kentucky,
 Certificate in Public Administration, 1954.
 University of Louisville Graduate School, Louisville, Kentucky, part-time,
 1958-1961 (completed course requirements for Master's Degree in
 Psychology).
 Western Reserve University, Cleveland, Ohio (non-credit seminars in job
 evaluation, wage and salary administration, personnel statistics,
 and motivation and morale).

Field of Specialization: Psychology and Administration.

Experience:

Clerk, Veterans Administration, 1949-1951.
 Research Assistant (part-time), Psychological Services Center,
 University of Louisville, 1949.
 Assistant Examiner, Louisville Civil Service Board, 1951-1954.
 Research Associate, Bureau of Public Administration, University of
 Tennessee, 1954-1955.
 Personnel Assistant, British-American Tobacco Company, 1955.
 Examiner, Louisville Civil Service Board, 1955-1957.
 Chief Examiner, Louisville Civil Service Board, 1957-1960.
 Personnel Director, Louisville Civil Service Board, 1960-1964.
 Associate Professor, Southern Police Institute, 1965-present.

Member:

Employment Committee, Louisville Human Relations Commission, 1962-1966.
 Employee Grievances Advisory Committee, Our Lady of Peace Hospital,
 1967-present.
 Task Force on Police Training, Kentucky Mental Health Manpower Commission,
 1967-present.

Association Memberships:

Public Personnel Association (Coordinator, Local Committees,
 Southern Region, 1964-1965).
 Kentucky Chapter, Public Personnel Association.
 Kentucky Peace Officers' Association.

VISITING LECTURERS

In addition to the regular teaching staff, visiting lecturers, all of whom are outstanding in their respective fields, were speakers during the four terms. Guest lecturers were paid an honorarium for five hours of instruction and for advanced preparation plus travel and subsistence. The lecturers with their respective topics are listed below.

Professor Arthur J. Bilek University of Illinois Chicago, Illinois	Organized Crime, Vice Control, Intelligence Unit
Dr. Gilbert James Asbury Theological Seminary Wilmore, Kentucky	The Police Image
Dr. Raymond Kemper Psychology Department University of Louisville Louisville, Kentucky	Study Methods and Public Opinion
Dean Joseph Lohman (deceased) School of Criminology University of California at Berkeley, California	Police Work in the Racial Field
Professor Donal E. J. Mac Namara John Jay College of Criminal Justice New York, New York	Police Consolidations, Pros and Cons, Controversies
Professor David G. Monroe Political Science Department University of North Carolina at Chapel Hill, North Carolina	History of Policing
Dr. Charles S. Petty Professor of Forensic Pathology Indiana University Medical Center Indianapolis, Indiana	Homicide Investigation
Director E. Wilson Purdy Dade County Public Safety Department Miami, Florida	A Forward Look in Police Administration
Lt. Colonel Allen Rush Kansas Highway Patrol Topeka, Kansas	Managerial Styles and Resulting Morale Considerations

Mr. Jeptha Rogers Mr. Charles Moore International Association of Chiefs of Police Washington, D.C.	Role of the IACP Police Image
Captain E. G. Columbus Administrative Bureau Fairfax County Police Department Fairfax, Virginia	Police Operations and Management by Systems
Colonel R. M. Chiaramonte Superintendent Ohio Highway Patrol Columbus, Ohio	Utilization of Manpower, Rating Systems
Colonel Edward H. Milburn Department of Military Affairs Commonwealth of Kentucky	Role of the National Guard in Riot Control
Colonel James E. Bassett Director, Kentucky State Police Frankfort, Kentucky (resigned)	State Police Role in Controlling Riots and Disorders
Director J. T. Mildice Director of Finance Chicago Police Department Chicago, Illinois	Planning - Budgeting
Colonel E. I. Hockaday Superintendent Missouri Highway Patrol Jefferson City, Missouri	State Police Role in Civil Disorders
Mr. Boyce Martin Attorney at Law Louisville, Kentucky	Constitutional Law
Colonel Bernard Garmire Chief of Police Tucson, Arizona	School Resource Officer Program
Constable Philip Knights Assistant Chief Constable Birmingham, England	Organization, British Police System

OTHER REQUIRED ACTIVITIES

Activities required of the students included:

1. A comprehensive notebook, etc.
2. A summary report, etc.
3. Workshops three afternoons each week.
4. Completion of special projects.
5. Term papers.
6. Satisfactory grades on examinations.

The classes were divided into three, twenty student sections. Each section had a faculty member as a discussion leader for the workshops as well as a faculty representative as guidance counselor.

CHAPTER III.

RECRUITMENT

In recruiting for applicants under the OLEA Educational Grant, a packet containing a letter with an explanation of the Grant, Procedures for Applying, Admission Requirements, Regulations Governing in Absentia Examinations, Brochure on courses and an Application, was mailed to over 1,000 chiefs of law enforcement agencies. (See Exhibits A, B, C, D, E.) Replies were received from 305 departments.

Selection of departments to which recruitment materials were mailed was based upon The Municipal Year Book, 1967-1968 editions, published by The International City Manager's Association, Washington, D. C. This served as a guide so that compliance could be made to the Grant's stipulation that the applying department have at least thirty sworn officers.

In addition to recruitment by mail, there was personal recruitment by staff members and alumni on a continuing basis.

Recruiting trips were made by the Project Director for the purpose of distributing literature explaining the Grant and for soliciting participation in the training program from the various police agencies.

He made annual trips to the F.B.I. National Academy Associates Retraining Conferences, Southern Police Institute Alumni Retraining Conferences and to the Conferences of International Association of Chiefs of Police.

Students in each term, both regular tuition-paying and LEAA grantees were excellent public relation officers and recruiters for the program.

Applicants were required to take and pass the School and College Ability Test and The Cooperative English Test (college level), published by Cooperative Test Division, Educational Testing Service, Princeton, New Jersey. These tests could be taken in applicant's home town by following requirements of the University. These requirements included the designation of a monitor connected with a local educational unit. The monitor administered the examination and returned it to the University's Testing Service for grading. Grades were then certified to the Institute by the Testing Service.

Only nineteen applicants, or approximately six per cent of the 305 departments that applied, failed the university entrance examination. This is very significant since the average age of the officers in the training program was 36.7 years of age.

Assuming that the officer graduated from high school at the age of eighteen, this would indicate that eighteen years had elapsed from the time of his formal training in English, mathematics, history and other required subjects.

In the small percentage of cases where the applicant failed, his Chief was notified by mail so an alternate name could be submitted if the department desired.

EXHIBIT A

Dear Chief:

The Southern Police Institute is now preparing for its fourth term under the Federal LEAA Educational Grant Program. This Grant will enable the Institute to accept thirty additional students in the Fall Term of 1968. Each eligible student, under the terms of this Grant, will receive full tuition, text books and supplies, board and lodging. Travel funds, however, will not be provided.

Candidates receiving Grants are required to pay a registration fee of \$100 to the Southern Police Institute on or before Registration Day. This fee is to be provided by the officer's department.

The Institute is privileged to invite your department to submit applications for your staff officers to receive consideration, in competition with others, for one of these Educational Grants.

The brochure and inserts included with this letter describe the Institute's program and curriculum. The material also sets out the eligibility requirements and explains the procedure in applying for the Grant Scholarships that are available through the Law Enforcement Assistance Act.

The Grant provides that approximately 75 per cent of the selections shall be made from fifteen southern area states, with the remainder from the country at large. All applicants for the Grants must successfully pass the University of Louisville's college entrance examination and they are selected competitively.

You are urged to act promptly and submit applications so that arrangements to take the entrance examinations for your candidates can be expedited.

The Institute staff will be happy to assist you in any way possible and will give serious consideration to applications sent in from your department. All letters of inquiry concerning the Grant should be addressed to the Project Director.

Sincerely,

David A. McCandless
Director

Philip E. Matthews
Project Director

Exhibit B

S O U T H E R N P O L I C E I N S T I T U T E

UNIVERSITY OF LOUISVILLE

WHAT IS THE EDUCATIONAL GRANT PROGRAM?

The Law Enforcement Assistance Act Educational Grant to the Southern Police Institute has been established as a full Grant program, to enable 30 additional law enforcement officers, semi-annually to attend the Institute's course on Police Administration, from communities that have exhibited progressiveness, enthusiasm, and initiative, in meeting their responsibilities and have need of assistance to further develop these capabilities.

The Grant provides that approximately 75 per cent of the participants will be selected from the following Southern area states: Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, West Virginia, and the District of Columbia. It further provides that no state be granted more than three participants each term. The remaining 25 per cent of the Grants are to be awarded to departments meeting the established Grant criteria from other sections of the nation.

The project is currently funded and planned for four successive terms with 30 Educational Grant students accepted each term.

The Grant will provide full tuition for each selected candidate for the 12-week course. Additionally it will provide each student \$430 for board, lodging, laundry, and incidental expenses. It will also provide \$110 for each student to cover the cost of text books, supplies, typewriter rental, etc. However, travel expense to and from the University will not be covered. Housing for the students will be provided and parking space for their automobiles will be available.

There will be a registration fee for each Grantee student of \$100, payable to the Institute. This fee will be used to administer the program and to provide special functions for the students.

The Budget Planning form for the regular tuition-paying students will serve as a further guide in explaining the Grant.

*** PROCEDURE TO APPLY FOR GRANT ***

1. Select your eligible candidate or candidates (see Admission Requirements).
2. Return completed application blank promptly to the Southern Police Institute.
3. Arrange for college entrance examination (in accordance with instructions).
4. Return the white card naming the examining officer to the Southern Police Institute.
5. After the examination has been received by the examining officer, arrange a mutually agreeable date for administering the examination as promptly as possible.
6. Upon receipt of the completed examination the University Testing Service will grade the examination and notify the Southern Police Institute of the results.
7. The Southern Police Institute will inform you of developments and the decision of the Selection Board.

S O U T H E R N P O L I C E I N S T I T U T E

UNIVERSITY OF LOUISVILLE

LAW ENFORCEMENT ASSISTANCE ACT EDUCATIONAL GRANT PROGRAM

SCHOLARSHIP GRANTEEES ADMISSION REQUIREMENTS

EACH APPLICANT SHALL:

1. Be a graduate of an accredited high school.
2. Successfully pass the University of Louisville entrance examination.
3. Be a law enforcement officer in active service in a city, county, or state unit of government.
4. Be in good health and physically fit (submit doctor's report).
5. Be between the age of 25 and 45 years.
6. Have had at least five years of policing experience.
7. Represent a department of at least 30 sworn officers.
8. Have had his application approved by the head of his department.
9. Have assurance of a leave of absence with full pay during the period of studies.
10. Have the statement of his superior that he will be returned to active duty upon completion of the course.
11. Agree to return to his department and remain in its employ for at least two years.
12. Be in a command, supervisory, or training position in a law enforcement unit.

