

PB188994

LEAA DISSEMINATION DOCUMENT

STATEWIDE POLICE COMMAND AND SUPERVISORY TRAINING -
THREE DEMONSTRATION PROJECTS

* * *

NEW JERSEY MOBILE TRAINING UNITS

NORTH CAROLINA POLICE MANAGEMENT INSTITUTE

ARKANSAS REGIONAL COURSES FOR POLICE SUPERVISORS

Project Reports Submitted to

Office of Law Enforcement Assistance,
United States Department of Justice

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PREFACE

Since the beginning of the LEAA program in 1965, support for training of law enforcement and criminal justice personnel has accounted for the largest number of grant awards made under the Law Enforcement Assistance Act. Projects in this area have included a variety of efforts--recruit training, management courses, national institutes, special subject workshops, graduate fellowships, regional institute courses, development of State standards and training systems, production of films, slides, and television training aids, establishment of college-level degree programs, and preparation of handbooks and training manuals.

Within the total training complex, the Office of Law Enforcement Assistance ("OLEA") has made a special effort to assist in the development or expansion of in-service professional education opportunities for police commanders, administrators, and supervisors. This publication presents the final project reports of three demonstration training efforts conducted for police personnel of a particular State. The States involved are New Jersey, North Carolina, and Arkansas.* The projects vary markedly in coverage, design, course content, and training format and thus present an interesting selection of models appropriate to different circumstances and training needs. Each project provided for an independent evaluation study, the results of which are included in this compilation.

New Jersey Mobile Training Units--Grant 016**

The New Jersey Police Training Commission's mobile unit project has provided an innovative response to supervisory training needs in medium-sized and smaller communities. Its work was accomplished through use of specially designed mobile unit classrooms staffed by trained professional teams, equipped with modern teaching aids, and experimenting with programmed as well as traditional

* Other LEAA-supported command and supervisory courses have covered multi-State regions (e.g., the New England state police command college, the Northwest Traffic Institute management courses) or national groups (e.g., the Harvard Business School seminars for large city police chiefs and the IACP civil disorders workshops).

** Award: \$109,630; project duration: May 1966 through June 1967.

instructional materials. Considerable investment of time and effort went into the design and development of the two mobile units employed in the project. This was matched by careful selection and training of the teaching staff and a responsible first-year evaluation by the Rutgers University Graduate School of Education. The project report covers the first year of operations during which some 717 officers participated in 28 four-day supervisory courses conducted at 17 separate locations throughout the State.* This student complement provided representation of 21 percent of the target supervisory group (i.e., all lieutenants and sergeants in county and municipal forces) and of 41 percent of the 431 county and municipal police agencies in the State.

The New Jersey project offers a possible model for other States faced with similar problems--shortage of classroom space, need to bring supervisory training to smaller local units, inability to undertake the expense of establishing permanent regional academies. The demonstration is continuing for a second year with LEAA support and, in view of initial success, steps have been initiated for assumption of full State support of the project thereafter. The second year effort will include refinement of the evaluation studies and a heavier emphasis on introduction of programmed teaching materials.

North Carolina Police Management Institute--Grant 053**

This grant, administered by the Institute of Government, University of North Carolina, involved presentation of a split-session, one-month management course for 26 command municipal police officers in cities with populations varying from 15,000 to 200,000. In all, 120 hours of classroom instruction were presented in five 4-day sessions spread over a 6-month period. The course was thus more intensive than the New Jersey curriculum and geared to a higher command level. It utilized what the grantee, based on extensive experience in local government personnel training, considered a proven technique for maximizing short course impact.

"... extensive experience with short-courses of a functional nature has indicated that they are most effective when broken up into short intermittent instructional sessions with periodic returns to the normal job." (Final Report p.2)

This format made possible, in addition to classroom instruction, the introduction of numerous outside reading and problem-solving assignments, some for application to back-home situations.

- * One basic training course (21 participants--245 hours of instruction) was also presented.
- * Award: \$25,089; project duration: August 1966 through November 1967. (project operations ended in May 1967--extension approved for publication of lecture and training materials).

The project report contains an excellent description of the program. Certain informational appendices have been deleted, but key items (e.g., the institute curriculum, special case materials, the final examination) have been retained in this compilation. Two evaluations were undertaken and one of these, that of the Associate Dean of the University's School of Business, is presented following the final report.

Arkansas Police Supervisors Classes--Grant 087*

The Arkansas project, developed and conducted by the Arkansas Law Enforcement Training Academy, offers further contrast in approaches to supervisory and management training. Seeking to introduce a basic level of supervisory training in a State where virtually none had existed before, it confronted threshold problems (e.g., stimulating participation, scheduling sessions so that small department administrators could attend) which went considerably beyond the normal challenges of developing a new training curriculum. This was accomplished with considerable success, and ultimately, a total of 386 trainees attended the four-course series** (3-5 days duration per course) conducted in each of five regional locations across the State. This was phased over a seven-month period with classes scheduled on working days and terminating early enough to permit students to return to their departments each day.

The fixed regional locations may be contrasted with the "fluid" training sites of the New Jersey project or the single, central location of the North Carolina project. Another difference was in trainee makeup. Unlike New Jersey (involving primarily middle-level supervisors) and North Carolina (involving chiefs and immediate command subordinates), the Arkansas program spanned the supervisory spectrum, ranging from sergeants (and officers in promotional line for that grade) through police chiefs and even some city managers.

The Arkansas effort generated extensive training materials, but only the final narrative report and university-based evaluation (Arkansas State College) are presented here. Particularly noteworthy is a comprehensive selection of training materials prepared for the fourth course, "Basic Law for Law Enforcement Officers," by the University of Arkansas Law School. The evaluation offers a good picture

- * Award: \$33,251; project duration: October 1966 through November 1967.
- ** The course titles were (i) community relations, (ii) police management, (iii) science in law enforcement, and (iv) basic law for law enforcement officers.

of trainee reactions and, in conjunction with the final project report, provides a frank assessment of the organizational and other problems confronting the program. It is interesting to note how a program of this nature frequently highlights a variety of law enforcement needs, some extending beyond the scope of the immediate project. This is reflected in the report conclusions (p.) which emphasize the need for (i) a State minimum standards and training agency (ii) an elementary training program for rural and small town officers (iii) enhancing the attractiveness and financial security of a police career (iv) criminal code revision, and (v) closer cooperation between law enforcement agencies and other components of the criminal justice system.

Further information about any of the projects may be obtained from the Office of Law Enforcement Assistance or the individual grantees. OLEA is pleased to make these reports available and hopes that their data and findings will be of assistance to States, communities, and agencies considering similar efforts.

Office of Law Enforcement Assistance
March 1968

TABLE OF CONTENTS

PREFACE - Office of Law Enforcement Assistance	i
NEW JERSEY MOBILE TRAINING UNITS	1
Section I	3
Project Title	3
Commission	4
Training	7
Project	10
Mobile Units	20
Project Evaluation	23
Section II	25
Training Accomplishments	25
Program Administration	27
Teaching Materials	32
Evaluative Exercise	36
Administrative Materials	38
Edex System	40
Scheduling	41
Instructor's Evaluation	43
Training Aids	44
Student Conduct	45
Mobile Unit	47
Student Reaction	53
Instructor Reactions	56
Appendix I. Subtitle 3 Executive and Administrative Departments, Officers and Employees, Chapter 17B	61
Department of Law and Public Safety	65
Appendix II. Instructional Personnel	66
Appendix III. 24-Hour Supervisory Program	74
Appendix IV. Lesson Plan	86
Appendix V. Reprimands	89
Appendix VI. How To Give Reprimands	91
Section III. Project Evaluation	92
Acknowledgements	93
List of Tables	95
Chapter I. Introduction	101
Chapter II. Design of the Study	115
Chapter III. Presentation of the Data	143
Chapter IV. Discussion of the Data	156
Chapter V. Summary and Conclusions	169
Bibliography	
Appendix A. Supervisory Judgment Test for the Basic Supervisory Course	171
Appendix B. Attitude About Facilities, Instruction, and Teaching Aids in the New Jersey Police Training Commission Educational Course	180
Appendix C. Data Sheet for Police Training Study	183

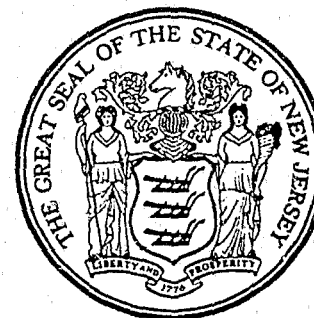
NORTH CAROLINA POLICE MANAGEMENT INSTITUTE	185
Narrative	187
Appendix A. Class Roster [omitted]	
Appendix B. Philosophy of Management [omitted]	
Appendix C. Curriculum	194
Appendix D. Lecture Notes [omitted]	
Appendix E. Assigned Readings [omitted]	
Appendix F. Case Studies	206
Appendix G. Survey Study [omitted]	
Appendix H. Final Examination	218
Appendix I. Certificate of Completion	237
Evaluation of Police Management Institute	238
 ARKANSAS REGIONAL COURSES FOR POLICE SUPERVISORS	 245
A Brief Summary of OLEA Grant No. 087	247
Conclusions	253
Final Narrative Report	255
History	256
Personnel	260
First Course: Community Relations	262
Second Course: Police Management	267
Third Course: Science in Law Enforcement	271
Fourth Course: Law for Law Enforcement Officers	275
Summary Evaluation of the Supervisory Police Personnel Course	278
Letter of Transmission	279
General Observation and Interviews by the Evaluation Team	281
Community Relations Course	284
Community Relations Questionnaire	286
Police Management Course	296
Police Management Questionnaire	301
Police Science Training Course	307
Police Science Questionnaire	310
Law in Law Enforcement Course	314
Law in Law Enforcement Questionnaire	317
Conclusions and Recommendations	322

STATE OF NEW JERSEY

MOBILE TRAINING UNITS

PROJECT NO. 016

UNITED STATES DEPARTMENT OF JUSTICE
OFFICE OF LAW ENFORCEMENT ASSISTANCE



POLICE TRAINING COMMISSION

State of New Jersey
Department of Law and Public Safety
Police Training Commission

I N T E R I M R E P O R T

MOBILE TRAINING UNITS

Period

May 1, 1966 - June 30, 1967

SECTION I

PROJECT TITLE

A Demonstration Pilot Project to Evaluate the Creative Concept of Operating Professionally Staffed and Multi-Media Equipped Mobile Police Training Facilities, as an Interim Solution to the Current Serious Problem of Inferior Facilities and Equipment and Limited Personnel to Service Police Training Needs.

PROJECT NUMBER

016



COMMISSION RESPONSIBILITY

The New Jersey Police Training Commission was created by the State Legislature in 1961, with the enactment into law of a "Police Training Act."¹ The legislation directed the Commission to establish and administer a state-wide training program for newly appointed county and municipal law enforcement officers. Participation in the program was optional on the part of every police agency. The legislation was revised and effective July 1, 1965, every county and municipal police agency was mandated to have all newly appointed law enforcement officers attend Commission approved schools.² No police officer can receive permanent appointment in New Jersey unless he successfully completes a prescribed training program and is awarded a Qualifying Certificate.

COMMISSION MEMBERSHIP

The Commission is a nine member body, representative of police, educational and community interests. This composition is as follows:

HONORABLE ARTHUR J. SILLS (CHAIRMAN)
Attorney General Of The State Of New Jersey

1. New Jersey. Revised Statutes 52:17B-66 et seq. (1961)-(Appendix I)
2. Ibid., 52:17B-68 (1965)

MR. RALPH W. BACHMAN (VICE-CHAIRMAN)
Special Agent In Charge - Newark Office
Federal Bureau Of Investigation

PROFESSOR WILLIAM NEAL BROWN
Citizen Member

CHIEF EUGENE F. CLEMENS, JR.
Representative
New Jersey State Association Of Chiefs Of Police

COLONEL DAVID B. KELLY
Superintendent Of The New Jersey State Police

MR. JOHN J. HEFFERNAN
President
New Jersey State Patrolmen's Benevolent Association

MAYOR ALFRED R. PIERCE
Representative
New Jersey State League Of Municipalities

DR. CARL L. MARBURGER
Commissioner
New Jersey State Department Of Education

MR. FRANCIS X. WHELAN
Citizen Member

COMMISSION POWERS

The Commission is vested with specific powers, responsibilities and duties, among which are:³

1. To prescribe standards for the approval and continuation of approval of schools at which police training courses shall be conducted.
2. To approve and issue certificates of approval to such schools, to inspect such schools from time to time, and
3. Ibid., 52:17B-71 (1961)

to revoke any approval or certificate issued to such schools.

3. To prescribe the curriculum, the minimum courses of study, attendance requirements, equipment and facilities, and standards of operation for such schools.

4. To prescribe minimum qualifications for instructors at such schools and to certify, as qualified, instructors for approved police training schools and to issue appropriate certificates to such instructors.

5. To certify police officers who have satisfactorily completed training programs and to issue appropriate certificates to such police officers.

6. To make such rules and regulations as may be reasonably necessary or appropriate to accomplish the purposes and objectives of the training act.

7. To make a continuous study of police training methods and to consult and accept the cooperation of any recognized federal or state law enforcement agency or educational institution.

8. To consult and cooperate with universities, colleges and institutes in the State for the development of specialized courses of study for police officers in police science and police administration.

9. To consult and cooperate with other departments and agencies of the State concerned with police training.

COMMISSION GOAL

The Commission's primary goal is to make a contribution, within its sphere of operations, towards the professionalization of police service. This objective can be substantially achieved by the development of a sound program designed to offer training in requisite skills and information and by

changing behavioral patterns in order to inculcate in each trainee the desire and ability to perform his law enforcement obligation in a legal, ethical and effective manner. The Commission believes it has achieved measurable success in this effort with the 4,544 law enforcement officers who have attended basic courses during the past five years.⁴

TRAINING NEEDS

The substantial and unceasing need for the expansion of existing training programs and the urgent demand for additional programs has caused a critical dilemma in the field of police education and training. In more than a score of states Training Commissions have been established and it is to these Commissions that many police agencies look for direction and leadership.⁵ The Commissions cannot hope to successfully implement their mandated responsibilities unless adequate resources and personnel are made available.

There are presently three major areas that require remedial action, namely:

1. Police Instructors -- except for the larger of our police agencies, county and regional training schools are

4. New Jersey. Fifth Annual Activities Report - Police Training Commission. Trenton, N.J. 1967.

5. Police Chief, The. "State Training Legislation," XXXXII, No. 8, (August, 1965)

staffed by part-time instructors. These dedicated individuals, who for the most part volunteer their services, have been found to be proficient in the subject matter of their teaching speciality, but generally lacking in rudimentary instructional skills.

2. Classroom Facilities -- many classrooms currently used are for the most part inadequate by any measure of educational criteria. Lighting, ventilation and acoustics are generally poor. The desks and seats being used are for the most part designed for teenage students and have proven uncomfortable for adult trainees. The decor of the classrooms is unimaginative and in some instances actually depressive. In summary the learning environment is not conducive to motivating trainees to learn.

3. Audio-Visual Equipment -- the "Chalk-board" is the primary teaching aid in many training programs, and on occasion supplemented with training films. This generally is the extent of teaching aids in most schools and this glaring deficiency is readily apparent.

POSSIBLE SOLUTIONS

There would appear to be several solutions to the previously cited deficiencies:

1. Continue to make use of present facilities and personnel and institute remedial actions such as: furnish a modest range of audio-visual equipment and supporting materials; conduct training programs for police instructors in teaching techniques; and attempt to obtain financial support to renovate existing classrooms. This is a short range solution and this Commission is taking action in these areas.

2. Construct new facilities staffed by professional instructors and adequately equipped with a wide range of audio-visual equipment. This might be the long range solution. Because of the capital outlays involved, even with federal support under the Safe Streets Act, there will be a protracted time period before this could be accomplished.

3. Devise an interim solution that can bridge the gap between the two previously mentioned solutions that will incorporate the three major concerns -- classrooms, police instructors and audio-visual equipment.

The Commission in studying potential areas to serve as an interim solution, developed the concept of mobile facilities. The report that will follow will recite the Commission's experience in planning for their use, their operational status and results obtained.

PROJECT TITLE

"A Demonstration Pilot Project to Evaluate the Creative Concept Of Operating Professionally Staffed and Multi-Media Equipped Mobile Police Training Facilities, as an Interim Solution to the Current Serious Problem of Inferior Facilities and Equipment and Limited Personnel to Service Police Training Needs."

PROJECT DESIGN

The project proposal was structured to produce the following:

1. To design, construct and operate two self-contained mobile classrooms, that could with a minimum of effort be easily transported into every community within the State.
2. To equip the units with a modest range of pedagogical hardware for the presentation of multi-media teaching instruments.
3. To staff each unit with a carefully selected two-man team of professional police instructors chosen on the basis of proven instructional ability, in-depth police experience and academic competence and achievement.

PROJECT OBJECTIVES

1. To test and evaluate the feasibility and economics

of mobile training facilities.

2. To demonstrate the potential of standardizing instructions and curriculum on a state-wide basis.
3. To survey and evaluate the potential inherent in programmed learning for police trainees.
4. To develop and upgrade and extend the range of audio-visual training materials for police services by encouraging the discerning and intensive usage of this equipment by instructors.
5. To measure the values of machine testing of learning and comprehension rate of trainees in classroom situations. The results of that testing should be incorporated into the guidelines for lesson plans, detailing time allocation for subject material and continuing curriculum development.
6. To empirically test and document the learning impact resulting from a cohesive and integrated training system.

IMPLEMENTATION OF THE PROJECT

Pending a review and possible funding of the project by the Office of Law Enforcement Assistance, the Commission's staff initiated planning studies. These studies were directed into five major areas, namely:

1. Program Administration and Control.

2. Recruitment of an Instructional Staff.
3. Design and Construction of Mobile Units.
4. Research, Selection and Development of Courses.
5. Evaluation of Project by an Independent Educational Group.

The Commission was advised on April 27, 1966 that the project had been approved for a period commencing May 1, 1966 and terminating June 30, 1967. The amount of the grant was \$109,630. In commenting on the project former Attorney General Nicholas de B. Katzenbach stated in part:

"New Jersey's proposal is an imaginative one and I am advised that its presentation to our Office of Law Enforcement Assistance was thorough and well thought out. We are particularly interested in the project's potential as a demonstration and model for solution of training problems in other states."

PROGRAM ADMINISTRATION AND CONTROL

The Project Director, Mr. Leo A. Culloo, the Commission's Executive Secretary, subject to policy decisions by the Commission, was responsible for the following activities:

1. Administration of the overall project.
2. Assignment of specific responsibilities to Commission staff members directly affiliated with the project and the imposition of time elements for completing phases of the program.
3. Disbursement of all funds consistent with federal and

state procedures.

4. Preparation and execution of all forms and reports attendant to the project.
5. Assist the Commission in hiring project personnel.
6. Establish records and correspondence files.

FIELD OPERATIONS AND AFFILIATED ACTIVITIES

Mr. James Dunn, the Commission's Field Representative was responsible for coordinating the following activities:

Training Units -- establish liaison with state purchasing officials, contractors and other agencies, in order to:

1. assist in the drafting of construction specification for the units.
2. confer with the prime building contractor and periodically inspect the units while under construction to ascertain if modifications were needed.
3. coordinate the delivery of audio-visual equipment for placement in the units.
4. secure proper registration and licensing for the units.
5. arrange insurance coverage on the units.
6. secure necessary travel permits for their use on the New Jersey Turnpike, Garden State Parkway and Atlantic City Expressway.

7. arrange for storage facilities when units were not in use.

Course Scheduling -- arrange scheduling for the units through existing administrative structure employed in the basic training program. Procedures were adopted and coordinated with agencies that requested the units that included:

1. selection of a location.
2. determination of the police officers who would attend the program.
3. responsibility for notifying the students.
4. dissemination of information to local press media.
5. arranging opening day exercise with local officials.

Site Preparation -- arrangements for the units while on location included:

1. plot travel route to site location taking into consideration the road systems, bridge clearances and potential obstacles.
2. suitability of the site for maneuvering the unit.
3. parking facilities for students.
4. eating facilities for students.
5. communication of messages to students from their agencies.

6. toilet facilities.
7. availability of power source.

Unit Maintenance -- in order to insure maximum usage of the units and their equipment, procedures were developed to cover:

1. responsibility for maintenance and repair of units and their equipment.
2. responsibility for supplying units periodically with training materials.
3. procedure for effecting speedy repairs if a unit was damaged.

INSTRUCTIONAL STAFF AND TRAINING MATERIALS

Mr. Leonard Harrison, the Commission's Training Officer, was responsible for coordinating the following activities:

Instructional Staff

1. determining training and academic criteria for the employment of instructional personnel.
2. recruiting and assisting in the preliminary screening of instructor applicants.
3. orienting of personnel selected for instructor positions.

4. assigning of instructional personnel to develop specific segments of course contents and supporting materials.

5. selecting of instructor teams.

Training Materials

1. give direction and supervise the preparation of instructor lesson guides.

2. give direction and supervise the preparation of instructional materials (projectuals, tapes, slides, etc.)

3. give direction, supervise and establish procedure for the distribution of "give-away" material to students.

Audio Visual Equipment

1. determine the types of audio-visual equipment to be used.

2. draft specifications for the purchase of the equipment.

3. confer with equipment manufacturers to determine the abilities of their systems and to analyze their weaknesses.

4. establish procedures for servicing the equipment.

The Commission's staff, although accountable for developing specific portions of the program, did not function as independent entities, but closely coordinated their endeavors. Of

primary import was their desire to effectively, efficiently, and economically bring the project into operational reality.

Instructional Staff

It was immediately evident that all prior planning would be diluted unless a competent instructional staff was recruited. A simple scale was developed to screen applicants, which consisted of the following criteria:

1. Was the applicant academically qualified for adult vocational teaching?

2. Did the applicant possess broad in-depth successful field experience as a police officer?

3. Was the applicant capable of researching and designing progressive learning materials?

4. Was the applicant personable and would he be able to effectively operate in a team teaching environment?

To provide the Commission with a broad base of applicants from which to select, recruitment notices were inserted in the Commission's monthly publication, TRAINING BRIEFS, and notices were sent to police agencies in adjacent states. More than a score of applications was received. After a preliminary screening, ten applicants were orally interviewed by the Commission. Following the interviews four principal and two alternate selections were made. The four individuals ultimately selected

rendered excellent service.⁶

(NOTE: Section Two of the report contains a section prepared by the instructional staff wherein is recounted the methodology they use in preparing the courses and their experience in operating the units.)

RESEARCH, SELECTION AND DEVELOPMENT OF COURSES

The project design, as delineated in the stated objectives, necessitated the formulation of instructional materials for three demonstrations, namely:

1. curricula designed to advance police learning by means of professional instructors using a range of sophisticated audio-visual equipment.

2. a demonstration of the effectiveness of teaching by means of instrumented programming.

3. a contrast of the effectiveness of teaching police officers by traditional methods and the aforementioned methods.

An early decision was made as to the type of courses to be offered. This decision was predicated upon the classic criteria for determining any instructional effort, namely:

1. Does a need exist for such learning?

6. _____ Curriculum Vitae (Appendix II)

2. Is there a body of individuals intrinsically motivated to want such instructions?

Inasmuch as the Commission's primary concern was the training of new police officers, the offering of a Basic Training Course was clearly evident. In determining whether other types of courses should have been offered, it was apparent a "Supervisory Course" was a necessity for several reasons:

1. Far more effective use could be made of the officers attending the Commission's basic course, if their immediate superiors were exposed to training that was consistent with their dual responsibility to their agency and to their immediate subordinates.

2. There existed no permanent training program in the state specifically directed at "First Line Supervisors." Training that did exist was conducted primarily by Northwestern University which required a fee for their services. Generally only the state's larger police agencies sponsored these programs.

3. There are in the state 899 police lieutenants and 1,642 police sergeants to be serviced.

Inasmuch as the Commission had previously developed lesson guides and supporting materials for the basic course, the instructional staff was directed to prepare a "Supervisory Course."

A twenty-four hour course spread over a period of four days was selected for the following reasons.⁷

1. It is believed that six hours of training per day should be the maximum exposure for introducing new training materials to students.
2. A four day course would permit the training of a larger number of officers.
3. The fifth day of the week could be set aside for staff discussions in order to evaluate the program, revision of materials and the preparation of additional visuals.

DESIGN AND CONSTRUCTION OF THE UNITS

The crystalization of thinking as to what shape and form a mobile classroom should take, evolved around the study of four structures that could be tailored into a classroom. These were:

1. A bus
2. A cargo trailer
3. A diner contractor
4. A house trailer

A study was made of the advantages and disadvantages of

7. New Jersey. Police Supervisory Course -- Police Training Commission, Trenton, N.J. (1967) - (Appendix III)

each type of structure. Manufacturers' representatives were contacted and explained the concept the Commission envisioned. Some representatives were extremely cooperative even going to the expense of submitting plans and color drawings.

The resultant study narrowed the choice to either a bus or a house trailer. It was determined a house trailer was more advantageous for the following reasons:

1. A converted house trailer could comfortably accommodate thirty students and four observers (or four additional students). A bus could comfortably accommodate a maximum of twenty-two students.

2. A driver with a tractor could be responsible for the movement of three trailers without undue complications. (in this project he handles two units). Each bus would require the services of a driver or else the instructional staff would have to double up and drive the units. This approach was not deemed advisable because of the professional nature of the instructional staff.

3. A house trailer could more readily be equipped with a twin source of power supply -- a generator and electrical power system. A bus would require major changes to incorporate this system.

4. A house trailer could accommodate an office for use by the instructors while not actively engaged in teaching.

Such an accommodation in a bus would further reduce the maximum number of students it could handle.

5. The house trailer has unlimited possibilities in structural design; whereas, a bus leaves little lee-way for customizing.

Based on these considerations several house trailer builders were invited to submit drawings and specifications. This information was given to the State Purchase Bureau who advertised for bids. The bids required the construction of units 60 feet long 10 feet wide, 11 feet high, seats and desks for 30 students, an office for instructors, air-conditioning and heating, dual power source and aluminum siding. The contract was awarded. Each unit cost \$16,412.18

Audio-Visual Equipment

An Edex Multi-Media Teaching System was placed in each unit to serve as the focal point for the mechanical presentation of materials to students and to assist the instructor in determining the learning pace of the student. In brief the system utilized slides, tapes and films synchronized in sequential order to the subject matter under discussion. In addition each student has 4 buttons lettered "A" - "B" - "C" - "D" at his desk which were tied into a console next to the instructor.

The instructor can continually test his class by flashing questions on a screen and requiring each student to respond. By checking the console the instructor determined how the class was doing as a group or how an individual student was performing.

In addition each unit was equipped with an overhead projector, movie camera (for rear-view projection), I.B.M. for dictating and transcribing machine, chalkboard and mount for flip sheets.

PROJECT EVALUATION

The Graduate School of Vocational and Technical Education of Rutgers University was selected to evaluate the project. Dr. Charles Drawbaugh was named by the school to develop the techniques and instruments for evaluating the costs and effectiveness of the project. A number of meetings were held with Dr. Drawbaugh and project personnel to establish selected procedures prior to program operation. An evaluative design was adopted to probe three major areas:

1. the instructional staff
2. the instructional material
3. the training facility

A report of Dr. Drawbaugh's evaluation is contained herein.

PROGRAM DEDICATION

The units became operational on January 9, 1967. A formal dedication of the units was held shortly thereafter in front of the State Capitol. Present were Governor Richard J. Hughes, Attorney General Arthur J. Sills, Deputy Director Daniel Skoler of the Office of Law Enforcement Assistance, United States Department of Justice, and many dignitaries from the State and law enforcement groups.

SECTION II

This portion of the report will deal with some of the operational experiences encountered during the project period. Prior to this discussion, it would prove beneficial to briefly recount and evaluate some training statistics that have served as a basis to support some of the judgments that will follow.

COURSES SCHEDULED

During the period, January 9, 1967 through May 25, 1967, twenty-eight four-day supervisory courses and one basic training course, consisting of 245 hours of instruction, were held. These courses were conducted in seventeen separate locations throughout the State. On several occasions, units remained at a site for a period of two to four weeks to accommodate the training demand in that locale. The majority of courses were held in rural and suburban areas.

OFFICERS TRAINED

A total of 738 law enforcement personnel, representing 176 police agencies, attended these courses. Of this total, 717 enrolled in the supervisory course and twenty-one enrolled in the basic course. The following table is a breakdown by rank of those in attendance:

<u>Rank</u>	<u>Total Enrolled</u>	<u>% of Enrollment</u>
Chief	32	4.4%
Deputy Chief	12	1.6%
Captain	60	8.1%
Lieutenant	156	21.1%
Sergeant	390	52.9%
Patrolman (Supervisory)	67	11.9%
Patrolman (Basic)	21	
	738	100.0%

COMMENTS ON DATA

1. The 738 officers trained represents 5.8% of the 12,555 permanent county and municipal police officers in the State.
2. The 156 lieutenants trained represents 17.6% of the 881 lieutenants in the State.
3. The 390 sergeants trained represents 24.4% of the 1,595 sergeants in the State.
4. One hundred and seventy six law enforcement agencies enrolled officers in the program or 40.8% of the 431 county and municipal police agencies in the State.
5. The majority of the 67 patrolmen attending the supervisory course were awaiting promotion to the rank of sergeant.
6. The target group for training in the supervisory

course consisted of 881 lieutenants and 1,595 sergeants. During the short period the units were in operation 156 lieutenants and 390 sergeants or 21.9% of the target group was accommodated.

7. The 32 chiefs of police in attendance constituted 7.4% of the 431 chiefs in the State; thereby, indicating their desire for additional training and showing they apparently had no reservations in attending training programs with men in subordinate ranks.

It is apparent from the data previously mentioned, the Commission made substantial inroads, in a short period of time, in accommodating the training needs of police superiors. In addition, the broad representation in the program both by agency and rank, indicates general acceptance of this type of training.

PROGRAM ADMINISTRATION

The planning stages, previously noted in Section I, generally provided the framework for the transition into the operational states. However, a major unanticipated problem evolved that delayed the project.

CONSTRUCTION OF UNITS

The Commission received official notice of the funding of the project on May 24, 1966. Shortly thereafter, at a Commission Meeting on June 8, 1966, several offers to construct the units were received by the Commission. In the interest of rapidly implementing the project, the Commission forwarded the offers to the State Purchase Bureau with the recommendation that the award be given to the contractor with the lowest offer and that bidding be waived on the construction contract. The State Purchase Bureau recommended that additional bids be solicited through normal state channels and this procedure was followed. Bids were solicited and on August 29, 1966, the contract was awarded to the lowest bidder with the stipulation the units be delivered to the Commission within 60 days.

The Commission did not receive the units until January 8, 1967. This delay was due to a number of events which included work stoppage at the construction plant, delay in the delivery of generators to the plant by the manufacturer (the military service was procuring large numbers of these generators and gave accorded priority purchases), the delay by sub-contractors in furnishing materials (particularly the chassis) and the customizing detail that went into this innovative design.

INSTRUCTIONAL PERSONNEL

When it was apparent there would be a delay in delivering the units, it was decided, in the interests of economy, to stagger the appointments of the instructional staff, bearing in mind the projected work schedules for the development of training materials. Staff members were appointed on June 20, 1966, October 10, 1966, October 17, 1966 and November 14, 1966.

REPRODUCTION OF TRAINING MATERIALS

The development of training materials was the sole responsibility of the instructional staff. As a result of their efforts, the Commission's clerical staff typed, reproduced and collated approximately 60,000 pages of material. This additional work load, required the employment of another clerical employee in order to minimize delays in normal Commission activities.

INSTRUCTIONAL STAFF SERVICES

Criteria for the Development of the Program.

Prior to the formal development of the program, during an intense examination of the purpose of the mobile course by its

instructor staff, certain premises emerged:

1. The Supervisory Course should be structured at a basic level. Some police supervisors had fragmentary courses relating to supervision and management; however, many supervisors had little or no exposure to current supervisory concepts.
2. The first-line supervisor should be the prime target of the course. (The course should be designed to emphasize in the first few hours the role of the first-line supervisor in management.) As a result of this emphasis he, therefore, would realize the importance of management and particularly his part in the management team.
3. Because of time limitations, the coverage of each aspect of supervision would not be designed to be all-inclusive, but rather to serve as a basis for extended study.
4. All subjects in the course should properly center around the role of the supervisor as a receiver and transmitter of information between upper levels of management and the functionaries at the execution level. Subjects should relate to one another and maintain this relationship in a logical continuity.
5. Police supervisors are adults. They are motivated to learn if the program answers their needs.

STUDENT PROFILE

In order that the projected program would meet the needs of the student, the instructional staff determined it was important to anticipate the type of student who would be encountered in the supervisory course.

Predictions on the student profile were based on:

1. Previous acquaintance of the Police Training Commission staff with the training level of students. The staff had wide experience in police work and police training on the state and municipal level.
2. Instructors' field experiences with police departments.
3. Interviews with representative county training coordinators and local police chiefs.

This profile indicated the average student would be a police officer who:

1. was between thirty to fifty years of age.
2. held a police rank ranging from sergeant to captain.
3. was a high school graduate.
4. had taken several miscellaneous, unrelated police oriented courses.
5. had standardized attitudes as a result of strong vocational interests.
6. was eager to learn from those who he felt were empathetic to his problems.