Preference by the Institute's Board of Selection will be made in accordance with criteria established by the Grant under the Law Enforcement Assistance Act. These criteria are based on the NEEDS of an agency, and its problems in the following areas: (1) budgetary limitations, (2) incidence of crime, (3) community expansion, (4) population growth, as well as the progressiveness, enthusiasm, and direction exhibited in an agency's program to meet the challenge confronting law enforcement in today's society.

The Grant guidelines also provide that eligible agencies will not be permitted more than one Educational Grant each term and that no state shall be allowed more than three Grants a term.

In addition to the above criteria, it is the present policy of the Institute to accept applications from all departments that qualify under the terms of the Grant; provided, however, that preference in selections will be given to those departments that have not previously received an Educational Grant under the existing LEAA Program.

TEST BUREAU
UNIVERSITY OF LOUISVILLE
LOUISVILLE, KY.

REGULATIONS GOVERNING IN ABSENTIA EXAMINATIONS

The following rules and regulations for the conduct of in absentia examinations for the University of Louisville are published for the information and guidance of persons designated to administer such examinations.

1. Where it is inconvenient for the student to appear at the University for examination, the applicant may suggest the name of some school officer to administer an examination.
 - a. Presidents, deans, registrars, and extension directors of accredited colleges.
 - b. County and city superintendents of schools.
 - c. Principals, guidance counselors, and teachers of accredited high schools.
 - d. In the case of military students, the educational officer or someone designated by the commanding officer.

In all cases the person designated must be acceptable to the University.

2. The University, on receipt of a satisfactory nomination, will send the questions to the person named.
3. The time for such examination will be agreed upon between the student and the person holding the examination.
4. The University will pay no part of the cost of conducting the examinations. Matters of this kind must be arranged between the students and the examining officer.
5. The officer designated must certify to the University that the examination has been held in accordance with the regulations furnished by the University.
6. The examining officer must conduct the examination in such a manner as to allow no student to receive aid and must make a certificate to the University to this effect.
7. On completing the examination, the student must hand his papers to the examining officer who will mail them to the Test Bureau, University of Louisville, Louisville, Kentucky 40208.
8. The examination booklets must be returned by the examining officer with the student's answer sheets, together with the examination report sheet which has been signed by the student and the examining officer. NO EXAMINATION WILL BE ACCEPTED WITHOUT THE BOOKLETS, ANSWER SHEETS, AND EXAMINATION REPORT SHEET.

EXHIBIT D-2

Southern Police Institute
University of Louisville

(Date)

Gentlemen:

Agreement has been made with

(Name)

(Title)

(Address)

who will act as examining officer
for the purpose of administering
the entrance examination of the
Southern Police Institute.

(Name of Applicant)

(Chief, Superintendent, Commissioner)

(Department)

4" x 6" Card

CURRICULUM

The Southern Police Institute will present 4 major courses carrying 12 hours of University credit. Each course will require one or more textbooks and reference works. The curriculum, with course numbers and credit hours authorized are as follows:

251 POLICE ADMINISTRATION

A discussion of police administration, organization, and functions. Administration is approached from the points of view of a police executive and his principal aides. Emphasis is on how rather than what of municipal police administration.

3 or 4
Credits

252 POLICE PERSONNEL MANAGEMENT

A course dealing with the problems and practices encountered in public personnel administration. Emphasis is placed on the methods and techniques that may be applied in the management and supervision of personnel in a law enforcement agency.

2 or 3
Credits

253 CONSTITUTIONAL LAW, EVIDENCE & CRIMINAL PROCEDURE

An intensive study and analysis of the United States Constitution and court decisions which interpret the Constitution; a study of court decisions which determine the admissibility of evidence in criminal cases and which affect police procedures; and a consideration of the criminal procedure process with emphasis on the role of law enforcement in this process.

2 or 3
Credits

256 PSYCHOLOGY FOR LAW ENFORCEMENT PERSONNEL

A study of the basic principles of human behavior with emphasis on the application of these principles to police work in current society. Consideration is given to the dynamics of social behavior in both individual and group activities.

2 or 3
Credits

TOTAL 12 CREDIT HOURS



**POLICE
ADMINISTRATION
PROGRAM**

**OBJECTIVES
ADMISSION
CURRICULUM**

University of Louisville

EXECUTIVE DEVELOPMENT AND POLICE ADMINISTRATION



DAVID A. McCANDLESS • DIRECTOR
UNIVERSITY OF LOUISVILLE
LOUISVILLE, KENTUCKY 40208

Exhibit E-2.

CURRICULUM EMPHASIS

Many police authorities are in agreement that the greatest need in law enforcement today is instruction in the areas of Administration, Personnel Management, Constitutional Law, and the Social and Behavioral Sciences, adapted to the requirements of the rising young police executive.

Organizational and executive skills are essential to the direction of state and metropolitan law enforcement efforts today. The needs for these skills are increasing as the complexities of police administration continue to grow.

There is a trend, emphasizing further education for police officers in which salary increases are related to acquiring college credits toward a two-year associate degree or a four-year Bachelor degree. In other areas this idea is also being applied to the eligibility requirement to participate in departmental promotional examinations.

The Southern Police Institute's Police Administration Program is designed to meet these new demands on law enforcement officers. Students will be trained to think and perform in terms of modern police management. Their capabilities will be developed by increased skills which will be adaptable to a variety of police problems. Their technical competence will be strengthened. Their knowledge of their LEGAL RESPONSIBILITIES as law enforcement officers, so critically important in today's working climate, will be clearly established. The course will stress the performance of staff work for the department head, the responsibility of COMMAND and SUPERVISION, the initiation and guidance of departmental training programs and the ability to serve as liaison between the department and other groups working to solve community problems.

ENTRANCE EXAMINATION

An entrance examination of University standards will be required of all applicants. These examinations, of the "ability to learn" type, will be administered by certified educators in the home towns of the applicants.

PROGRAM UNIQUENESS

In order to stimulate the imagination and initiative of the students they will be required throughout the term to undertake (a) reference reading assignments; (b) special research projects, sometimes individually and sometimes in groups of two, three, and four; (c) small group workshops with specific subject assignments.

To make the program more comprehensive and practical, experienced police administrators, educators, and specialists will be regularly scheduled to lecture on subjects of current interest in law enforcement.

The Institute, in its new building, has established a library and has received a grant of \$7,500 for books and periodicals to assist the students in their assignments.

TUITION FEES

The Institute has the following tuition charges and scholarships for its three-month terms:

Foreign officers	\$750.00
United States officers	
Tuition	\$750.00
Scholarship credit	250.00
	\$500.00

SOUTHERN POLICE INSTITUTE, UNIVERSITY OF LOUISVILLE
LOUISVILLE, KENTUCKY

LAW ENFORCEMENT ASSISTANCE ACT EDUCATIONAL GRANT PROGRAM

Application for Consideration as Department Representative

POLICE SCIENCE AND ADMINISTRATION COURSE

FALL TERM - August 28 to November 17, 1967

Applications must be received by June 19, 1967

ENTRANCE EXAMINATION MUST BE COMPLETED AND RETURNED TO THE UNIVERSITY BY JULY 10, 1967

ELIGIBILITY STANDARDS FOR LAW ENFORCEMENT ASSISTANCE ACT EDUCATIONAL GRANTS
ARE DETAILED ON THE ATTACHED ADMISSION REQUIREMENTS FORM

Mr. David A McCandless, Director
Southern Police Institute
University of Louisville
Belknap Campus
Louisville, Kentucky 40208

Dear Sir:

I hereby submit the Application of _____ as a representative of this department for consideration for an EDUCATIONAL GRANT of full tuition, text books and supplies, board and lodging, and admission to the course in Police Science and Administration in the _____ class. If he is selected to receive an Educational Grant he will be: (1) assigned to the Southern Police Institute as a representative of this department for full time study; (2) granted a leave of absence or equivalent temporary status covering the period of the course, during which his regular salary will be continued; and (3) will be returned to active service upon completion of the training. If selected, a \$100 registration fee plus travel expenses will be paid by this department.

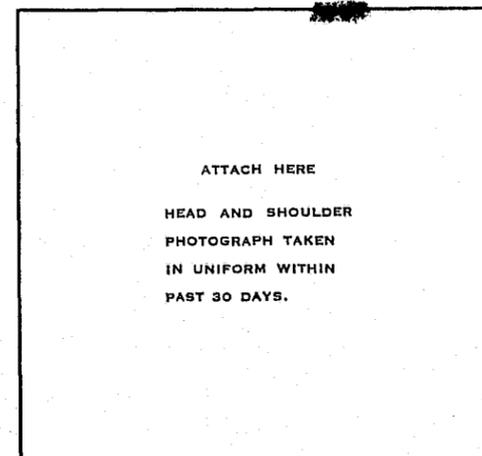
Signed _____

Title _____
(CHIEF OF POLICE, COMMISSIONER, SUPT.)

Department _____

APPLICATION DATA

I hereby apply for admission as a representative of my department to the _____ class for the course in Police Science and Administration conducted by the Southern Police Institute, University of Louisville, and for LEAA Educational Grant Credit. I understand admission is on a competitive basis and limited to those named by a Selection Committee. If accepted as a student, I agree to devote full time to study. I certify that I will return to active duty in my department upon completion of the course and that it is my firm intention to remain with my department for at least two years. I also certify that the information given in this application is correct.



Signed _____

Name _____
(PLEASE PRINT OR TYPE)

Rank _____

Representing _____ Department

Department Address _____

Home Address _____

All correspondence relating to my application should

be sent to me at: _____

POLICE SERVICE DATA

Joined department _____ By Civil Service and Competitive Examination (yes-no-other)
 Total Active Service _____ Years _____ Months. Active Service interrupted by (state reason)

Present assignment consists of: _____

Previous assignments and duties in department: _____

Promotions received, and dates made: _____

Have you served previously in any other police organization? _____

(If "yes", answer the following) Organization _____

Date of Appointment _____ Date of Separation _____

Highest Rank attained _____ Type of duty _____

Reason for separation _____

EDUCATION AND TRAINING DATA

What was the highest grade completed in school? _____ High School Diploma or GED? _____

SCHOOLS ATTENDED	DATES		NAME OF SCHOOL	CITY AND STATE
	TO	FROM		
High School				
University or College				
Other				

Certificates, diplomas or degrees received: _____

How many hours of police recruit training have you received? _____

How many hours of in-service police training have you received? _____

What police training schools outside your department have you attended? _____
 (Name, course, dates, and by whom conducted)

PERSONAL DATA

Date of birth _____ Place of birth _____

Height _____ Weight _____ Marital Status _____ Number of dependents _____

Military Service _____

Record of employment other than police since age 21. Give dates, employers, and type of work performed. _____

Have you ever been a defendant before a police trial board, court martial or criminal court? If so, attach a statement giving full particulars.

SUBMIT A DETAILED REPORT OF A MEDICAL EXAMINATION GIVEN BY A DOCTOR. This must accompany Application.

CHAPTER IV.

SELECTION OF APPLICANTS

Preference by the Institute's Board of Selection was made in accordance with criteria established by the Grant under the Law Enforcement Assistance Act. These criteria were based on the needs of an agency, and its problems in the following areas: (1) budgetary limitations, (2) incidence of crime, (3) community expansion, (4) population growth, as well as the progressiveness, enthusiasm, and direction exhibited in an agency's program to meet the challenge confronting law enforcement in today's society.

The Grant guidelines also provided that eligible agencies were not permitted more than one Educational Grant each term and that no state be allowed more than three Grants a term.

In addition to the above criteria, it was the policy of the Institute to accept applications from all departments that qualify under the terms of the Grant, provided, however, that preference in selections be given to those departments that had not previously received an Educational Grant under the existing LEAA Program.

Approximately six weeks before the opening of each term, a special Board of Selection composed of three or more law enforcement executives drawn from various sections of the country, met at the Institute for the purpose of selecting the recipients of the OLEA scholarships.

The Board was supplied with all applications and general information concerning the applicants as well as the grades made by the applicants on the college entrance examination. The Institute's staff counselled the

Board in making their selections.

Representatives from law enforcement agencies who have served on

Selection Boards for the Grant are:

Colonel Hubert O. Kemp
Chief of Police
Nashville, Tennessee

Colonel William E. Bindner
Chief of Police
Louisville, Kentucky (retired)

Lt. Colonel William O. Newman
Assistant Director
Kentucky State Police
Frankfort, Kentucky

Commissioner Thomas B. Birdsong
Mississippi Highway Patrol
Jackson, Mississippi

Colonel Bert Giddens
Chief of Police
Evanston, Illinois

Colonel Robert Johnston
Chief of Police
Fort Lauderdale, Florida

Commissioner D. D. Pomerleau
Metropolitan Police Department
Baltimore, Maryland

Colonel E. I. Hockaday
Director, Missouri State Highway Patrol
Jefferson City, Missouri

Colonel Paul B. Calhoun
Chief of Police
Greensboro, North Carolina

Colonel William H. Berlin
Chief of Police
Hermosa Beach, California

Colonel C. B. Crutchfield
Director, Kentucky State Police
Frankfort, Kentucky

Superintendent Calvin Hawkinson
Chief of Police
Minneapolis, Minnesota

Superintendent Harold Burgess
Director, Virginia State Police
Richmond, Virginia

Colonel Jamie Moore
Chief of Police
Birmingham, Alabama

Colonel C. J. Hyde
Chief of Police
Louisville, Kentucky

Colonel J. C. Goodman
Chief of Police
Charlotte, North Carolina

After the selection of candidates the Project Director notified both the chief of the department and the officer, either by telegram or letter of acceptance or rejection.

On Registration Day each officer was required to complete and submit five copies of Student Appointment Statement (Exhibit G). Two copies were forwarded to the Office of Law Enforcement Assistance, Washington, D. C., one copy to the Business Office of the University of Louisville, one copy to the student's personal file at the Southern Police Institute and one copy was given to the student.

**U. S. DEPARTMENT OF JUSTICE
OFFICE OF LAW ENFORCEMENT ASSISTANCE**

STUDENT APPOINTMENT STATEMENT

CHAPTER V.
STUDENT SUMMARY

1. NAME AND ADDRESS OF INSTITUTION	2. GRANT NUMBER
------------------------------------	-----------------

3. STUDENT'S NAME (LAST, FIRST, MIDDLE)	4. RANK	5. PERMANENT ADDRESS
---	---------	----------------------

6. DATE OF BIRTH	7. SEX	8. MARITAL STATUS	9. NUMBER OF DEPENDENTS	10. U.S. CITIZEN	IF 'NO,' NATIONALITY
------------------	--------	-------------------	-------------------------	------------------	----------------------

11. EDUCATION:				
Schools Attended	DATE (MO. & YR.)		NAME AND LOCATION	DIPLOMA OR DEGREE
	FROM	TO		
High School				
University				
Other Training				

12. LAW ENFORCEMENT SERVICE RECORD (Start with Present Agency)		
AGENCY AND LOCATION	NUMBER YRS. SERVICE	ASSIGNMENTS

STUDENT TRAINING AND SUPPORT			
13. PERIOD OF TRAINING (MO., DAY, YR.) FROM _____ TO _____	14. COURSE OF STUDY	15. CREDIT HRS.	16. SUPPORT FROM GRANT

CERTIFICATION

The above named individual has been found qualified and is accepted for training in this institution. The student understands that should he leave the institution prior to completion of his training, he will be entitled only to a portion of the financial support and will be required to refund any excess amount received based on the percentage of the training completed.

17. SIGNATURE OF STUDENT	18. SIGNATURE OF PROJECT DIRECTOR
SIGNATURE _____ DATE _____	SIGNATURE _____ DATE _____

1. Grantee Participation by State
2. Distribution of Rank
3. Population Representation
4. In-Service Training
5. Recruit Training
6. Years of Service
7. Other Required Activities

GRANTEE PARTICIPATION BY STATES

Since the Grant specified that approximately 75 per cent of all grantees be selected from the southern states, it can be plainly seen that the majority were selected from them.

New states represented at the Southern Police Institute for the first time were: Idaho, Alaska, New Mexico and North Dakota.

It is felt that this was due to the opportunity provided by the Grant to the departments that could not previously afford to send a representative to the school.

Police officer students receiving grants were distributed as follows in the states: Kentucky, 4; Tennessee, 2; Virginia, 7; Delaware, 1; West Virginia, 3; Maryland, 6; District of Columbia, 2; Arkansas, 1; North Carolina, 15; South Carolina, 5; Georgia, 3; Alabama, 5; Mississippi, 4; Louisiana, 1; Florida, 15; Oklahoma, 2; Texas, 6; New Mexico, 1; Arizona, 2; California, 1; Oregon, 2; Washington, 1; Idaho, 3; North Dakota, 1; Hawaii, 2; Alaska, 1; Wisconsin, 1; Michigan, 4; Illinois, 3; Missouri, 6; Kansas, 1; Indiana, 2; Ohio, 5; Pennsylvania, 1; New York, 1.

The following municipalities were able to send police officer students to the Institute for the first time, under this OLEA Grant: Jacksonville, Florida; Honolulu, Hawaii; Baltimore, Maryland; Muskegon, Michigan; Beaumont, Texas; Weirton, West Virginia; Scottsdale, Arizona; Sunnyvale, California; Idaho Falls, Idaho; Jackson, Mississippi; Nashville, Tennessee; Big Spring, Texas; Appleton, Wisconsin; Sheboygan, Wisconsin; Anchorage, Alaska;

Pompano Beach, Florida; Boise, Idaho; Torrance, California; Greenville, Mississippi; Columbia, Missouri; Las Cruces, New Mexico; Grand Forks, North Dakota; Cuyahoga Falls, Ohio; Sumter, South Carolina; Yakima, Washington; Gainesville, Florida; Utica, New York.

RANK DISTRIBUTION OF L.E.A.A. GRANTEES

ASST. CHIEF	1
CAPTAIN	16
LIEUTENANT	42
SERGEANT	47
CORPORAL	3
DETECTIVE	6
PATROLMAN	5

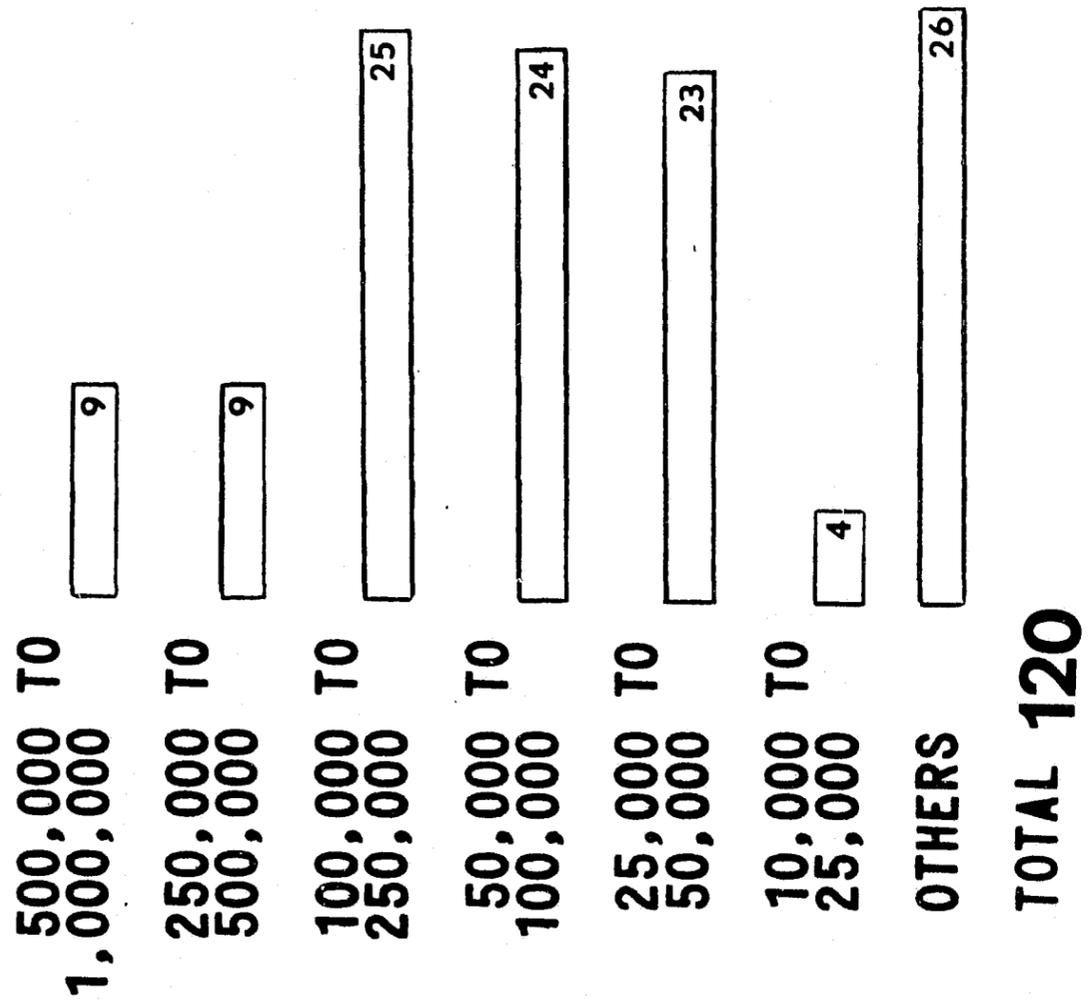
Total: 120

POPULATION

Sixty per cent of the students, or 72 out of the 120, were representatives from departments in cities of population of 25,000 to 250,000. Twenty six others were officers from state police agencies.