PREPARATION OF TEACHING MATERIAL

In our attempt to approach the preparation of a supervisory course from a fresh and unique standpoint and at the same time maintain consistency with the predetermined concepts upon which sources of information pertinent to our task would be kept in focus, considerable research in the selected areas was conducted. Included in this research effort was the comparison of other recognized courses in police supervision and management being given by leading police academies throughout the country, of recognized authoritative texts, and attendance by the staff at various educational seminars in the area. A wealth of information was accumulated. The instructor staff, after several consultations with one another, assigned each member a specific area of responsibility. Although each instructor was responsible for developing a part of the program, his efforts were subject to review by the others. This review provided for modifications of the material in that the valuable experience of each member of the instructor team could be included in the final draft. This method insured that the material was of high quality and was up to date. Every effort was made to direct the subjects to practical, working police supervision.

A chronological schedule for developing the format of the material was established. It was determined that preparation of each subject area would progress in the following sequence:

1. Preparation of lesson guides for use by instructors.
2. Preparation of "student lesson plans" for hand-out.
3. Preparation of related hand-out materials.
4. Preparation of visual aids to supplement instruction.

Lesson guides for use by instructors. The use of the term "lesson guide" is deliberate in that it was recognized the individual instructor should not be regimented as to how he presented the material as long as his presentation was consistent with the objectives stated in the lesson. This policy was deemed quite important because all instructors were likely to be called upon to instruct in all subject areas, depending on circumstances encountered in the field. A standard lesson plan format was agreed upon and used. Each completed lesson guide was scrutinized by the combined staff and the suggestions were incorporated.⁸

"Student lesson plans" for hand-out. Two schools of thought were advanced in relation to the materials for student use:

(1) Because students are adults, they should be allowed complete freedom of note-taking. In other words, the student would be encouraged to take notes as he wished. An alternative approach was also suggested: (2) The student would be given a complete

8. See Appendix IV (Sample Lesson Guide)

outline of the material presented prior to each lesson; therefore, note-taking would be virtually eliminated. While some may have benefited from the outlines, it was thought that students would not carefully read and study the outlines or have the opportunity to paraphrase the lesson to suit their individual needs. The "student lesson plan" was a compromise of these suggestions.⁹ The format of the plan spelled out the important facets of the lesson and, in addition, it required the student to fill in important sub-topics in his own words. It was made clear that note-taking was not required even though each student was provided with an imprinted three-ring binder in which notes could be contained. While not required, the student who wished to take notes was encouraged to do so by being given these partially completed student outlines. By this method, a student was able to follow the progress of the course and study ahead if he wished.

In practice, it was found that all students took notes and though not required, notebooks were taken home by the students each night for study purposes. Class participation in discussions and questions was not mandatory, yet the students responded with unusual enthusiasm.

Related hand-out material. During the development stage,

9. See Appendix V (Sample Student Hand-out)

several excellent items of information pertinent to supervision were uncovered from sources outside of law enforcement. Sources of this information were contacted and permission was granted to reprint segments of their materials.¹⁰ Some of the hand-outs were not used directly with the lesson at hand, but rather guided the student toward a different approach to the subject or provided material for study beyond the course objectives. General hand-outs also included brief "quizzes" which were used as teaching devices during the specific lesson.

All mimeographed materials (Student Lesson Plans and related hand-outs) were distributed one day in advance of their use and in the sequential order that they were to be used. These materials were distributed prior to the class session to avoid distraction from the lesson.

All materials were coded with numbers to facilitate storage and indexing. A three digit system was used in the following manner: the first digit represented the general area of the lesson, the second digit designated the specific lesson, and the third digit identified either sequence of presentation or identified hand-out material designated for the lesson. All code numbers were prefixed with the word "Mobile" to distinguish these materials from other Commission materials used in the basic training program.

10. See Appendix IV

Preparation of Visual Aids to Supplement Instruction. With the capable assistance of Mr. William King, Supervisor of the Audio-Visual Section of the New Jersey Department of Education, and his staff, materials and machines were used to produce 8" x 10" transparencies for overhead projection. In addition, several films were loaned to the Commission by Rutgers, the State University, which maintains an extensive film library. Two short films, "Follow the Leader" and "Person-to-Person Communication" were selected after careful review and consideration. Both were used and served to review course content and stimulate discussion.

Both students and instructors felt that the films used in teaching leadership and communications were a decided advantage to achieving course goals. It was determined that before additional films were incorporated into the course, the time allocated should be expanded considerably as the actual presentation of the film, introduction, and concluding discussion was time-consuming. Careful consideration must be given to this before a film is used as a supplement to a given subject area lest another equally important subject area is omitted for the sake of the film.

Development of the Evaluative Exercise. In cooperation with Dr. Charles Drawbaugh of the Rutgers University Evaluative Team, the instructor staff developed an exercise to serve as an evaluative device that would measure the effectiveness of the

supervisory program. The Federal Civil Service Commission, upon request, granted the Training Commission permission to use a validated fifty question examination on Supervisory Judgment. This examination was rewritten by the staff to orient the wording of the questions to police situations, and at the same time retain a testing of the basic principle -- supervisory judgment. The examination, after field testing, was reduced to twenty-three significant questions. This evaluative test was utilized to measure student gain in learning as indicated by a "pre-test" -- "post-test" differential (the "T" test).

The test was administered by the instructor staff immediately after the orientation on the first day of the course. The students were advised that the exercise was to evaluate the program and that results of the examination would be considered collectively. In other words, the student was made to realize that the examination would not reflect on his individual ability, but rather on the ability of the class as a unit.

On the last day of the course, just prior to the conclusion of the program, the same exercise was administered so that the results could be compared with the results of the first day. The student's answer sheets were coded by the birth date of the participant. To further conceal the identity of the participant, the envelopes which were addressed to Dr. Drawbaugh, were sealed in the presence of the class. By designating a member of the class to mail the envelopes, the class was again reassured that

there responses were confidential and anonymous. The correct answers were not given to the students in an effort to provide a reasonable degree of security in future classes.

PREPARATION OF ADMINISTRATIVE MATERIALS

In order to maintain class records and establish historical data certain records were instituted and maintained by the instructors.

Unit log books were used to keep a daily record of class activities, weather conditions, functional condition of equipment and location of operation.

Registration forms were drawn up in order to obtain a record of attendance of each student for it was anticipated that attendance at future courses of Supervision and Administration would be contingent upon completion of this basic course. In addition, certain information was obtained on this form that was needed for statistical analysis. Class rosters were typed and duplicated from this form for class distribution.

Statistical forms were used so that information obtained from the registration forms could be transferred and forwarded to Dr. Drawbaugh for his evaluation.

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Course schedules were mimeographed for distribution to the class. This enabled the students to establish the continuity of subject matter in their minds.

Index of hand-out materials - student lesson plans and supplementary materials - were distributed to the class so that each man could study the related materials in advance if he so desired.

Seating charts were made for each class. Each seat was numbered, corresponding to the Edex responder, and a chart maintained. This enabled the instructors to become acquainted with the students and direct questions to them as desired.

In a few communities, clerical services were offered by the local police departments. When available, these services were graciously accepted; however, in most instances the instructors performed the necessary administrative-clerical functions.

PREPARATION AND PRESENTATION OF MATERIALS FOR USE ON THE EDEX TEACHING SYSTEMS

Because of a concentrated effort on the preparation and administration of the supervisory course, development of specialized materials for use on the Edex became necessarily a secondary task.

A segment of the supervisory course, "Techniques of Reprimanding," was programmed for use on the Edex. Thirty-three

minutes of actual programming plus time allotted for discussion of the presentation consumed a full fifty-minute period. By conventional means, two fifty-minute periods were normally allotted for this lesson.

The instructor staff worked in close cooperation in the preparation of the script, a task which required close to two hundred hours. Source material for the script was taken directly from the form of 35mm slides which were developed and made by the staff. In the presentation were cartoons, situation photographs involving police officers, and worded messages.

This was the first encounter with the Edex and considerable time was spent in technical orientation with the system. Unfortunately, representatives from the Edex Company were not of much assistance. Also manuals for the operation of the programmer module were not available. Eventually, however, after trial and error, the system appeared quite workable.

ROUTINE SCHEDULE

The program was given in a four day period (Monday to Thursday) with six class hours per day and a one hour lunch break. The class periods were standard fifty minute sessions with ten minute breaks between sessions.

Variations were made in the timing according to local conditions. In some locations the host police department

supplied coffee from their kitchen or arranged for a caterer's truck to visit the location. In these instances a coffee break of about twenty minutes was given at approximately ten o'clock in the morning. Lunch hours also were tailored to conditions, e.g., near large businesses that gave a noon lunch hour which inundated the restaurants, our lunch hour was changed from 11:30 to 12:30.

Initially it was thought that perhaps a group leader should be appointed for each group of students to insure that they report to class on time. This proved unnecessary, once again being consistent with our policy of treating the men as self-disciplined adults.

THE TEACHING SCHEDULE

Several approaches to the teaching schedule of the instructors were considered. At first, the subjects were grouped rather arbitrarily. However, prior to the first session, it became obvious that there were two main considerations that had to be met to insure a sound course. The first was a logical, systematic, and sequential grouping of the various subjects into a pattern that would engender a continuity of presentation. The second consideration was that the instructors should not be called upon to teach for more than three consecutive sessions at time. Both were resolved fairly easily. Each teaching team

arranged its own schedules to meet its demands. There was no scheduling problem after the first week.

The use of four instructors, two to each unit, proved successful. However, since the units were often stationed long distances apart, interchange of instructors during the class day was not feasible. The death of one of the instructors came at a time when scheduling was nearly completed. This caused no assignment difficulties at the time, but emphasized the need for a substitute instructor.

INSTRUCTORS' EVALUATIVE SESSIONS

One day a week, usually Friday, all instructors met either in one of the mobile classrooms or the office to review the progress of the course. The distinct advantages of the meetings were:

1. Comparison of the previous week's experiences as related by each teaching team for consideration. A review and discussion of the different class reactions to the material proved to be of value in determining course changes.
2. Standardization as a result of comparison of presentations. Techniques of presentation that proved successful were adopted by other instructors.
3. Review of informal student comments served as teaching guidelines.

4. Maintenance of instructor staff cohesiveness.

Since the mobile units were not in use during these evaluative sessions, movement of the units to new locations was able to be accomplished by one driver.

TRAINING AIDS

The Overhead Projector. During the first few months of operation, visuals were restricted to the use of the overhead projector. Limited use was made of the carousel projector and the motion picture projector. The students seemed to enjoy the use of the overhead projector and commented favorably on the transparencies. Several seemingly nebulous concepts were diagrammed simply and clearly on the transparencies thereby aiding student comprehension.

The Chalkboard. The chalkboard was used frequently during each session by the instructors to emphasize teaching points. It proved to be an invaluable aid. The use of yellow chalk on the green chalkboard allowed for good contrast and, therefore, was easy to read.

It was interesting to note that the overhead visuals could be projected on the chalkboard and with the proper transparency would readily be seen on the board. This enabled the instructor to superimpose writing on the board to add or alter comments or

features of the projected transparency.

REGULATION OF STUDENT CONDUCT

Smoking. In deference to non-smoking students, smoking was not permitted during class sessions. It was felt that the ventilation was inadequate to properly protect non-smokers from distracting irritation. During inclement weather, where reaching shelter other than the mobile unit was difficult, smoking was permitted in the unit during breaks only.

Student Entrance. In order to minimize house cleaning and instill uniformity, the rear entrance of the mobile unit was designated as the student entrance. This system kept the instructors area and office free from the distraction of students entering and exiting through this area. Since the emergency exit was in the rear of the unit near the student entrance, the safety factor of student familiarization with the exit was considered important.

Parking. Student parking was found to be no problem. All class locations had sufficient parking space and local regulations were followed.

Manner of Dress. No particular student attire was prescribed.

The discretion of the students, the atmosphere of the mobile unit, and the dress and conduct of the instructors were thought to be sufficiently forceful to maintain dignity of dress. Students subject to emergency duty recall wore their uniforms; other students wore business suits or sport clothes. In one instance a student wore hunting clothes to the first day of class. Informal class pressure, plus the announcement that a class picture was going to be taken the next day was sufficient to induce the student to wear a business suit for the remainder of the course.

Disciplinary Problems. No overt disciplinary problems were encountered. The instructors relied on informal group discipline rather than imposing rigid rules on the group. When questions arose on scheduling of coffee breaks, rescheduling of lunch hours because of local conditions or other problems, they were decided by group discussion rather than by arbitrary use of the instructors authority. When class discussion was monopolized by one or a few individuals the instructor could feel safe in curtailing discussion after the individuals had an opportunity to express their most important views and the class feeling was for curtailment.

Attendance. It is felt that individual student interest in the program plus group pressure minimized problems. Students

absent because of departmental obligations were required only to submit a note for our records stating the reason for absence. This time, if substantial, was allowed to be made up in another session of the course. Student attendance was excellent. In fact, in one course, the students were told that they were not required to attend the next hour (Leadership) and that they would not be tested on the material given in that hour. Out of thirty students only one failed to attend class for that period. The reason for his absence was not solicited.

PHYSICAL ASPECTS OF THE MOBILE

The structure of the mobile was intended to serve two primary aims:

1. to provide a consistent "learning space" incorporating the latest teaching aids, (and)
2. to provide a climate of learning suited to adults.

It seems apparent that both of these objectives were accomplished. Both formal and informal remarks by students indicated that the use of the mobile concept was conducive to effective learning. The fact that they were treated as adults in an adult learning situation was sincerely appreciated and evidenced itself in the apparent enthusiasm on the part of the students.

Student Seating. It was anticipated that the narrow width and the unusual length of the mobile would present several problems:

1. The instructor would have considerable difficulty in making himself heard by those at the rear of the class.
2. The students toward the rear of the class would have difficulty seeing visuals projected on the screen.
3. The students in the rear of the mobile would lose interest in the session.

Fortunately, none of these elements were realized to any great degree. The acoustics in the mobile were excellent. No one indicated that he had difficulty hearing. The microphone which is attached to the mobile sound system was used and gave the instructor the additional advantage of not having to make a conscious effort of projecting his voice. There was some difficulty in hearing the comments of the students during the discussion, but it was felt that the physical characteristics of the trailer were not responsible for this difficulty.

Most of the students could readily see the visuals that were presented. Those who sat in the center row next to the aisle had some difficulty, but slight shifting in their seats seemed to remedy the problem.

It was interesting to note that the students in the rear of the mobile, generally appeared to be the most enthusiastic. It is not known if this was merely a coincidence or the characteristics of the mobile contributed to this phenomena.

Students were allowed to sit where they wished, being consistent with our desire to treat them as adults. This appeared to work out quite well. It was felt that a forced seating plan may have caused some resentment. On one occasion, as an experiment, the men were seated alphabetically on the third day. When asked for comment on the regimented seating plan, the men stated that there was no significant difference in the learning atmosphere because of the change of seating.

The Instructors' Office. The instructors' office was intended to:

1. Provide the instructor with an area in which he could separate himself from the activities of the classroom. The space would allow for the "off-duty" instructor to prepare and revise materials for future use.
2. Serve as a storage area for records, hand-out materials, and stationery supplies.
3. House the projection equipment. The equipment would be permanently mounted on a shelf to be used in rear-view projection.

Several problems became immediately evident:

1. The storage space was adequate in area; however, it was discovered that some storage areas were inconvenient and inaccessible and, therefore, were not being used to their full potential. It was suggested that filing cabinets might be

added to help alleviate the situation.

2. The instructors' office cannot be used for any type of work that involves preparation or revision of materials. First, the office area cannot be soundproofed. Therefore, distractions from the class in progress prevented the "off-duty" instructor from completing all but the most routine clerical tasks. Further, the ventilation system demands that the return cold air flow to the exhaust travel from the classroom through the office area. The room was quite drafty and, therefore, was deemed undesirable to work in for any extended period of time.

3. It was also found that the rear-view projection devices would only be effective if all of the lights in the office were extinguished. Obviously, no work could be accomplished during the presentation of rear-view visuals.

The Instruction Area. This refers to the area adjacent to the office in the front of the classroom. The structure of the mobile dictated that the area be confined rather severely. Added to this, there was the problem of incorporating the various teaching aids in this area. On the wall, immediately behind the rear of the area, screens for both front and rear projectional devices were mounted. There appeared to be no significant problems with the opaque screen.

The chalkboard was mounted on the same wall to the left of the screen. The light over the chalkboard increased the ease



of reading.

The placement of the Edex machine on the left front of the instruction area appears to be good. Next to the Edex, in the center of the platform, is a self-contained "power" lectern. The amplifier contained therein was not utilized due to the satisfactory acoustical qualities of the mobile, other aspects of the lectern were satisfactory. The overhead projector was placed on a pedestal at the right front portion of the platform.

The platform was elevated about six inches from the floor of the mobile. During the process of instruction, it became necessary for the instructor to step off of the platform to allow students to clearly see the visuals. This again was due to the limited area available. However, this problem was not considered significant and may have undefinable side benefits.

Student Desks. The students appeared to be quite comfortable. The desks and chairs were quite satisfactory. Along the bottom of each desk a slight modification was made. There was a sharp corner along the leading edge of the shelf that had to be covered or rounded to prevent damage to clothing.

Maintenance. At the termination of each training day the carpeting was vacuumed, waste baskets emptied, chalkboard washed, and desks wiped off. It was found that about a half-hour to an hour was spent completing these tasks. With the exception of

the carpeting, it was not difficult to keep the units clean

In some locations, particularly during inclement weather, dirt was carried into the unit on the shoes of the student. The instructors were able to borrow a larger, commercial type vacuum cleaner, which made rug maintenance an easier task.

These remarks should in no way be interpreted as suggesting that carpeting should not be used. On the contrary, the carpeting was an important adjunct to the overall acoustical and esthetic perfection of the unit.

Field Services. Liaison with the local departments was maintained by the Field Representative of the Training Commission, from the office in Newark; however, there were occasions when the instructors were called upon to arrange for electrical service or to have electrical repairs made on location. In several instances it was necessary to have light tubes or ballasts replaced. On every occasion the cooperation was excellent. Usually publicity was arranged for between the Field Representative and the local course coordinator, but on occasion this also was handled by the instructors.

STUDENT REACTION TO THE CONVENTIONAL PRESENTATION

At the close of the course, students were given an opportunity to relate their attitudes toward the course on two

evaluative forms: (1) The formally structured opinionnaire devised by the Rutgers University Evaluative team, and (2) an unstructured written critique in which students were encouraged to make candid remarks as to their opinions of the course. It was the results of the latter method that brought certain areas of interest to light.

The overriding theme in the student critiques was enthusiastic approval of the program, the mobile and the instructors.

The most frequent of the few negative comments was "not enough time." At face value this comment would appear to indicate that the same amount and type of instruction should be given in a longer period of time. Yet, taking into consideration the significant gain, between pre-test and post-test examinations and the enthusiasm of the students as expressed in informal interviews, it seems probable that this comment primarily expresses approbation of the course. The course presentation was deliberately fast-paced but with slack time designed for significant discussion when such was indicated by the class.

Another frequent comment was a request for additional and more detailed hand-out material. The students readily saw the value of the material presented in terms of future study for competitive promotional examinations in addition to a reference source. It was felt by the student that perhaps more comprehensive material could be prepared by the Commission and be distributed in the form of an organized unit. The instructor

staff is in general agreement with this concept. Although the hand-outs that were distributed did adequately cover the topical segments of each lesson and proved to be of value, a further refinement of this system is warranted.

There was some dissatisfaction expressed by the students because the evaluative exercise was not critiqued after the post-test. The cry was raised, "How do I know if I got the answer right or wrong?" The instructors, for purposes of the course, admitted the natural desire on the part of the student to want test feedback. Properly, a test should be a teaching device; however, the security of the evaluative process dictated that the answers remain confidential.

STUDENT REACTION TO THE EDEX TEACHING SYSTEM

The Edex presentation, "Techniques of Reprimanding," was used in three classes. At the end of the Edex instruction, the students were encouraged to submit a qualitative evaluation of the presentation in their own words.

An analysis of the comments revealed that ninety-six percent of the students rated the system favorably. More than half of the critiques indicated that the students realized the educational value of the Edex presentation, but felt that the instructor should remain the central figure in the learning process. Because of the mechanical nature of the presentation,

students expressed the desire for further discussion of teaching points at the end of the presentation.

The students seemed to enjoy being tested during the presentation with the immediate feedback. Observations by instructors during the presentation revealed that the students were truly captivated by the system. The system commands attention in that questions on material covered confront the class at frequent, irregular intervals and the students feel the challenge to respond correctly.

Because of the nature of the system, adequate notes cannot be taken during the presentation. It is suggested that a post-presentation handout be prepared to supplement the programmed subject.

INSTRUCTOR REACTIONS

When the program went into operation, the instructors realized that while the material they were presenting should have universal application, particular attention had to be paid to the environment in which the students worked. By reading local newspapers, and through informal conversations with the students, their superiors and subordinates outside class, the instructors were able to gain insights into local conditions. Student discussion during the formal class presentation of material also reflected local thinking.

The complete change of environment of the student in the mobile classroom may have aided in the establishment of a more positive attitude towards the training program. Most students entered the course knowing only that they were to attend a four-day supervisory course given by the New Jersey Police Training Commission. Many students were assigned to the course by their departments and, therefore, were not attending of their own volition. Combined with this, some men were required to work an eight hour tour of duty in addition to class attendance that resulted in a sixteen hour day for them.

The first change the student encountered was the physical setting. The mobile classroom was a novelty for many of them. The decor provided an atmosphere of luxury and sophistication that was unfamiliar. The Edex student-responders, "those little black boxes," built into each desk added a touch of mystery. The course was opened by a high ranking officer, usually a Chief of Police, emphasizing the need for the training program. The students were then introduced by the Chief to the instructors who would continue the program. The instructor, who gave the first hour orientation section, would give details of the instructors' background with emphasis placed on the former experience of the instructors in police work. The orientation also stressed the experimental nature of the project and the contribution that the class could make in improving the program. The emphasis on the students' participation in the program

engendered a feeling of empathy wherein the students identified themselves with the instructors. The immediate inclusion of the group into the experimental nature of the project reduced, we believe, the tendency to view the course as a standardized "force-fed" presentation.

The students would complete registration forms which took care of an administrative necessity and lent an air of formality and permanence to the proceedings. The registration form supplied necessary information for later evaluation of the course. The balance of the first day consisted of a one-hour analysis of basic administration principles, two hours of Human Behavior and one hour of the Supervisor as a Trainer. The Human Behavior segment gave the student a logical presentation of facets of human behavior that he had observed yet probably never explored in a scientific manner. The confirmation of knowledge of the supervisor, we believe, added to the student acceptance of the course.

In all classes we found that the 9 a.m. uncertainty and uneasiness developed by 4 p.m. into a comfortable, relaxed, enthusiastic, group identification; perhaps the intimacy of the physical configuration of the Mobile Unit helped develop this feeling. This attitude, a pattern in our classes, did not seem to develop readily in standard classroom facilities which we used in evaluation experiments. The change from the Mobile Unit to a fixed conventional classroom was followed by a let-down in

class enthusiasm and contentment.

In several experiments, one of the instructors was not identified to the group as a police officer. While there was no apparent difference in student reaction when the instructor was identified as an officer at the end of the course, several students commented that they had a greater tendency to be suspicious of the instructor.

Factors which contributed greatly to the success of the program were:

1. The background of the instructors. All instructors employed were former police officers with actual teaching experience.
 2. The manner of presentation. At the outset, the students were advised that the instructors would not rely strictly on "lecture," but would encourage and expect class participation and discussion.
 3. Class discussion groups. Whenever time and opportunity permitted, the class was broken into groups with specific assignments to encourage free thinking and allow students to express their thoughts and opinions.
- The knowledge that the instructors were, in a sense, "one of them" contributed to the whole-hearted cooperation and enthusiasm in phases two and three above, which was in evidence in every class.

Summing up, the instructional staff felt that negative

attitudes toward training may have been minimized by introducing the student into an unfamiliar physical environment with a novel program taught to them by unknown but qualified police instructors. Organizational approval expressed by the Chief of Police reinforced course aims.

An atmosphere conducive to learning resulted from a combination of factors including emphasis on the experimental nature of the program and the students solicited participation in this experiment, the identification of the student with the instructor, and the first day combination of Administration and Human Behavior.

APPENDIX I

SUBTITLE 3 EXECUTIVE AND ADMINISTRATIVE DEPARTMENTS, OFFICERS AND EMPLOYEES

CHAPTER 17B DEPARTMENT OF LAW AND PUBLIC SAFETY

AN ACT relating to training of policemen prior to permanent appointment; appointments in certain municipal and county law enforcement agencies; establishing a police training commission; and providing an appropriation therefor.

52:17B-66 LEGISLATIVE FINDINGS. The Legislature of New Jersey hereby finds and declares that a serious need for improvement in the administration of local and county law enforcement exists in order to better protect the health, safety and welfare of its citizens; that police work, a basic adjunct of law enforcement administration, is professional in nature, and requires proper educational and clinical training in a State whose population is increasing in relation to its physical area, and in a society where greater reliance on better law enforcement through higher standards of efficiency is of paramount need; that the present need for improvement can be substantially met by the creation of a compulsory educational and training program for persons who seek to become permanent law enforcement officers wherein such persons will be required, while serving in a probationary capacity prior to permanent appointment, to receive efficient training in this profession provided at facilities selected, approved and inspected by a commission created for such purpose; and that by qualifying and becoming proficient in the field of law enforcement such persons shall individually and collectively better insure the health, safety and welfare of the citizens of this State in their respective communities.

52:17B-67 DEFINITIONS. As used in this act: "Approved school" shall mean a school approved and authorized by the police training commission to give a police training course as prescribed in this act.

"Commission" shall mean the police training commission or officers or employees thereof acting on its behalf.

"County" shall mean any county which within its jurisdiction has or shall have a law enforcement unit as defined in this act.

"Law enforcement unit" shall mean any police force or organization in a municipality or county which has by statute or ordinance, the responsibility of detecting crime and enforcing the general criminal laws of this State.

"Municipality" shall mean a city of any class, township, borough, village, camp meeting association, or any other type of municipality in this State which, within its jurisdiction, has or shall have a law enforcement unit as defined in this act.

"Permanent appointment" shall mean an appointment having permanent status as a police officer in a law enforcement unit as prescribed by Title 11, Revised Statutes, civil service rules and regulations, or of any other law of this State, municipal ordinance, or rules and regulations adopted thereunder.

"Police officer" shall mean any employee of a law enforcement unit other than civilian heads thereof, assistant prosecutors and legal assistants, special investigators in the office of the county prosecutor as defined by statute, persons appointed pursuant to the provisions of R.S.40:47-19 and persons whose duties do not include any police function.

52:17B-68 ATTENDANCE BY MUNICIPAL POLICE OFFICERS. Every municipality shall authorize attendance at an approved school by persons holding a probationary appointment as a police officer, and every municipality shall require that no person shall hereafter be given or accept a permanent appointment as a police officer unless such person has successfully completed a police training course at an approved school.

52:17B-69 PROBATIONARY OR TEMPORARY APPOINTMENTS. Notwithstanding the provisions of Revised Statutes 11:22-6, a probationary or temporary appointment as a police officer may be made for a total period not exceeding 1 year for the purpose of enabling a person seeking permanent appointment to take a police training course as prescribed in this act. No person shall be permitted to take a police training course unless he holds such probationary or temporary appointment, and such appointee shall be entitled to a leave of absence with pay during the period of the police training course.

52:17B-70 COMMISSION ESTABLISHED; MEMBERS; APPOINTMENTS; TERMS. There is hereby established in the department of law and public safety a police training commission whose membership shall consist of the following persons:

a. Two citizens of this State who shall be appointed by the Governor with the advice and consent of the Senate for terms of 3 years commencing with the expiration of the terms

of the citizen members, other than the representative of the New Jersey Office of the Federal Bureau of Investigation, now in office.

b. The president or other representative designated in accordance with the by-laws of each of the following organizations: the New Jersey State Association of Chiefs of Police; the New Jersey State Patrolmen's Benevolent Association, Inc.; and the New Jersey State League of Municipalities.

c. The attorney general, the superintendent of state police, and the commissioner of education, who shall serve while holding their respective offices.

d. The special agent in charge of the State of New Jersey for the federal bureau of investigation or his designated representative.

52:17B-71 POWERS AND DUTIES. The commission is vested with the power, responsibility and duty:

a. To prescribe standards for the approval and continuation of approval of schools at which police training courses authorized by this act shall be conducted, including but not limited to present existing regional, county, municipal and police chiefs association police training schools;

b. To approve and issue certificates of approval to such schools, to inspect such schools from time to time, and to revoke any approval or certificate issued to such school;

c. To prescribe the curriculum, the minimum courses of study, attendance requirements, equipment and facilities, and standards of operation for such schools;

d. To prescribe minimum qualifications for instructors at such schools and to certify, as qualified, instructors for approved police training schools and to issue appropriate certificates to such instructors;

e. To certify police officers who have satisfactorily completed training programs and to issue appropriate certificates to such police officers;

f. To appoint an executive secretary, to serve at its pleasure, who shall perform general administrative functions, and to fix his compensation;

g. To employ such other persons as may be necessary to carry out the provisions of this act and to fix their compensation;

h. To make such rules and regulations as may be reasonably necessary or appropriate to accomplish the purposes and objectives of this act;

i. To make a continuous study of police training methods and to consult and accept the cooperation of any recognized federal or state law enforcement agency or educational institution;

j. To consult and cooperate with universities, colleges and institutes in the State for the development of specialized courses of study for police officers in police science and police administration;

k. To consult and cooperate with other departments and agencies of the State concerned with police training;

l. To perform such other acts as may be necessary or appropriate to carry out its functions and duties as set forth in this act.

52:17B-72 POWERS, RIGHTS UNAFFECTED. Except as expressly provided in this act, nothing herein contained shall be deemed to limit the powers, rights, duties or responsibilities of municipal or county governments, not to affect provisions of Title 11 of the Revised Statutes.

APPENDIX II

INSTRUCTIONAL PERSONNEL

BRADLEY, JOSEPH P. - completed 25 years of service with the Newark Police Department and retired with the rank of Captain. His assignments included tours in the Patrol, Detective and Training Divisions. Holds a B.A. Degree from Seton Hall University with a major in English and a minor in Latin. Attended and completed graduate courses at the Rutgers University Law School. Is a part-time Co-Adjutant Instructor in Police Science at Ocean County Community College. Is a graduate of the F.B.I. National Academy, holds a New Jersey Secondary Teacher's Certificate issued by the State Department of Education and is a member of the American Society of Training Directors. (Employed on this project since June 20, 1966.)

MILLER, RONALD W. - completed 4 years of service with the Bloomfield Police Department and was awaiting promotion to the rank of Sergeant when hired by the Commission. Served in the Patrol and Traffic Division. Holds a B.A. Degree from Upsala College with a major in Psychology and a minor in Sociology. Attended and completed graduate courses at the Seton Hall University Law School. Has lectured at the college level in various subjects, including a course titled "Police Problems in the Urban Community". Served in the United States Air Force as a jet pilot and was honorably discharged with the rank of Captain. (Employed on this project since October 3, 1966.)

WALSH, ROBERT W. - completed 14 years of service with the Newark Police Department holding the rank of Lieutenant. His assignments included tours of duty in the Patrol, Administrative and Training Divisions. He holds an Associate of Arts Degree and a Bachelor of Arts Degree from Seton Hall University. Additionally, he is a graduate of a one-year course in traffic administration from Northwestern University.

WEPPEL, STANLEY L. - completed 24 years of service with the New Jersey State Police and retired with the rank of Captain. During an extensive tour of duty at the State Police Academy, he held various positions including the Director of Instruction and the Director of Research and Development. Other service included assignments in the Patrol, Traffic and Records Bureaus. Completed a course in Homicide Investigation at the Harvard University Medical School and other college courses at Rutgers University. (Will commence employment on this project November 15, 1966.)

FUNCTIONS OF ADMINISTRATION - A pragmatic approach to management is the keynote of this subject: practicability over theory. The mnemonic POSTBECPIRD (Planning, Organizing, Staffing, Training, Budgeting, Equipment, Coordination, Public Information Reporting and Directing) is used to define and show interrelationships of functions and their place in the total management structure. The choice of examples used by the instructor and the handling of student-volunteered experiences serve to aid the student in self-definition of his role in the organization.

UNDERSTANDING HUMAN BEHAVIOR - Since the supervisor must get his job done through people, a knowledge of the fundamentals of human behavior is necessary to the supervisor who would be a success. Role is introduced to the student in the context of relationship with others. Personality is examined briefly to lead into the elements of behavior: Perception, Expectation and Aspiration. Definition and explanation of these elements is followed by participative demonstrations illustrating some common pitfalls in perception and expectation. A short True-False quiz with class discussion gives the supervisor an opportunity to examine his own basic assumptions. An examination of the definition and relationships of motivation, physical and social needs and goal seeking is followed by referral to frustration and constructive and destructive behavior. The supervisor explores these resultant questions: When should a supervisor become involved in a subordinate's personal problem? How far should the supervisor become involved?