Officials in many of the cities in these categories operate on such limited budgets that advanced training for their police officers has been limited. Usually budgeted funds must be spent on maintaining authorized strength. The Grant required that students under the Grant should come from departments having at least thirty or more sworn officers. Thus, many of the departments were enabled to receive training that otherwise would not be available.

AREA
POPULATION
NUMBER OF DEPARTMENTS
RECEIVING L.E.A.A. GRANTS



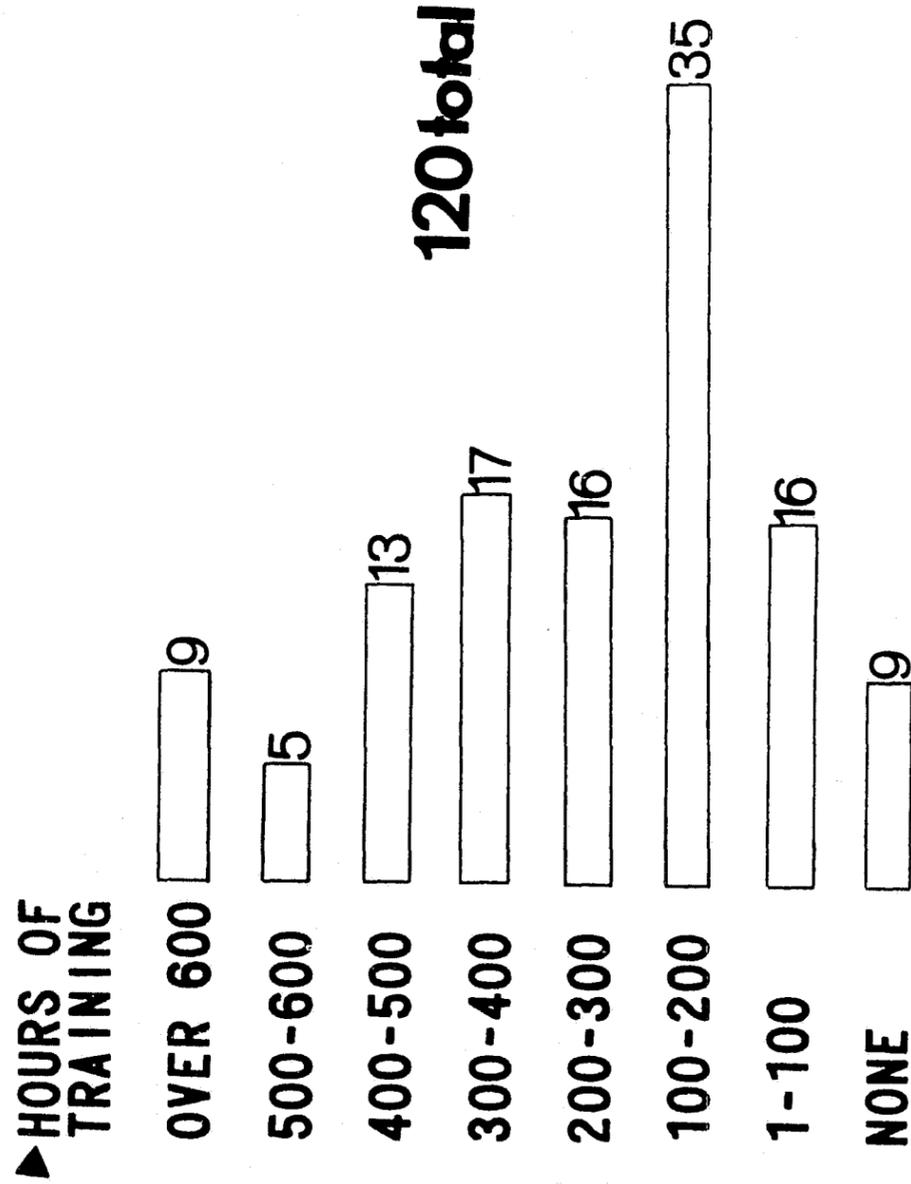
IN-SERVICE TRAINING

Nine out of the one hundred twenty men, or approximately seven per cent had previously undergone no in-service training.

Twenty nine per cent of the students had received from one hundred to two hundred hours of in-service training which represents approximately five weeks.

This chart clearly indicates that police departments are attempting to up grade the efficiency of their officers through in-service training.

I N - S E R V I C E * T R A I N I N G



RECRUIT TRAINING

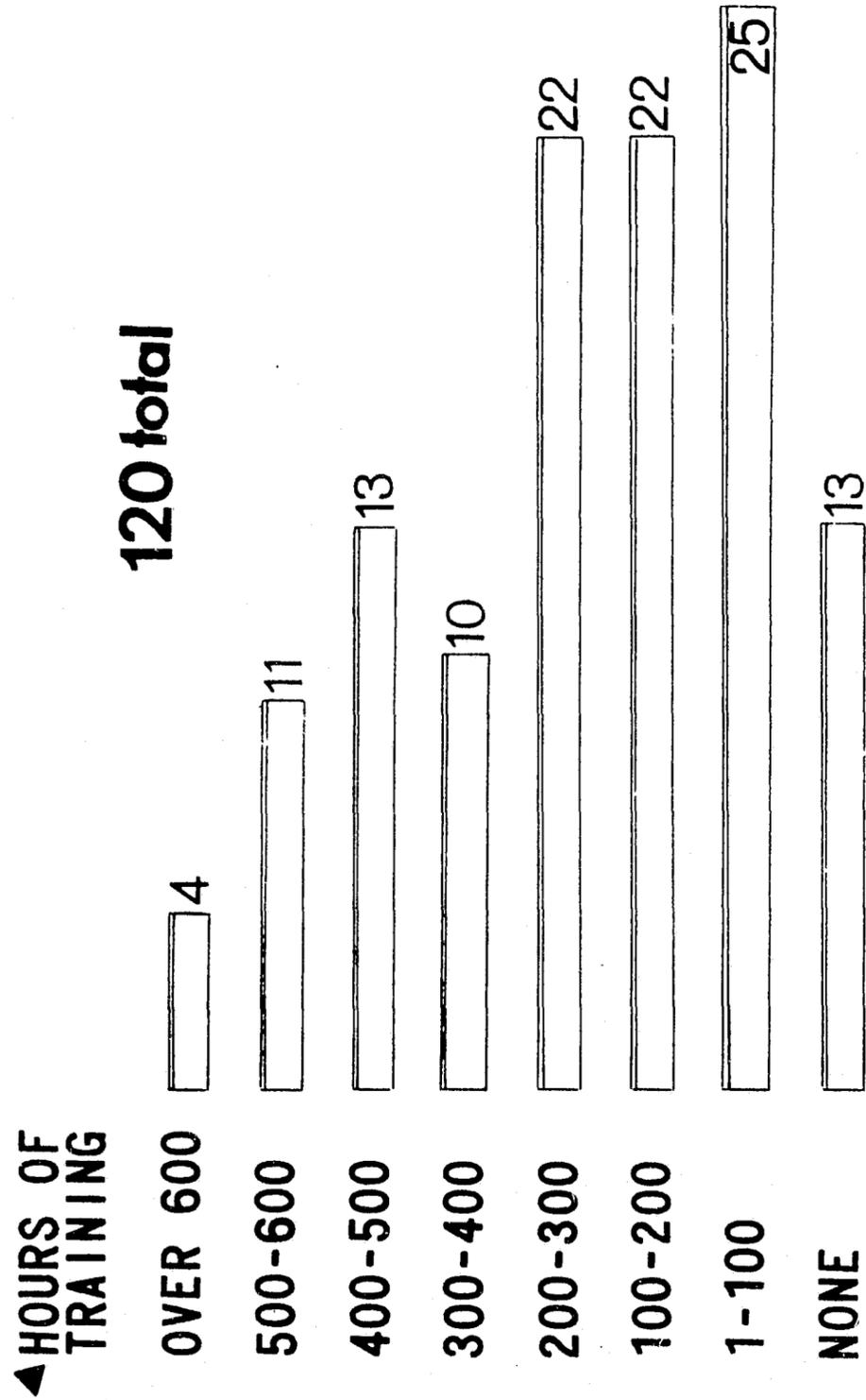
Although 57 per cent of the students had received one to three-hundred hours of recruit training, 10 per cent of the total had received none.

Of interest to all people in police work, this 10 per cent is a significant factor since recruit training should be a requirement for all police officers.

From this small sampling, a uniform standard of recruit training should be implemented throughout the United States.

The Omnibus Crime Control and Safe Streets Act of 1968 does specify that grants can be made to states for recruit training. If departments would use this grant for their recruit training, money in their budgets could then be used to send officers for advanced training.

R E C R U I T * T R A I N I N G



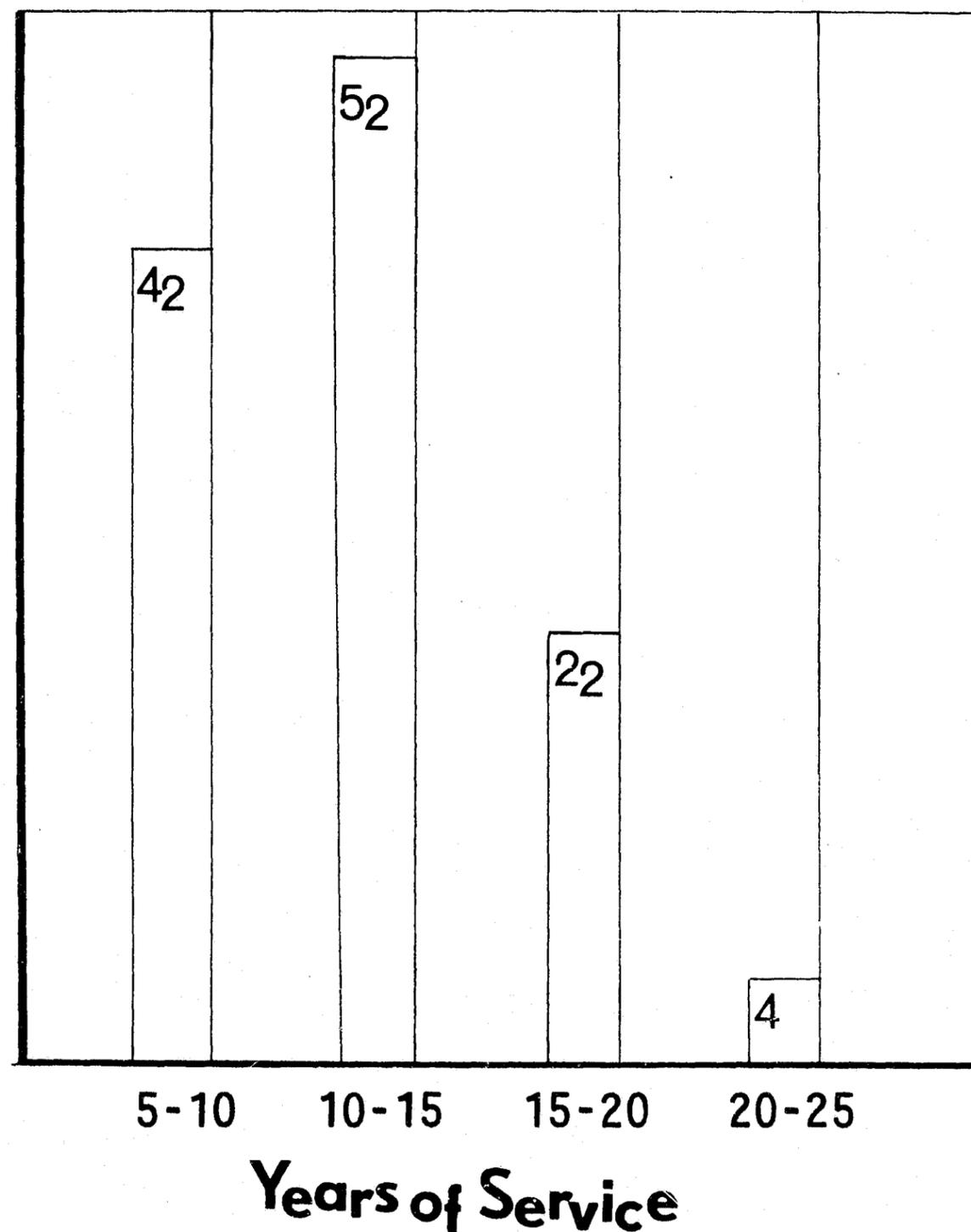
YEARS OF SERVICE

Forty three per cent of the officers had ten to fifteen years of service; 35 per cent had five to ten years of service. This means that 78 per cent of the men had from five to fifteen years of service.

This would indicate that these men have approximately fifteen additional years of service in their department before retirement.

Exhibit N

NUMBER OF STUDENTS



Since this was an educational grant, the largest percentage of the money was allotted to salaries for the Project Director, the Southern Police Institute instructors, consultants, and other staff members. Consultants were visiting lecturers who are specialists in their respective fields who lectured for one day. In addition to their presentations, they served as resource persons at conferences following their lecturers. They were paid an honorarium plus travel and subsistence.

Travel consisted of field interviews, planning and training conferences, professional meetings and recruitment trips.

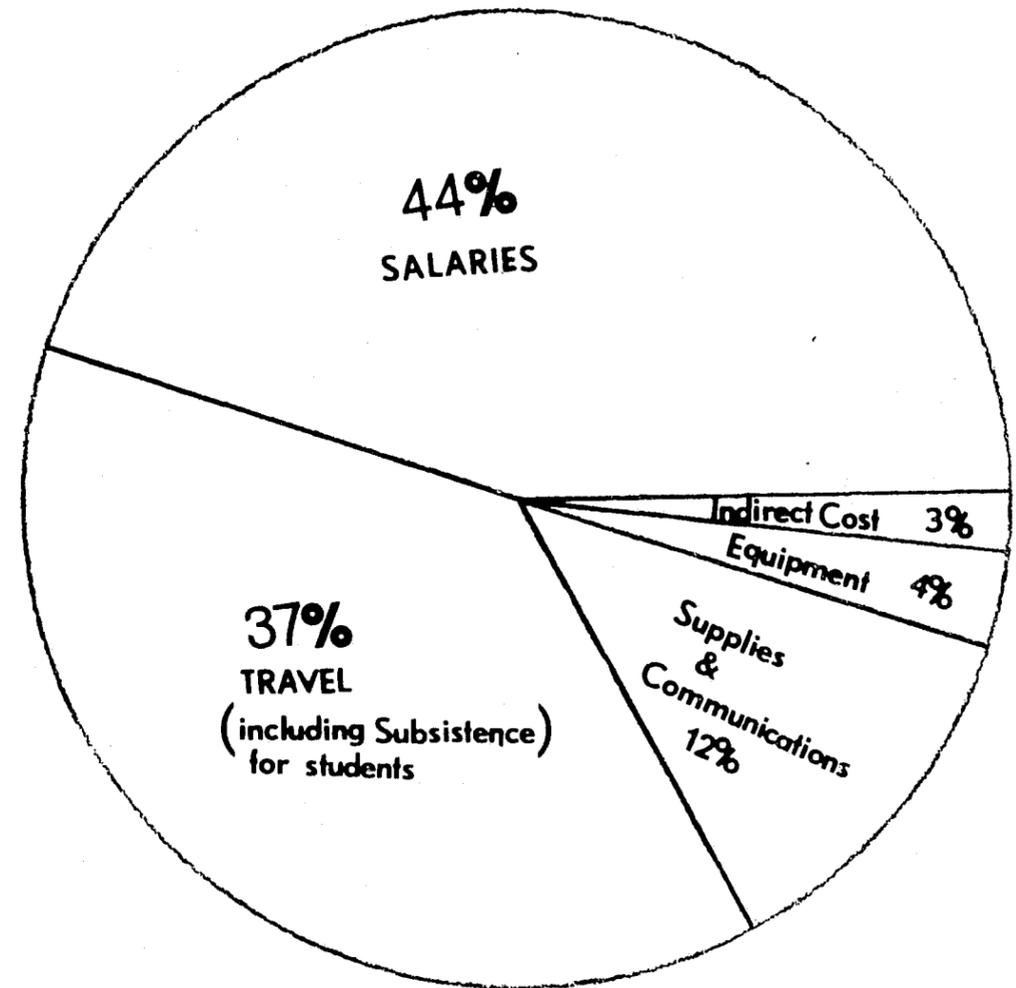
Subsistence costs were stipends for the one hundred twenty attending officers at \$540.00 each. This included board, lodging, laundry, textbooks, typewriter rental, notebooks, fillers, supplies and other incidental expenses.

Office and classroom supplies, including postage, recruiting forms, announcements, diplomas, handout materials, and telephone services, accounted for the money spent under Supplies and Communications.

Equipment was budgeted to furnish offices for the Project Director and his secretary. Additional visual aid equipment was added as well as demonstration materials and exhibits. (See Exhibit 1.)

Each grantee was required to submit a \$100.00 registration fee. This fee was provided by their department. This money was used for a variety of purposes important to the Grant, including special student projects, equipment, class banquets and other activities connected with the program.

The Southern Police Institute was indeed fortunate to have the services of the efficient and cooperative Business Office of the University of Louisville. Their experience in handling a variety of grant programs was very helpful. The Project Finance officer will submit the complete financial report of this grant on forms provided to the office of Law Enforcement Assistance.



COST ALLOCATION FOR GRANT

CHAPTER VII.
EVALUATION OF GRANT

The granting of this Project to the Southern Police Institute necessitated only changes in "quantity" rather than "quality." Classroom facilities, housing requirements, and teaching aides had to be expanded to provide for sixty students instead of thirty. The hiring of a Project Director, his secretary, and a Purchasing and Finance Officer were the only additions necessary to the staff.

The Institute has earned an outstanding reputation, both nationally and internationally, as a result of the quality of its program and its faculty.

From its inception, the Southern Police Institute has concerned itself with advanced comprehensive training for commanding officers of law enforcement agencies. The Institute gives college credits to its graduates, thus encouraging them to further their study by attending other institutions of higher learning to earn a degree in police work.

Quality training in the Institute at the management level and the preparation of police officers to return to their agencies as training officers have done much to upgrade profession-minded law enforcement officers.

As evidence in the past indicates, these graduates as a result of their study at the Institute earn promotions upon return to their departments and become the leaders of their agencies.

The current program of the Southern Police Institute is continually evaluated by the Curriculum Committee of the University of Louisville, by representatives of the Ford Foundation, and by representatives of the Southern Association of Colleges and Schools. The latter Association had a sixteen-man committee visit the University of Louisville recently for the purpose of evaluating and appraising the schools and academic units of the University. As part of this program the Visiting Committee spent considerable time studying the program of the Southern Police Institute. Its formal report was presented to the University in the summer of 1967. In recognition of the authority of this Committee, its report on the Institute is given below substantially in its entirety.

THE SOUTHERN POLICE INSTITUTE

"The Southern Police Institute was established in 1951 as an instructional unit. The program presently includes: 1) a twelve-week advanced police administration course that is offered two times a year; 2) four annual mid-winter two-week seminars; 3) short courses especially in the civil rights area as needs arise; and 4) publication and research. It should be noted, moreover, that a student in the twelve-week course, who meets University admission standards, earns twelve semester hours of credit that may be accepted by an institution of higher education.

The Institute has earned an outstanding reputation both nationally and internationally as a result of the quality of its program and its faculty. The instructional programs have been beneficial particularly to police officers of the Southern region of the United States. Quality training at the management level and the preparation of police officers to return to their agencies as training officers have done much to upgrade profession minded law enforcement officers. The training has had an impact on law enforcement activities in a transition period that has marked the civil rights movement.

A high degree of financial stability has been achieved by the Institute under the dynamic leadership of its director. The programs have been conducted at no cost to the University except for physical facilities and custodial services.

The independent status of the Institute---though somewhat outside the normal context of administrative organization---has contributed materially to the growth and prestige that has been achieved by the Institute. A number of reasons could be identified to sustain this conclusion. The outside financial support, for example, can be attributed, largely, to the fact that the Institute has operated as an autonomous unit. It is recommended that the present position of the Institute in the structural organization of the University remain unchanged due to the unique role of the Institute as an instructional unit.