TIME	FIRST DAY	SECOND DAY	THIRD DAY	FOURTH DAY
9:00 to 9:50	1. Orientation	5. The Nature of Discipline	10. Communications Written-Verbal	15. Group Dynamics I
10:00 to 10:50	2. Pre-Course Evaluative Test	6. Techniques of Reprimanding	11. Communications, Methods of	16. Group Dynamics II
11:00 to 11:50	3. Functions of Administration	7. Techniques of Reprimanding	12. Communications-Administrative Reporting	17. Police-Community Relations
L- - - - - U- - - - - N- - - - - C- - - - - H				
1:00 to 1:50	3. Understanding Human Behavior	7. Decision Making	12. Directing and Coordinating Through Orders	Police-Community Relations (Until 2:30 p.m.)
2:00 to 2:50	4. Understanding Human Behavior	8. Inspection	13. Elements of Progressive Leadership	Scheduled to start at 2:45 p.m. Post-Course Evaluative Test
3:00 to 4:00	4. Supervisor as a Trainer	9. Police Ethics	14. Authority and Influence of a Police Leader	3:50 p.m. Diplomatize Followed by: Thoughts of Course

24-HOUR SUPERVISORY PROGRAM

APPENDIX III

SUPERVISOR AS A TRAINER - The acceptance by the supervisor that he has a definite role in the training process with concomitant obligations to his department, his superiors, his subordinates and to himself is the primary objective here. Principles of learning are explored; motivation in training and benefits to the individual and to the organization are highlighted. Without going into specific techniques of instruction, the supervisor's role is delineated in the induction process and continuous in-service training. The sponsor or coach system of training, training checklist, roll call training, and "on-the-street" contact are outlined as specific training devices.

THE NATURE OF DISCIPLINE - The major responsibility of the supervisor to promote effective discipline is viewed here as a continuation of Human Behavior and also as a management function. Discipline is defined both by formal definition and class definition. The relationship of discipline and morale is pointed out. The main objective of discipline--to promote effective achievement of departmental goals--is divided into more immediate objectives. Positive and negative discipline are defined, and elaborated on by the use of situational examples familiar to the supervisor.

TECHNIQUES OF REPRIMANDING - Given as an automated Edex Teaching Systems presentation prepared by the instructor staff, Reprimands explores the punitive aspects of discipline. In this management

function, the reconciliation of organizational goals and individual human behavior presents a threat situation to the supervisor.

A review of the objectives of discipline from the Discipline segment of the Course and useful supervisory attitudes from the Human Behavior segment of the course serve as an introduction to a detailed method of the reprimand process. The supervisor learns step by step, the important facets of Preparation, Hearing, Decision, Conclusion and Follow-Up aspects of a reprimand. Emphasis is given to the development of a positive approach to reprimanding and of its benefit to the supervisor, his subordinates, and to organizational health. Disciplinary transfers is a topic of class discussion.

DECISION MAKING - The successful integration of management functions is demonstrated in valid decision. Since supervisors are potential administrators, decision making is explored from an administrative viewpoint. The effect of the critical factors of public and press relations are examined as delineating forces in making decisions. An elaboration of the scientific method is used to define the factors in decision making, show relationships and their effect on police operations. This subject is tailored to the background, sophistication and needs of the individual class by differential emphasis on factors and use of examples.

INSPECTION - Inspection, a function of administration, is a critical phase of supervision. The first line supervisor who

often bears the unsavory responsibilities of inspection must be able to see clearly the role of inspection in relation to organizational health. This subject concentrates on this aspect of administration, portraying the supervisor as a reporter and coordinator in carrying out his responsibilities.

POLICE ETHICS - An examination of a model code of Police Ethics illustrates the characteristics of professions, the need for ethical police conduct and the development of salient points. Group discussion leads the class to enunciate values as they are perceived by first line supervisors.

COMMUNICATIONS - Communications is viewed in both its behavioral and organizational aspects. As an extension of Human Behavior, the subject is treated as a person to person idea-translating process. As an extension of Management-Functions of Administration, the subject is treated as the responsibility of the first line supervisor in his organizational role. The factors in the communication process are analyzed and common problems and solutions are explored. A student demonstration of the influence of feelings upon verbal communication emphasizes this facet of communication. The film, Person to Person Communications, dramatizes the effects of listening in an organizational setting.

DIRECTING AND COORDINATING THROUGH ORDERS - One of the prime distinct ones between the worker and the supervisor, the giving of orders, is defined and developed in this subject.

The disadvantages to the supervisor of using positional authority in the negative sense are pointed out. An analysis of a seven step logical sequence in directing is developed based on the implicit assumption that an effective supervisor produces more results with less effort than an ineffective supervisor. The uses of verbal and written orders are contrasted.

ELEMENTS OF PROGRESSIVE LEADERSHIP - The acute need for leaders as a result of human progress is brought out in this subject. Leadership is explored in the traditional approach of mental, physical and character qualities of the leader. Emphasis is given to the twelve essential character qualities of leadership, their definition and elaboration. The paradox of leadership ends the hour.

AUTHORITY AND INFLUENCE OF A POLICE LEADER - The paradox presented in Elements of Progressive Leadership is resolved at the beginning of this hour. The nature of influence is explored and the leader as a practitioner of influence is seen using four basic tools. A more sophisticated theory of needs is built upon the basic theory presented in Human Behavior. The relationship of influence and need satisfaction is highlighted. The supervisor learns the correlation between individual goal satisfaction and achievement of organizational objectives and by a visual practical example how he may translate goal satisfaction into effective supervision.

This subject, given on the next to the last day of the course, employs a film which summarizes key points of preceding days and serves as an introduction to group behavior--Group Dynamics and Police-Community Relations.

GROUP DYNAMICS I - The ever increasing complexity of modern society with the proportionate dependence on group decision is the rationale for this subject. The term "group" is defined followed by a delineation of group properties and their relationship to group progress. Work group - play group behavior is examined as an integrated whole, then divided into primary functions. The interplay of these functions can be seen as forces operating in a group. Positive and negative behavior in groups is delineated.

GROUP DYNAMICS II - The leader in the group context is examined--his selection, function and relationship to the group. A comprehensive definition of a leader is obtained. Affectors of group behavior are given, as well as criteria for determining group effectiveness. The value to the supervisor of understanding group behavior is pointed out to the student. Student participation in a leaderless group discussion resolving a typical police problem serves to demonstrate to the class the fundamentals of group dynamics.

POLICE-COMMUNITY RELATIONS - An examination is made of critical areas in police-public relations followed by group discussion.

The community is presented as a multi-faceted complex made up of "publics", each having a different relationship with the police. The police supervisor, a representative of the entire community, is shown his role as a segment of that community. A study is made of the role played by the press and other communication media in the development of good public relations. Some examples are given of public relations programs which can be used by the police in cementing good relations with the public.

APPENDIX IV

POLICE TRAINING COMMISSION
DEPARTMENT OF LAW AND PUBLIC SAFETY
STATE OF NEW JERSEY

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LESSON PLAN

COURSE: Basic Supervision for the Police Supervisor

LESSON TITLE: Reprimands

OBJECTIVES:

- To examine and learn the forms and techniques of the oral reprimand from the point of view of the police supervisor
- To participate in a practical exercise through class discussion on the technique of the oral reprimand.

REFERENCES: Spiegel, Elements of Supervision, p. 284
King, First-line Supervisor's Manual, p. 143
Scott, Leadership for Police Supervisor, p. 32

TRAINING AIDS: Chalkboard, overhead projector, Edex

TOTAL TIME: 2 periods - 50 min. each

NOTES TO INSTRUCTOR:

O. W. Wilson (P.369)-
"Punitive action is seldom constructive, but when necessary, it frequently has a salutary effect on all members of the force and sometimes, but not always, on the person against whom it is directed."

Definition can be shown on slide or overhead

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LESSON TITLE: Reprimands

INTRODUCTION:

- Regardless of the atmosphere of positive discipline built by you, the police supervisor, occasions will arise when it will become necessary for you to take disciplinary action in the negative sense.
- The method in which you carry out the reprimand will have an effect on the morale of the group as well as the individual.
- We will seek a definition of the term "reprimand," discover the forms of a reprimand, review the aims of a disciplinary action, and see how a reprimand is carried out by a police supervisor from a practical point of view.
- We will discuss reprimand techniques for rather severe offenses as opposed to minor corrections of an officer's conduct.

EXPLANATION:

- Definition of reprimand.
 - have class volunteer their ideas on the definition of the term "reprimand" and write those ideas on chalkboard.
 - formal definition - "A reprimand is a severe reproof given by one in authority."
 - reword the definition to promote class understanding referring back to their definition. Define term "reproof" in common terms.

LESSON TITLE: Reprimands

NOTES TO INSTRUCTOR:

Use overhead or magnetic strips

Use overhead.

Attitude

- 1. Each class is unique
- 2. officers are human
- 3. be genuinely helpful
- 4. be emotionally stable

2. Forms of a reprimand.
 - a. written
 - b. oral
 - 1) most common
 - 2) may be used with the interview technique if offense approaches serious nature.
3. Review of the aims of a disciplinary action. (call on members of class)
 - a. To bring about a change of thinking
 - b. To discourage a potential violation of rules
 - c. To inform the public that compliance with departmental regulations is insisted upon.

GUIDELINES FOR A DISCIPLINARY ACTION FROM THE VIEWPOINT OF A POLICE SUPERVISOR.

- I. Attitude
 - A. each case is unique
 - B. look upon each officer as a human being
 1. Officer is individually different
 2. Keep in mind the officer's emotional background, personal problems, etc.
 3. Discuss briefly two different personality types and the supervisor's possible approach to these types (not all-inclusive)

List on Chalkboard

Question the class:

How should the supervisor prepare for an interview?

LESSON TITLE: Reprimands

- a. hardened veteran - 20 years on job
- b. new employee on job 3 weeks
- C. supervisor should assume attitude of genuine helpfulness.
- D. supervisor should remain emotionally stable
 1. interviews should be impersonal
 2. no display of anger or sentimentality but interested and receptive

II. The Interview

- A. Consists of five sequential steps.
 1. Preparation
 2. Hearing
 3. Decision
 4. Conclusion
 5. Follow-up
- B. Let's break these down and look at them separately.
 1. Preparation
 - a. Decide what the objective is in taking the action
 - b. Study

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LESSON TITLE: Reprimanda

Where should the
interview be con-
ducted?

List and explain on
chalkboard

1) facts of offense

2) member's record

3) rules and customs

4) tradition in similar
circumstances

c. Place for interview

1) quiet room - no distrac-
tions

2) usually never in presence
of others - may be in-
effective and detrimental
to morale.

3) at the scene of error

a) maybe better to
correct and re-
primand at the
point of misbehavior
of the circumstances
warrant.

b) calls for discretion
of supervisor

2. Hearing

a. Interview should be

1) brief

2) concise

3) confidential

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LESSON TITLE: Reprimanda

b. Officer should be given
reason for the interview

1) start by stating good
points about his work,
previous record, is
applicable

2) do not accuse until all
the facts have been
studied

3) should be about a specific
event and not an ac-
cumulation.

c. Let officer explain his actions

1) may show disciplinary
action is not necessary

2) may save embarrassment

d. Supervisor must realize that
most people have a resistance
to correction

1) must break down this
resistance

2) officer's explanation
of offense will lessen
resistance

3) most people do not resent
fair correction

e. If in error, officer should
be informed of seriousness
of error.

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LESSON TITLE: Reprimands

- 1) what consequences could result
- 2) convince officer that his actions were sub-standard.
- f. Supervisor should cite regulation and explain it
 - 1) officer must
 - a) understand reason for rule
 - b) recognize need for conformance
- g. Create a desire for improvement.
 - 1) good efforts will be noticed as well as bad
 - 2) officer fills a position of responsibility-tell him he's valuable
 - 3) he must meet no higher standards than others
 - a) he is not being discriminated against
 - b. If others can perform acceptably, so can he

Brief review of
Period 1.

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LESSON TITLE: Reprimands

- h. Permit the officer to make a positive response
 - 1) may want to apologize or explain how he will try to improve
 - 2) has psychological value
- i. If you discover you have been unfair, admit it.

Period 2
3. Decision
 - a. certainty of punishment, and not severity, that is important.
 - b. the punishment must be commensurate (proportionate, of equal magnitude) with the seriousness of the offense.
 - 1) must allow for individual differences.
 - 2) "chewing out" may be sufficient to change attitude
 - 3) severe offense may warrant suspension or similar imposition
 - 4) after several warnings, discharge may be considered, as a last result
 - 5) transfers not recommended
 - a) "passes on" problem
 - b) assignments on ability, not inability

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LESSON TITLE: Reprimands

4. Conclusion
 - a. Interview should close in a friendly, dignified manner.
 - b. Officer must know what is expected in future
 - 1) what should the supervisor do should the same offense reoccur.
 - 2) continued errors result in stronger disciplinary action
 - 3) supervisor should be willing to assist in adjustment.
 - c. once administered, reprimand should be forgotten
5. Follow-Up - one of the most important phases.
 - a. check to see if the action has an effect.
 - b. following procedure recommended-may vary in practice.
 - 1) account of interview submitted through channels
 - a) details of offense
 - b) action taken

on chalkboard

Show Case of Sergeant Gruff pictured in sequential series of slides in cartoon form accompanied by narrated tape-Edex

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LESSON TITLE: Reprimands

- 2) provides record of action - submit account as follows
 - a) one letter to officer
 - b) one copy to supervisor's file
 - c) one copy to officer's file
- 3) should offense be of
 - a) a critical nature
 - b) a nature that arouses public opinion
 - c) interest to superior

...then submit through higher channels.

THE CASE OF SERGEANT GRUFF

- A. Let's look at a case that could occur in any department
- B. What are your comments about the technique of Sergeant Gruff?
 1. Did the sergeant use positive or negative discipline. Explain.
 2. Do you feel the discipline was effective?
 3. What happened to morale?
 4. How would you handle the situation?

CONTINUED

1 OF 4

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LESSON TITLE: Reprimands

Use questioning
technique to lead
into summary.

SUMMARY:

- A. What is a reprimand?
- B. What are the aims of a disciplinary action?
- C. What attitude should a supervisor assume prior to conducting a disciplinary action?
- D. What are some good interview procedures?

There is pretty much agreement among authorities, that, in police work, a closer supervision of the work of subordinates is necessary than may be necessary in private industry. This means the immediate supervisor will be expected to maintain fairly tight discipline in his group. This may occasionally require disciplinary action on the part of the supervisor.

When disciplinary action becomes necessary, the police supervisor is making a serious mistake when he fails to take it. When he takes it, but fails to fit the punishment to the failing, considering individual differences, or fails to consider the disciplinary action he takes is likely to accomplish his specific aims, he makes equally as serious a mistake.

We hope that our investigation today into the techniques of administering a reprimand and the nature of a disciplinary action will help you use this tool of supervision intelligently and effectively.

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STATE OF NEW JERSEY

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THE CASE OF SERGEANT GRUFF

Officer Smith, a recently appointed recruit, has been assigned a walking beat in an isolated area of town from 3 p.m. to 11 p.m. He is required by regulation to call into headquarters every hour on the hour. He has been calling in faithfully every hour, but the ten o'clock call-in has been missed.

Headquarters, concerned with the man's safety, asked Sergeant Gruff to investigate. Sergeant Gruff arrived at Officer Smith's post and found the officer engaged in a conversation with a citizen. Sergeant Gruff rolled down the window of the patrol car and red-faced, with the veins of his neck protruding, began to angrily reprimand the officer: "What the hell's the matter with you? What do you think that call box is....a decoration? Well, idiot, you can forget about that time off you wanted. Miss another call-in, and you've had it! I hope the Captain doesn't hear about this. He'll be on my back." Sergeant Gruff rolled up his window and drove off into the night.

QUESTIONS:

1. Did the sergeant use negative or positive discipline? Explain.
2. Do you feel the discipline was effective?
3. What happened to morale?
4. How would you have handled the situation?

APPENDIX V

POLICE TRAINING COMMISSION
DEPARTMENT OF LAW AND PUBLIC SAFETY
STATE OF NEW JERSEY

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PTC 803

REPRIMANDS

Regardless of the atmosphere of constructive discipline built by a police supervisor, occasions will arise when it will be necessary to take disciplinary action in the negative sense.

The method in which a police supervisor administers a reprimand will have an effect on the morale of the group as well as the individual.

A formal definition of reprimand is given as "a severe reproof given by one in authority".

What is your definition? _____

Reprimands take two general forms.

1. _____

2. _____

During the reprimand, the supervisor must maintain certain attitudes. Name some of these attitudes.

APPENDIX V

POLICE TRAINING COMMISSION
DEPARTMENT OF LAW AND PUBLIC SAFETY
STATE OF NEW JERSEY

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PTC 803

REPRIMANDS

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A formal definition of reprimand is given as "a severe reproof given by one in authority".

What is your definition? _____

Reprimands take two general forms.

1. _____
2. _____

During the reprimand, the supervisor must maintain certain attitudes. Name some of these attitudes.

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The interview should consist of five sequential steps.

1. _____
2. _____
3. _____
4. _____
5. _____

What must the supervisor study in preparation for the interview?

1. _____
2. _____
3. _____
4. _____

Reprimands should be carried out at the right time and place. Usually reprimands should not be carried out in the presence of others and they should be administered as soon as possible after the offense.

The interview should be about a specific event and not an accumulation of trivialities.

What responses are desired from the offending officer during the interview?

Officer must understand the seriousness of the error and impressed as to what consequences could result from that error.

The supervisor should create a desire for improvement. He can do this by:

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When determining the punishment, the supervisor must remember it is the certainty of punishment, and not _____, that is important.

What elements are desired in the conclusion of the interview?

The post-interview follow-up is one of the most important phases. What would the supervisor do to insure he completes this phase effectively?

There is pretty much agreement among authorities, that, in police work, a closer supervision of the work of subordinates is necessary than may be necessary in private industry. This means the immediate supervisor will be expected to maintain fairly tight discipline in his group. This may occasionally require disciplinary action on the part of the supervisor.

When disciplinary action becomes necessary, the police supervisor is making a serious mistake when he fails to take it. When he takes it, but fails to fit the punishment to the failing, considering individual differences, or fails to consider the disciplinary action he takes is likely to accomplish his specific aims, he makes equally as serious a mistake.

APPENDIX VI

POLICE TRAINING COMMISSION
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STATE OF NEW JERSEY

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HOW TO GIVE REPRIMANDS

The situation will determine whether a reprimand should initially take written or oral form, but in any case the worker should have an opportunity to discuss the problem face-to-face with the supervisor. The emphasis should be placed upon co-operative effort to avoid repetition of the incident rather than upon "bawling out" the worker. This attitude is particularly important in the case of a first offense. Certainly the manner of the supervisor as he reprimands a worker is often more important than what he does. Timing, place, tone of voice, and facial expression are among the factors which cause workers of one supervisor to respond constructively while those of another supervisor dislike, fear, or hate him. A few basic rules are obvious but easily and often neglected.

1. Be sure the reprimand is deserved! Nothing is more demoralizing to an individual than a false accusation. If for any reason you do make such a mistake, it is very difficult to offset the damage done to confidence, loyalty, and respect. But try to do what you can to meet the problem honestly by apology to the worker involved. At the same time, when a reprimand is deserved, see that it is given in accordance with the requirements of the situation. These suggestions lie at the heart of constructive consistency.

2. Remember that workers are individuals. Individual differences are key facts in the disciplinary case. Character, past record, present attitudes, and similar matters should be included in the evidence on the basis of which a supervisor decides upon disciplinary action. This, too, is part of constructive consistency.

3. Never lose your temper when reprimanding a worker. He may give you cause to become impatient or angry, but it does no good to block channels both ways by descending to his level of behavior.

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PTC 505a

SECTION III

HOW TO GIVE REPRIMANDS (cont'd.)

4. Keep the process private. In the group, an individual is likely to be more concerned with how others are reacting to his reprimand than with what you are saying.

5. Face the issue. Do not "sneak up" on the action in a way which infers that you are apologetic, doubtful, or fearful. Nothing is more likely to create misunderstanding of the situation in the worker's mind. Let him know clearly why the reprimand is being given with specific emphasis on what he did to bring it about. Let him understand clearly the consequences of his error and what to expect if he should repeat the offense. But never make threats which you will not or cannot carry out.

6. Give the worker a chance to make a positive response. When you have been fair, the worker may want to apologize for his actions. Accept this urge gracefully in a manner which says "I am glad that we understand each other better now," not "Well, it's about time you wised up," or "OK, but be damned sure that you don't do it again." Again, there may be no direct apology, but the worker may wish to explain how he will try to do better in the future. Maybe what he says is obvious to you, but do not be afraid to inject a compliment when he works out some idea on the situation which is an insight for him. Giving him a chance often means making a chance because your authority is almost inevitably "out front" in the reprimand situation.

RUTGERS - THE STATE UNIVERSITY

THE GRADUATE SCHOOL OF EDUCATION

DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION

AN EVALUATION OF THE CREATIVE CONCEPT OF OPERATING PROFESSIONALLY
STAFFED AND MULTI-MEDIA EQUIPPED MOBILE
POLICE TRAINING FACILITIES

A FINAL REPORT

of

RESEARCH PROJECT NO. 27-4729

by

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LIST OF TABLES

	Page
1-1. Mean Test Scores for Twenty Classes of Students Taught by Professional Instructors Using the Lecture-Discussion Method of Teaching in Mobile Classrooms	118
1-2. Mean Attitude Scores for Twenty Classes of Students Taught by Professional Instructors Using the Lecture-Discussion Method of Teaching in Mobile Classrooms	120
2-1. Mean Test Scores for Classes of Students Taught by Volunteer and Professional Instructors Using the Lecture-Discussion Method in the Mobile Classroom Facility	122
2-2. Mean Attitude Scores of Students About Types of Instructors Using the Lecture-Discussion Method of Teaching in Mobile Classroom Facilities	124
2-3. Mean Attitude Scores of Students about Instruction when Taught by Two Types of Instructors Using the Lecture-Discussion Method and by Professional Instructors Using Two Methods of Teaching	125
3-1. Mean Attitude Scores about Conventional and Mobile Classroom Facilities by the Same Class of Students When Taught by Professional Instructors Using the Lecture-Discussion Method	128
4-1. Two Sets of Paired Classes with Test Scores of Students Taught by Two Methods of Instruction by Professional Instructors in Mobile Classrooms	129
4-2. Mean Attitude Scores of Students about Methods of Instruction in Mobile Classrooms	131
5-1. Mean Test Scores by Age for Students Taught by Professional Instructors in Mobile Classrooms Using the Lecture-Discussion Method	135

	Page
5-2. Mean Test Scores by Rank of Students When Taught by Professional Instructors in Mobile Classrooms Using the Lecture-Discussion Method	136
5-3. Mean Test Scores by Years of Police Service of Students When Taught by Professional Instructors in Mobile Classrooms Using the Lecture-Discussion Method	139
5-4. Mean Test Scores by Size of Police Departments of Students when Taught by Professional Instructors in Mobile Classrooms Using the Lecture-Discussion Method	141

CHAPTER I

INTRODUCTION

Not too many years ago a policeman could maintain his position and advance within the police force without extensive classroom training. Today, however, with greater concentrations of people, more complicated and complex laws, and a highly knowledgeable society, law enforcement officers must be better trained individuals. Leadership from within the municipal and state law enforcement agencies has begun a movement to upgrade systematically those men already in the field.

More and more police officers with distinguished and rather lengthy service records have or are earning baccalaureate and advanced degrees in the field of education. This new breed of man, competent in the vocation and also in pedagogy, is providing the kind of leadership which will stimulate many kinds of in-service training programs with offerings for all of the law enforcement officers. The trend to upgrade and promote police training programs through qualified men from within, although only one approach to the total educational problem, appears most desirable and promises to be an efficient means of improving this vital public service to the Nation.

General Statement of the Problem

The New Jersey Police Training Commission was awarded a grant to improve police training throughout the State. Proposed in the funded study was a plan for better instruction, classroom facilities, and learning aids than experienced in the past.

Success in upgrading instruction through a volunteer instructor corps, over the years, had been limited by constant reassignment, promotion, and retirement of personnel. To improve instruction it was realized that classrooms had to be staffed with professional police instructors who could be depended upon to discuss and demonstrate law enforcement and leadership techniques and practices to those policemen who aspired to render a more professional service and to better their positions on the police force. One aspect of the problem was to compare volunteer and professional police instructors by means of effectiveness of student learning measured by a situational type of paper and pencil test. Secondly, both kinds of instructors were to be evaluated by means of student attitude or opinion.

The conventional classroom for police in-service training was often a temporary room in the municipal building which was not conducive to efficiency in learning. Lighting, heating, and ventilation let much to be desired; a classroom context was missing; and the room and furniture were not inspirational to either the instructor or the students. A suggested solution

to the past and current problem was to purchase self-contained mobile classrooms fully equipped with the pedagogical hardware deemed necessary for teaching and learning. One aspect of the problem was to compare the conventional classroom with the mobile classroom by means of effectiveness of student learning measured by a situational type of paper and pencil test. Secondly, both kinds of classroom facilities were to be evaluated by means of student attitude or opinion. A third evaluation proposed was to compare mobile to conventional classroom facilities in terms of economic feasibility.

Learning aids were not generally utilized by volunteer instructors in teaching their relatively small classes. The instructors were not allotted time nor did they have the wherewithal to prepare handouts, make models, collect samples, order films, and organize data into charts. The approach to teaching was primarily the lecture-discussion method. A suggested solution to the problem was to provide mobile classrooms with a multi-media system for presenting linear audio-visual materials programmed by professional instructors. The man-machine system was designed so the instructor could monitor individual students as desired. One aspect of the problem was to compare the lecture-discussion method with the multi-media method of teaching by means of effectiveness of student learning measured by a situational type of paper and pencil test. Secondly, both methods of teaching were evaluated by means of student attitude

or opinion.

Scope and Limitations of the Study

A twenty-four class-hour course of instruction was developed by the professional instructors on basic supervision. The course of instruction included written lessons on administration, supervision, communications, discipline, inspection, leadership, and community relations. Instructional materials were developed to supplement the four-day course.

Classes of approximately thirty students each were scheduled by the New Jersey Police Training Commission for the research experiment. Students in the classes were in-service policemen of all ranks and ages who were recommended by department superiors for enrollment. Classes were held from January to June at designated places in the state, often near the center of the student population for each respective class. Instruction, facilities, and learning aids were evaluated from data gathered from students who attended classes.

Classes of students were assigned to the following categories: (1) volunteer or professional instructors, (2) conventional or mobile classrooms, and (3) lecture-discussion or multi-media methods of teaching. Data was limited severely on the volunteer instructors, conventional classrooms, and multi-media method of teaching. Volunteer instructors were not willing to compete with the professional instructors; the mobile classrooms were available and had public relations values which

prevented the assignment of students to conventional classrooms even with the constant prodding of the research consultant; and the professional instructors did not have time to prepare program materials of any significance for the multi-media system. A one-half hour multi-media lesson was developed and utilized near the end of the training program.

The training program was evaluated by three independent means: (1) a paper and pencil Supervisory Judgment Test, (2) a Student Opinionnaire on instruction, facilities, and teaching aids, and (3) a feasibility study on costs of facilities to compare those of the mobile classroom with those of the conventional classroom.

Definitions of Terms Used

Certain words and groups of words appear frequently throughout the discussion of this study. The following definitions will clarify the meanings of the terms used:

Conventional classroom: Public chambers in county and municipal buildings, the back rooms of police headquarters, jails and sheriffs' offices, and abandoned public school buildings and other similar structures utilized for preservice and in-service police training classes. "Teaching spaces" which, for the most part, provide inadequate learning environments.

Edex Multi-Media System: A man machine system which presents a linear audio-visual program and has the programming capacity to monitor student responses.

Mobile Classroom: A portable house-type of trailer converted into a self-contained learning center fully equipped with pedagogical hardware and designed to accommodate a class of thirty students in a pleasant and comfortable environment.

Professional Instructors: Teachers who are proficient in modern training methods, have proven their academic and vocational competencies, and are engaged in the training of policemen.

Student Opinionnaire: A total of thirty attitudinal statements with ten each on instruction, classroom facilities, and teaching aids relative to the police training program about which students were asked to express their feelings.

Supervisory Judgment Test: A twenty-three question situational-type of multiple choice examination with specific problem areas common to supervisors of policemen. The test was administered to the students previous to and following the instructional period.

Volunteer Instructors: Any of the dedicated policemen who make themselves available as teachers of police in-service courses. They are usually highly qualified in the subject matter area but lack the professional training and practice to master teaching skills and techniques.

CHAPTER II

DESIGN OF THE STUDY

Specific Statement of the Problem

The three major objectives of the study were (1) to compare the relative effectiveness of two kinds of instructors, two types of classroom facilities, and two methods of teaching; (2) to assess attitude (opinion) relative to two kinds of instruction, two types of classroom facilities, and two methods of teaching; and (3) to compare the mobile classroom to the conventional classroom in terms of economic feasibility.

Students were assigned to classes for instruction in Basic Supervision for the Police Supervisor. Teaching was done during a four-day period in which in-service policemen attended classes to receive instruction. Classes were categorized according to the kind of instructor, type of classroom facility, and method of teaching assigned them.

Comparative effectiveness of instructors, classroom facilities, and methods of teaching were measured in terms of a paper and pencil type of Supervisory Judgment Test. Twenty-three situational-type, multiple choice questions on administration, supervision, communications, discipline, inspection, leadership and community relations were found to discriminate

and, therefore, used to evaluate knowledge immediately before and after the four-day training course.

Students were requested to identify their answer sheets on the Supervisory Judgment Test by means of their birthdate. The New Jersey Police Training Commission supplied the research consultant with additional data including police rank, police service, and size of police department for each student.

Attitudes (opinion) about instructors, classroom facilities, and methods of teaching were reflected in a Student Opinionnaire consisting of thirty statements rated by each student. From a larger list, ten statements were selected to assess the instructors, ten statements to assess classroom facilities, and ten statements to assess methods of teaching.

Student Opinionnaires were administered to the students immediately after the four-day course was completed. Each student was requested to identify his opinionnaire only by his birthdate. Student Opinionnaires were gathered by the senior ranking student in the class and he mailed them in a pre-addressed envelope to Rutgers - The State University for processing.

Construction and maintenance figures for conventional classroom buildings were studied and computed. The daily log and expense records kept on the mobile units were also reviewed using the same kind of data as for the conventional classrooms. A comparison of the data from the two types of classroom

facilities were used to determine the economic feasibility of the mobile classroom.

Objectives of the Study

The major objectives set forth for this study were as follows:

1. To compare the relative effectiveness of the
 - a. professional police instructor teams to the volunteer instructor corps when measured by gain in test scores (achievement) of students.
 - b. mobile classrooms to the conventional classrooms when measured by gain in test scores (achievement) of students.
 - c. Edex multi-media method to the lecture-discussion method of teaching when measured by gain in test scores (achievement) of students.
2. To assess attitude (opinion) about the
 - a. professional police instructor teams and the volunteer instructor corps when measured by scores provided by students.
 - b. mobile and conventional classrooms when measured by scores provided by students.
 - c. Edex multi-media method and the lecture-discussion method of teaching when measured by scores provided by students.

3. To compare the mobile classroom to the conventional classroom in terms of economic feasibility relative to construction costs and maintenance costs.

Procedure of the Study

The steps in the procedure of this study were to: (1) develop the educational materials, (2) develop the evaluative criteria, (3) select and assign the instructors, (4) select and assign the types of teaching facilities, and (5) select and assign the students. The evaluative aspect of the study began October 1, 1966, and ended on September 30, 1967. Data was collected during the first six months of 1967. The data were analyzed and the report was written during the summer of 1967.

Development of educational materials. Professional police instructors were employed to develop content and write lesson plans for the course of study, Basic Supervision for the Police Supervisor. Instructors of the four-man team prepared lessons in the subject matter areas in which they were most knowledgeable or competent.

Lessons were written in the areas of administration, supervision, communications, discipline, inspection, leadership, and community relations. More specifically, lessons were written on administrative reporting, making decisions, giving orders, reprimands, elements of progressive leadership, group

dynamics, authority and influence of the police leader, police ethics, and human behavior. The course of study included a liberal number of handouts prepared for the students.

The course, Basic Supervision of Police Supervisors, was designed to be taught in twenty-four hours. Time was scheduled during four successive days with classes held six hours per day.

Lesson plans were reproduced, sequenced, and assembled into loose-leaf notebooks. Each instructor in the study, whether volunteer or professional, was supplied with a copy of the lesson plans in the course of study and the accompanying handouts.

Professional police instructors were acquainted by the manufacturer's representative with the Edex multi-media system for presenting lessons. The intent of the demonstration was to teach the mechanics of operating the system in the classroom, and also to initiate the writing of programs to use in the system.

A one-half hour multi-media presentation was written and was used to a limited extent in the classroom near the end of the training program. The presentation, "Techniques of Reprimanding", required approximately one hundred hours of the instructor's time and additional time of specialists in audio-visual productions for its preparation.