An imaginative and dedicated faculty have foreseen the ever increasing demand, on the part of both society and law enforcement administrators, for a fair share of better educated young people who have interests in careers related to some facet of the administration of criminal justice. This motivated the Institute faculty to revise its twelve-week advanced police administration course so as to obtain university approval to grant twelve semester hours of credit to graduates, who meet university admission requirements, that may be accepted by an institution of higher education in partial fulfillment of its requirements for an undergraduate degree. In keeping with this philosophy, the Institute faculty has proposed that the University establish a School of Police Administration, with a curriculum leading to the degree of Bachelor of Police Administration. It is recommended that this proposal be regarded as administratively appropriate, but the final decision to be determined primarily by the merits of the proposed educational program. It is further recommended that the Institute faculty conduct a study, as a condition precedent to any action in this regard, as to the curriculum of the proposed school and, in addition, as to the name of the degree that would be conferred.

The Institute now offers an exceptionally good educational program, 1) in meeting demonstrable needs, 2) in the vitality of its educational process, both by giver and receiver, 3) in the clear utility of its educational product, and 4) in the foresight of the faculty as it is reflected in their planning for the future."

The students at the conclusion of each term are asked to, on forms provided, make comments on subject content, subject presentation, and suggestions for additions to or deletions from the respective course. They are also requested to make comments and to evaluate the guest lecturer and his topic on forms provided. (Exhibits 1, 2 and 3). The comments of the students in this procedure have been highly favorable and encouraging. Comments such as these have assisted the staff in making improvements in the

past and, of course, aid in future planning.

In addition to these evaluations, the Institute has received a large number of letters from law enforcement administrators, at the request of the Institute's faculty, reporting on officers from their departments who have attended the Institute under the LEAA Grant. These letters are appended to this report. It is believed that they are quite significant and express the approval of these administrators. (See copies attached.)

EXHIBIT 0

SOUTHERN POLICE INSTITUTE
UNIVERSITY OF LOUISVILLE

TO: Members of the 40th Class
SUBJECT: Evaluation of the Overall Course

The Staff of the Southern Police Institute is continually assessing the instruction, both as to subject matter and method of presentation. To assist in the evaluation of the course it is requested that each student indicate his opinion concerning the individual subjects and the overall program. Keep in mind that the purpose of the Administrative Officers' Course (12 week course) is to help prepare police officers with experience for further command administrative duties.

In order for the members of the class to get a broader understanding of the problems of law enforcement administration, students attending the course are selected from various parts of the country and represent many law enforcement agencies of various sizes. This factor should also be considered in your evaluation.

Keeping the purposes of the Institute in mind, it is requested that you record your comments concerning each of the four courses in the space provided. Your comments concerning the overall course should be entered at the bottom of the page. Comments such as this have assisted the staff in making improvements in the past and will aid the staff in future planning.

Indicate if you are a student under the Law Enforcement Assistance Act in the blank on the next page.

EXHIBIT p

LEAA Student

Yes _____ No _____

Course	Comments On Subject Content	Comments On Subject Presentation	Suggestions For Additions To Or Deletions From Course
251 POLICE ADMINISTRATION			
252 POLICE PERSONNEL MANAGEMENT			
253 CONSTITUTIONAL LAW, EVIDENCE AND CRIMINAL PROCEDURE			
256 PSYCHOLOGY FOR LAW ENFORCEMENT OFFICERS			

VISITING LECTURERS: (General Comments)

Overall Comments Concerning Course and Suggested Improvements if any:
(Use back of sheet if necessary)

EXHIBIT Q

Guest Lecturer and Topic	Comments on Subject Content	Comments on Subject Presentation
1. Dr. Charles S. Petty Homicide Investigation		
2. Captain E. G. Columbus Police Operations and Management by Systems		
3. Dr. Raymond A. Kemper Probation and Parole		
4. Director J. T. Mildice Budgets: Planning Presentation Execution		
5. Inspector R. A. Dahl Demonstrations and Riot Control		
6. Dr. Gilbert James Juvenile Delinquency Control		
7. Dr. David G. Monroe History of Policing		
8. Chief H. W. Barney Police-Community Relations		



WILLIE BAUER
Chief of Police

CITY OF BEAUMONT
TEXAS
POLICE DEPARTMENT



CLYDE C. RUSH
Ass't. Chief of Police

February 19, 1968

Mr. David A. McCandless
Director
Southern Police Institute
University of Louisville
Louisville, Kentucky 40208

Dear Mr. McCandless:

It is our pleasure to comply with your request for evaluation of the training received by Lt. Cecil F. Rush, which was funded by grant from the Office of Law Enforcement Assistance.

Prior to attending this school, the variety of experience and work performed by Lt. Rush was limited and therefore his viewpoint was also limited. However, since his return to duty, it has become increasingly obvious that his thinking has been broadened. His decisions are oriented toward departmental good as opposed to what may have been an attitude of "My Shift First." His influence has spread beyond his shift in some matters, toward more departmental efficiency. In addition, his motivation and enthusiasm has reached new levels.

The training Lt. Rush received at the Southern Police Institute has most assuredly benefited this department and we look forward to sending more men to your fine school.

Sincerely yours,

WILLIE BAUER
Chief of Police

Clyde C. Rush
Asst. Chief of Police

INTER-OFFICE MEMORANDUM

CITY OF BEAUMONT, TEXAS

Date February 15, 1968

To: Mr. Willie Bauer, Chief of Police
From: Cecil F. Rush, Lieutenant
Subject: Southern Police Institute

COMMENT:

The following is my evaluation of the training I received in the 37th class of the Southern Police Institute held at the University of Louisville, Louisville, Kentucky, beginning March 20, 1967.

I feel that it would be unfair to begin without stating that I did not want to go -- not that I doubted the benefits of such a school, but I was strongly opposed to leaving my family for ninety (90) days. However, I did attend and was very impressed with the school. I feel that it has assisted me many times since my return to duty. I will take this opportunity to express my desire to attend any future courses for which I might qualify.

The school consists of five (5) basic courses plus a number of lectures and group discussions not directly related to the courses.

POLICE ADMINISTRATION ... In my present position, I find use for this material in determining proper placement of the men on my shift, maintaining records of their activities, maintaining the equipment they use, and seeing that a proper relationship exists between the men on this shift and other members of the department. Probably, the largest benefit from this course is the ability (and willingness) to see problems from the viewpoint of the entire department, rather than viewing them from the standpoint of just one part of it. Much of the class material covered matters that I do not deal with as a lieutenant, but matters that will help me to gain promotion to higher rank and do the job better when I get it.

POLICE PERSONNEL MANAGEMENT ... This course has been the most used of the five since it covers the main function of my position. You have, several times since my return from SPI, commended me on several aspects of my work. Each time, the matter involved the subject of this course. For a number of years, one of the more serious problems of our department has been an almost unworkable efficiency rating system. Learning very heavily on the SPI course, I was able to get with several other staff officers of this department and the Fire Department and work out a system that has been a great improvement over the old system. The morale of the patrolmen has shown a marked increase since its adoption by the Civil Service Commission. In another area, two officers on this

INTER-OFFICE MEMORANDUM

CITY OF BEAUMONT, TEXAS

Date February 15, 1968

To: Mr. Willie Bauer, Chief of Police
From: Cecil F. Rush, Lieutenant
Subject: Southern Police Institute -- Page 2

COMMENT:

shift, who have been known for high potential and low performance, have become excellent officers. In fact, one of them stands to be promoted shortly. At the risk of seeming immodest, (which I am) I would say that the Southern Police Institute and I can claim a fair portion of the credit. A lot less gratifying, but none the less beneficial to the department, is the fact that several officers on this shift who either could not or would not do their jobs properly, are no longer with the department.

CONSTITUTIONAL LAW, EVIDENCE, AND CRIMINAL PROCEDURE ... A necessary evil. It was a little like having a sore toe stepped on, to have to rehash court decisions that I did not agree with, but since this course starts with the study of English Common Law, and comes right up to the present day, I do have a better understanding of how the decisions were reached. It also clarified in my mind just what was expected of the police officer.

TRAINING PROCEDURES AND TECHNIQUES ... This course is one that I have not had very much opportunity to apply yet. I did teach several hours of Traffic Law at our recruit school but this was only a temporary measure taken while we waited for Lamar College to start its police training course. I doubt seriously if I would have undertaken even that much if I had not had this course at SPI. I do have hopes of someday being able to spend more time at this type duty.

PSYCHOLOGY FOR LAW ENFORCEMENT OFFICERS ... It would be difficult to say just how or when this subject was helpful. Obviously, its application would usually be a subtle thing, even possibly done sub-consciously. I do feel I profited from the course, but cannot offer any concrete proof.

The "guest lecturer" program was the most enjoyable part of the entire program. Once each week, a full day was given over to a different lecturer brought in for that one day. Almost without exception, the lectures were interesting and informative. The one on "Police History" I found unusually so. I do not believe any officer worth his brass could fail to feel some inspiration and pride in his chosen field

INTER-OFFICE MEMORANDUM

CITY OF BEAUMONT, TEXAS

Date February 15, 1968

To: Mr. Willie Bauer, Chief of Police
From: Cecil F. Rush, Lieutenant
Subject: Southern Police Institute -- Page 3

COMMENT:

after this session. Another gentleman spent a full day heaping coals upon the heads of policemen in general and left with more genuine respect and admiration from sixty (60) thoughtful policemen than he could carry.

Truthfully, I could go on for several more pages as to the benefits I feel SPI has produced for me and the department; however, I will stop here and repeat, while my views about being away from home have not changed, I feel the SPI was well worth the misery involved and highly recommend it to you and the rest of our staff.

Cecil F. Rush
Cecil F. Rush, Lieutenant

OFFICE OF THE CHIEF OF POLICE

625 EAST FOURTH STREET

City of Charlotte

Charlotte, North Carolina 28202

March 13, 1968

Mr. David A. McCandless, Director
Southern Police Institute
University of Louisville
Louisville, Kentucky 40208

Dear Mr. ^{Dur:} McCandless:

As you know, Lt. Ernest P. Capell attended the Southern Police Institute during the Spring of 1967 under a grant from the Law Enforcement Assistance. Since returning to his work, Lt. Capell has been assigned to the Crime Analysis Section.

The training he received at the Southern Police Institute has been invaluable to Lt. Capell in formulating a weekly crime summary. This summary is distributed to the field officers showing the exact location of the high-crime incident areas.

Lt. Capell has also been assigned to the Patrol Bureau and has been very helpful in the area of budgeting and formulation of new procedures. Lt. Capell states that the training he received at the Southern Police Institute has increased his efficiency as a police officer and has aided him greatly in his assignments.

I wish you continued success in your program.

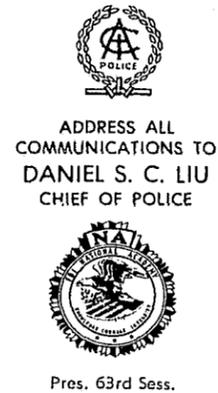
Sincerely,

Jed
JOHN E. INGERSOLL,
Chief of Police

JEI/pb



HONOLULU POLICE DEPARTMENT
HONOLULU, HAWAII 96814



OUR REFERENCE
YOUR REFERENCE

March 7, 1968

Colonel David A. McCandless
Director
Southern Police Institute
University of Louisville
Louisville, Kentucky 40208

Dear Colonel McCandless:

Reference is made to your letter of February 9, 1968 concerning the Institute's application for an extension of its grant from the Law Enforcement Assistance Act (LEAA).

As you indicated, Sergeant James A. Naylor was a recipient of one of the grants from LEAA under this program. He attended the Police Science and Administration course offered by the Southern Police Institute from March 20 to June 11, 1967.

Sergeant Naylor presented to me, in a brief, concise memorandum, his evaluation of the course in which he was enrolled. For your information, the pertinent portions of his communication are set forth herewith:

It was gratifying to learn that the instructors and lecturers were objective in their presentations. Discussion was solicited and the pros and cons were clearly enumerated and sifted to bring out the desired results.

The qualifications of these instructors were above reproach. The visiting lecturers were experts in their fields. It is difficult to express the sincerity and rapport these men reflect in their lectures. Some ideas were progressive and offered the opportunity to envision law enforcement of the future.

Training is geared for the police officer in a supervisory position. It affords him insight into

Colonel McCandless

-2-

March 7, 1968

the responsibilities of a police executive. It creates the realization that police duty is not only the field supervision and case reports, but a whole multitude of problems that the individual supervisor should align himself with. He is taught to consider these problems from the administrative point of view.

Subjects on Police Administration, Personnel Management, Constitutional Law, Psychology for Policemen, and the equally important course on Training Procedure and Techniques, affords the lower echelon supervisor the sorely needed insight. I believe that the curriculum was masterfully geared to bring that insight to the student's awareness.

The interest shown by the administration of the University and the staff of the Southern Police Institute, reflected itself in the wonderful rapport between the students and the University, as well as among the students themselves. Friendships as close as that between siblings blossomed before too many weeks had passed.

I attribute this closeness to the fact that all students had one goal in mind--law enforcement. More minor goals brought a cohesiveness among those mutually interested students but there was still one primary desire--the good of all the students. This I sensed was also the desire of the staff of the Southern Police Institute.

In summary, I would highly recommend the Southern Police Institute, its staff of instructors, the University of Louisville, and most important, the excellently planned and executed curriculum. I believe that there is not another institution more deserving of the Law Enforcement Assistance grant because of the excellent results they have encountered through their alumnus. The results can only be measured by the accomplishments of its former students.

You asked for my personal evaluation of the results of Sergeant Naylor's attendance at your Institute, particularly as it has affected his performance and value to the Department. There is no question in my mind but what the training Sergeant Naylor received at your Institute has been of great assistance to him in the performance of his duties. It will also be very beneficial in future assignments which may be given to him. Because of this the Department has and will benefit.

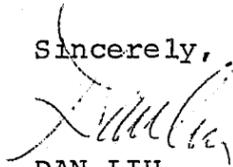
Colonel McCandless

-3-

March 7, 1968

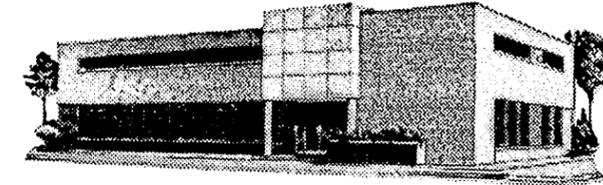
From the facts as set forth above, it would appear, therefore, that if the officials of LEAA see fit to extend their grant to the Southern Police Institute, they would be fully justified.

Sincerely,



DAN LIU
Chief of Police

CITY OF BIG SPRING POLICE DEPARTMENT



JAY BANKS
CHIEF

BIG SPRING, TEXAS

79720

February 16, 1968

Colonel David A. McCandless
Director, Southern Police Institute
University of Louisville
Louisville, Kentucky 40208

Dear Colonel McCandless:

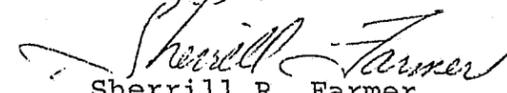
Please accept this letter as an expression of my thanks to you and the Southern Police Institute for the training I received while attending the long term course last fall. My special thanks go to the Law Enforcement Assistance Act for the financial assistance given me in the form of a grant. Our department is small and it would have been financially impossible for me to have attended without this help. I certainly hope that the LEAA grant program can be extended at the Southern Police Institute so that others may benefit as I have.

The knowledge I received while attending the Institute has helped me greatly in my work and I refer often to the material I collected. The credits I received from the University of Louisville has inspired me to continue my college education. A course in Police Technology will soon be available at our local college and I intend to participate in this program.

Once again may I say thanks and I am looking forward to seeing you and your staff at the retraining conference in Dallas next year.

Yours very truly,

JAY BANKS, CHIEF OF POLICE


Sherrill R. Farmer
Detective Division

SRF/ps



POLICE DEPARTMENT ... CITY OF BALTIMORE

FALLSWAY and FAYETTE STREET BALTIMORE, MARYLAND 21202

Mulberry 5-1600

Area Code 301



DONALD D. POMERLEAU
Commissioner

March 4, 1968

RALPH G. MURDY
Administrative Bureau

WADE H. POOLE
Operations Bureau

THOMAS J. KEYES
Services Bureau

Deputy Commissioners

Mr. David A. McCandless, Director
Southern Police Institute
University of Louisville
Louisville, Kentucky 40208

Dear Mr. McCandless:

In speaking with the supervisory personnel of Lieutenant John Barnold, who completed his training at the Southern Police Institute in 1967, I found that the training he received was most beneficial to him personally and to this Department. Lieutenant Barnold is presently assigned in the field of vice control, and the courses he attended at the Southern Police Institute on Constitutional Law and Evidence and Criminal Procedure have had very valuable practical application in those areas in which the use of search and seizure warrants and other constitutional guarantees are concerned.

In addition to the technical knowledge attained at the Southern Police Institute, I feel that all men who successfully complete this program gain a special confidence from associating with outstanding police supervisors from all over this Nation. The goal of all police administrators is to raise the professional level of our departments and, in my opinion, the Southern Police Institute has made a significant contribution toward that end.

Sincerely yours,



D. D. Pomerleau
Commissioner

Metropolitan Government of Nashville and Davidson County

HUBERT O. KEMP
CHIEF OF POLICE



METROPOLITAN POLICE DEPARTMENT
110 PUBLIC SQUARE
NASHVILLE, TENNESSEE 37201
February 20, 1968



BEVERLY BRILEY, MAYOR

Mr. David A. McCandless, Director
Southern Police Institute
University of Louisville
Louisville, Kentucky

Dear Mr. McCandless:

I would like to express my appreciation to you for the excellent training provided Sgt. Charles H. Hall at the last session of your Institute. On Sgt. Hall's return to the department it was with an increased awareness of the problems of command and with sufficient knowledge in administrative techniques to warrant his reassignment to a more responsible position. I, therefore, transferred him from the Patrol Division to my Planning and Research Staff. His first assignment in Planning was the development of general orders and research into proposed procedural changes. I have had to temporarily return Sgt. Hall to his former Patrol assignment due to the critical manpower shortage existing in the department. The need for additional field personnel was sharply defined by the recent murder of one officer and the wounding of three others in two separate shooting incidents and necessitated reassignment of a considerable number of personnel. Sgt. Hall will be returned to my Planning Staff as soon as possible so that the entire department may again realize the benefits of his training and knowledge.

It has been my feeling since our first experience with the Southern Police Institute that you offer the very best program in law enforcement training that can be had anywhere. We are genuinely grateful for the LEAA grant and especially are we for having been accepted at the Southern Police Institute. It is my sincere wish to have one from this department enrolled in each of your future classes and I will appreciate your consideration of my applications for the grants.

You have my wish for continued success in your excellent program of assisting law enforcement agencies and I pledge you my cooperation in every way possible.

Sincerely,

H O Kemp

H. O. Kemp,
CHIEF OF POLICE

HOK:aj



E. O. WOLFF

CHIEF



Department of Police ★ City Of...
APPLETON, WISCONSIN

54911

February 24, 1968

Mr. David A. McCandless
Director, Southern Police Institute
University of Louisville
Louisville, Kentucky, 40208

Re: S.P.I. 38th Class

Dear Sir:

On November 17, 1967, I and fifty-nine other police officers completed twelve weeks of extensive and thorough study of police subjects. It was on that day that the 38th class was graduated from the Southern Police Institute.

I am most grateful and appreciative of having been accepted and the knowledge obtained can only be classified as being invaluable. This knowledge not only includes that obtained from the classroom but also from being among police officers from all over the United States.

The subjects presented by the Institute are very good and the manner of presentation by the instructors is above reproach. A great amount of effort and time was given to all details in each subject by all instructors and personnel of the Institute. It was very obvious that the Institute has a professional attitude and the entire program built in that manner.

The classroom facilities at the University are outstanding and those responsible for the upkeep are doing an excellent job. The hospitality given by the personnel of the Institute and the University is superior and every effort was made to make a student more comfortable.

I might also add my thanks to those associated with the Law Enforcement Assistance Act. It was through the LEAA Program that I had the great honor of being in attendance with the 38th Class.

Sincerely,

Sgt Robert Breckenridge

Sgt. Robert Breckenridge
Appleton Police Department
Appleton, Wisconsin

RDB:l
CC Chief Wolff



E. O. WOLFF
CHIEF



Department of Police ★ City Of...
APPLETON, WISCONSIN

54911

March 1, 1968

Southern Police Institute
University of Louisville
Louisville, Kentucky 40208

Att: Mr. David McCandless
Director

Dear Mr. McCandless:

This department is gratified for the opportunity to have sent a man to your long term course. The officer's scope and knowledge has been considerably broadened by his training.

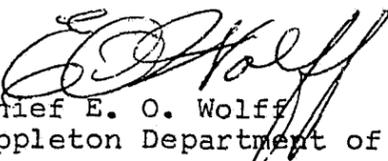
His training has increased his knowledge of administrative and supervisor responsibilities making him a better supervisor.

He has gained poise in his dealings with the public. He can now better assist the department in handling some of the phases of our training program as an instructor, because of his development gained from the course.

Our man spoke highly of the instructors and their fine presentations in getting the subject matter across to him.

It would be our hope and desire that future developments would permit us to send another man to the long term course.