Development of the criterion test. A paper and pencil test for evaluating effectiveness of learning was prepared by

the professional instructors who organized and wrote the course of study. Many of the items or questions in the test were taken from Supervisory Judgment Test, Series O, which was prepared by the U. S. Civil Service Commission. Questions were rewritten to relate more specifically to supervisory activities within and about the policeman's world of work. Additional situational questions about 'community relations' were structured and added to the test to evaluate that aspect of the instruction. A total of thirty-four multiple-choice questions with five distractors each were subjected to a pilot study.

The pilot study was done by the research consultant, Rutgers - The State University to determine the validity of the questions or items in the proposed test. The test items were administered both as a pretest and test to four classes of thirty students each. An item analysis of the thirty-four questions using the 120-student sample showed that eleven of the questions did not discriminate. The remaining twenty-five multiple choice questions were sequenced to form the Supervisory Judgment Test, the criterion measure for determining effectiveness of learning.

The criterion measure was administered to students before they received instruction and again at the end of the four-day training session. A copy of the Supervisory Judgment Test is included in the appendix.

Both the pretests and the tests were administered by either a research consultant, Rutgers - The State University, or the classroom instructors. When administered by the instructors, a ranking member of the class was provided with a self-addressed envelope and directed by the instructors to collect and mail the answer sheets to the research consultant. Answer sheets were scored and scores were recorded for analysis by the research consultant.

Development of the attitude instrument. Statements were accumulated for the purpose of developing a Student Opinionnaire about instruction, classroom facilities, and teaching aids (methods of teaching). It was assumed that each statement would reflect the attitude of students subjected to a particular set of conditions in the learning environment.

Thirty-eight statements about instruction, twenty-five about classroom facilities, and twenty-one about teaching aids were written with approximately half of the eighty-four statements stated positively and the other half stated negatively. An attitude scale with five choices, (1) strongly agree, (2) agree, (3) uncertain, (4) disagree, and (5) strongly disagree, was provided to rate each of the prepared statements.

A pilot study was utilized to determine which statements proved to be the most discriminatory. The eighty-four statements were administered to four classes of thirty students each following the four-day training sessions. Rating sheets

were scored using values of four, three, two, one, and zero respectively for opinions which ranged from 'strongly agree' to 'strongly disagree'. Total scores for each student for each of the eighty-four statements were calculated.

Scores for each student were ranked and fitted into a quartile ranking. The mean score on each statement for the low quartile scoring students was compared to the mean score on each statement for the high quartile scoring students by t-test. Statements were arranged in rank order within their respective categories (instruction, classroom facilities, and teaching aids) according to their t-values. The ten statements with the highest t-values in each of the categories were used in the perfected Student Opinionnaire. Each of the thirty statements were significant at least at the 5 percent level when calculated by t-test.

The Student Opinionnaire was administered to members of the classes by either the research consultant, Rutgers - The State University, or the instructors near the end of the training session. The rated Student Opinionnaires were identified by the student's birthdate rather than his name. The anonymous rating supposedly encouraged the student to express his truthful opinion about the prescribed aspects of the training program.

A second effort was made to encourage truthfulness by maintaining anonymity. When the Student Opinionnaire was

administered by the instructors, a ranking member of the class was provided with a self-addressed envelope and directed by the instructors to collect and mail the completed Student Opinionnaires to the research consultant, Rutgers - The State University. Rating sheets were scored and scores were recorded for analysis by the research consultant.

Selection and assignment of instructors. Four law enforcement officers were employed to prepare the instructional materials and to teach the course, Basic Supervision for Police Supervisors. Three of the men taught in police academies, and three out of the four had Baccalaureate Degrees. Together, the four men amassed better than seventy years of service as law enforcement officers. Previous to accepting the assignment as professional instructors, two of the men held the rank of captain, one lieutenant, and one sergeant in municipal police forces.

Two professional instructors were assigned to each of the mobile classrooms. The senior instructor of each team was the member who served as a law enforcement officer the longest period of time. In both cases the senior instructor was the older member and ranking member of the team, conditions which helped create the compatible working relationships which existed within the teams.

Volunteer instructors were utilized for the teaching of only one class. They were dedicated policemen who made them-

selves available to do the job. A Director of Public Safety, a Captain, and a Chief made up the volunteer instructor team. Members of the team averaged fifteen years of service in law enforcement work. The volunteer instructors were respected law enforcement officers who were highly qualified specialists in the subject matter areas, but lacked teaching experience.

The volunteer instructors were given copies of the course outline and teaching aid handouts several weeks in advance of their teaching assignment and encouraged to become familiar with the materials. During the instructional period, professional instructors were available to help the volunteer instructors with duties and responsibilities other than teaching the students.

Selection and assignment of teaching facilities. The two mobile classrooms were house trailers completely furnished to accommodate a class of thirty students and two instructors. The mobile units were equipped with self-contained heating and air conditioning systems. Each mobile facility had a classroom and a smaller preparation room. The preparation room was designed to store teaching materials and equipment and to provide work stations for the two instructors.

Both mobile classrooms were equipped with Edex Multi-Media Teaching Systems. The systems provided the hardware to program presentations using contributions from the instructor, and learning aids such as slides, audio tapes, and

motion picture films. The man-machine system was designed to aid the instructor in monitoring individual students or the entire class through an electronic arrangement between the students' desks and the desk of the instructor.

For the most part, one mobile classroom was assigned to Northern New Jersey and the other was assigned to Southern New Jersey. Each professional instructor was originally assigned to a mobile classroom. On occasions the assignments of professional instructors were changed to meet the situations.

The New Jersey Police Training Commission made arrangements for parking the mobile classroom facility on municipal parking lots in locations where the classes were given. Rest rooms in the municipal buildings supplemented the mobile classroom facilities. An auxiliary power unit furnished the electricity for light, heat, and power needed in the classroom.

Conventional classrooms were not used except during emergency situations. The assignment of classes to conventional classrooms was not made as requested in the proposal on evaluation. As a result, no test data were gathered about conventional classrooms. Only one class of students evaluated a conventional classroom using the Student Opinionnaire.

Selection and assignment of students to class. Students in the study were policemen interested in supervision and, ultimately, promotion who were recommended by their superiors for enrollment in the classes. Generally two classes per week

of approximately thirty students each were scheduled for training by the New Jersey Police Training Commission during January through June at designated locations throughout the State.

Individual classes were not random samples of the New Jersey police population. A composite of samples was necessary to approach randomization.

Variables about students which were identified and studied were age, police rank, and years of police service. Data was kept of the geographical location of the class and the size of the police department in which the student worked as a law enforcement officer.

It was observed that students who made up the classes on supervision were somewhat different from students with other kinds of occupational backgrounds. One attribute common to the students was the desire to attend class of an in-service nature. Without exception, each group indicated in many ways its gratefulness for being accepted into the class. Secondly, the respect of students for the instructors and the rank of their fellow students totally eliminated any kind of discipline problems or waste of instructional time. Upon arriving at class the students were motivated to learn.

Treatment of the Data

Collection of the data. The Supervisory Judgment Test was administered to all students in the course as a pretest

and later as a test. The instrument was administered either by the research consultant or the instructors. When administered by the instructors, a ranking student in the class was provided with a self-addressed envelope, directed to collect the answer sheets, and requested to mail them to the research consultant, Rutgers - The State University.

The Student Opinionnaire was administered to all students in the in-service course by either the research consultant or the instructors near the end of the training period. The ratings were collected either by the research consultant or the ranking student in the class. The ratings were returned to Rutgers - The State University, along with the Supervisory Judgment Test answer sheets.

Answer sheets and rating sheets were identified by the students birthdates rather than their names. Data other than pretest and test scores and ratings on instruction, classroom facilities, and learning aids were furnished by the New Jersey Police Training Commission. Police rank, police service, and size of police department from which the student was sent were vital personal data supplied by the Commission.

Other data were furnished by the instructors. Name and location of the city in which the class was taught, dates classes were held, and the names of the instructors were provided for each class. The independent variables for the instruction were noted as professional or volunteer instructors.

mobile or conventional classrooms, and lecture-discussion or Edex multi-media method of instruction.

Analysis of data. The Supervisory Judgment pretests and tests were scored for correct answers. Likewise, the statements on the Student Opinionnaire were scored on attitude about instruction, classroom facilities, and learning aids (methods of teaching). Pretest, test, and attitude scores were recorded with other pertinent data for each student.

The t-test between mean scores of non-correlated samples of unequal size was employed to determine significance between pretest scores of two groups unless otherwise stipulated.

The t-test between mean scores of correlated samples of equal size was employed to determine significance between pretest and test scores of the same student or group of students.

The t-test between mean scores of non-correlated samples of unequal size was employed to determine significance between gains in test scores for groups of students.

The t-test between mean scores of non-correlated samples of unequal size was employed to determine significance of attitude ratings between groups of students.

CHAPTER III

PRESENTATION OF THE DATA

This chapter presents the results of the experimental study. Comparisons were made of types of instructors, two kinds of classroom facilities, and two methods of teaching. Students were law enforcement officers selected by their superiors to pursue the four-day course on Basic Supervision for Police Officers.

The criterion measure, Supervisory Judgment Test, was a paper and pencil evaluation composed of twenty-three situational questions on supervision. The control on individual differences was the criterion measure used as a pretest. Other control measures recorded were location of class, age, years of police service, police rank, and size of department in which the student was employed. Students were tested, taught, and tested again immediately after the instructional period was completed.

A Student Opinionnaire with statements about instruction (instructors), classroom facilities, and learning aids (methods of teaching) was administered to students immediately following the instructional period. The purpose of the instrument was to measure the attitude of students subjected to a

particular set of learning conditions. Anonymous ratings supposedly encouraged students to express truthful opinions about prescribed aspects of the program. The descriptive ratings given by the students were converted into quantitative data to evaluate statistically the independent variables of the study.

The data is presented in six parts. The parts include (1) the experimental teaching program, (2) types of instructors (instruction), (3) kinds of classroom facilities, (4) methods of teaching (learning aids), (5) economic feasibility of the mobile classroom, and (6) other related factors.

The Experimental Teaching Program

Most of the experimental classes were taught by professional instructors using the lecture-discussion method of teaching in the mobile classrooms. From a pilot program point-of-view this arrangement had considerable merit; from a researchers point-of-view the approach left much to be desired. The small amount of data gathered from the other teaching-learning situations somewhat limited the study.

Leadership in the New Jersey Police Training Commission met considerable resistance in setting up the various experimental learning situations. A purpose of the study was to improve the public image of police training. Returning to the use of volunteer instructors and conventional classrooms was highly undesirable. It was difficult to ask volunteer

instructors to teach the experimental classes especially since it was suspected that the outcome of the four-day course might be less than desired. Secondly, since the mobile classrooms were self-contained learning laboratories designed specifically for the study, virtually no one was willing to return to the conventional police classrooms (sheriff's offices, jails, and back rooms of police headquarters) for teaching or learning. And, thirdly, the Edex Multi-Media System received very limited use because materials were not programmed except for one thirty-minute presentation. Therefore, much of the data gathered was about professional instructors using the lecture-discussion method of teaching in the mobile classroom.

The mean scores in Table 1-1, except for one class, show statistically significant gains in learning from pretest to test of student taught basic supervision by professional instructors using the lecture-discussion method of teaching in the mobile classrooms. The Camden I class did not show a significant gain in mean scores from pretest to test. Two irregularities which may have affected learning and teaching were: (1) problems with the lighting system which forced the class to move into a conventional classroom several times, and (2) more than usual traffic by public officials who were given tours of the facility.

The 441 students whose data is summarized in Table 1

Table 1-1. Mean Test Scores for Twenty Classes of Students Taught by Professional Instructors Using the Lecture-Discussion Method of Teaching in Mobile Classrooms

Location of Class	Number of Students	Pretest	Test	Gain	t-Test Values
Wayne Township	27	13.52	16.81	3.29	5.31***
Hammonton	29	11.83	13.89	2.06	3.75***
Paterson I	19	15.84	18.37	2.53	5.27***
Camden I	20	16.05	16.35	0.80	1.51
Paterson II	19	16.16	18.89	2.74	5.83***
Camden II	23	14.78	16.35	1.57	5.23***
Trenton I	20	13.90	15.95	2.05	4.36***
Trenton II	26	15.15	17.73	2.58	6.45***
Bridgewater I	19	12.74	15.11	2.37	3.54**
Edison I	28	13.07	15.29	2.21	4.17***
Bridgewater II	26	12.81	15.69	2.88	7.38***
Marlton I	10	12.30	14.70	2.40	2.58*
Union I	28	14.36	16.79	2.43	3.68**
Marlton II	5	13.20	15.80	2.60	3.82*
Union II	25	15.44	17.44	2.00	3.70**
Union III	21	14.81	17.10	2.29	4.49***
Union IV	18	14.94	16.28	1.33	2.66*
Millietown	25	12.76	16.08	3.32	7.38***
Swan Township	31	12.94	15.35	2.42	4.84***
Clifton	22	15.77	17.68	1.91	4.55***

- *** Gains in scores from pretest to test were significant at .001 level by correlated t-test.
 ** Gains in scores from pretest to test were significant at .01 level by correlated t-test.
 * Gains in scores from pretest to test were significant at .05 level by correlated t-test.

were considered a representative sample for making comparisons with other groups taught under different conditions. Geographical areas and population concentrations were represented by classes. Therefore, data from this table were utilized in subsequent tables to make comparisons from which to draw conclusions about other aspects of the study.

Table 1-2 shows mean attitude scores for the twenty classes of students taught by the professional instructors using the lecture-discussion method of teaching in the mobile classrooms. The Student Opinionnaire was written with three parts: (1) instruction or types of instructors, (2) classroom facilities, and (3) learning aids or methods of teaching. Student attitude, converted to raw scores for each part, could range from a possible zero to forty. The students consistently rated the instructor higher than the method of teaching and the classroom facility. The grand mean rating for the professional instructor (instruction) was 32.48 whereas the lecture-discussion method of teaching was rated 30.30, and the mobile classroom facilities received a score of 29.68. The students by classes were rather consistent in placing the instructor first, the classroom facility last, and method of teaching somewhere between the other two factors.

Types of Instructors

One group, the Edison II class, was taught by volunteer

Table 1-2. Mean Test Scores for Twenty Classes of Students Taught by Professional Instructors Using the Lecture-Discussion Method of Teaching in Mobile Classrooms

Location of Class	Number of Students	Attitude Scores			
		Instruction	Facilities	Method	Total
Wayne Township	27	31.70	29.11	31.44	92.26
Hammonton	23	30.34	28.34	28.86	87.66
Paterson I	19	32.26	31.37	31.53	95.16
Camden I	20	31.65	31.75	30.65	94.05
Paterson II	19	34.26	31.21	35.53	97.00
Camden II	23	32.66	28.70	29.57	90.91
Trenton I	20	32.05	28.80	29.65	90.50
Trenton II	26	32.46	31.23	30.92	94.62
Bridgewater I	19	31.37	27.68	27.89	86.95
Edison I	28	33.43	27.29	30.82	91.54
Bridgewater II	26	31.50	30.12	30.08	91.69
Marlton I	10	33.10	31.10	30.60	94.80
Union I	28	30.61	27.89	28.04	86.54
Marlton II	5	31.20	28.80	31.40	91.40
Union II	25	33.88	30.56	29.96	94.40
Union III	21	34.10	28.24	31.29	93.62
Union IV	18	33.17	29.50	31.39	94.06
Middletown	25	33.92	32.08	32.32	98.32
Ocean Township	31	32.81	31.23	30.52	94.55
Glifton	22	32.00	28.77	29.27	90.05
Grand Mean	22	32.48	29.68	30.30	92.41

instructors. In Table 2-1 the Edison II class was compared by mean test scores to three classes taught by professional instructors; namely Edison I, Bridgewater II, and Ocean Township. The three classes taught by professional instructors were chosen as comparison groups for the one class taught by volunteer instructors because of the likenesses the classes shared. All four classes were taught in the mobile classroom facility, were made up of students who came from small police departments, and were composed of students with like mean pretest scores.

The mean pretest score of 12.90 for students in the Edison II class was not significantly different from any of the mean pretest scores of 13.07, 12.81, and 12.94 for the comparison classes.

When the mean pretest score was compared to the mean test score for each class, it was found that the gain of 0.67 for the class taught by volunteer instructors was not a significant gain but the gains of 2.21, 2.88, and 2.42 for the classes taught by the professional instructors were significant. Likewise, the differences in mean gains in test scores between students taught by volunteer and professional instructors were significant.

The data in Table 2-1 show that the professional police instructor teams were more effective than the volunteer instructor corps when measured by gains in test scores (achievement) of students.

Table 2-1. Mean Test Scores for Classes of Students Taught by Volunteer and Professional Instructors Using the Lecture-Discussion Method of Teaching in the Mobile Classroom Facility

Type of Instructor	Number of Students	Mean Scores			Difference in Gain
		Pretest	Test	Gain	
<u>Volunteer</u>					
Edison II	30	12.90	13.57	0.67	
<u>Professional</u>					
Edison I	28	13.07	15.29	2.21***	1.54*
Bridgewater II	26	12.81	15.69	2.88***	2.21**
Ocean Township	31	12.94	15.35	2.42***	1.75*

*** Mean gain in scores from pretest to test was significant at the .001 level by correlated t-test.

** Difference in mean gains in test scores between students taught by volunteer and professional instructors was significant at the .01 level by uncorrelated t-test.

* Difference in mean gains in test scores between students taught by volunteer and professional instructors was significant at the .05 level by uncorrelated t-test.

Table 2-2 shows the mean attitude scores (opinions) of students about their instructors. The students from both classes came from small police departments, were chosen by their superiors to attend classes, made pretest scores which were very similar, and were taught in a mobile classroom. The major difference between the classes was that one class (Edison II) was taught by volunteer instructors while the other class (Ocean Township) was taught by professional instructors. The class taught by volunteer instructors rated items on instruction 29.80 while those taught by professional instructors rated the same items 32.81 out of a possible score of 40.00. The 3.01 difference in scores between classes on attitude about instructors was significant.

Professional police instructor teams were assigned ratings on instruction which were significantly higher than those assigned to the volunteer instruction corps when measured by attitude (opinion) of students.

Table 2-3 provides more extensive data on types of instructors and methods of teaching. Volunteer instructors using the lecture-discussion method of teaching were rated lowest (29.80) of any category on instruction. Professional instructors using the lecture-discussion method of teaching rated 32.48; an increase of 2.68 over the lowest score. When professional instructors used Edex on a limited basis for teaching they were rated 33.00. The increase in score

Table 2-2. Mean Attitude Scores of Students about Types of Instructors Using the Lecture-Discussion Method of Teaching in Mobile Classroom Facilities.

Type of Instructor	Number of Students	Mean Pretest Scores	Mean Attitude Scores	Difference in Mean Attitude Scores
<u>Volunteer</u>				
Edison	30	12.90	29.80	
<u>Professional</u>				
Ocean Township	31	12.94	32.81	3.01**

** Difference in mean attitude scores between volunteer and professional instructors was significant at the .01 level by uncorrelated t-test.

Table 2-3. Mean Attitude Scores of Students about Instruction When Taught by Two Types of Instructors Using the Lecture-Discussion Method and by Professional Instructors Using Two Methods of Teaching

Types of Instructors and Methods of Teaching	Number of Students	Mean Attitude Scores	Difference in Mean Scores
<u>Lecture-Discussion Method</u>			
Volunteer Instructor	30	29.80	
Professional Instructor	441	32.48	2.68**
<u>Professional Instructors</u>			
Lecture-Discussion Method	441	32.48	
Limited Edex Method	77	33.00	0.52

** Difference in mean attitude scores between volunteer and professional instructors using the lecture-discussion method was significant at the .01 level by uncorrelated t-test

of the limited use of Edex by professional instructors over the lecture-discussion method of teaching by professional instructors was 0.52. This difference between scores was not significant by t-test.

Mean attitude scores in Table 2-3 show that students preferred professional instructors over the volunteer instructors. The least desired teaching arrangement, as reflected in attitude ratings (opinions) of students was the volunteer instructors using the lecture-discussion method of teaching. Professional instructors using limited Edex were scored higher than professional instructors using the lecture-discussion method, but not significantly higher.

Kinds of Classroom Facilities

Classes were not scheduled by the New Jersey Police Training Commission in conventional classrooms. Requests by the research consultant were not heeded that classes of students be assigned to conventional classrooms so that data could be collected on this experimental situation. Apparently, the desire to use the new mobile classrooms (pilot project) was stronger than the desire to gather data in terms of the criterion measure (evaluative project). A major objective set forth in this study was to compare the relative effectiveness of the mobile classrooms to that of the conventional classrooms when measured by gain in test scores (achievement) of students. The comparison was not made due to the complete

lack of data on the conventional classroom.

One class spent a period of time in a conventional classroom in order to assess it as a facility. Later in the week the same class rated the mobile classroom. The mean scores accumulated on the ten items about classroom facilities were rated 17.75 in the conventional classroom and 27.71 in the mobile classroom. The difference in mean scores (9.95) between conventional and mobile classroom facilities was significant.

Part of the difference may be attributed to the Hawthorne effect. The students realized they were being taught under experimental conditions; they were not aware of the variables being studied.

The analysis of the data in Table 3-1 shows that mobile classroom facilities were assigned ratings which were significantly higher than those assigned to the conventional classroom facility when measured by attitude (opinion) of students.

Methods of Teaching

Table 4-1 shows mean test scores of two sets of classes paired on size of departments in which the men worked, mean pretest scores, type of instructors, and kind of facilities in which they were taught. A difference in instruction within sets was the fact that one class received a thirty-minute programmed presentation using the Edex multi-media method while the other class received only the lecture-discussion

Table 3-1. Mean Attitude Scores about Conventional and Mobile Classroom Facilities by the Same Class of Students When Taught by Professional Instructors Using the Lecture-Discussion Method.

Kind of Classroom	Number of Students	Mean Attitude Scores	Difference in Mean Attitude Scores
Conventional	21	17.76	
Mobile	21	27.71	9.95***

*** The difference in mean attitude scores between the conventional and the mobile classrooms was significant at the .001 level by correlated t-test

Table 4-1. Two Sets of Paired Classes with Test Scores of Students Taught by Two Methods of Instruction by Professional Instructors in Mobile Classrooms.

Method of Instruction	Number of Students	Mean Scores		
		Pretest	Test	Gain
<u>SET NO. 1</u>				
<u>Limited Edex</u>				
Toms River	22	13.55	15.59	2.05***
<u>Lecture-Discussion</u>				
Wayne Township	27	13.52	16.81	3.29***
<u>SET NO. 2</u>				
<u>Limited Edex</u>				
Clifton II	34	15.79	17.06	1.26***
<u>Lecture-Discussion</u>				
Clifton I	22	15.77	17.68	1.91***

*** Gains in scores from pretest to test were significant at the .001 level by correlated t-test.

method of teaching.

In set no. 1 the mean gain for students receiving the Edex lesson was 2.05 while the mean gain for students in the lecture-discussion method was 3.29. In set no. 2 the mean gain for students receiving the Edex lesson was 1.26 while the mean gain for students in the lecture-discussion method was 1.91. In both sets the gains were greater for the lecture-discussion method of teaching.

All four classes made significant gains from pretest to test. The limited use of Edex was not sufficient to make a qualified comparison between the methods of instruction.

A major objective set forth in this study was to compare the relative effectiveness of the Edex multi-media method of teaching with the lecture-discussion method of teaching when measured by gain in test scores (achievement) of students. Limited Edex (thirty minutes per class) was compared to the lecture-discussion method of teaching. All classes in Table 4-1 were found to make significant gains from pretest to test. The limited use of Edex was not sufficient to make a justifiable comparison of the two methods of instructions.

Table 4-2 was prepared primarily to show the effect of a thirty-minute programmed presentation (limited Edex) on the mean attitude scores of students. The mean attitude score of students taught by professional instructors using the lecture-discussion method was 30.24. The mean attitude

Table 4-2. Mean Attitude Scores of Students about Methods of Instruction in Mobile Classrooms

Method of Instruction	Number of Students	Mean Attitude Scores	Differences in Mean Scores
<u>Professional Instructors</u>			
Lecture-Discussion Method	441	30.24	
Limited Edex Method	77	31.16	0.92
<u>Lecture-Discussion Method</u>			
Volunteer Instructors	30	28.20	
Professional Instructors	441	30.24	2.04**

** Difference in mean attitude scores of students about volunteer and professional instructors using the lecture-discussion method was significant at the .01 level by t-test.

score of students taught by professional instructors using the limited Edex presentation on "Techniques of Reprimanding," was 31.16, or a gain of 0.92 over the lecture-discussion method.

The half-hour lesson did change the students' ratings about the method of instruction. The change in favor of Edex, however, was not statistically significant.

Attitude (opinion) about the Edex multi-media method and the lecture-discussion method of teaching when measured in scores provided by students were not significantly different but favored the Edex method.

A second purpose of Table 4-2 was to compare types of instructors rated on the lecture-discussion method of teaching. The mean attitude scores on learning aids by students for volunteer instructors was 28.20 and for professional instructors was 30.24. The 2.04 difference between the mean attitude scores was significant. Professional instructors, in the opinion of the students, rated higher than volunteer instructors in teaching by the lecture-discussion method.

Economic Feasibility of the Mobile Classroom

Each 10' x 60' mobile classroom used in the study was purchased completely furnished for \$16,550.00. Furnished with desks and chairs for thirty students and two instructors, storage cabinets, and heating and air conditioning equipment, the mobile classrooms were purchased at a cost of \$27.60 per

square foot of floor space.

Another cost associated with the mobile classroom involved moving the facility from one location to another. Both mobile units were transported by one man and one tractor. The cost of moving a mobile classroom depended upon the number of moves made in a given time and the distance traveled from one location to another.

Calculated from the data provided by this study, the following costs were determined for moving the mobile classroom facility within the State of New Jersey less than one time per week during a ten month school year: half-salary of the driver, \$3,000.00; half-rental of the tractor, \$1500.00; road tolls, \$55.00; and fuel and oil, \$260.00. The total costs for moving a mobile classroom from one location to another during a ten month period was \$4,815.00.

The average cost per square foot of floor space for building a conventional public school classroom in New Jersey during 1966 was \$18.20, according to Dr. Edward Spare, State Department of Education, Trenton, New Jersey. The rule of thumb given relative to the cost of equipping a classroom was ten percent of the construction costs or approximately \$1500.00. From these figures it was estimated that an equipped conventional classroom would cost \$20.00 per square foot.

Costs associated with the construction of conventional

classrooms involves the purchase of land on which to place the building. Not figured in the cost of public school construction, land may range in price from \$600.00 to \$100,000.00 per acre in New Jersey. The cost of land on which to place the conventional classroom would offset somewhat the cost of transporting the mobile classroom which was not permanently located.

Duration of usefulness is yet another factor to consider relative to the costs of both kinds of classroom facilities. It was conservatively estimated that conventional classroom facilities would be useful over a fifty to sixty year period. On the other hand, mobile classrooms were not seen to be functional for more than half that period of time.

Other Related Factors

Information was gathered on age, rank and years of service in police work for each of the students. The size of police department in which each student was employed during the time he pursued the training course was also recorded. The pretest and test scores were calculated for each category and are presented in the tables which follow.

Ages of students and their test scores. The students twenty-one to forty years of age were compared to those of forty years of age and over on pretest and test scores. As shown in Table 5-1, younger students made a mean pretest score of 14.65 while the older ones made a pretest score of 13.71.

Table 5-1. Mean Test Scores by Age of Students When Taught by Professional Instructors in Mobile Classrooms Using the Lecture-Discussion Method.

Years of Age	Number of Students	Mean Scores		
		Pretest**	Test	Gain
21 to 40	200	14.65	16.89	2.24
41 and Over	241	13.71	15.98	2.27

** Difference in mean pretest scores between age groups was significant at the .01 level by t-test.

Table 5-2. Mean Test Scores by Rank of Students when Taught by Professional Instructors in Mobile Classrooms Using the Lecture-Discussion Method.

Police Rank	Number of Students	Mean Scores		
		Pretest*	Test	Gain
Patrolmen and Detectives	35	13.37	16.14	2.77
Sergeants	248	13.94	16.30	2.36
Lieutenants, Captains, Inspectors, and Chiefs	158	14.49	16.61	2.12

* Difference in mean pretest scores was significant between the ranks of patrolmen and detectives together, and lieutenants, captains, inspectors, and chiefs together at the .05 level by uncorrelated t-test

The gain in score from pretest to test was about the same for both age groups.

The data showed that the younger students made significantly higher pretest scores than the older ones. Since the mean gain in scores from pretest to test was not significantly different for the two groups, it was assumed that the mean difference between the mean test scores of the two age groups was significant and in favor of the younger students.

The younger students came to the classes with significantly more knowledge of supervision than the older students when measured by the Supervisory Judgment Test scores. The younger students maintained the knowledge gap at the end of the in-service training course.

Rank of students and their test scores. Table 5-2 shows that the pretest scores of students were closely related to their ranks. Patrolmen and detectives together had a mean pretest score of 13.37, sergeants averaged a pretest score of 13.94 and the senior officers accumulated a mean pretest score of 14.49. The pretest scores of the patrolmen and detectives together were significantly lower than those of the lieutenants, captains, inspectors, and chiefs. Pretest scores of the sergeants were not significantly different from those of the patrolmen and detectives nor were they unlike those of the senior officers.

The mean test scores of 16.14, 16.30, and 16.61 respectively for patrolmen and detectives, sergeants, and senior officers were not significantly different from each other. Neither were mean gains in test scores very much different from each other. A significant difference in test scores between patrolmen and detectives together and the senior officers would indicate that the patrolmen learned more in class. While it is evident by comparing the gain in mean scores from pretest to test that the patrolmen and detectives together have a higher score (2.77) than the senior officers (2.12), the difference in learning as measured by achievement was appreciable but not significant.

Years of professional service and test scores. Table 5-3 serves to show relationships of mean scores to years of police work completed by the student. The mean pretest score of students with 1-10 years of police service was significantly higher than the mean pretest score of students with 21 or more years of police service. The mean pretest score of students with 11-20 years of police service did not differ significantly from the mean pretest scores of students from the other two groups.

The gain in mean scores from pretest to test between students with 11-20 years of service and those with 21 or more years of service was significant. Apparently, the students with fewer years of police service came to the class

Table 5-3. Mean Test Scores by Years of Police Service of Students when Taught by Professional Instructors in Mobile Classrooms Using the Lecture-Discussion Method.

Police Service (Years)	Number of Students	Mean Scores		
		Pretest***	Test	Gain*
1 to 10	122	14.39	16.68	2.29
11 to 20	257	14.12	16.50	2.38
21 and over	62	13.34	15.26	1.92

*** Mean pretest scores of students with 1-10 years of police service differed from those with 21 or more years of police service at the .001 level by uncorrelated t-test.

* Gain in mean scores of students with 11-20 years of police service differed from those with 21 or more years of police service at the .05 level by uncorrelated t-test.

with more knowledge about supervision than their colleagues who have had more years of police service. In addition, the students with fewer years of police service learned more in class to widen further the gap between themselves and the students with seniority in police departments.

Size of police departments and test scores. Table 5-4 was organized to show the mean score of students relative to size of police departments in which they worked. The rural-urban approach to presenting data would have shown similar results. The small police departments were located in the rural areas while the larger departments were located in the urban and more populated areas.

Mean pretest scores in Table 5-4 showed significant differences between the three possible combinations of scores. The mean pretest score for students from small police departments (12.97) was noticeably lower than those of medium (14.60) and large (15.86) police departments. There appeared to be a direct relationship between the size of police department where law enforcement officers worked and their knowledge of supervision as measured by pretest scores. Law enforcement officers from large police departments made higher mean pretest scores than those from medium and small departments. Law enforcement officers from medium police departments made higher mean pretest scores than those from small police departments.

Table 5-4. Mean Test Scores by Size of Police Departments of Students when Taught by Professional Instructors in Mobile Classrooms Using the Lecture-Discussion Method.

Size of Police Department	Number of Students	Mean Scores		
		Pretest**	Test**	Gain***
Small - 1 to 50 men	230	12.97	15.47	2.50
Medium - 51 to 100 men	100	14.69	16.81	2.12
Large - Over 151 men	111	15.86	17.68	1.82

** Mean pretest scores of students between small and medium, medium and large, and small and large police departments were significant at least at the .01 level by uncorrelated t-test.

** Mean test scores of students between small and medium, medium and large, and small and large police departments were significant at least at the .01 level by uncorrelated t-test.

***Gain in mean scores of students between small and large police departments was significant at the .001 level by uncorrelated t-test.

Mean test scores for students in each size of police department were significantly different from the mean test scores of each of the other two groups of students shown in Table 5-4.

A gain in mean score of 2.50 for students in small police departments was significantly higher than the gain in mean score of 1.82 for students in large departments. Differences in gain in mean scores between small and medium and between medium and large police departments were not significant.

Law enforcement officers in small police departments (rural areas) were not as well trained in supervision as were fellow officers from medium and large police departments (urban areas). The law enforcement officers from small police departments learned more about supervision during the four-day class than did their fellow officers from the large police departments.

CHAPTER IV

DISCUSSION OF DATA

Types of Discussion

All classes taught by the professional instructors in the mobile classrooms using the lecture-discussion method of teaching, except the Camden I class, showed significant gains in test scores from pretest to test. The Camden I class was handicapped in that the power system in the mobile classroom was not operating satisfactorily at times and, secondly, excessive public relations activities interfered with teaching and resultant learning. An analysis of the data showed that professional instructors in mobile classrooms using the lecture-discussion method of teaching taught the lessons on supervision very well.

The professional instructors did not teach in conventional classrooms. The data gotten from this kind of teaching situation would have been useful in comparing the influence of classroom facility upon efficiency of the instructor as measured by gain in scores from pretest to test.

The professional instructors used the Edex multi-media system to a very limited extent. The limited use of Edex programmed lesson materials did not permit the investigator to appraise its value as a supplemental teaching aid to the

professional instructor.

The professional instructors were compared to the volunteer instructors by gains of test scores of students for each taught. Classes paired on pretest scores and other variables found to influence gain in test scores were used to determine differences between instruction by professional and volunteer instructors. The one class taught by the volunteer instructors did not show that teaching-learning took place. The learning experience was so poorly received by the students that the New Jersey Police Training Commission was reluctant to schedule additional classes to be taught by volunteer instructors.

The difference between the professional and volunteer instructors which caused the significant differences in test scores of the students was attributed primarily to teaching experience of the instructors. Other than teaching experience, both types of instructors had similar backgrounds including police rank and law enforcement experience. From this deduction, it would appear that police training instructors should be educated in the art and science of teaching and have considerable experience in law enforcement work in order to be efficient instructors.

When variables were held constant except for type of instructor, the professional instructors were rated higher than the volunteer instructors by the students they taught.

The volunteer instructors did not arrive at the classroom on time to organize lesson materials, they did not generally present the lessons in an interesting fashion, and on occasions, they finished teaching lessons in less than the time allotted to teach them. The difference between the professional and volunteer instructors appeared to be the efficiency of organization and the approach to teaching. Students were quick to reflect these characteristics of the instructor in their attitudes about the instructor.

Limited Edex presentations in three classes boosted the students' attitude scores about the professional instructor above the ratings given to the professional instructor using the lecture-discussion method of teaching. Again, the increased rating, attributed to Edex, reflected students' attitude about refinements in the programming of learning aids and the multi-sensory approach to teaching affected by the instructor.

Kinds of Classroom Facilities

Students were not scheduled for classes in conventional classrooms as requested by the research consultant. The desire to use the new mobile classrooms at each location was too strong to overcome. As a result of this deterrent action, the mobile classrooms were not compared to the conventional classrooms in terms of test scores (achievement) of students.

An occasion was provided to have a class of students

rate a conventional classroom and, at a later time, rate a mobile classroom. The students realized they were being subjected to experimental conditions. They were, however, unaware of the experimental variables being studied.

The difference in students' mean attitude scores between mobile and conventional classroom facilities was significant. The students were much more favorable to the mobile classroom than they were to the conventional classroom. Part of the unusually great difference was attributed to the Hawthorne effect.

Methods of Teaching

The two methods of teaching discussed are the lecture-discussion method and the lecture-discussion method which included a thirty minute programmed presentation, referred to as Edex. As is often the case in research, the pilot project was put into operation before the experimental teaching materials were fully developed. When the program was initiated, little time was available to the professional instructors to prepare materials for the programmed Edex presentations.

The limited Edex presentation was compared to the lecture-discussion method of teaching from data for two sets of paired classes. While gains in the scores from pretest to test were significant for all four classes, the lecture-discussion method showed substantial gain over the

limited Edex presentations.

It may well be that both the instructors and the students were so involved in the processes of the man-machine presentation that the teaching-learning aspects of the lesson were relegated to a position of lesser importance. It would appear that students learned about the process rather than about the lesson, "Techniques of Reprimanding." The novelty of the Edex presentations would have diminished had subsequent programmed lessons been used.

The result of the effort to compare the relative effectiveness of the Edex presentation with the lecture-discussion method of teaching when measured by gain in test scores (achievement) of students appeared to favor the lecture-discussion method. However, it was concluded that the limited use of Edex was not sufficient to make a justifiable comparison of the two methods of teaching.

As discussed earlier in this Chapter, the limited Edex presentation did favorably change the students' attitude on the rating of teaching aids (methods of teaching). The change in favor of Edex was rather sizeable but not sufficient to be statistically significant.

Economic Feasibility of the Mobile Classroom

The cost of the mobile classroom was \$27.60 per square foot of floor space compared to the cost of public school classrooms which averaged \$20.00 per square foot of floor

space. The figures included classroom furniture in both cases.

An additional cost was associated with the mobile classroom to move the facility from one location to another. An additional cost was associated with the conventional classroom to purchase land on which to place the building. It was estimated that the conventional facility would be useful as a classroom more than twice the number of years estimated for the mobile facility.

In comparing the mobile classroom to the public school classroom on construction costs per square foot and years of anticipated usefulness, the conventional classroom offered the better bargain. Other factors as well, however, must be taken into consideration in justifying the economic feasibility of the mobile classroom facilities.

The two mobile classrooms substituted for antiquated facilities which were available throughout the State but wholly inadequate; they substituted for modern regional classrooms which were projected into the plans of the future but were not constructed at the time of the study. The attractive mobile classrooms were the interim answer to raising the morale of the law enforcement officers and, supposedly, to enhancing learning in the classroom.

The training needs of the small police departments were met as adequately as those of the large departments during the study primarily because the classrooms were mobile and,

therefore, available to rural areas. Large police departments were more likely than small ones to have adequate classrooms and appropriate teaching aids. Since the mobile classrooms were utilized to update more law enforcement officers than would be probable in a permanent type of conventional classroom, the cost was important only in terms of benefits accrued from the investment.

The mobile classroom shortened the distance the student had to travel to class. Prior to the inception of the mobile classroom it was common practice that students commute long distances to be taught. Both the potential students and their administrative officers were more willing to support attendance to classes which were held closer to home.

Each mobile classroom was used four days per week during the duration of the study. It was likely that modern conventional classrooms scattered throughout the State would not have been used as many days per week nor would they have been as well equipped with teaching aids. It was conservatively estimated that carefully planned scheduling would possibly make mobile classrooms as busy as ten or more conventional classrooms attached to police departments in rural areas. The efficiency of the mobile classroom was related directly to its schedule of classes which in turn was influenced by mobility of the unit.

While the first cost of the mobile classroom did not

compare favorably with that of the conventional classroom, initial cost was only a part of the answer on economic feasibility. When training a small number of people who inhabit a large area and they have need for short courses once or twice per year only, economic feasibility of a classroom might better be measured in terms of utility rather than cost per square foot of floor space. Less expansive classrooms which are not used constantly are far more costly than expensive classrooms which are used continuously.

Other Related Factors

Ages of students and their test scores. Students twenty-one to forty years of age made significantly better pretest scores than students forty-one years of age and over. It was the younger group of men who were preparing for positions in administration and supervision in the law enforcement offices of New Jersey. The higher pretest scores of the younger students were evidence that they had taken other training courses or were upgrading themselves by some other means.

Gain in mean scores from pretest to test were about the same for both age groups. Both age groups learned equally well in the in-service training class.

If the younger students began the in-service class with a better understanding of supervision than the older students and if they learned equally as well as the older students, it follows that they completed the in-service course well ahead

of their older classmates. The instruction, however, was equally efficient for both age groups. The older students were taught just as much as the younger students and vice versa. This study would confirm the fact that age of student is not a useful criterion for selecting students for classes in supervision if the outcomes are measured in efficiency in learning.

Rank of students and their test scores. Patrolmen and detectives began class with less knowledge about supervision of police personnel than lieutenants, captains, inspectors, and chiefs. The position of patrolman and detective did not require competency in the area of supervision. There was no need for them to become knowledgeable in the subject matter area.

Sergeants' pretest scores ranked between those of the patrolmen and detective and the senior officers. Knowledge of supervision was closely associated with rank. Higher ranking officers were promoted because of their knowledge of supervision or personnel or because they learned about supervision of personnel to attain the promotion. It was not determined which was cause and which was effect.

Lieutenants, captains, inspectors, and chiefs, by virtue of their leadership positions, were expected to start class with a better understanding of supervision of police personnel than the lower ranking officers. As shown in the data, the expectation was not unfounded.

It was interesting to note that there was no significant difference in test scores between or among the ranks of policemen. The patrolmen and detectives began the course at a lower level, had more to learn, and actually learned more during the four-day course than the higher ranking classmates. The exceptionally high gain in scores from pretest to test may be partially accounted for in three ways: (1) Since the patrolmen and detectives started the course with less knowledge about the subject, they had more to learn, (2) Assignment to the course on supervision may have been a hint to the lower ranking policemen of an interest in preparing them for more responsibility resulting in higher rank, and (3) The higher scores from pretest to test of the patrolmen and detectives may have resulted from placing them in a learning environment with senior law enforcement officers. Whatever the motivation, the patrolmen and detectives perceived themselves to be in a position which required that they do extremely well in the course.

From what has been learned it can be reported that law enforcement officers, regardless of rank or the supervisory responsibilities the rank implies, should be given the opportunity to pursue coursework in police supervision when properly motivated.

Years of professional service and test scores. Law enforcement officers with one to ten years of professional police service were, indeed, much more knowledgeable about

supervision of personnel than law enforcement officers with twenty-one or more years of professional police service. Apparently the men with the least amount of service were studying on their own or in scheduled classes working for advancement in the profession while the men with twenty-one or more years of service were more complacent either because of retirement nearing or because they had reached the top rung of the law enforcement ladder in their respective departments.

The figures in Table 5-3 show that it is most efficient to teach students with eleven to twenty years of police service. Students with one to ten years of police service were almost as efficient as the previously mentioned group. Students with twenty-one or more years of police service, even though they were less knowledgeable when the class was begun, learned less than their fellow officers. Apparently ability or motivation, or both, were lacking among the students with the most police service seniority.

Size of police departments and test scores. Students from large police departments were better informed on supervision than students from medium-sized departments and they were much better informed than students from small departments at the time they began class for this study. The mean pretest score for students from large departments was greater than the test score for students from small departments. In other

words, students from large departments exhibited more knowledge about supervision before they began the course than students from small departments exhibited after they completed the course.

The range in pretest scores of students from large to small departments would prompt the following suggestion for scheduling students for classes: It would be practical and efficient to schedule students for courses or classes using the size of the police department as a criterion measure. This kind of homogeneous grouping would be beneficial to the students and instructors.

As police departments grow from small to medium or from medium to large, supervision becomes increasingly important. Previous to this study, classes in supervision were conducted for policemen in large departments. The fewer men in the small departments limited the kind and number of in-service training programs they had an opportunity to attend. Pretest results attest to the above training situations.

Law enforcement officers from small departments were able of mastering the materials taught in the class on supervision. The students from small police departments gained more knowledge in the course than students from medium-sized or large police departments. This was accounted for by the fact that they started the course with limited knowledge of supervision as compared with the students from medium-sized

and large departments.

Small police departments in the rural areas were fertile grounds for the recruitment and training of students. If standardization of personnel is important in the State, law enforcement officers from small police departments were in greater need of in-service training than fellow officers from the larger departments.

CHAPTER V

SUMMARY AND CONCLUSIONS

Learning environment is an important factor if a course in police supervision is to be taught effectively. Types of instructors, kinds of classroom facilities, and methods of teaching, among other considerations, have definite effects upon outcomes measured in student knowledge gained or change in student attitude. Adequate lesson plans, sufficient resource materials, and variety in teaching can improve and enhance the teaching-learning process. Such student variables as age, police rank, years of professional law enforcement service, and size of police departments in which students work should be considered when selecting students for class and again when appraising results of the teaching-learning process.

Statement of the Problem

A purpose of this study was to measure the comparative effectiveness of two types of instructors, two kinds of classrooms, and two methods of teaching used to train New Jersey policemen in basic supervision skills. Volunteer and professional instructors were used; conventional and mobile classrooms were proposed to study learning facilities, and the lecture-discussion and the multi-media methods of teaching

were utilized in presenting the lessons. A second purpose of this study was to assess attitude (opinion) of students about the two types of instructors, the two kinds of classroom facilities, and the two methods of teaching used to train New Jersey policemen in basic supervision skills.

A third purpose of this study was to compare the mobile classroom facility to the conventional classroom in terms of economic feasibility.

The major objectives set forth for this study were as follows:

1. To compare the relative effectiveness of the:
 - a. professional police instructor teams to the volunteer instructor corps when measured by gain in test scores (achievement) of students.
 - b. mobile classrooms to the conventional classrooms when measured by gain in test scores (achievement) of students.
 - c. Edex multi-media method to the lecture-discussion method of teaching when measured by gain in test scores (achievement) of students.
2. To assess attitude (opinion) about the:
 - a. professional police instructor teams and the volunteer instructor corps when measured by scores provided by students.
 - b. mobile and conventional classrooms when measured by scores provided by students.

c. Edex multi-media method and the lecture-discussion method of teaching when measured by scores provided by students.

3. To compare the mobile classroom to the conventional classroom in terms of economic feasibility.

Procedure of the Investigation

Professional police instructors developed content and wrote lesson plans for the course of study, Basic Supervision for the Police Supervisor. Lessons for the four-day course were written on administrative reporting, making decisions, giving orders, reprimands, elements of progressive leadership, group dynamics, authority and influence of the police leader, police ethics, and human behavior. In addition to the conventional course of study, a one-half hour multi-media presentation, "Techniques of Reprimanding," was written and used as a teaching aid near the end of the training program.

A paper and pencil test for evaluating effectiveness of learning was prepared by the professional instructors who organized and wrote the course. Thirty-four multiple choice, situational type questions were subjected to a pilot study. An item analysis revealed twenty-three questions which did not discriminate. The twenty-three questions were sequenced into the Supervisory Judgment Test, a criterion measure for determining effectiveness of learning. The test was administered to students before they received instruction and again at the

end of the four-day training session. Administration of the test was supervised by the research consultant, Rutgers - The State University.

Eighty-four statements were accumulated for the purpose of developing an attitude measuring instrument about instruction, classroom facilities, and teaching aids. An attitude scale with five choices was provided to rate the positively and negatively written statements. Usefulness of statements was determined from results obtained in a pilot study. The ten statements with the highest t-values in each of the categories, instruction, classroom facilities, and teaching aids, were used to develop the Student Opinionnaire which was administered to each student near the end of the training session. Administration of the Student Opinionnaire was supervised by the research consultant, Rutgers - The State University. An anonymous rating supposedly encouraged the students to express their truthful opinions about the prescribed aspects of the program.

Professional and volunteer instructors were employed to teach the course in the experimental training program. The professional instructors were experienced policemen trained to teach. The volunteer instructors were dedicated law enforcement officers with considerable police experience but they lacked teaching experience and training. Both the professional and volunteer instructors were provided with the prepared

teaching materials and they taught in the mobile classroom facilities.

Students were assigned to mobile classrooms furnished to accommodate a class of thirty students and two instructors. The modern mobile classrooms were equipped with educational hardware to program presentations and to aid the instructor in appraising his on-going presentation through constant electronic feedback from students. The mobile classrooms proved so attractive that students were not assigned to conventional classrooms except during emergency situations. As a result, data collected on the conventional classroom were severely limited.

Students in the study were not a random sample of the New Jersey police population. They were policemen interested in supervision who were recommended by their superiors for enrollment in the course. Students were scheduled for training by the New Jersey Police Training Commission. Student variables identified and studied were age, police rank, and years of police service. Records were kept on the geographical location of the class and the size of police department in which the students worked as law enforcement officers.

The collection of data was supervised by the research consultant, Rutgers - The State University. The Supervisory Judgment Test was administered to all students enrolled in the course as a pretest and later as a test. The Student

Opinionnaire was administered to all students in the course near the end of the training period. Answer sheets and rating sheets were identified by the students' birthdates rather than their names. Additional data were furnished by the instructors and the New Jersey Police Training Commission.

The Supervisory Judgment Pretests and Tests were scored for correct answers. Likewise, the statements on the Student Opinionnaire were scored on attitude about instruction, classroom facilities, and teaching aids. Pretest, test, and attitude scores were recorded along with other pertinent data for each student and for each class. The t-test between mean scores was used to determine statistical significance.

Summary

Most of the experimental classes were taught basic supervision by professional instructors using the lecture-discussion method of teaching in the mobile classroom. Mean scores showed statistically significant gains in learning from pretest to test by the classes of students. An effective approach to teaching policemen basic supervision was by professional instructors using the lecture-discussion method in mobile classrooms.

Attitude scores for classes of students taught by professional instructors using the lecture-discussion method of teaching in mobile classrooms were rather consistent. Instruction rated highest, the classroom facility rated lowest, and

the teaching aids rated somewhere between the other two factors on the attitude scale.

Objective 1a set forth for this study was to compare the relative effectiveness of the professional police instructor teams to the volunteer instructors corps when measured by gain in test scores (achievement) of students. Student achievement was significantly greater when taught by professional instructors than when taught by volunteer instructors. The professional police instructors were more effective than the volunteer instructor corps.

Objective 1b set forth for this study was to compare the relative effectiveness of the mobile classrooms to the conventional classrooms when measured by gain in test scores (achievement) of students. Classes were not scheduled in conventional classrooms. The comparison was not made due to the complete lack of data.

Objective 1c set forth for this study was to compare the relative effectiveness of the Edex multi-media method to the lecture-discussion method of teaching when measured by gain in test scores (achievement) of students. Limited Edex (thirty minutes per class) plus lecture-discussion was compared to the lecture-discussion methods of teaching alone. Classes of students taught by both methods and by lecture-discussion alone were found to make significant gains in scores from pretest to test. The use of Edex was limited to the extent

that a justifiable comparison of the two methods of teaching could not be made.

Objective 2a set forth for this study was to assess attitude (opinion) about the professional police instructor teams and the volunteer instructor corps when measured by scores provided by students. Professional police instructor teams were assigned ratings on instruction which were significantly higher than those assigned to the volunteer instructor corps. The students preferred professional instructors to volunteer instructors. Professional instructors using limited Edex were scored higher than professional instructors using the lecture-discussion method, but not significantly higher.

Objective 2b set forth for this study was to assess attitude (opinion) about mobile and conventional classrooms when measured by scores provided by students. Mobile classroom facilities were assigned ratings by students which were significantly higher than those assigned to the conventional classroom facilities.

Objective 2c set forth for this study was to assess attitude (opinion) about the Edex multi-media method and the lecture-discussion method of teaching when measured by scores provided by students. Attitudes about the Edex multi-media method and the lecture-discussion method by students, while not significantly different, favored the multi-media method.

Objective 3 set forth for this study was to compare the mobile classroom to the conventional classroom in terms of economic feasibility. While the first cost of the mobile classroom did not compare favorably with that of the conventional classroom, initial cost was only part of the answer on economic feasibility. Economic feasibility for a comparatively sparse training population might better be measured in terms of utility rather than cost per square foot of floor space. It was deduced that less expensive conventional classrooms which were not used constantly were far more costly than the more expensive mobile classrooms adapted to be used continuously.

A summary of findings about other factors relative to the investigation follows:

Students twenty-one to forty years of age made significantly better pretest scores than students forty-one years of age and over. Gain in scores from pretest to test were about the same for both age groups.

Students who were patrolmen and detectives began the course with significantly less knowledge about basic supervision than lieutenants, captains, inspectors, and chiefs. There were no significant differences between ranks of policemen in test scores.

Students who were law enforcement officers with one to ten years of police service were more knowledgeable about

basic supervision than students who were law enforcement officers with twenty-one or more years of police service. Students with eleven to twenty years of police service made significantly higher gain in test scores than students with twenty-one or more years of police service.

Students from large police departments were better informed on basic supervision than students from medium-sized departments and students from medium-sized departments were better informed than students from small departments when evaluated by the pretest and also by the test. Students from small police departments made significantly greater gains in scores from pretest to test than students from large police departments.

Conclusions

The following were findings of the study:

1. An effective approach to teaching basic supervision to policemen was by professional instructors using the lecture-discussion method in the mobile classroom.
2. Instruction was rated highest, classroom facilities were rated lowest and teaching aids were rated between the other two factors by students taught by professional instructors using the lecture-discussion method of teaching in the mobile classrooms.
3. Student achievement in police supervision when taught

by professional instructors was significantly greater than it was for students taught by volunteer instructors.

4. Professional instructors were assigned attitude ratings on instruction by students which were significantly higher than those assigned to the volunteer instructors.
5. Mobile classroom facilities were assigned attitude ratings which were significantly higher than those assigned to the conventional classroom facilities.
6. The Edex multi-media method was assigned attitude ratings on learning aids which were more favorable than those assigned to the lecture-discussion method of teaching.
7. The initial cost of the mobile classroom did not compare favorably with that of the conventional classroom. In terms of utility, the mobile classrooms were perceived to be more feasible economically than a larger number of conventional classrooms strategically located in the State.
8. The younger students began the in-service course with a significantly better understanding of basic supervision than the older students. Upon completion of the in-service course, the younger students were well ahead of their older classmates in

knowledge of basic supervision.

9. Patrolmen and detectives began the in-service course with significantly less knowledge about basic supervision than lieutenants, captains, inspectors and chiefs. Upon completion of the in-service course, there was no significant difference in knowledge about basic supervision between ranks of policemen.
10. Students with ten or less years of police service began the course with a significantly better understanding of basic supervision than students with twenty-one or more years of police service. The students with fewer years of police service acquired more knowledge about basic supervision during the course than students with twenty-one or more years of experience.
11. Students from large police departments (urban areas) began and completed the in-service course with a significantly better understanding of basic supervision than students from medium-sized police departments. Students from medium-sized police departments began and completed the in-service course with a significantly better understanding of basic supervision than students from small departments (rural areas). Students from small departments (rural areas) made significantly greater gains in

learning basic supervision than students from large departments (urban areas) during the in-service course.

Recommendations

The recommendations made as a result of this study are:

1. That further investigation be conducted to compare the relative effectiveness of the conventional classroom to that of the mobile classroom.
2. That further investigation be conducted to compare the relative effectiveness of Edex multi-media method to other teaching methods.
3. That a feasibility study be made relative to permanent-type classrooms for police training in New Jersey.

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APPENDIX A

SUPERVISORY JUDGMENT TEST
FOR THE
BASIC SUPERVISORY COURSE

Directions and Instructions

1. You have been given a question booklet and an I.B.M. answer sheet.
2. The question booklet contains 23 multiple choice items.
3. Examine the booklet. If any of the numerical sequence is missing, notify the consultant.
4. You are requested not to ask questions or get help from any person, nor use any book or other source of information.
5. Mark the answer sheet, not the booklet. Return the booklet to the consultant with your answer sheet.
6. Do not sign the answer sheet.
7. Write on answer sheet: Booklet Number, Date of Test, Place of Test, and Date of Birth.
8. You have been given a sheet with answers indicated by the letters A-B-C-D-E. Pick the answer you think is correct and blacken between the parallel lines of the corresponding letter of that numbered question on the answer sheet. Only right answers will be scored. There is no penalty for wrong answers.
9. This test is for research purposes only.
10. Maximum time - One Hour

ON SIGNAL FROM CONSULTANT, BEGIN TEST.

1. A sergeant believes he has more ability than his men. He likes to attend to details and he feels that the place could not run without him. He complains of overwork. His men say that he is hard to get along with. Which of the following actions would it be most desirable for the sergeant's superior to take?
 - A. Transfer the sergeant to a position where he would have more officers under him so that he could spend less time on details.
 - B. Tell the sergeant that a unit which depends on the ability of one man is not soundly organized.
 - C. Suggest to the sergeant that if he delegates more authority to his men the job will go more smoothly.
 - D. Tell the sergeant to change his point of view.
 - E. Assign an assistant to the sergeant.
2. Which of the following results is most likely to occur through failure of a police supervisor to consult his men before deciding on policies which affect their work?
 - A. The policies adopted are not as likely to meet the needs of the department as those developed after consultation with his men.
 - B. Frequent changes in policy will be necessary.
 - C. Policies will have to be put in writing.
 - D. The superiors of the supervisor may adopt a practice of not consulting him when developing policies that affect his work.
 - E. Policies may not be carried out as well as they would have been if subordinates had been consulted.
3. Of the following practices that might determine the effectiveness of a supervisor in promoting high working morale, the least important is the extent to which he
 - A. knows what to include in written procedures
 - B. criticizes constructively
 - C. avoids favoritism
 - D. actively dispels rumor
 - E. is available to subordinates when they wish to speak to him

Questions (4) and (5) give examples of officers' actions that may cause a problem for a police supervisor. Below are listed five possible actions that the supervisor might take. For each question decide which one of the following five answers, A, B, C, D, and E, represents the best answer.

- A. The action indicates a possible unwillingness to comply with essential working discipline; the supervisor should correct it.
 - B. The action indicates that the methods or techniques of the supervisor are possibly at fault; the supervisor should attempt to change his own approach as a first step in correcting the situation.
 - C. The action indicates a failure on the part of the officer to comply with working discipline; the matter is relatively unimportant. The supervisor should disregard the action if it occurs once or twice but should take steps to correct it if it happens frequently.
 - D. The action is either normal under the circumstances described, or is such that it does not interfere seriously with the efficiency of the unit. The supervisor may wisely overlook it entirely or if he should attempt to correct it, he should use indirect methods over a long period of time rather than take immediate action.
 - E. None of the above.
4. A supervisor notices, a week after he has issued a memorandum calling attention to poor patrol procedures, that there has not been improvement.
 5. A supervisor substitutes a system of different rest periods for each officer to take the place of a uniform rest period for the unit; the men are openly disgruntled and efficiency suffers.
 6. Of the following statements, which one would be least desirable for a superior to use in encouraging his men to learn all they can about their job?
 - A. The best suggestions for improved work methods come from men who have a good fund of knowledge.
 - B. A minimum of five years of in-service training is necessary to learn all that is required in the job.
 - C. Increased job knowledge will lead to better performance.
 - D. The more an officer knows about his job, the more interest he is likely to have in his work.
 - E. The more an officer knows about his job, the more likely he is to be promoted.
 7. The change in safety signs from "Drive Carefully" to "Save your life and your family's future....drive carefully" resulted in a large decrease in patrol car accidents. The most probable reason for this decrease is that

- A. the new sign vividly expressed the possible consequences to the individual officer of disobeying the safety rule
 - B. the men were made to understand that their patrol car may be involved in an accident
 - C. the wording of the second sign is based on the kind of language that the officers use
 - D. the longer sign received more attention because it took longer to read
 - E. change in sign indicates an interest on the part of the department in improving safety
8. A new method for reporting on departmental operations is being explained to a group of police supervisors. Of the following techniques, the one which will probably be most helpful in securing their cooperation in preparing the reports properly is
- A. emphasizing the fact that the reports have the ultimate goal of increasing efficiency.
 - B. issuing sample sets of report forms to each supervisor.
 - C. reading and endorsement of a similar reporting system by police administrators from a department which has used the system for a number of years.
 - D. demonstrating how the reports can help them plan their own work
 - E. explaining how the separate reports will be summarized to show efficiency of the whole division
9. Which one of the following methods would probably be most successful in preventing rumors which have been spreading through a division?
- A. See that the actual facts are made known to all officers.
 - B. Trace the rumors to their source.
 - C. Discuss with officers the harm done by spreading rumors.
 - D. See that all leaks of information are stopped.
 - E. Tell the facts to anyone who comes to the supervisor with a rumor.
10. Of the following observations on the effects of noise on efficient operations in a congested desk area in a busy precinct, the one that best justifies a careful selection of officers for desk duty in this noisy area is that
- A. noise reduces the speed, rather than the accuracy, of operation.
 - B. noise has a more adverse effect on accuracy of work than on speed of operation.

- C. individuals differ greatly in how much their efficiency is diminished because of fatigue due to noise.
- D. noise is a constant influence which cannot be eliminated.
- E. the simpler the mental task involved, the less noise interferes with operation.

Question (11) is based on the following paragraph. Sergeant Jones observed that some of his men had formed the habit of coming in to begin their tour of duty with their uniforms wrinkled and dirty, shoes unshined, equipment dirty, and some unshaven. He called all of the men together and explained the need for good personal appearance and clean equipment. He added that deliberate violations in the future would bring a suspension of at least two days. The following day Officer Brown came in to work with a disheveled appearance. Sergeant Jones noted his appearance and knew that other officers had also noticed the violation. Officer Brown was a good cop and an excellent worker. Sergeant Jones approached Officer Brown and told him that he was suspended for two days starting immediately.

11. In which one of the following ways did Sergeant Jones chiefly show himself to be a poor supervisor?
- A. The penalty he imposed was not severe enough for an offense following so closely on the warning.
 - B. He imposed too severe a penalty.
 - C. He didn't give the officers time to break the bad habit.
 - D. He hurt the morale of the unit by the suspension of an excellent worker.
 - E. He jumped to the conclusion that the officer was willfully disobedient.
12. Which one of the following statements would probably be most important to keep in mind when training recruits?
- A. The desire to learn is an important factor in learning at any age.
 - B. Time necessary to learn varies directly with age.
 - C. Different types of training materials are needed for teaching older officers.
 - D. Older officers do not learn new physical skills so well as younger officers.
 - E. Older officers take longer to learn but remember what they learn longer.
13. Which of the following statements concerning a training program for new recruits is most accurate?

- A. A training course for new recruits should include detailed instruction on everything that an officer needs to know on his job.
 - B. Once a plan for training has been set up it should be followed without change in order to prevent disruptions.
 - C. If a training program for new recruits is used, the efficiency of departmental operations is increased.
 - D. Working with other officers and observing their methods is usually the best method for breaking-in a new recruit.
 - E. Training is usually most efficient if the number of sessions is not more than ten.
14. The chief, while showing a visitor around his department, saw an officer polishing his shoes. He called the sergeant over, criticized him for allowing the officer to polish his shoes during working hours, and told him to give the officer a good "dressing-down" before the group. For the next few days, whenever he saw the sergeant, he asked how the "spit and polish club" was getting on. The one sound practice followed by the chief was that he
- A. had the sergeant handle the matter instead of speaking to the officer himself
 - B. showed the visitor that the department did not tolerate slackness
 - C. dealt with the situation immediately
 - D. told the sergeant to criticize the officer in front of the group as a warning to all of them
 - E. continued to remind the sergeant of the situation over a period of time
15. A certain Sergeant frequently comes to his superior with questions on problems which the superior feels the supervisor ought to be able to answer himself. Which of the following is probably the best way for the superior to get the Sergeant to stop asking for too much help?
- A. Answer the Sergeant's questions in very great detail.
 - B. Tell the Sergeant that from now on he will be available only to discuss suggested solutions, not to provide solutions himself.
 - C. Ask the Sergeant questions which will help him to think the problems through.
 - D. Adopt a cold and formal manner with the Sergeant.
 - E. Tell the Sergeant that he ought to learn to work things out for himself.

16. Which of the following is the best reason for use of check lists by police supervisors in acquainting new officers with an organization? The check list is a means of being sure that new officers
- A. are given all the information that they should have
 - B. are not told the same thing more than once
 - C. realize that their interests are being looked after systematically
 - D. are made to feel an important part of the department
 - E. understand why information is being given to them
17. In order to secure maximum efficiency and productivity from a group of officers engaged in tasks in which each officer's efficiency cannot be measured adequately, it would be most desirable for the supervisor to
- A. offer special privileges in exchange for cooperation
 - B. frequently praise each officer, regardless of his efficiency, as a means of improving morale
 - C. assign each officer slightly more work than he can accomplish at peak efficiency
 - D. arouse in each officer an interest in his duties
 - E. see that each officer is on the job when he is supposed to be and is devoting full attention to his work
18. Of the following, which is most important for a police supervisor to make clear in assigning a special task to a group of officers?
- A. Whether the job will be inspected by someone outside the division
 - B. The likelihood that similar assignments will occur again
 - C. The reasons why other officers were not asked to do the job
 - D. The estimated time it will take them to complete the job
 - E. What part of the job is to be done by each officer
19. Sergeant Smith was promoted to his job over several patrolmen of greater seniority. Which one of the following steps would be best for him to take in order to establish good personal relations with all of the patrolmen?
- A. Make the most senior patrolman as assistant.
 - B. Delegate to the senior officers certain of his supervisory responsibilities.
 - C. Make it plain to all the officers that he insists on having their full cooperation.

CONTINUED

2 OF 4

- D. Treat the senior officers as he does the other officers, but confer with them on matters in which they are expert.
 - E. Call the senior officers aside to explain that he did not know they were in line for the job and request their cooperation.
20. "The best public relations program for a police department is for it to promote day-by-day, month-by-month satisfactory public contacts." This statement is generally
- A. false; it does not take into account the influence of present day public relations techniques.
 - B. true; the police are judged mainly by their regular contacts with the public.
 - C. false; the efficiency of a police agency is being judged to an increasing degree by "cases cleared" indexes.
 - D. true; the efficiency of a department's law enforcement methods determines the public's attitude towards the police.
 - E. false; funds are not available for this type of operation.
21. The relationship between the Police Department and the press is a two-way relationship, because the press is not only a medium through which the department releases information to the public but the press also
- A. can teach the department good public relations.
 - B. is as interested as the department in gaining public support for the department program.
 - C. provides the basis for community cooperation with the department.
 - D. reflects public opinion, thereby making the department aware of public opinion.
 - E. releases such information from an opposing viewpoint.
22. An irate store owner complains violently and abusively to the desk officer that two patrolmen caused unnecessary damage to his property while pursuing a criminal. Of the following, the most desirable action for the officer to take first is to
- A. make an appointment for an interview between the store owner and the patrolmen involved.
 - B. warn the store owner to cease his violent language and to send a formal complaint to the precinct commander.
 - C. allow the store owner to finish and then attempt to explain the reasons for the patrolmen's actions.