Sincerely,


Chief E. O. Wolff
Appleton Department of Police

EOW:jv



CITY OF HERMOSA BEACH

CIVIC CENTER • HERMOSA BEACH • CALIFORNIA 90254

PHONE: 376-9454

February 19, 1968

Colonel David McCandless, Director
Southern Police Institute
University of Louisville
Louisville, Kentucky 40208

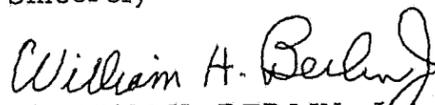
Dear Director McCandless:

It has recently come to my attention that the Law Enforcement Assistance Act grant that has been utilized by the Institute is about to terminate, this is indeed unfortunate. The training made available to worthy officers throughout the country, as a result of this grant, is immeasurable.

The Southern Police Institute provides the much needed vehicle for educating the Middle Management and Executive potential officers, whereas in the past, as well as the present, other institutes provide the basic or primary type training. It has been wisely said by many top law enforcement educators, that we have training for the bottom level but have overlooked the middle and the top level officers.

I strongly urge that you vigorously seek an additional grant from LEAA, in order that this top level training be permitted to continue, and that officers from all parts of our great country have the opportunity to better law enforcement as a result of this training.

Sincerely


WILLIAM H. BERLIN, JR.
Chief of Police

WHB/lm

Department of Police
Village of Wilmette

825 GREEN BAY ROAD

Wilmette, Illinois



FRED W. STOECKER
CHIEF

February 21, 1968

Mr. David A. McCandless
Director
Southern Police Institute
University of Louisville
Louisville, Kentucky 40208

Dear Mr. McCandless:

Lt. John H. Parker of this Department was a recipient of a grant to the Southern Police Institute's long term course last fall.

This training has made Lt. Parker a more effective watch commander. He has been given greater administrative responsibility since returning from the Institute. He has developed a training program for the Department, and is now conducting a statistical study for the Annual Report.

Lt. Parker is extremely enthusiastic when discussing his experiences at the Institute. He is more confident in his decision-making ability. All in all, he is a more rounded person. This Department has and will gain considerably from the training he has received.

We appreciate very much the opportunity of having had one of our officers chosen for this extensive instruction, and hope to participate in similar programs in the future.

Thank you.

Very truly yours,

Fred W. Stoecker
Chief of Police

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CONTINUED

1 OF 2

City of Scottsdale, Arizona

"The West's Most Western Town"

POLICE DEPARTMENT
131 East Main Street
Scottsdale, Arizona



WILLIAM V. DONALDSON
City Manager

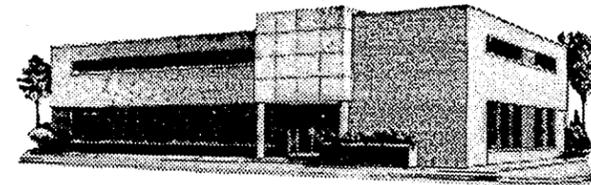


Chief of Police
W. C. NEMETZ

In Reply Please Give
Our Ref. No.

1.1

CITY OF BIG SPRING POLICE DEPARTMENT



JAY BANKS
CHIEF

BIG SPRING, TEXAS
79720

February 16, 1968

February 20, 1968

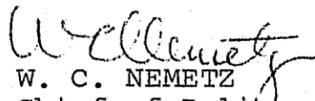
David A. McCandless, Director
Southern Police Institute
University of Louisville
Louisville, Kentucky 40208

Our department was awarded an LEAA grant for Captain Richard J. Seidner to attend the 1967 fall session of the Southern Police Institute.

Since his return I have had the opportunity to re-view his notebooks and am very favorably impressed with the volume and quality of information contained therein. All phases of the curriculum appear to have been covered thoroughly.

By attending the Southern Police Institute, Captain Seidner has developed a broader concept of administrative responsibilities and techniques which are evidenced in his performance as a Division Commander. He has commented that the opportunity afforded him to meet and exchange views with officers from such diversified areas was of immeasurable value.

Captain Seidner and I join in wishing you success in your application for the extension of your LEAA grant.


W. C. NEMETZ
Chief of Police

David A. McCandless, Director
Southern Police Institute
University of Louisville
Louisville, Kentucky

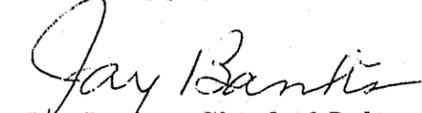
Dear Sir:

Recently, this department was recipient of a grant under the Law Enforcement Assistance Act which enabled Detective Sergeant Sherrill R. Farmer to attend Southern Police Institute's long term course. It would have been impossible for a member of our department to have attended without this aid.

We are convinced that Southern Police Institute's long term training course is the best of its kind offered any where. The quality of the training is reflected in this department by Sgt. Farmer's high performance and his ability to assist administratively in the affairs of my office.

I sincerely hope that L. E. A. A. grants will be made available in the future and that this department can again benefit from them.

Sincerely,


Jay Banks, Chief of Police
Big Spring Police Department

JB:amd

CITY OF IDAHO FALLS

P. O. Box 220 — Phone 522-3191
IDAHO FALLS, IDAHO 83402



OFFICE OF
POLICE DIVISION

February 27, 1968

David McCandless, Director
Southern Police Institute
University of Louisville
Louisville, Kentucky

Dear Sir:

I welcome the opportunity to express my opinion of the training program of the Southern Police Institute.

As a member of the 38th class of S.P.I., I found the instruction program very interesting and informative. It is difficult for me to say how much the instruction has effected my value or performance, but there has not been a day go by since my return that I do not reflect on some part of the S.P.I. course or refer to one of my note books for information.

I am very proud to be a graduate of Southern Police Institute and to have known the staff members who made my stay a memorable part of my career.

Very truly yours,

Robert D. Pollock
Chief of Police

Lewis Nielsen

BY: Lewis G. Nielsen, Lt.
Uniform Section
Traffic Division

LGN/va



EVANSTON POLICE DEPARTMENT

1454 ELMWOOD AVENUE
EVANSTON, ILLINOIS 60204



UNIVERSITY 4-4000

BERT GIDDENS
CHIEF OF POLICE

February 16, 1968

Mr. David A. McCandless, Director
Southern Police Institute
University of Louisville
Louisville, Kentucky 40208

Dear Dave:

As you know we have had several members of this department who have participated in the Southern Police Institute programs.

Sergeant Tom Joyce, one of our more recent graduates, returned to our department filled with enthusiasm and a strong desire to do a better job within the organization. Sergeant Joyce is one of our newer sergeants and is now assigned to a patrol shift as a supervisor. We feel confident that as a result of his training at the Southern Police Institute that he will better understand his role as a supervisor and he is doing an excellent job for us.

I feel very strongly that in recent years the Southern Police Institute has vastly improved the content of its course and does an effective job in the training of law enforcement officers.

Sincerely,

Bert Giddens

Bert Giddens
Chief of Police

STATE OF MISSISSIPPI
DEPARTMENT OF PUBLIC SAFETY



GILES W. CRISLER
COMMISSIONER OF PUBLIC SAFETY

Phone 366-2611 Area Code 601
P. O. Box 958
JACKSON, MISSISSIPPI 39205

February 15, 1968

Mr. David A. McCandless, Director
Southern Police Institute
University of Louisville
Louisville, Kentucky 40208

Dear Mr. McCandless:

Although your letter requesting information on one of our employees was directed to Commissioner Birdsong who has now retired, I believe I can make this evaluation with all fairness. Since I was Director of the Mississippi Law Enforcement Officers' Training Academy where Tom Hester was Assistant, I have been in a position to closely observe him before and after his attendance at Southern Police Institute.

His training gave him a better working knowledge of the organization structure of police organizations and personnel problems. As an Instructor, it made him have more confidence in himself, not only in knowledge obtained, but in methods of presentation. As in all groups where police officers have been carefully selected, the association by members with each other is an education within itself.

There is no doubt that Southern Police Institute is a credit to the police profession in this country.

In the future we hope we can again have personnel to attend this fine school.

Sincerely,

GILES W. CRISLER
Commissioner

GWC:bj



ROBERT W. JOHNSTON
CHIEF OF POLICE

In reply please refer to:

POLICE DEPARTMENT

CITY OF

FORT LAUDERDALE, FLORIDA

February 21, 1968



Honorable David A. McCandless
Director, Southern Police Institute
University of Louisville
Louisville, Kentucky 40208

Dear Mr. McCandless:

As you know, Lieutenant Roy Janson, of this department, was a member of the 38th Class of the Southern Police Institute under an LEAA Grant, from August 28, 1967, to November 17, 1967.

Although the period of time since Lieutenant Janson graduated does not represent a true "test of time" to evaluate the benefits he received from your excellent school program, nevertheless I feel that I must write my impressions of some noticeable results.

Lieutenant Janson returned from the Southern Police Institute sincerely enthusiastic about the superior training he received. It was understandable, especially after I had personally inspected his comprehensive and informative notebooks. Not only does Lieutenant Janson refer to his notebooks frequently, but he has made them available to the other Patrol Division Command Officers. As a result, the patrol shift lieutenants hold frequent "workshop" group discussions based on the material gathered by Lieutenant Janson. This, of course, has refreshingly stimulated thinking along police operation in various fields, created improvements over previous practices, and improved morale, among other things.

Specifically, for example, we have been recently engaged in the field of budget preparation. I have noted a marked improvement in budget preparation on a shift level in the Patrol Division. And I have also learned that the improvement came about because of Lieutenant Janson's application and utilization of his notes from his classes entitled "A Realistic Approach to Determining Personnel Needs", under Southern Police Institute instructor, Inspector Dahl. Lieutenant Janson's sharing of his gained knowledge with the other shift commanders has resulted in a decided overall improvement.

Although the above is but one specific example of a "withdrawal from the Bank of Knowledge" that Lieutenant Janson has put to good

Mr. McCandless
February 21, 1968
Page Two

use since his rather recent completion of studies, I am positive that there will be many others, and for the betterment of this department.

I am extremely grateful that an LEAA Grant made it possible for Lieutenant Janson to attend the Southern Police Institute, and specifically, in a year when a limited police budget would have prohibited his attendance.

Thank you for making it possible for him to help others.

Very sincerely yours,



ROBERT W. JOHNSTON
Chief of Police

RWJ:ch

CHAPTER VIII.

CONCLUSION

It is highly recommended that this project be carried forward in the same manner as conducted under LEAA Grant 074. The greatest need in the law enforcement profession today is the advanced training programs of the management level in police work. The importance of administration, research and planning, communications and training can only be accomplished through programs such as conducted at the Southern Police Institute and other institutions of comparable status.

END