- D. permit the store owner to finish and then state that the patrolmen were only doing their duty.
 - E. advise him to list his damages and send a claim to headquarters.
23. "In the early days of police departments, the good citizens of the community felt a sincere alliance with the police against thieves and outlaws who preyed upon them. Today, in an urban community, such feelings of alliance have too often diminished." This tendency has arisen chiefly because
- A. effective police work during the past has practically eliminated the need for public cooperation in law enforcement.
 - B. police have assumed many duties of a minor regulatory nature.
 - C. police work is concerned primarily with a small outlaw group.
 - D. strong social disapproval of criminal elements of society no longer exists.
 - E. The criminal element can no longer be easily identified.

APPENDIX B

Rutgers - The State University
Student Opinion QuestionnaireAttitude About Facilities, Instruction, and Teaching Aids
in the New Jersey Police Training Commission
Educational Program

This is a study of attitude about the training program you just completed. On the following pages are statements about which you are asked to express an opinion. The purpose of this request is to learn strengths and weaknesses about this program so that future programs can be improved.

This is not an examination. There are no correct or incorrect answers to these statements. It is simply your feelings about certain aspects of the training program just finished.

Your completed questionnaire will be collected by a Rutgers' researcher or a member of your class. For personal reasons it will not be made available to personnel of the New Jersey Police Training Commission.

An honest appraisal for each statement is solicited. Feel free to strongly agree, agree, remain uncertain, disagree or strongly disagree with each statement in the opinionnaire. Please mark an (X) in one of the five designated columns following each statement to denote your opinion.

Thank you,

Dr. Charles C. Drawbaugh
Associate Professor of Education
Rutgers - The State University
10 Seminary Place
New Brunswick, New Jersey 08903

Statements	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
17. The classroom was a place that helped students grow to their best, physically and mentally					
18. Provisions were made for orderly traffic flow with a minimum of congestion					
19. The library was well stocked with books to fit every interest and area of curriculum					
20. The classroom itself helped teach an appreciation of beauty, the orderly usefulness of space, and the spirit of harmonious living					
<u>Teaching Aids</u>					
21. The teaching aids held my attention					
22. Sufficient reference materials were supplied					
23. Teaching materials were up-to-date					
24. The visuals shown on the screen were obstructed					
25. The teaching aids created vivid impressions which caused one to remember longer					
26. The bulletin boards were colorful and current					
27. The teaching aids were distracting					
28. Learning materials which fit teaching situations were seldom brought into class					
29. The learning aids were trivial and superficial					
30. The learning aids complicated the knowledge to be learned					

STUDENT OPINIONNAIRE

Birthdate _____ Class Location _____ Date _____

Statements	Response				
	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
<u>Instruction</u>					
1. The training classes bored me					
2. Challenging questions were asked					
3. Assignments were practical and reasonable					
4. Personal tact and professional ethics were exhibited					
5. Classroom activity was interesting and stimulating					
6. Appropriate learning experiences were chosen					
7. Instruction evidenced unprepared lessons					
8. Democratic principles were disregarded in the classroom					
9. Students were not helped to relate their learning experiences with their work					
10. A learning atmosphere was established in the classroom					
<u>Classroom Facilities</u>					
11. The classroom atmosphere encouraged learning					
12. Student stations (desks and/or chairs) were comfortable					
13. The classroom was clean and orderly					
14. Toilet facilities were inadequate					
15. The air conditioning system was noisy					
16. Outside space was inconvenient and inaccessible					

APPENDIX C
DATA SHEET FOR POLICE TRAINING STUDY

Name of City	Location of City	Date	Treatment Group	Personal Data				Test Scores				Attitude Scores				Total
				Date of Birth	Age	Pol. Rank	Pol. Serv.	Size of Dept.	Pre	Post	Gain	Instruct.	Facility	Learn.	Aide	
1.																
2.																
3.																
4.																
5.																
6.																
7.																
8.																
9.																
10.																
11.																
12.																
13.																
14.																
15.																
Totals																
Means																

Final Narrative Report
Police Management Institute
Grant No. 053

Conducted by
Institute of Government
University of North Carolina
Chapel Hill, North Carolina

Norman E. Pourrenke
Project Director

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Being a police officer today is a much bigger and more complex job than it was forty years ago. Enormous changes have taken place in the world since 1925. The pressures of population are being felt. A social revolution has taken place in the past five years. Standards of morality have changed. New drugs--some destructive, some therapeutic--have been discovered. New understanding has been reached about human behavior and motivation. A new concern for the preservation of basic human freedoms has been demonstrated in recent Supreme Court decisions. The public is newly aware of the widespread implication of any social ill on all aspects of society, and it is aware of the advances in sociology, psychiatry, medicine, and public administration that can be applied to alleviating some social problems. It has also come to expect that the police establishment will have sufficient depth and background that it can cooperate effectively and efficiently with these other forces at work in this half of the century.

All of these changes mean that the demands made upon a good police officer in terms of the problems with which he must deal and techniques that he is expected to apply are greater than ever before. In particular, they mean that a great deal more in terms of general ability, breadth of background, and skills of organization and personnel administration is required of the top level of police management, because it is from this level that new ideas and attitudes will be transmitted to the rest of the police organization and the force organized into its greatest efficiency and effectiveness. A police executive needs to have the same depth in administrative skill as any other professional.

The development of schools of police administration within many junior colleges, colleges, and universities is a result of this fact, and well-trained men from these schools are now placed in police agencies all over the country.

At the same time, very often chiefs of police and command and supervisory personnel have been promoted from the ranks. They have neither the time nor the inclination (considering their ages and personal responsibilities) to pursue academic degrees. Nevertheless, they are able, intelligent, conscientious men who recognize the advantages that professional police training, particularly in administration, can bring to their work.

With these men and the cities they serve in mind, the Institute of Government of the University of North Carolina at Chapel Hill recently obtained a grant from the Office of Law Enforcement Assistance of the Department of Justice to finance a specially devised short course in Advanced Police Management. The enrollment in this course was limited to municipal law enforcement administrators of North Carolina from cities with populations ranging from 15,000 to 200,000. Twenty-six invited police command officers participated. They represented approximately 400 years of experience in municipal police operations.

The Institute of Government's extensive previous experience with short courses of a functional nature has indicated that they are most effective when broken up into short, intermittent instructional sessions with periodic returns to the normal job. This allows the student sufficient time to complete various assignments and to do the required readings. For this reason the Police Management Institute was scheduled in five four-day sessions--one each month from November, 1966, through March, 1967. In all, 120 hours of classroom instruction were given, plus numerous outside assignments of both reading and actual problem solving.

The curriculum was designed to present concisely and in a form useful to the students the theory and application of a wide variety of administrative techniques and skills. Some of the material they already had some acquaintance with, but much was new, and a special effort was made to relate these skills

to the achievement of the goals that had been set for their specific police organizations. The daily schedule was organized according to the material to be covered, with time allowed for discussion, review, and summation. A general listing of the subjects included will give an indication of the scope of the program. The five four-day sessions were divided into six basic administrative functions. They were:

1. Management and Organization--The ability to recognize and correct weaknesses of the organizational structure. This section included the formal organizational structure, the chain of command, the principles of organization, dividing operational and managerial work, the staff line concept, position analysis, special organizational forms, and the delegation of responsibility and authority.
2. Personnel Administration--Building an efficient and well-adjusted work force. This section included human factors in organization and personnel selection, the application of psychological testing for selection and promotion, training programs including training problems peculiar to the law enforcement agency, evaluation and management appraisal, determining and meeting management objectives, measuring work effectiveness and organizational performance, human relations and management, and morale and motivation as it pertains to the law enforcement organization.
3. Community Relations--Building public understanding of police activities and problems. This section included the public relations and community relations function of the police administrator as it applies to the complex society he faces daily.
4. Administrative Practices--The ability to work with and through associates in a wide range of situations. This section consisted of the nature of organizational planning, the basic management functions, managerial decision making, policy making, measuring the effectiveness of law enforcement operations, the administration of records and office management, budgeting, manpower allocation, and future needs and long-range planning for the law enforcement agency.
5. Dynamics of Administration--The ability to develop communication, leadership, and direction within the law enforcement agency and between the agency and the community in which it serves. This section included the process of direction, the role of the leader, authority and influence, group dynamics and supervision, communication within the organization, discipline, and the utilization of voluntary control systems.
6. Control--Assuring the success of plans by gathering the information vital to decision making. This section consisted of the basic elements and function of control systems, the inspectional process, performance evaluation, planning and research for the future, and computer application and data processing for the law enforcement administrator.

A curriculum of this breadth obviously needed a faculty of equal breadth. The nucleus of this staff came from the Institute of Government's regular faculty, who provide training and instruction for officials in nearly all areas of both state and local government in the State of North Carolina. The author, whose field at the Institute is police administration, was the project coordinator. Dr. Donald Hayman and Dr. S. Kenneth Howard, in personnel administration and public administration respectively, completed the Institute cadre. For the remainder of the faculty, heavy reliance was placed upon distinguished consultants from many areas. The consultant lecturers were:

John Ingersoll
Chief of Police
Charlotte, North Carolina

Dr. Robert Rehder
School of Business
University of North Carolina at Chapel Hill

William Winters
Chief of Police
Chula Vista, California

Mr. John Klotter
Southern Police Institute
The University of Louisville
Louisville, Kentucky

Mr. Ray Dahl
Southern Police Institute
University of Louisville
Louisville, Kentucky

Mr. Richard Galhoon
School of Business
University of North Carolina at Chapel Hill

Mr. Harold Barney
(formerly of the International Association of Chiefs of Police)
Administrative Assistant to the Director of Public Safety
in Miami-Dade Florida
Miami, Florida

Lieutenant Ed Swing
Director, Planning and Research Division
Greensboro Police Department
Greensboro, North Carolina

Mr. Hugh Donnelly
Assistant Director of the Planning and Research Division
St. Louis Metropolitan Police Department
St. Louis, Missouri

Dr. A. C. Germann
Department of Criminology
California State College at Long Beach
Long Beach, California

Dr. Elmer Oettinger of the
Institute of Government Staff

Mr. Richard McMahon of the
Institute of Government Staff

Mr. Linwood Savage
International Business Machines
Raleigh, North Carolina

Mr. Richard McDonnell
IBM Director in Charge of Law Enforcement Activities
Oakland, California

Dr. William Edgerton
Department of Community Psychiatry
School of Medicine
University of North Carolina at Chapel Hill

Mr. Quinn Tamm
Executive Director
International Association of Chiefs of Police
Washington, D. C.

[The consultants' lectures were taped and will soon be edited and published as a book of readings by the Institute of Government.]

Those who chose the textbooks for the course believed that the desired special emphasis on management would not be found in traditional police materials, and textbooks were therefore selected from outside the police field. The two basic works supplies to the students were Management: A Book of Readings by Harold Koontz and Cyril O'Donnell (New York: McGraw-Hill, 1964) and Parkinson's Law. Materials including various case studies and

case problems were also furnished the class. The students were required not only to complete the assigned readings but also to use the readings in conjunction with their experience in reference to the case problems and studies in the application of a professional approach to inherent organizational problems.

The Institute staff felt that it could not evaluate this program, and that two separate judgments would be most meaningful in an over-all assessment of whether the objectives of the Police Management Institute had been achieved. Two independent evaluations were therefore requested. The first is being made by Dr. Claude George, Associate Dean of the School of Business of the University of North Carolina at Chapel Hill; an expert in management with no police affiliation was purposely sought so that results could be correlated purely in terms of management, with no consideration of particular principles of police administration. The second evaluation is being conducted by the International Association of Chiefs of Police in Washington, D. C. The IACP has undertaken a study, based on questionnaires sent to the Institute participants, to determine (1) the degree of correlation between the theory and application of principles taught during the Institute and their actual organizational problems, and (2) if there is correlation, how they use these principles in their own offices.

Mr. Quinn Tamm, Executive Director of the IACP, spoke at the Police Management Institute's commencement. He pointed out that in all areas of activity, training and education should be a never ending process. Top business concerns send their executives to business schools and seminars; ranking military personnel attend command schools and national war colleges; medical men keep up to date through specially designed courses on closed-circuit television. Service in any activity that vitally affects the public

welfare requires keeping up with new ideas and techniques and maintaining sharpness in skills. The very fact that the 26 police executives who completed the Police Management Institute had participated in the program indicated that they recognized this necessity and were ready to act upon it.

APPENDIX C
Curriculum

Institute of Government
University of North Carolina

POLICE MANAGEMENT INSTITUTE

Numerous police administrators are now finding themselves in a unique position. In the past, police organizations have grown with such rapidity that the chief of police and other top administrators have not been able to devote the necessary time to adequate administrative training. To assist the police administrator to meet this problem, the Institute of Government of the University of North Carolina at Chapel Hill, North Carolina through the auspices of the Office of Law Enforcement Assistance has developed a program which will introduce and familiarize police command and supervisory personnel with contemporary and established managerial and supervisory concepts.

GENERAL INFORMATION

The schedule will be:

- (1) Course length - 120 hours spread over a 5 week period.
- (2) Daily Schedule:

Monday: 1:30 - 3:00, 3:30 - 5:00

Tuesday, Wednesday, Thursday: 8:30 - 10:00, 10:30 - 12:00, 1:30 - 3:00, 3:30 - 5:00

Friday: 8:30 - 10:00, 10:30 - 12:00

This schedule allows the participants times to arrive from and depart to their respective homes each week.

- (3) Complete schedule by date:

1st Session: 28 November, 1966 - 2 December, 1966

2nd Session: 12 December, 1966 - 16 December, 1966

3rd Session: 9 January, 1967 - 13 January, 1967

4th Session: 30 January, 1967 - 3 February, 1967

5th Session: 27 February, 1967 - 3 March, 1967

CURRICULUM

Management Theory, Application, and Analysis

Monday, November 28

1:30 - 3:00 Introductory comments and definition of course goals

Instructors: Mr. John Sanders, Director
Institute of Government

Mr. Norman E. Pomrenke, Assistant Director
Institute of Government

3:30 - 5:00 Theory and philosophy underlying law enforcement and the role of the administrator. (Most participants may already have a basic understanding of the material, nevertheless, this seems the most opportune time to introduce it.) It should serve to clear up any misconceptions and provide something of a foundation on which to build management theory. Here we'll discuss: 1) Crime and laws; 2) Modern law enforcement needs; and 3) The administrator's role in modern law enforcement.

Instructor: Mr. Norman E. Pomrenke

Tuesday, November 29

8:30 - 10:00 Introduction to administration - an overview

Instructor: Dr. S. Kenneth Howard, Assistant Director
Institute of Government

10:30 - 12:00 Management theory; key terms defined; span of management theory; recognition of the managerial role

1. Why the need for management
2. What management can do
3. How management operates

- a. standard models
- b. hierarchies
- c. creative management

Instructor: Dr. Donald Hayman, Assistant Director
Institute of Government

Tuesday, November 29 (continued)

1:30 - 3:30 Application of management theory to law enforcement organizations

Instructor: Mr. Norman Pomrenke

3:30 - 5:00 Benefits to be gained from adopting sound management practices

Instructor: Mr. Norman E. Pomrenke

Wednesday, November 30

8:30 - 10:00 Organization - introduction and definitions - a system of activity groupings and authority relationships

Instructor: Mr. Norman E. Pomrenke

10:30 - 12:00 The formal organizational structure, the chain of command, role definition, dividing operational and managerial work

Instructor: Mr. Norman E. Pomrenke

1:30 - 3:00 Organizational analysis

Instructor: Mr. John Ingersoll, Chief of Police
Charlotte Police Department
Charlotte, North Carolina

3:30 - 5:00 Organizational analysis

Instructor: Mr. John Ingersoll

Thursday, December 1

8:30 - 10:00 The line - staff concept

Instructor: Mr. Norman Pomrenke

10:30 - 12:00 Job analysis and specialization - the extent, function and results

Instructor: Dr. Donald Hayman

1:30 - 3:00 Individuals and organization, special organizational forms (Committees, etc.)

Instructor: Dr. Robert Rehder
School of Business
University of North Carolina
Chapel Hill, North Carolina

Thursday, December 1 (continued)

3:30 - 5:00 Delegation and authority

Instructor: Dr. Donald Hayman

Friday, December 2

8:30 - 10:00 Summation and review

Instructor: Mr. Norman E. Pomrenke

10:30 - 12:00 Problems and case studies - these will be distributed on the previous night and should be prepared at that time so that when the individual arrives at class he will be able to fully discuss the material.

Instructor: Mr. Norman E. Pomrenke

Personnel Administration - Policies and Programs for Building
an Efficient and Well-Adjusted Working Force

Monday, December 12

1:30 - 3:00 The staff concept, staffing and personnel administration

Instructor: Dr. Donald Hayman

3:30 - 5:00 Manpower requirements - future law enforcement needs

Instructor: Mr. Norman E. Pomrenke

Tuesday, December 13

8:30 - 10:00 Human factors in organizing, personnel selection

Instructor: Mr. William Winters, Chief of Police
Chula Vista Police Department
Chula Vista, California

10:30 - 12:00 The organizational structure, managerial staffing, organizational goals and objectives

Instructor: Mr. William Winters

1:30 - 3:00 Personnel training and development, management games, executive development programs, training as a supervisor

Instructor: Mr. John Klotter
Southern Police Institute
Louisville, Kentucky

3:30 - 5:00 Problems of training peculiar to law enforcement

Instructor: Mr. John Klotter

Wednesday, December 14

8:30 - 10:00 Human relations in management and supervision

Instructor: Mr. Richard Calhoon
School of Business
University of North Carolina
Chapel Hill, North Carolina

10:30 - 12:00 Morale and motivation in personnel administration

Instructor: Mr. Richard Calhoon

Wednesday, December 14 (continued)

1:30 - 3:00 Measuring work effectiveness and organizational performance

Instructor: Mr. William Winters

3:30 - 5:00 Measuring work effectiveness and organizational performance

Instructor: Mr. William Winters

Thursday, December 15

8:30 - 10:00 Evaluation and management appraisal - objectivity vs. subjectivity

Instructor: Dr. Donald Hayman

10:30 - 12:00 Setting and meeting management objectives - the key to management appraisal

Instructor: Dr. Donald Hayman

1:30 - 3:00 The public relations function of the administrator

Instructor: Mr. Harold Barney
International Association of Chiefs of Police
Washington, D. C.

3:30 - 5:00 Community relations

Instructor: Mr. Harold Barney

Friday, December 16

8:30 - 12:00 Review and summation, discussion

Instructors: Mr. Norman E. Pomrenke
Mr. William Winters

Administrative Practices - Development of a Capacity to Work With
and Through Associates in a Wide Range of Situations

Monday, January 9

1:30 - 3:00 The nature of organizational planning, planning techniques,
the basic management functions

Instructor: Lieutenant Ed Swing, Director
Planning and Research
Greensboro Police Department
Greensboro, North Carolina

3:30 - 5:00 The nature of organizational planning, planning techniques,
the basic management functions

Instructor: Lieutenant Ed Swing

Tuesday, January 10

8:30 - 10:00 Managerial decision making - decision making concepts and
goal determination

Instructor: Mr. Norman E. Pomrenke

10:30 - 12:00 Policy making - diagnosing the problem, noting alternative
solutions, projecting results, plan, selection, implementation

Instructor: Mr. Norman E. Pomrenke

1:30 - 3:00 Organizational analysis and methods - measuring effectiveness
of operations

Instructor: Mr. William Barnes, Chief of Police
West Palm Beach Police Department
West Palm Beach, Florida

3:30 - 5:00 Records administration and office management

Instructor: Mr. William Barnes

Wednesday, January 11

8:30 - 5:00 Budgeting - financial planning and control, cost analysis,
forecasting financial needs

Instructors: Dr. S. Kenneth Howard
Mr. William Barnes

Thursday, January 12

8:30 - 10:00 Manpower allocation

Instructor: Mr. Hugh Donnelly, Assistant Director
Planning and Research
St. Louis Police Department
St. Louis, Missouri

10:30 - 12:00 Operational planning and research

Instructor: Mr. Hugh Donnelly

1:30 - 3:00 Problems of planning

Instructor: Mr. Hugh Donnelly

3:30 - 5:00 Future needs and long range planning

Instructor: Mr. Hugh Donnelly

Friday, January 13

8:30 - 10:00 Review and summation

Instructors: Mr. Norman E. Pomrenke
Mr. Hugh Donnelly

10:30 - 12:00 Problems and case studies

Instructors: Mr. Norman E. Pomrenke
Mr. Hugh Donnelly

Dynamics of Administration - Written and Oral Communication,
Conference Leadership, Direction, and the Art of Listening

Monday, January 30

- 1:30 - 3:00 Direction - the directive process
Instructor: Dr. A. C. Germann
Department of Criminology
California State College
Long Beach, California
- 3:30 - 5:00 Effective decision making - the formal and informal structure
Instructor: Dr. A. C. Germann

Tuesday, January 31

- 8:30 - 10:00 Leadership - the leader's role, selected and informal leaders
10:30 - 12:00 The feed-back process
1:30 - 3:00 Authority and influence
3:30 - 5:00 Group dynamics in supervision
- Instructors:
Dr. A. C. Germann
Mr. Norman E. Pomrenke

Wednesday, February 1

- 8:30 - 10:00 Organizational communication
Instructor: Mr. Elmer Osttinger, Assistant Director
Institute of Government
- 10:30 - 12:00 Organizational communication
Instructor: Mr. Elmer Osttinger
- 1:30 - 3:00 Human relations in management
Instructor: Dr. A. C. Germann
- 3:30 - 5:00 Human relations in management
Instructor: Dr. A. C. Germann

Thursday, February 2

- 8:30 - 10:00 The administrative psychology of morale and motivation
Instructor: Mr. Richard R. McMahon, Assistant Director
Institute of Government
- 10:30 - 12:00 The administrative psychology of human needs in the organizational structure
Instructor: Mr. Richard R. McMahon
- 1:30 - 3:00 Discipline
Instructor: Colonel E. Wilson Purdy
Kalamazoo, Michigan
- 3:30 - 5:00 Developing voluntary control - control through supervision
Instructor: Colonel E. Wilson Purdy

Friday, February 3

- 8:30 - 10:00 Review and summation
Instructors: Mr. Norman E. Pomrenke
Dr. A. C. Germann
Colonel E. Wilson Purdy
- 10:30 - 12:00 Problems and case studies
Instructors: Mr. Norman E. Pomrenke
Dr. A. C. Germann
Colonel E. Wilson Purdy

Control - The Management Function of Making Sure that Plans
Succeed by Gathering the Information Vital to Decision Making.

Monday, February 27

1:30 - 3:00 Controlling - the basic elements of control, function of
the control process

Instructor: Dr. S. Kenneth Howard

3:30 - 5:00 The inspection process, performance evaluation

Instructor: Dr. S. Kenneth Howard

Tuesday, February 28

8:30 - 5:00 Planning and research for the future - computer applications,
data processing (IBM will handle this portion of the course
with complete presentation of the material on computer
applications to law enforcement.)

Instructors: Mr. Linwood Savage
IBM
Raleigh, North Carolina

Mr. Richard McDonnell
IBM
Oakland, California

Wednesday, March 1 and Thursday March 2

8:30 - 5:00 Simulation exercises - a series of administrative problems
including role playing and sensitivity training.

Instructors: Dr. William Edgerton
Department of Community Psychiatry
University of North Carolina
Chapel Hill, North Carolina

Mr. Richard R. McMahon

Friday, March 3

8:30 - 12:00 Summation and concluding remarks, course evaluation

Instructor: Mr. Norman E. Pomrenke

Graduation Speaker: Mr. Quinn Tamm, Executive Director
International Association of Chiefs
of Police
Washington, D. C.

Course Texts

Basic text: Management - A Book of Readings, Koontz and O'Donnell

Additional texts: Parkinson's Law, Parkinson

Outside Readings: Additional materials will be assigned.

APPENDIX F
Case Studies

Institute of Government

Police Studies for Management

PROBLEM #1

The city of Megopolis is a medium size city with a permanent population of some 65,000 people. The city, like most of its size, has usual problems of urban renewal, traffic, and an increasing crime rate.

The department has approximately 95 men plus some 11 civilian employees under the command of a chief who is appointed by the mayor. The land area that the department is responsible for is approximately 30 sq. mi. with a population well dispersed within the city's boundaries. It has been the practice within this department for the detective personnel to respond to felony calls while on routine patrol. Once at the scene the detective would determine whether the case would be investigated. It was also the practice of a uniform car to respond to the location of the call. Over a period of time this practice created some sharp personnel distinctions. As an example, the detectives always felt that they were superior to the uniformed personnel. The uniformed personnel would never pass on information to the detectives even though they knew that it might be an important part in a case that the detectives were investigating. Further the detectives would not attempt to fraternize with the patrol personnel at any time and resented the fact that uniformed personnel would make inquiry in reference to certain cases. The uniformed personnel "griped" over the fact that "they never knew who had jurisdiction over the case" and in many instances a report was not written on an incident because each believed that the other would write the report.

Another common gripe was that detectives stole all of the glory and relegated patrol functions to a "night watchman" status in the eyes of the community. The chief has heard several of these "gripes" at various staff meetings. He requests staff recommendations to correct these problems if they do exist.

- 1) What recommendations would you make to improve the organizational structure and why?
- 2) What steps can be immediately taken to correct the conflict between patrol and detective personnel?
- 3) Can the informal organization be utilized in any way to correct any defects that may exist and also what role might they play in recommended changes? Give your reasons why.

Institute of Government

Police Studies for Management

PROBLEM #2

Sgt. Jones has just been promoted and was assigned as a field supervisor in the patrol division. He was assigned where there was a lieutenant in charge of his shift and a captain in charge of the operation. Sgt. Jones was young in comparison to the other sergeants and was in his third year of college. He took pride in his work and was promoted after having served the minimum number of years on the force, due to his promotional examination score and his excellent efficiency reports.

During the first six months, he took great pains to document the day-to-day work of the officers on his shift so that when employee evaluation forms were due, he would have a good working knowledge of his personnel's strengths and weaknesses. He has eight officers assigned to him in the field. He rated six as being "satisfactory" and two as "improvement needed." He feels that he honestly and conscientiously rated each of the officers based upon his observations and records.

It therefore comes as a great shock to him to find that all of the officers are upset by his ratings, especially since he took great pains to counsel them all during the six months rating period. He has discovered that the range of the ratings and each officer's rating is a matter of common knowledge. In fact, he has found that the captain in charge encourages the personnel to view their rating sheets prior to their oral interview. To his further consternation he finds that the great majority of ratings given by the other supervisors are in the "outstanding" and "very good" category. He is rated by his own supervisor, the lieutenant, as "very good - probationary." He knows of his own knowledge that the other ratings could not be accurate.

When Sgt. Jones asked his lieutenant about this and the large number of "outstanding" and "very good" ratings, he was told, "Nobody really pays any attention to them and besides, it can have a big effect on a man's promotional chances; don't rock the boat - just go along with it."

Sgt. Jones has again reviewed the evaluation report manual and is certain that his ratings were correct and that the others are wrong. The lieutenant has now approached him to up-grade his original ratings of the eight officers who worked for Sgt. Jones.

- 1) Was the practice of documenting the day-to-day activity of the eight officers by Sgt. Jones necessary? If so, why? If not, why not?
- 2) Should Sgt. Jones change the evaluation reports of his eight men and put an end to their griping and thereby conform to the practice within this precinct? If so, why? If not, why not?
- 3) Should the sergeant push the issue up to the chain of command to the chief's level in regard to a policy decision on measuring employee work?
- 4) What would you tell Sgt. Jones if he contacted you seeking advice as to what he should do?

Institute of Government
Police Studies for Management

PROBLEM #3

The department is about to purchase a fleet of new police cars for the coming fiscal year. The grapevine has it that they are going to purchase the "Hot-rod" deluxe model which they had purchased the previous year. Subordinates working for you over a period of a year have complained that the Hot-rod auto is uncomfortable to operate, results in body fatigue because the engine runs excessively hot and is difficult to transport prisoners in that are handcuffed because of the small opening of the rear door. Furthermore, several officers have mentioned that the bucket seats in the car are dangerous in that their weapons are exposed to persons who are seated in the rear of the car. You know from personal experience that all of these statements are true and correct and also, after viewing the operating costs per vehicle, are convinced that the hot-rod engine that is used in the police car is not the most efficient. You have discussed these matters on an informal basis with your supervisor and one week later he contacts you and says "okay, what kind of car should we get and what kind of equipment should they have?" You want to make certain that your choice of a car is correct.

- 1) What steps would you take to involve your personnel in this decision and give your reasons why?
- 2) What steps would you take to make certain that there will not be a morale problem if their suggestions are turned down?
- 3) Would you consider not involving your personnel at all? If so, give your reason why.

Institute of Government
Police Studies for Management

PROBLEM III-3

Lt. Brown, who has been a police lieutenant for some six years, has recently had assigned to his precinct Sgt. Waters, a newly promoted sergeant. The lieutenant has informed the sergeant that among other things, he believes subordinates should be given a great deal of freedom in making decisions at the operational level, provided that they are within the framework of the department's rules and regulations and policy. The sergeant readily interprets the lieutenant's remarks as meaning that the supervisors under the lieutenant's command are to apply controls and direction of the uniform personnel with a minimum of interference. One evening a serious incident occurs which incites a short but bitter fight between a group of citizens and uniform officers responding to the call. The lieutenant riding that night hears the sergeant request the assistance of the canine corps. Before the dispatcher can have the canine corps respond to the sergeant's location, the lieutenant countermands the order and advises the dispatcher not to send the dogs. Later, after the incident is over, the lieutenant hears through "the grapevine" that the sergeant feels that some of his personnel would not have been injured had the dogs been permitted to come to his location during the incident. The lieutenant calls the sergeant to his office and proceeds to "read him the riot act." At this point, the sergeant asks for permission to go with the lieutenant to the captain to air the matter as the sergeant feels the lieutenant has not stood behind his original statement of allowing subordinates to make decisions.

Unknown to the sergeant, the lieutenant had recently read a confidential order from the Mayor directing that under no conditions were the canine corps to respond to any calls other than for lost children. Assume you are the captain.

- 1) What steps would you take immediately to prevent the recurrence of a similar incident?
- 2) What would your comments be toward:
 - a) the lieutenant?
 - b) the sergeant?

Give your reasons why.
- 3) What application of decision making was erroneously applied here and by whom?

Institute of Government
Police Studies for Management

PROBLEM #1

Lt. Brown, your shift commander, has come to you and told you that the department is considering the installation of a new reporting system. He requests suggestions from you on how the change can be instituted with a minimum of confusion. You in turn contact the other five sergeants on your shift and pass this information on to them. You even go so far as to discuss the problem with a sergeant in the traffic bureau and with a lieutenant in the detective bureau. Some two weeks later, as you are compiling your recommendations and suggestions, the lieutenant comes to you and with "fire in his eye" demands to know on whose authority it was that you contacted the whole damn department in reference to the new report writing system. Before you can answer, he turns on his heel and walks away. For the next two weeks he says nothing to you but on the due date requests your suggestions and recommendations based upon his original request.

The report writing system is instituted but none of the recommendations you have submitted are written into the manual. After some three weeks of operation, your officers begin to tell you of the numerous defects involved in the report writing system, many of which are based upon practices that your original recommendations would have corrected.

- 1) Do you think you acted properly in contacting the other sergeants on your shift?
- 2) Do you think you acted properly in discussing informally the proposed reporting system with personnel of other bureaus? Why?
- 3) What sociological drive in organization has the lieutenant violated when he questioned you about "your authority"?
- 4) Should you, when asked by the captain in charge of the precinct operation, submit your original recommendations in reference to the new report writing system? State your reasons.

Institute of Government
Police Studies for Management

PROBLEM #5

Lieutenant Sharp receives a phone call from the Excellence Dry Cleaning establishment located in his district. The caller identifies himself as Mr. Gold, the owner of the store and states to Sharp that he wishes to file a complaint. He advises that since his establishment has been in business he has made it a practice to allow officers to have their uniforms dry cleaned for a 50 percent discount. He states that this morning an Officer Goodall, whose name he observed on the officers nameplate, came to his store to pick up some uniforms that he had left for cleaning. When he quoted Officer Goodall the full price, Officer Goodall stated, "I thought I could get a discount here." Mr. Gold states he explained to the officer that this practice had gotten out of hand and he could no longer afford to give all of the officers a discount. He reports that Officer Goodall nonchalantly but sarcastically turned around and stated "...see you have a lot of cars parked in the loading zone where customers come in for their cleaning. We might have to hand a little paper to correct that dangerous condition." He thereupon paid for his cleaning and left the establishment.

Lt. Sharp advised that he would look into the matter and would call Mr. Gold back. Lt. Sharp checks Officer Goodall's personnel jacket and finds that he has been assigned to patrol for some six months following graduation from recruit school. He checks with the Training Officer and determines that Officer Goodall was present for the two-hour recruit class on police ethics.

Lt. Sharp contacts Officer Goodall and has him report to his office. Whereupon the Lieutenant advises him that he was in violation of Departmental Order 6-44 which prohibits the taking of gratuities by any member of the department. Officer Goodall states that he was not aware of that order and that it had not been discussed in the training program while he was at the police academy. He states that the class on police ethics stressed the taking of gifts or gratuities in the form of money or other personal property and that he did not feel that a discount on his dry cleaning was the taking of a gratuity. Further, he states that he never received a copy of the departmental orders either in the academy or since he has been in the precinct.

- 1) What steps should be taken to correct the interpretation of Departmental Order 6-44?
- 2) Is Officer Goodall taking a gratuity in your opinion under the existing order?
- 3) What steps would you recommend be taken to prevent this recurrence and to guarantee transmittal of all information to precinct personnel?

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Police Studies for Management

PROBLEM #6

You have been asked by your commanding officer to recommend certain guidelines for the selection of supervisory personnel.

- 1) What recommendations would you make? Why?
- 2) You have also been asked to submit a list of recommendations to improve the morale and to motivate the personnel of the department. What would your recommendations be? Give your reasons why.

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Police Studies for Management

PROBLEM #7

Cityville has a police chief who had attended a working seminar, a portion of which was devoted to the health conditions of employees. One point that impressed the chief dealt with persons who were overweight. Upon his return to the department, an order was issued that stated in effect that within one year all personnel had to have their weight in proportion to their height as determined by a list of actuaries published by the city physician. One year after the order had been issued a report to the chief indicates that 21% of the personnel are still overweight. The department has numerous athletic activities in which it participates and the city has adequate social and athletic facilities available to its residents. The chief has ordered disciplinary action to be taken.

Within the last two months you were promoted and assigned the duties of personnel officer. The chief has requested your opinions regarding disciplinary actions or alternative steps.

- 1) What methods would you use to have the personnel involved voluntarily lose weight?
- 2) How can overbearing authority create non-compliance and hostility within the organization structure?

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Police Studies for Management

Problem # 8

The chief of the Great City Police Department has advised his commanders that he is disturbed by the high number of burglaries that are occurring in the city. He tells his commanders, "I want the burglaries cut down - and cut down soon." The commanders in the patrol and detective divisions pass the word on to their subordinates ordering that burglaries be decreased as soon as possible. Lt. Smith, in the burglary squad, asks his commanding officer what is the figure or percentage of decrease they wish. Smith's commanding officer feels that this is an excellent question and asks the lieutenant to prepare a paper indicating what are realistic goals. After much work and effort, Smith comes up with a figure of some 12% for the first year, provided certain changes are instituted in the patrol function and patterns, and further suggests that other divisions in the department not directly connected with burglary be utilized to assist in the case load. Smith discusses and shows his paper to Lt. Brown in the patrol division; Brown, upon reading the paper, tells Smith that the figure is unrealistic and if his suggestion of changing the distribution of the patrol force is adopted, other crimes will show increases and the deterrent action of the patrol force will be lost. Smith submits his paper to his commanding officer who, after randomly reading it, passes it on to his commanding officer for submission and approval at the next staff meeting. Inspector White submits the paper as written for staff consideration. The commanding officer of the patrol division strenuously objects to the recommendation as they affect patrol operation, claiming that they will completely disrupt all patrol activities. He further states that it is impossible to determine effective goals where deterrent action is involved and that since goals cannot be adequately be determined, measuring for them cannot be effectively done.

- 1) You are asked by the chief to prepare a paper to determine if measurements for work effectiveness on the curtailment of burglaries can be done.
- 2) You are further asked to submit recommendations, indicating how secondary goals or objectives can in the future, be determined together with the necessary measuring devices.
- 3) What criteria would you utilize in the consideration of the curtailment of burglaries?

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Problem # 9

The Division commanders have recently received orders from the chief's office to obtain from their personnel workable suggestions for the development and installation of a new reporting system which will be placed into effect six months hence.

Capt. Cool of the Patrol Division has called a special staff meeting of his lieutenants and sergeants, advising them of the chief's order and requesting that they obtain further information and facts from the operational personnel so that the chief can reach a more effective decision on the type of forms to be used, number of copies to be made, and their method of distribution. Sgt. Sharp does not make inquiry of his men but his personnel hear of what is going on in the Division from other officers and they proceed to discuss some of the recommendations among themselves. Officer Munster, who worked in report systems development, has on his own, submitted a two-page suggestion list to a relief sergeant who in turn passed it on to the lieutenant on Sgt. Sharp's night off. Sharp hears of this upon his return from his time off and asks Officer Munster why he did not submit his suggestion to him. Munster replies that the sergeant had not asked for suggestions and that he had heard from other officers in the Division that their sergeants had asked for suggestions and he felt that passing these suggestions on to Sgt. Sharp would have been a waste of time. Sharp takes offense at Officer Munster's comments and proceeds to write a report charging him with insubordination and violating the chain of command. The report reaches the lieutenant's desk, where, after reviewing the charges, he calls Sgt. Sharp to his office and advises him that he does not want any trouble on his shift and to forget the whole incident. A few days later, Sharp, while drinking coffee in the canteen with Capt. Cool, brings the issue up and relates the fact that the lieutenant did not back him up. Seated at the table at the time of this discussion were a detective and traffic lieutenant, each of whom carry only that portion of the story as related by the sergeant back to their operations. Soon the entire Division is aware of the story and both Officer Munster and Capt. Cool are being ridiculed behind their backs. During an inspection, the entire story is brought to the attention of the inspecting team.

- 1) What recommendations should the inspection team make in their report?
- 2) What action, if any, should be taken by Capt. Cool upon receipt of the knowledge that the entire Division is discussing the incident?
- 3) What steps should be taken immediately and in the future to prevent a recurrence of similar incidents?

Institute of Government
Police Studies in Management

Problem 10

The Great City Police Department is a medium sized organization which, together with seven other municipal departments, recently has been asked to improve their operating procedures so that the city might provide increased service without the need to raise taxes in the coming fiscal year. The chief of the department has issued a memorandum to his division heads requesting that they submit recommendations on how the department "can improve its services without increasing the cost to the citizens." The traffic division commander, a captain, has often discussed with his staff the problems caused by having the traffic control devices under his command. On numerous occasions in the past, he has recommended that this function be taken from the police department and transferred to the traffic engineering division, a part of the city engineering department.

On his own, he has undertaken studies that show that in terms of finances and manpower, it would be feasible to transfer this function from the police department to the engineering department. However, each time he has attempted to report this fact to the chief of police, the chief of the field operations bureau has rejected the reports.

The captain in charge of traffic is a personal friend of the city engineer. One day during a church social function, he tells the engineer of his findings in reference to the suggested transfer of the traffic maintenance operation. The city engineer agrees with the captain and tells him that he will take steps to see to it the transfer does occur. At the next city commission meeting with the mayor, the recommendation is brought up by the engineer. The police chief requests time to study the recommendation, claiming that this is the first he has heard of it.

The chief returns to the department, and in a state of agitation, fires a memo to the field operations bureau chief requesting to know why he was "put on the spot" at the commission meeting. In the interim, the police personnel who repair the traffic lights have heard through the grapevine that their transfer is eminent. They become agitated to the extent that they approach the traffic captain and tell him that they all wish transfers from their present assignments. When the captain asks them why, they advise him that they have heard from various sources that they will be transferred to civilian status. Many of these personnel joined the department as police officers but during the war years assumed the task of traffic maintenance. No one has changed the system and it remained with police personnel performing the task. The captain explains to them that they are police officers and police supervisors and not traffic maintenance people, but this has no effect upon them and their hostility continues.

The captain, fearful of the morale problem that may now arise, contacts the planning and research division and requests the captain there to institute a study to determine the feasibility of this questioned transfer. The planning and research people claim that this is not a correct function for them - that this is a special staff function which they can only participate in together with other divisions.

- 1) List all of the problems that you see in terms of formal organization.
- 2) a. What use, if any, could the chief have made of the informal organization?
b. What use, if any, could the chief of the field operations bureau have made of the informal organization?
c. What use, if any, could the traffic captain have made of the informal organization?
- 3) Do you consider this suggested transfer appropriate considering the objectives and goals of the police organization? Why?
- 4) Is the contention of the captain in charge of planning and research correct?

APPENDIX H
Final Examination
Institute of Government
Police Studies in Management

INSTRUCTIONS: This is a multiple choice examination. Write your name in the appropriate place called for on the answer sheet. Indicate the correct answer by placing an X through the letter preceding the correct answer to the question. Do not mark the examination. When you have completed the examination, turn in the examination and the answer sheet to the instructor.

1. The responsibility for the failure or success of any individual or unit in a police organization is:
 - a. Fixed with the individual or unit charged with the task
 - b. Fixed with the supervisor in charge of the unit or individual
 - c. Fixed with the chief administrator
 - d. All of the above
2. The most important element of planning is:
 - a. A clear, concise statement of the problem which gives rise to the need for the plan
 - b. Gaining concurrences for the plan
 - c. Evaluating the plan
 - d. None of the above
3. Policy making, as a function of management, has as its objectives:
 - a. The establishment of firm procedures for the conduct of the affairs of the police agency
 - b. Guiding the total effort of the police operation in the achievement of its goals
 - c. The development of schedules and work programs for the whole organization
 - d. Maintaining clear channels of communications within the organization
4. The effectiveness of the whole organization is dependent upon:
 - a. The chief executive only
 - b. Good management practices
 - c. The effectiveness of the several parts
 - d. The flexibility of the organization
5. In grouping tasks and functions for organizational assignment the first consideration is:
 - a. Line capacity to perform
 - b. The level of authority required
 - c. The level of general competence of the operational personnel only
 - d. None of the above

6. The chief administrator never actually relinquishes responsibility but merely discharges it:
 - a. By the act of assignment
 - b. By delegating authority
 - c. By inspectional follow-up
 - d. All of the above
7. Control is essential to the effective operation of your organization and the only way you may achieve control is:
 - a. Through continuous inspection
 - b. Through accurate report writing
 - c. Through the operation of a limited span of control
 - d. Through extensive in-service training
8. When lines of authority are disrupted or bypassed in the ordinary operation of an organization, by principle:
 - a. The superior officers thus bypassed have no responsibility for the order given or the task assigned
 - b. Coordination is impossible because the essential element of communications has been disrupted
 - c. The command officer who permits it has widened his span of control to a point beyond his ability to function
 - d. All of the above
9. In a systematic solution to a problem of supervision, the first step would be to:
 - a. Decide what the answer should be
 - b. Form a tentative conclusion
 - c. Employ trial and error methods
 - d. Formulate the problem clearly
10. Which one of the following phases of a police promotional examination program should be considered as the least valuable:
 - a. Written examination
 - b. Service rating or past performance
 - c. Seniority
 - d. Oral interview
11. If a performance evaluation system is to work well, it must:
 - a. Provide for an interview between the supervisor and the employee
 - b. Be used primarily to judge a man's personal character
 - c. Be recognized as a disciplinary device by those involved
 - d. Assure each officer an opportunity to compare his rating with those of his fellow officers

12. When making a detailed analysis of job content and requirements for a supervisory position, all but one of the following are elements to be considered: (Identify the one which is not an element.)
 - a. Personal characteristics
 - b. General administrative ability
 - c. Technical experience
 - d. Environmental factors of the occupation
13. Evaluation is a continuing function or process and is conducted to: (Identify the statement that is incorrect.)
 - a. Prolong the correction of errors
 - b. Determine training needs
 - c. Discover praise-worthy work
 - d. Determine the effectiveness of personnel assignments
14. The most important responsibility the administrator has to the supervisor is to:
 - a. Delegate proper authority
 - b. Exercise strict controls
 - c. Coordinate unit activities
 - d. Reinforce their authority
15. Analyzing the problems, needs, and difficulties of his subordinates in doing their work is principally in which element of supervision:
 - a. Directing
 - b. Improving
 - c. Evaluating
 - d. Communicating
16. The process of communication by supervisory personnel must be considered to be: (Select the best answer.)
 - a. Necessary only when the supervisor has something special to report
 - b. Required only when there is a report form to be filled out
 - c. A control to make sure the supervisor is performing
 - d. An integral part of the supervisor's responsibility
17. An effective internal communications system is essential to police operations. If the reporting system is to best serve the purposes it must: (Select the best answer.)
 - a. Inform the subordinate of what is required
 - b. Furnish information needed by the supervisor
 - c. Furnish information (where applicable) to outside interests
 - d. All of the above

18. All but one of the following are areas for supervisory training. (Identify the one which is not applicable.)
- Personnel utilization
 - Investigating domestic disturbances
 - Employee relations
 - Standards of performance and work measurements
19. In a discussion session maximum effectiveness can be achieved by permitting the men to speak:
- According to rank so that order is maintained at all times
 - In order of their experience
 - Regardless of rank and without fear of reprisal
 - According to age and rank so that the discussion remains at a dignified level
20. Which of the following is the most important to an efficient, productive and smooth operating law enforcement agency:
- How well uniformed and housed it is
 - The quality of the supervision provided
 - The physical equipment the department has
 - The number of men employed
21. The process of delegation can be regarded as: (Select the best answer.)
- The assignment of duties
 - The granting of permission
 - The creation of an obligation
 - All of the above
22. When faced with an unfamiliar situation, a good leader will generally: (Select the best answer.)
- Avoid involvement and hope it will not be discovered
 - Suggest that a subordinate perform the task
 - Make a snap decision and adhere to it at all costs
 - Make a decision based upon available facts, experience and systematic understanding
23. Planning is made more effective by: (Select the best answer.)
- Clarifying the objectives
 - Disregarding variable or uncertain things
 - Limiting the number of people involved in making the plan
 - Considering all possible alternatives to fit all possible situations
24. All but one of the following are barriers to effective reporting. (Identify that one.)
- Language and word meaning
 - Status system
 - Honesty
 - Chain of command

25. A supervisory officer should report to his subordinates all but one of the following items:
- The high accident and criminal locations on their beat
 - The evaluation ratings of the subordinate's co-workers
 - Objectives of the department
 - Departmental policy, rules and regulations
26. Some of the direct management uses of inspections and evaluations are to: (Select the best answer.)
- Improve the selection of personnel
 - Develop in-service training programs
 - Assist the supervisor in improving personnel
 - All of the above
27. In an emergency situation where the outcome requires instantaneous obedience by subordinates, which of the following broad kinds of leadership will most likely produce the best results:
- Democratic
 - Laissez-faire
 - Autocratic
 - Any combination of the above
28. Which of the following represent legitimate areas of evaluation:
- Quality of work
 - Knowledge of work
 - Attendance and promptness
 - All of the above
29. Which of the following is identified as other than a management function:
- Organizing
 - Filing
 - Planning
 - Staffing
30. The decision-making process: (Select the best answer.)
- Determines the attitude, environment and morale of the police agency
 - Is a burdensome task which should be delegated
 - Causes recognition of the fact that man's ability to make decisions is limited
 - Is seldom handled correctly
31. The occasions for decision-making are a result of: (Select the best answer.)
- Communication from superiors
 - Cases referred to the supervisory by the subordinate
 - Initiative displayed on the part of the executive
 - All of the above

32. A formal inspection system is generally initiated in a police organization for the basic purpose of: (Select the best answer.)
- Determining who is at fault in order that disciplinary action may be taken
 - Recognizing existing problems and seeking methods and procedures for constructively improving the entire operation
 - Pinpointing problem personnel
 - All of the above
33. Line inspection is one of the major types of inspection recommended. The line inspector:
- Has limited functional authority
 - Has absolute authority to correct
 - Has a responsibility to report deficiencies noted in operations other than his own
 - None of the above
34. Line inspection is accomplished through various approaches: (Select the best answer.)
- Personal or direct observation
 - Review of specific actions
 - General review of results achieved
 - All of the above
35. Special staff inspection involves:
- Examination of overall policies, programs and procedures
 - Examination of departmental objectives as they relate to all personnel
 - Limited functional authority
 - Departmental budget analysis
36. The best way to handle a new employee who frequently asks questions requiring lengthy, time-consuming answers is to:
- Provide the right answers even if it takes time to look them up or otherwise obtain them
 - Have him check the reference library
 - Tell him the answers are self-evident
 - Reprimand him for failing to give adequate attention to instructions
37. Which of the following requires the most skill on the part of the supervisory officer:
- Changing attitudes already formed
 - Selection of competent personnel
 - Preparing performance evaluations
 - Recommending employees for promotion

38. The objective of utilizing a performance appraisal form is: (Select the best answer.)
- To record the mistakes and errors made by a subordinate
 - To provide a means for documenting deficiencies in order that disciplinary action may be justified
 - To create an appreciation of need for a formal inspection system
 - To provide for constructive correction of faults, mistakes and errors
39. The purpose of organization is:
- The gathering of people together for the sole purpose of inducing them to work
 - The gathering together of people for primary and secondary purposes which can be referred to as goals or objectives
 - The gathering together of people into special functions or relations in order to achieve original goals of the whole organization
 - None of the above
40. The analogy of using the human body in comparing it to the organizational structure can best be said to:
- Show that like the human body, organizational activities must be grouped
 - That like the human body organization has similar tasks and functions
 - That like the human body organization must be controlled by a central authority
 - All of the above
41. In discussing the philosophy of "tall" vs. "short" organizations, one of the primary factors to be considered is that we wish to:
- Increase the administrative distance for decisions because in that fashion more people will participate
 - Decrease the administrative distance so that the operational level can receive a decision quickly where it must
 - Elongate the organizational structure so that there are more operatives and less chiefs
 - None of the above
42. The informal organization is based upon:
- The formal organization and its inter-personal relationships
 - The formal organization and its task assignments
 - The number of informal leaders which emerge
 - None of the above

43. The formal organization bases its activity upon:
- Geography, time and resources, function
 - Geograph, resources and time, process
 - Product, geography, process
 - Function, product, geography, time, process
44. Supervisors have a responsibility for reporting: (select best answer)
- Training needs to the training authority
 - Off duty activities of patrol personnel
 - Other supervisors who are neglecting their duties
 - The major objectives of supervision
45. Supervisors who are performing effectively:
- Generally resent inspections
 - Generally resent performance evaluations
 - Generally appreciate inspections and performance evaluations
 - All of the above
46. The responsibility for training the employee for the job ahead:
- Remains solely with the supervisor
 - Is a joint endeavor - employee, supervisor and organization
 - Remains solely with the employee
 - Should be delegated to the lowest level of command
47. You should delegate:
- Only when you are going to be absent
 - Only in an emergency
 - At performance evaluation time and you are overburdened
 - Because it is an important function by which a supervisor accomplishes his mission
48. The top administrator (chief)
- Retains the responsibility for the ultimate failure or success of his organization
 - Must delegate responsibility so that all personnel share the load in the event of failure
 - Must evaluate limitations of personnel when delegating ultimate responsibility
 - All of the above

49. Each level of management is: (select best answer)
- Dependent on the next higher level for all decisions which affect unit operation
 - Dependent on the next higher level for proper identification and interpretation of objectives and policies under which it operates
 - Responsible to one another for reporting deficiencies in supervisory practices
 - All of the above
50. Which of the following is not a limitation connected with the planning process:
- Inability to forecast accurately
 - Time and expense
 - Implementation
 - Tendency toward inflexibility
51. Planning is:
- The issuing of directives
 - The process of indicating to subordinates what should be done
 - Deciding in advance what is to be done
 - All of the above
52. Planning the schedule of days off, vacations, and reliefs is:
- An example of the reporting function of supervision
 - An example of the directing function of supervision
 - An example of the planning function of supervision
 - An example of the evaluation function of supervision
53. The good supervisor is the man who can: (select best answer)
- Do any job better than any of his subordinates
 - Recognize the abilities and capabilities of subordinates and delegate accordingly
 - Demand compliance to all rules and regulations
 - None of the above
54. Naturalness, democratic orientation, inter-action, leadership, empathy, group preservation, social distance and cohesiveness, and unity are:
- Terms that describe the formal organization and its inter-action
 - Terms that describe unit organization and their inter-action
 - Terms that describe the divisional structure and its organization
 - Terms that describe the informal organization and its group activity

55. Cost, policy, size and control of decentralization are facts that relate to:
- Budget theories
 - Communication
 - Decentralization
 - Operational techniques that affect staff operations only
56. The administrative cycle is broken down into major categories, they are:
- Planning, action, evaluation
 - Planning, objectives, control, re-evaluation
 - Objectives, action, control, re-cycling
 - Objectives, planning and replanning decisions, action, control
57. When considering decentralization, one of the most critical factors to consider is:
- Organization structure
 - Morale
 - Capabilities of subordinates
 - None of the above
58. There are generally three types of leadership referred to by industrial psychologists, they are:
- Autocratic, exemplary, laissez-faire
 - Democratic, laissez-faire, napoleonic
 - Democratic, autocratic, laissez-faire
 - None of the above
59. Five typical styles of leadership behavior are:
- Telling, persuading, consulting, joining, delegating
 - Telling, persuading, commanding, joining, delegating
 - Telling, persuading, joining, influencing, delegating
 - Telling, persuading, consulting, influencing, exemplifying
60. To fully understand leadership we must recognize three forces that bear upon him, they are:
- Forces in the leader, forces in the individual, forces in the situation
 - Forces in the leader, forces in the group members, forces in the organization
 - Forces in the leader, forces in the situation, forces in the organization
 - Forces in the leader, forces in the group members, forces in the situation

61. The statement, "Behavior depends on both the person and his environment" is referring to:
- The individual and his motivation
 - The personal communications
 - Group dynamics
 - Inter-action between the formal and the informal organization
62. To motivate personnel, an effective measure has been to:
- Have the personnel participate only in decision making
 - Have subordinates participate only in limited tasks
 - Have subordinates clearly understand their objectives
 - Have the subordinates participate in planning and decision making whenever possible
63. "The feed-back process" could best be described as:
- Listening to personal gripes of subordinates and evaluating them
 - The formal organization's intelligence system
 - The strategic placing of subordinates to feed back useful data for operational consideration to determine if orders are achieving goals or objectives
 - A method used to inflate subordinates' egos
64. The decision making apparatus is a term that is applied only to:
- The chief
 - The chief and his staff
 - The chief, his staff and supervisors
 - The total organization, where feasible
65. Dynamic leadership is a good leader that uses:
- A wide range of techniques
 - Exemplary techniques only
 - A relatively few methods and techniques
 - The command philosophy only
66. Reward and initiative are concepts of developing the individual in the organization. A third factor that is needed is:
- On-the-job training
 - Equipment
 - Teaching
 - Pay
67. When we talk of rewarding the individual in organization, we are really in effect saying:
- That the supervisor only should reward so that the subordinate will recognize the supervisor's interest in him

- b. That only the organization reward the individual for specific acts so that he feels the organization has an interest in him
 - c. That the organization reward the individual through the supervisor so that the subordinate recognizes the organization and the supervisor as being one
 - d. Money, letters of commendation and time off are the only important factors
68. A good career development program is:
- a. A mandatory technique to have personnel work in a variety of tasks
 - b. An optional choice for the personnel to determine if they wish to work in a variety of techniques
 - c. A good supervisory tool that can be utilized effectively to transfer poor subordinates
 - d. A good organizational tool to punish subordinates who do not measure up to organization standards
69. When we discuss planning and objectives there are specific types we can consider:
- a. Strategic and tactical
 - b. Strategic and long range
 - c. Tactical and short range
 - d. Strategic, long range and immediate
70. While an organization may have a primary objective, it can:
- a. Not have secondary primary objectives
 - b. Have secondary objectives
 - c. Have only one secondary objective
 - d. None of the above
71. A primary requisite that organization requires is:
- a. Integrated effort and coordination
 - b. Integrated effort only
 - c. Coordination and strict controls
 - d. All of the above
72. Before any standards can be set for an organization we must have:
- a. Rules and regulations
 - b. Administrative order
 - c. A measuring yardstick
 - d. None of the above

73. A good supervisor can only supervise:
- a. Six people
 - b. Seven people
 - c. Eight people
 - d. An unknown number based upon the supervisor's ability and the training of the subordinates
74. Major shortcomings of organization, particularly in the operational level of supervision, might be said to be:
- a. An inability to see that all organizations are composed of social groupings that have human feelings
 - b. The organization's refusal to delegate authority
 - c. The lack of training for supervisors assuming new tasks within the organization
 - d. All of the above
75. A good definition of coordination is:
- a. The orderly arrangement of group effort
 - b. The providing of unity of action to achieve a goal
 - c. The orderly arrangement of group effort to provide unity of action in the pursuit of a common purpose
 - d. The communication process to establish lines of authority for the purposes of work
76. Change in organization is:
- a. Not a consideration of supervision since they do not bring it about
 - b. A major consideration of supervision since they affect how smoothly the new process will work by the type of explanation they give their subordinates
 - c. Influenced solely by management at the upper levels
 - d. None of the above
77. "Once the order has been issued it becomes the task of the organizational team to make certain that the personnel stay on the target to achieve the order's objective." This statement really means:
- a. The measuring of work is the sole responsibility of management
 - b. Supervision and management are responsible for the overseeing of the implementation of an order

(continued on next page)

- c. Only the operational personnel are affected by orders and the task of management is to make them aware that the order exists
 - d. None of the above
78. A good leader is:
- a. Rigid in his range of supervisory methods but considerate of his personnel
 - b. Flexible in his supervisory methods and considerate of his personnel
 - c. Flexible in his supervisory methods but authoritative in his style
 - d. Flexible in his supervisory methods but makes decisions himself
79. The line viewpoint as it relates to the Line/Staff relationship indicates:
- a. Staff tends to assume line authority
 - b. Staff steals credit
 - c. Staff fails to keep line informed
 - d. All of the above
80. The Staff/Line relationship exists: (select best answer)
- a. In spite of widespread difficulties
 - b. In order that we can operate in terms of the objectives of the department as a whole
 - c. Because line is not capable of performing staff functions
 - d. Because staff is better educated
81. Planning involves forecasting. Forecasting in planning for the police operation:
- a. Is not complicated because we can rely on past experience
 - b. Is most difficult because we deal mainly with the unpredictable human element
 - c. Should be handled by someone outside the police sphere
 - d. All of the above
82. When we teach or train someone we are attempting to:
- a. Change his attitude
 - b. Change his habits
 - c. Improve his skills
 - d. Any one or combination of the above
83. The most desirable supervisory procedure in order to keep subordinates "on their toes" is:
- a. To apply disciplinary measures
 - b. Encourage initiative by delegating authority
 - c. To require frequent reports
 - d. Test their knowledge and alertness frequently

84. A lack of leadership qualities is indicated by:
- a. Rarely asking others to perform an unpleasant task
 - b. Frequently praising subordinates
 - c. Allowing subordinates to hold meetings
 - d. Rarely delegating authority to subordinates
85. When training a subordinate, the best way to make him into a capable employee is to:
- a. Tell him what to do at each point so that he will never make a mistake
 - b. Encourage him to make his own decisions as far as his assigned duties will permit
 - c. Refuse to answer questions to which you believe he should know the answers
 - d. Have him memorize Department Rules and Regulations
86. In planning police courses, it is most important to make the content of each lesson capable of being:
- a. Taught in one class meeting
 - b. "Tied" to something which the trainee already knows or can do
 - c. Spread over several class meetings
 - d. Explained in technical terms
87. The supervisor must recognize that:
- a. Learning should be uniform if the instruction is the same for all personnel
 - b. Persons differ in the amount they can learn in a given period of time
 - c. Learning is impossible without individual instruction
 - d. Learning is a passive procedure and participation serves no value
88. Subordinates do not object to strict regulations if they:
- a. Believe their superior approves of the regulation
 - b. Apply only to minor phases of the work
 - c. Are enforced without bias and favor
 - d. Result in improved departmental procedures
89. Peter Drucker indicates that the "success and ultimately the survival of every organization depends on":
- a. Supervisory personnel
 - b. The organization's ability to develop people
 - c. Supervisory reporting
 - d. Lateral communications

90. Departmental policies should be in writing to: (select best answer)

- a. Provide work for administrative personnel
- b. Provide a basis for disciplinary action
- c. Eliminate the possibility of misinterpretation
- d. All of the above

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APPENDIX I
Certificate of Completion

Institute of Government
University of North Carolina
Chapel Hill

having satisfactorily completed one hundred and forty hours of instruction in the

Police Executive Development Program
is awarded this

Certificate

On this day of March, one thousand nine hundred and sixty-seven

Director, Institute of Government

Assistant Director, Institute of Government

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Evaluation of
POLICE MANAGEMENT INSTITUTE

-0-

Institute of Government
University of North Carolina
Chapel Hill, North Carolina

-0-

by

Claude S. George
Consultant

In order to help police officials develop managerial skills, a Police Management Institute was conducted by the Institute of Government of the University of North Carolina at Chapel Hill. This Institute, consisting of one hundred twenty (120) class hours of instruction during five (5) full-week sessions, was spaced over the period between November 28, 1966 and March 3, 1967 with from one to three weeks of free time falling between each weekly session.

The program was well planned, well organized, and carefully structured. The excellent physical facilities afforded by the Institute of Government's new building added to the over-all quality of the program.

For adult education, the much to be desired spaced-learning approach was used. This technique allowed members time to think about their classwork when they returned to their respective police departments, as well as afforded them the opportunity of relating the class instruction to the actual operative and managerial problems facing them in their daily operations.

Evaluation Methodology

In developing this evaluation, several techniques were employed:

1. A test was administered at the beginning and end of the course to attempt to measure the increase in managerial knowledge of the participants after the course.
2. Interviews were conducted with participants on an individual basis throughout the course.
3. Classes and lectures were attended.

4. Outlines, texts, and other hand-out materials were reviewed.
5. The transcribed lectures and lecture notes of several instructors were read.
6. Individual instructors were consulted.

The results of these several approaches to evaluating the effectiveness of the Police Management Institute are as follows.

Tests

Prior to any indoctrination or lecture, a general objective test was given to the participants to ascertain their managerial knowledge level. The purpose of the test was explained to the group and they were asked to answer only the questions to which they knew the answers -- not to guess. For obvious reasons, the participants were asked not to sign their names to their papers. At the completion of the course the same test was again administered with similar explanations and instructions not to sign their papers.

A comparison of the correct answers on the first test with those on the second test showed a positive improvement as high as 35% in certain areas, but with an average improvement of about 18% to 20%. There appeared to be no clustering of questions missed either time the test was administered, thus tending to indicate that the course was balanced in its approach and did not cover one area to the exclusion of others. On the basis of the test results, we could state that the Institute was successful in significantly raising the managerial knowledge level of the participants.

Interviews

During the time in which the Institute was held, this evaluator had the opportunity to speak with virtually every participant and get his reaction to individual classes as well as the Institute as a whole. Random interviews were held throughout the duration of the Institute, and written comments were made at the completion.

Almost without exception the students appeared to be highly motivated, enthusiastic, and eager to attend the course. This high level of enthusiasm appeared to continue throughout the entire sequence. Their comments were especially strong about the high level of competence of the instructors. In addition, they frequently remarked that this was one of the most beneficial courses they had ever attended and felt that they had come to grips with the problems of their departments and how to improve their operational efficiency.

A few of their written but unsigned comments are:

"Received a clear understanding of my role in the organization. I also discovered some of my many weaknesses and through the instruction of the Institute and this course, I think I will be or try to be a better supervisor."

"I feel that I gained very valuable experiences from being able to associate with members from other (police) departments."

"I have learned the manager's role in an organization. Better understanding of how and why people in the organization act and react in the manner they do. Have a better insight into the management program as it related to using personnel to reach the goals of the department."

"Have attended courses dealing with management at some of the outstanding universities, but this is the best I have ever attended."

"Better understanding of the functions of management."

"I now feel that I am better able to understand the problems I deal with with respect to the cause behind the problems rather than the problems alone."

"Have as many police officers and their departments exposed to this course as possible."

"I now understand myself and my job better."

"I now have a better insight into management at the public level and solving public problems."

"I know now how to set objectives and goals to attain better results."

"I have an entire new concept of management as a whole."

"Have a better and broader knowledge of organization management that can be applied to future needs of Police Department."

Classes

The classes were taught in an atmosphere of friendliness and relaxed discussion which was conducive to learning. The students appeared to be interested, attentive, and alert most of the time. There were, of course, some exceptions.

The classes as a whole were well structured, the subject matter was well covered, and considering the time available and the heterogeneous backgrounds of the students the emphasis and level of instruction was appropriate. In addition, there was a good balance of emphasis on topics covered, particularly in the areas dealing with management,

budgeting, planning, directing, human relations, and organization.

Instruction

On the whole, the instructors represented a most capable group of able teachers with the capacity to excite the imagination, generate enthusiasm for the subject under discussion, and relate general theory to the specifics of departmental operation. All were quite competent in their areas and appeared to have a real mastery of their subject. On the basis of my observations of virtually every instructor, I would rate them on the average as excellent, with a few deserving quite superior ratings.

Texts

In the opinion of this evaluator, the textual material was the only really inappropriate part of this course. The management text as such is an excellent book of readings but not appropriate for this course. In my opinion, a more basic and developmental approach afforded by some other text would have been more suitable for this particular group. This negative aspect, however, was offset somewhat by the significant and appropriate outlines and other hand-out material supplied by individual instructors.

General Observations and Recommendations

On the whole, this Institute could only be rated as excellent. The subject matter, the instructors, the facilities, and the organization were all well above average. Despite this excellent rating, however, several areas appeared to warrant further experimentation and/or consideration for possible improvement in subsequent institutes.

If appropriate, for example, a greater use should be made of visual material -- especially films. Though the old saw of one picture and a thousand words is not always true visual materials do involve the student and frequently present material with a greater impact than the instructor could under sterile classroom conditions. This is especially true with individuals who are not used to listening to lectures for extended periods of time.

Another possible thought would be to consider the appropriateness of structuring one or two evening discussion sessions each week. These sessions could cover problems related to various phases of police work and management, and might help to shore up the class material.

Some consideration might also be given to introducing more participative techniques in class. More role playing, critical incidents, cases, problems, and the like might be used to an advantage.

Finally, one minor point involves the length of class periods. Some of the group appeared to become restive after about forty or fifty minutes of lecture. Perhaps some thought could be given to the possibility of, say, fifty-minute periods rather than ninety-minute periods.

All of the above when viewed in the perspective of the entire Institute are obviously minor in nature. If effectively incorporated, however, they might well serve to improve to some degree an already excellent program.

End

OLEA PROJECT NO. 087

BRIEF SUMMARY
FINAL NARRATIVE REPORT
SUMMARY EVALUATION

Sponsored By
ARKANSAS LAW ENFORCEMENT TRAINING ACADEMY
219 National Old Line Building
Little Rock, Arkansas 72201

A BRIEF SUMMARY OF OLEA GRANT NO. 087

For Police Administrative Training for
Arkansas Law Enforcement Supervisors

Need for training of law enforcement personnel in Arkansas has been recognized by most officials of the administration of the criminal justice system for many years.

A grant for \$33,251 was approved by the Office of Law Enforcement Assistance U.S. Department of Justice, October 11, 1966, for the period, October 1, 1966 to October 31, 1967, to give intensive in-service training to Arkansas Law Enforcement supervisory personnel.

Clovie Copeland was employed as special projects director on October 15, 1966 and Mrs. Wanda Lopez was employed as the secretary-bookkeeper a few days later.

Following conferences with many police training officials, it was determined that the four main topics for training should be: Community and Press Relations, Police Management, Police Science and Basic Law for Law Enforcement Officers.

It was also determined that it would be necessary to hold the classes during the day when the time demand on police supervisors is at a minimum.

A contract was made with the University of Arkansas School of Law to research the legal field with a view of providing a basic course. This, they found, was a much greater task than they at first assumed it would be, and it required 40 senior law students and four law professors more than six months to complete courses on seven different topics.

An agreement was also reached with Arkansas State Teachers College (which later changed its name to State College of Arkansas), for an evaluation team.

They were instructed to determine, if possible:

1. Receptiveness of the students to the instruction.
2. Methods of improving the daily instruction methods and materials.
3. The best methods of teaching law enforcement supervisors, including length of lessons, type of lesson materials, instructional techniques which seem to be the most effective.
4. What the courses were accomplishing.
5. Effectiveness of the project.
6. Recommendations for future in-service training programs.

The heads of every major police organization in the state was contacted and each promised full cooperation in the training program. Many expressed great enthusiasm.

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A BRIEF SUMMARY OF OLEA GRANT NO. 087 Cont.

But, when it came time to register, many of the department heads complained of manpower shortages and the general unavailability of men.

The result was that a comparatively small number of departments which were interested most in progress and training, sent most men to the classes and those who needed the instruction most stayed away.

We made a special effort to get attendance from the smallest departments. This met with little success.

The total number of students was 386. The original plan was from chief through the rank of sergeant, but exceptions were made in departments which had no established ranks, and for departments who had men who were in line for promotions.

In two instances, the city managers considered themselves as head of the police departments, above the chiefs, and were accepted. Municipal judges and city attorneys, circuit judges and prosecuting attorneys and other city, county and municipal officials were invited to attend specific classes where certain financial and personnel problems were under discussion.

This seemed to bring a new perspective to the officials in some instances.

We also invited certain members of the State Legislature to sit in when discussions were underway on minimum standards and training problems.

A survey of police agencies of the state revealed that on-the-job training was about the only type education in law enforcement most recruits were receiving.

Selection of new officers was largely political, with little emphasis on background or training. Instinctual fortitude and the willingness to work long hours for low pay was the principal employment policy for many departments.

Little Rock, North Little Rock, Fort Smith, Fayetteville and Springdale, with a few other departments had established regular recruit training programs. These training programs vary greatly in time, subjects and training aids.

In practically all police agencies, training is conducted when the time and manpower is available. The Arkansas State Police and the Little Rock Police Department have established regular recruit training programs of two full weeks before the officers are issued guns and badges.

However, exceptions are made by the State Police, and some are placed in service without any preliminary training except on a district basis.

After conferences with officials of the Office of Law Enforcement Assistance in which it was pointed out that most police supervisors could not leave their stations for a month's training on a full-time basis, it was decided that the training program be revised from the original grant plan, to the day-time programs.

A BRIEF SUMMARY OF OLEA GRANT NO. 087 Cont.

Benjamin Brashears of the OLEA,* was most helpful in working out these changes.

Copeland and Brashears met at the School of Government, University of North Carolina and conferred with instructors there about police training methods and techniques.

They also visited the OLEA closed-television project for South Carolina and obtained further ideas for training curricula and methods.

Copeland visited state and local police training programs in Georgia, Alabama and Mississippi for the same purpose and the Police Training Academy for Memphis, Tenn., municipal police and the Shelby County (Tenn.) Sheriff's Department.

It was learned that most supervisors felt that they could not be away from their stations overnight, and could not travel more than 50 miles to the classes.

Since week days seemed to make the least demand upon time of the police supervisors. So, it was decided to hold the classes in four separate sections of the state: Little Rock for Central Arkansas and the larger departments, generally; Fayetteville for Northeast Arkansas; Monticello for Southeast Arkansas and Hope for Southwest Arkansas.

Later, it developed that a large number of officers from the Fort Smith and West Central Arkansas area were being left out, so arrangements were made to hold classes at the Goldman Hotel, Fort Smith, which proved to be one of the most successful of the project.

At Fayetteville, classes were in the Downtown Motor Lodge. At Jonesboro, they were in the beautiful Range Student Center; at Monticello at Arkansas A. & M. College and at Hope in the Diamond Cafe.

To conserve time, lunch was served in the same building with the classes.

The classes opened January 30, in the Grady Manning Motor Hotel at Little Rock and closed Friday. Classes were from 9:30 a.m., to 3:30 p.m., generally. The same schedule was followed at Fayetteville, Jonesboro, Monticello and Hope, in that order on consecutive weeks, with the same team of instructors and evaluators.

The Academy Commission composed of Sheriff Robert S. Moor of Desha County; Lt. Col. Carl L. Miller, assistant director of the Arkansas State Police and Chief of Police Hollis Spencer of Fayetteville served as consultants and their advice and counsel proved invaluable.

Chief R.E. Briens of the Little Rock Police Department; Chief Ray O. Vick of the North Little Rock Police Department and Captain D.M. Cox and Lt. Eugene Crist, training officers for the Little Rock Police Department, and Edward Brown, special agent, Federal Bureau of Investigation and Herbert Hoxie, special agent in charge of the Little Rock FBI Office, were most cooperative in the development of the curriculum and the selection of the instructors.

* Mr. Brashears left OLEA in September 1967 to complete doctoral studies at Michigan State University.

A BRIEF SUMMARY OF OLGA GRANT NO. 087 Cont.

H. P. Hargis, a former superintendent of the Arkansas Boys Industrial School now an instructor in Adult Education for the State Department of Education, was assigned by that department to the project on a full-time basis.

He was designated as the coordinator. He introduced the courses and instructors and taught some of the courses.

The first series, Community Relations, involved topics which would show the supervisors assistance available to them by other agencies and organizations, and how closer ties with the community could assist them in crime prevention and law enforcement.

Col. Ernest McDaniel, veteran plans and training officer for the Arkansas National Guard, told how the Guard could assist in emergencies; how to obtain the assistance; legal basis for martial law and state militia assistance; disaster and emergency aid, and equipment and manpower available to local and county peace officers from the National Guard, and under what circumstances.

He pointed out that the way Arkansas Guard units are situated, there was one near each police agency, and the police commander should work closely with the Guard unit commander, so cooperation could come quicker and more effectively when and if it occurred.

Colonel McDaniel provided a mimeographed synopsis of his information.

Riots and crowd control was also discussed and demonstrated by Guard office under Colonel McDaniel's direction.

Colonel Miller explained that the State Police was there to assist local officers--not to supersede them. He said there was at least one State Policeman in each county and he assured their cooperation.

The director of the Weights and Measures Division of the State Highway Department told how his officers were instructed to assist local authorities, especially in law enforcement procedures involving highways, such as wrecks, traffic jams and roadblocks. The Highway Department's Division is concerned with enforcement of weights and measures standards for motor transport vehicles.

Paul Scott of the Little Rock Office of the Federal Bureau of Investigation was the instructor in a most informative course on probable causes for arrest and searches and seizures.

This was included in the Community Relations course, largely, because of the recent court decisions affecting radical changes in field operations of most police agencies.

He discussed the changes which had to be made to bring police practices in line with the court decisions.

Crime prevention was stressed by Mrs. Louise Hall, State Department of Education, who gave instruction in the prevention and detection of shoplifters.

A BRIEF SUMMARY OF OLGA GRANT NO. 087 Cont.

She explained that since patrons demanded that merchandise be placed out in the open for free examination, and the development of self-service merchandising, shoplifting and become more extensive and commonplace.

She said that the total amount lost by shopkeepers was probably equal to the total profit to the owner.

J.A. Handloser, security officer for Southwestern Bell--Arkansas, explained how telephone authorities could cooperate in type apprehension of criminals.

He also described security problems of the telephone system: thefts from, and damage to, coin telephone boxes; thefts of copper wire and other materials from telephone lines and installations, and security problems involving female employees who get off and come to work at unusual hours.

He also described problems connected with credit card calls.

A team from the Pine Bluff Arsenal, an Arkansas installation of the U.S. Army Chemical Warfare Service, discussed and demonstrated the identification of dangerous gases and explosives and how to handle and secure them until details of the Arsenal could be contacted for disposal.

Mr. Hargis discussed industrial communications, and its effect on police departments; how an officer could communicate his ideas and orders to his supervisors and sub-ordinates.

Captain M.D. Cox of the Little Rock Police Department discussed the importance of keeping adequate records. He said his department had little difficulty showing the need for increased manpower and facilities after it started keeping full and adequate records of the department's activities.

He gave each student a set of record forms used by his department, but explained that each department should adapt them to fit their own situations.

He said each officer on his force spent an average of one hour each day making out records. He said he considered this the most profitable hour spent so far as the Department is concerned.

Problems arising with relations with the news media were discussed in detail by a panel composed of Mrs. Louise Bowker, manager, Arkansas Press Association; Ted Biggs, director of news and public relations for KARE, a Little Rock radio-television station; James D. Campbell, regional manager, United Press-International News Service; Robert S. McCord, editor, North Little Rock Times; John Troutt, editor, Jonesboro Sun; and Clark A. Ralston, news editor-cameraman for KTRV, a Little Rock television station, who is also chairman of the State Police Commission.

They discussed methods of improving police-news media relations; the problems of getting information correctly and speedily during disasters and emergencies; how news media could assist police agencies, and policies established by press services and newspapers in pre-trial publicity and coverage of on-the-scene crimes and other emergencies.

A BRIEF SUMMARY OF OLEA GRANT NO. 087 Cont.

News media representatives pledged cooperation with police agencies in the establishment of a media-officer who would work with the news media in developing policy and carrying it out so the public could obtain legitimate information, quickly and accurately.

Responsibilities and privileges of the press and police were discussed at length, resulting in a much better understanding of the complex problems involved.

The second course in Police Management was conducted by two instructors and lesson materials furnished by the International Association of Chiefs of Police.

The instructors were Paul A. Bohart, a member of the IACP regular staff and former Chief of Police at Tucson, Ariz., and Capt. J.P. Arnold, in charge of personal and training for the Texas Department of Public Safety.

This course included training in personnel selection and training, organization of a police department, importance of supervision, techniques for supervisors, selection of supervisors, responsibilities, promotions, inspections, relationships with subordinates and superiors and management; policy-making, decision-making and financial and organizational management.

Their regular two-weeks course was crammed into the one-week course. Textbooks prepared especially for the course, were retained by the students for further study.

Third course was Science in Law Enforcement dealt largely with obtaining, preserving and presenting evidence; the science of solving crimes and catching criminals, and the science of crime prevention.

It also includes courses in sociology and psychology of criminals, sex in crime, juvenile delinquency, use of photography in crime and the necessity of crime laboratory reports in the assistance they can be in solution of crimes and apprehension and conviction of the guilty.

June P. Bowling of the National Automobile Theft Bureau described the importance of investigating automobile thefts; catching auto thieves and recovering stolen vehicles.

He also enumerated assistance available to law enforcement agencies in preventing vehicle thefts and in catching automobile thieves and recovering stolen vehicles.

The Fourth Course was Basic Law for Law Enforcement Officers. It included the legal and geographical jurisdiction of local, state, federal county peace officers, and private security officers and detectives.

Topics covered included the Constitutional Rights of the Accused, Arrests, Evidence, the Substantive Laws of Crime, Search and Seizure, the Philosophical Roots of Criminal Justice, Civil Liberties of Law Enforcement Officers, the Constitutional Rights of Law Enforcement Officers and Recommendations of the President's Commission on Crime and the Administration of Criminal Justice.

A BRIEF SUMMARY OF OLEA GRANT NO. 087 Cont.

The Law Courses and instructional material were prepared by the University of Arkansas School of Law Under the supervision of Dr. Ralph A. Barnhart, Dean of the School and Professor James W. Gallman, former assistant U.S. District attorney.

The school used the services of more than 40 senior law students in doing the research for the project. The students and instructors visited police agencies in various parts of the state; rode in patrol cars and observed the police operations during more than six months spent in research on the project.

It developed that there is very little legal basis for many police operations especially when it comes to a division of functions and jurisdictions between State, county and local police officials.

They discovered that most of the law enforcement operations and practices were based largely on tradition and custom.

Conclusions

From close contact, observation and association with the police supervisors before and during the life of this project, I have drawn the following conclusions:

1. There is a great need for a State Minimum Standards and Training Agency which can set minimum requirements for employment and service as police officers. These standards should be physical, educational, mental and moral.
2. There must be some educational program originated which will provide basic and elementary training for police officers at the small town and rural level. These courses must include basic law for peace officers, collection, preservation and presentation of evidence; probable causes for arrest and search and seizure; The constitutional rights of the accused; legal jurisdiction of law enforcement officers; basic elements of crime prevention; responsibilities of law enforcement officers, and community relations.
3. Some system must be devised to make the police profession more attractive. Job security, retirement provisions, in-service training, paid hospitalization, disability benefits, shorter hours, and other fringe benefits, plus higher pay would help.
4. Because local and county taxing agencies have largely exhausted their revenue-producing ability, additional money for better salaries and equipment must come from state or federal subsidies, or new sources.
5. Peace officers should not be required to have extra jobs, known as "moonlighting", in order to maintain a decent standard of living. Most of the officers with whom I discussed the problem said these jobs left them little time for home study, or time to attend special courses or schools.

A BRIEF SUMMARY OF OLEA GRANT NO. 087 Cont.

6. There must be developed an extensive community relations program to teach taxpayers the terrific cost of crime and the importance of good law enforcement, as well as the necessity for community cooperation in crime prevention programs.

7. Closer cooperation between the various police agencies, and with other units of the Criminal Justice System must be developed. There are areas in Arkansas where there is little communication between police agencies and the prosecuting attorney or the judges, except during appearances of the officers in court. There has been little initiative in many places for any interchange of ideas between these groups. In some instances, this situation has extended to the police services.

8. Police supervisors must assume a greater policy-making role, especially in the adoption of new laws and ordinances. In far too many jurisdictions, police officials are not consulted about requirements for enforcement of new laws, or whether proposed laws can be enforced, and what the enforcement costs will be.

9. Many laws are adopted in various jurisdictions, but few are ever repealed. Some agency or group of agencies should begin a campaign to eliminate obsolete and unenforceable laws and ordinances and modernize other laws and statutes so they can be and will be enforced. Lawmakers must take the lesson from history that morals cannot be legislated, and laws should be passed for the purpose of keeping the peace.

OLEA PROJECT NO. 087

FINAL NARRATIVE REPORT

On The Courses For Police Supervisory Personnel

Sponsored By The

ARKANSAS LAW ENFORCEMENT TRAINING ACADEMY

219 National Old Line Building

Little Rock, Arkansas 72201

Prepared By

Clovis Copeland

Special Projects Director

ARKANSAS LAW ENFORCEMENT TRAINING ACADEMY

GRANT NO. 087

HISTORY

In June, 1966, Mr. Courtney Evans, acting director, Office of Law Enforcement Assistance, U.S. Department of Justice, spoke at the annual convention of the Arkansas Law Enforcement Officers Convention at Hot Springs, Arkansas.

He discussed some of the objectives of his program and an application which had been filed by the Arkansas Law Enforcement Training Academy for a grant of \$33,251 to train law enforcement supervisors in Arkansas.

The grant was approved October 11, 1966.

On October 15, Clovis Copeland was employed as special projects director and Mrs. Wanda Lopez was employed as secretary.

Need for supervisory training in Arkansas law enforcement was well known because few had received any type of formal police training.

On-the-job experience has been the principal media for the dissemination of technical knowledge until a few years ago, when the Arkansas State Police instituted a short training program. This utilized facilities and training officers of the Arkansas National Guard and the instruction was general and military in scope.

Little Rock Police Department instituted a regular recruit training program years ago. This was followed by similar programs at North Little Rock and Fort Smith, with the Benton Police Department using the Little Rock training program on a limited basis.

Officers of the larger municipal departments have been going to the Federal Bureau of Investigation Academy for several years, and a few officers from these departments have utilized Northwestern University Traffic Institute courses and a limited number have attended special instruction at Kansas City, Missouri, Louisville Kentucky and Houston Texas.

HISTORY CONT.

The original plan under the grant was to conduct classes on a full-time basis for two weeks at five different sites in Arkansas.

This seemed to have the enthusiastic support of most of the police supervisors in the state during the planning stages, but when it came to a determination of who would attend, it developed that none of the chiefs of police could spare that much time away from their departments and few of the captains and lieutenants.

After conferences with OLEA officials, it was decided to rearrange the classes so they could be conducted at times when the time demand was least on the police supervisors, and permit them to travel to and from the classes daily.

The Arkansas State Department's Adult Education Division was contacted. They assigned H. P. Hargis, a specialist in that field to the courses on a full time basis.

Besides a sound academic background, Mr. Hargis served for about 10 years as superintendent of the Arkansas Boys Industrial School, a correctional institution for white delinquents at Pine Bluff. The name of the institution has since been changed to the Training School for Boys.

Mr. Hargis served as co-ordinator of the classes.

For curriculum development, we relied heavily on the following:

Chief R.E. Brains, Capt. D.M. Cox and Lt. Gene Crist of the Little Rock Police Department. Lieutenant Crist is the training officer, and Chief Brains was a pioneer in the organization of police training for his department.

Chief of Police Ray O. Vick of North Little Rock, who probably has sent more officers from his Department to police schools than any other chief in the state.

Raymond E. Stephenson of Monticello, a coroner for a quarter of a century who has worked closely with small town and small county law enforcement officers.

HISTORY CONT.

Ed. Brown, veteran training officer for the Federal Bureau of Investigation Little Rock Regional Office.

Carl L. Miller, assistant director, Arkansas State Police, who has been a pioneer in promoting education and training for peace officers in Arkansas for 30 years.

A contract was negotiated with Dr. Silas Snow, president of State College of Arkansas (formerly Arkansas State Teachers College) at Conway, to do the evaluation for the courses.

They sent Dr. Joel O. Keeter and Dr. Austin Glenn to Warrensburg, Missouri, State Teachers College which has a degree course in Police Science and Technology to study curriculum and teaching techniques.

The two professors returned to assist with Curriculum Development and also outlined a series of evaluation tests to be given at the conclusion of each series of courses.

Dr. Keeter received his B.S. degree from Northeast State College, Tahlequah, Oklahoma, in 1934; M.S. in 1936 from Oklahoma State University and Ed.D. in 1962 from the University of Tulsa.

He was a teacher and guidance counselor for 19 years in Tulsa, Oklahoma, public schools; assistant superintendent of schools, Tulsa County, Oklahoma, from 1963-64; director of Guidance Center, Mississippi College at Clinton, Mississippi, and is associate professor and counselor at State College, currently.

Dr. Glenn is dean of education at State College. He received his B.S. from Arkansas State College, Jonesboro, in 1949; M.A. from George Peabody College, Nashville, Tennessee, in 1952, and Ed.D. from University of Arkansas Fayetteville.

He was a teacher and superintendent of Schools at Cave City, Principal of Wynne, Arkansas High School and principal of Pine Bluff High School, Pine Bluff, Arkansas, before joining State College of Arkansas as assistant professor of education

HISTORY CONT.

and field coordinator of the National Teachers Corps, as well as dean of education

They assisted by President Snow, Dr. A. E. Burdick, Ph.D., dean of the college and chairman of the Evaluation Committee; Dr. Audie J. Lynch, Chairman of the Department of Education and professor of Education; and Dr. H.B. Hardy, Jr. Ed.D., director of General Education and Basic studies, also associate professor of Education.

The Evaluators attended at least one session of each course at each site and consulted with instructors and the co-ordinators about problems, changes in the course which the students filled out.

In order to obtain a more frank expression, the students were told they need not sign the evaluation sheets if they did not want to, and many of them did not.

It was explained by the Evaluators that the idea behind the forms was to find a more effective way of imparting information needed by peace officers.

Despite a request for frankness, many of the peace officers were reluctant to write down criticism.

For some, it was the first and only classroom training they had received in the field of law enforcement.

The English and misspelled words indicated that some lacked basic education.

Near the outset of the project, Copeland visited the Institute of Government, The University of North Carolina at Chapel Hill with Ben Brashears, then connected with OLEA in a supervisory capacity.

They attended the Law Enforcement courses there and conferred with Norman E. Pomrenke, dean of the School of Law Enforcement.

They also visited the closed circuit television project financed by OLEA in South Carolina, and Copeland also viewed Law Enforcement training programs in Georgia and Mississippi.

ARKANSAS LAW ENFORCEMENT TRAINING ACADEMY

GRANT NO. 087

PERSONNEL

Personnel of the courses offered a wide variety of social, economic, educational and religious backgrounds, with corresponding differentials in experience, age and ability.

Some of the students were "eager" but this did not follow any particular pattern of rank, age or experience.

One member of the class was the chief of police at Eudora, a small river town in Southeast Arkansas, who was 72 and who had been a law enforcement officer 51 years.

The Chief of Police at Monticello (Drew County), and the Sheriff there were both graduated from college.

The Monticello classes probably represented the group with the highest academic standing, with at least five degrees in the class. But it also had some of the poorest students from this standpoint.

While these classes were composed of officers who were more accustomed to receiving classroom instruction. This was demonstrated in the note-taking and class conduct.

The period following lunch was the most difficult. After the first two sessions, we made modifications in the schedule to allow for demonstrations which would permit some physical activity among the officers.

The greatest variety of officers were in the classes at Fayetteville. It included small town marshals and constables, to the crack, sharp supervisors from the Fayetteville and Springdale municipal departments. The Springdale group included an officer with a master's degree in child psychology who is working on his doctorate.

PERSONNEL CONT.

Turmoil at one of the State Prison farms made it necessary to transfer a large number of State Police to the prison. This reduced the personnel in all State Police districts and reduced the number of State Police officers.

This not only reduced the number in some classes, but eliminated some of the better grade policemen from the ranks of the courses. All State Police have had basic training. Most of the officers in the municipal and sheriff's department have not.

Because of the wide disparity of educational backgrounds and experience, it was decided not to give written examinations or grades on the courses.

The courses did, however, indicate a strong need for basic education courses among law enforcement officers, with emphasis on writing, spelling and basic English.

Evaluation sheets distributed at the end of each course showed that some of the more experienced officers could not spell such words as "burglary", "larceny", "Stolen" and many others. At least one misspelled the name of the city for which he worked.

A list of the students, by classes, is attached:

NOTE: THE LIST OF STUDENTS HAS
BEEN DELETED IN THIS
DISSEMINATION EDITION

ARKANSAS LAW ENFORCEMENT TRAINING ACADEMY

GRANT. NO. 087

FIRST COURSE

COMMUNITY RELATIONS

The first series of courses was designed to show law enforcement officers what assistance they could obtain from other agencies and organizations, and what cooperation was expected of them.

Generally, the course were opened by the chief of police or sheriff at the site. This was followed by an explanation of the purpose of the course, its sponsors, mechanics and instructors.

Lt. Col. Carl L. Miller, assistant director, Arkansas State Police and secretary of the Arkansas Law Enforcement Training Academy, discussed the role of the State Police; how it could cooperate with local peace officers, and the facilities it had to offer them.

He also explained functions of the Arkansas Law Enforcement Training Academy, and how it could assist in training recruits and re-training experienced officers.

Col. Ernest McDaniel and a team from the Arkansas National Guard explained procedures for requesting assistance of the Guard in cases of emergency; laws under which the Guard functioned, and the importance of a close liaison between Guard unit commanders and local law enforcement officers.

He also discussed laws under which peace officers could demand civilian assistance; control of riots and crowds, and emergencies.

H.P. Hargis told about the State Education Department's Adult Education program and how it could put on classes for local peace officers, merchants and others--especially an establishment security course.

Roy L. Johnson, director of the Weights and Standards Division, State Highway Department, sent a representative to each of the sessions to discuss the work of

COMMUNITY RELATIONS CONT.

his enforcement officers and how they could assist law enforcement officers with personnel and equipment.

Because of recent U.S. Supreme Court decisions and the necessity of local law enforcement officers to make changes in procedures in arrests and searches and seizures, we made a change in the schedule to permit instruction in these topics and their impact on law enforcement.

These handled by a team from the Little Rock Office of the Federal Bureau of Investigation headed by Herbert Hoxie, special agent in charge and Special Agent Paul Scott.

A team from the Pine Bluff Arsenal Chemical Warfare Depot, under the direction of Lt. Donald R. Howe, explained the identification and handling of explosives and gases.

Mrs. Louise Hall, State Department of Education, described the science of shoplifting; its financial impact on merchants; how to cope with shoplifters and the legal technicalities concerning their arrests and prosecution.

Mr. Hargis explained the importance of industrial communications and the necessity of cooperation between industry, commerce and law enforcement officers. He showed a motion picture on the subject.

J.A. Handloser, security officer, Southwestern Bell Telephone Company, described the latest techniques in tracing obscene telephone calls and explained legal technicalities connected with intercepting them and arrests and prosecution of suspects.

He also discussed security measures for female employes going and leaving their jobs at irregular hours; industrial thefts, and larceny of telephone boxes and misuse of credit cards.

COMMUNITY RELATIONS CONT.

He gave demonstrations of breaking and rubbing telephone coin boxes, and displayed various types of tools used in those robberies, and the methods of operation.

Police records, public and private, were discussed by Capt. M.D. Cox of the Little Rock Police Department. He told of the importance of complete records to a department as a means of proving the need for additional funds and manpower.

He also described how his department made a profit off some records and why they refused to make public other records. He said the average member of his department spent a minimum of one hour a day on records and they had found that this probably was the most profitable hour, as far as the department is concerned.

Adequate records enables his department to make better use of manpower and equipment; helps them make more cases in court, and provides a better service to the public, he said.

A panel on the relations with the news media was conducted with the following participants:

Mrs. Louise Bowker, manager, United Press Association, who discussed pre-trial publicity and general relations with press services and newspapers.

James D. Campbell, regional manager, United Press-International, who explained news services generally expected in the way of cooperation from police officials. He explained the necessity for speedy coverage of certain types of events as a public service.

Ted Biggs, director of news and public affairs for a Little Rock radio and television station, discussed cooperation between radio, television and law enforcement agencies. He urged designation of a press officer who would be responsible for fast and accurate reporting of facts to the news media.

COMMUNITY RELATIONS CONT.

Robert S. McCord, editor and publisher of the North Little Rock Times and a past president of the Arkansas Press Association, described the kind of cooperation a newspaper could provide for law enforcement officers and the type of cooperation the press expected.

Sample Schedule for First Course Series

SCHEDULE

TRAINING COURSES IN COMMUNITY RELATIONS FOR LAW ENFORCEMENT SUPERVISORY PERSONNEL
 Conducted By
 ARKANSAS LAW ENFORCEMENT TRAINING ACADEMY
 In Cooperation With
 OFFICE OF LAW ENFORCEMENT ASSISTANCE, U. S. DEPARTMENT OF JUSTICE

MONDAY, JANUARY 30

11:00 a.m. Orientation by Academy Staff
 11:30 a.m. Welcome and Address, "Psychology of Leadership", Chief R. L. Brians, Little Rock Police Department; Response by Chief Jim McClintock, Benton Police Department
 12:15 p.m. Lunch
 1:00 p.m. Cooperation Among Agencies Interested in Law Enforcement. Lt. Col. Carl L. Miller, Assistant Chief, Arkansas State Police; Herbert Hoxie, Special Agent in Charge, FBI; Col. Ernest McDaniel, Arkansas National Guard; H. P. Hargis, State Education Department; Hugh Hackler, Arkansas Game and Fish Commission; Roy L. Johnson, Weights and Measures Division, Arkansas Highway Department; Col. George V. Armstrong, Arkansas Law Enforcement Training Academy.

TUESDAY, JANUARY 31

9:30 a.m. Probable Causes for Arrest, Paul Scott, Special Agent, FBI
 12:15 p.m. Lunch
 1:00 p.m. Search and Seizure, Paul Scott, Special Agent, FBI

WEDNESDAY, FEBRUARY 1

9:30 a.m. Identification, handling, gas, chemicals, explosives, Lt. Donald R. Rowe, Pine Bluff Arsenal
 11:30 a.m. Commercial and Industrial Security, Mrs. Louise Hall, State Department of Education
 12:15 p.m. Lunch
 1:00 p.m. Continuation

THURSDAY, FEBRUARY 2

9:30 a.m. Industrial Communications, H. P. Hargis, State Dept. of Education
 11:00 a.m. Telephones and Law Enforcement, J. A. Handloser, Southwestern Bell Telephone Company
 12:15 p.m. Lunch
 1:00 p.m. Continuation

FRIDAY, FEBRUARY 3

9:30 a.m. Police Records, Public and Private, Captain D. M. Cox, Little Rock Police Department
 11:00 a.m. News Media Relations, Mrs. Louise Bowker, Manager, Arkansas Press Association; Ted Biggs, Director of News and Public Affairs, KARK-TV; Jim Campbell, Regional Manager, United Press International; Robert S. McCord, North Little Rock Times
 12:15 p.m. Lunch
 1:00 p.m. Continuation
 2:30 p.m. Summary and Evaluation

ARKANSAS LAW ENFORCEMENT TRAINING ACADEMY

GRANT NO. 087

POLICE MANAGEMENT

The second series of courses were conducted by the International Association of Chiefs of Police Training Division.

Instructors were Paul A. Bohardt, former chief of police at Tucson, Arizona, now on the IACP staff, and Capt. J.P. Arnold of Austin, Texas, training officer for the Texas Department of Public Safety.

At our request, they condensed their regular management course into an intensive one-week training activity.

The instructors explained the Principles of Management to give the students an understanding of the nature of administrative work in relation to the work done by an understanding of the part played by command and supervisory personnel in improving the management of police service, and to give an insight into the broad activities of management. It placed the foundation for various other aspects of the course.

Organizations, formal and informal, dealt with the principles of organization and the proper use of people. It reviewed the activity structure grouping and related activities organizational goals.

The subject included the terminology, "tall" and "short" organizational structure which, they explained, is based upon the concept of flattening the organizing to pinpoint responsibilities and step up the decision-making process.

It brought out that within every "formal" organization, there exists a more complex system of informal relationships and how the management and supervisory levels may utilize this knowledge in furthering managerial aims and objectives in their police organizations.

POLICE MANAGEMENT CONT.

"Measuring Work Effectiveness" including setting up strategic control positions and measuring goal achievements. Standards to monitor the feed-back process for achieving original goals were emphasized. They discussed and explained the supervisory-managerial roles in measuring subordinate work and evaluating it against a set standard with a possible view of adjustment.

"Inspection and Control" was one of the most popular assignments of the project. The classes were divided into teams and formed inspection teams and the teams toured the local facilities and reported on them.

The inspection process was aimed at observing, reporting and recommending changes in a manner which would not disrupt the organization or upset the social balance within it.

Major emphasis was on proper evaluation and observation in regard to the processes being observed and its correlativeness to achieving organizational goals and objectives.

A part of the course dealt with methods of control rather than outright physical control. Emphasis was placed on the human motivating factors that achieve necessary cooperation and compliance. The managerial-supervisory role in the formation of organizations and the feed back system were also introduced. The supervisory role in helping measure achievement of the organizational goals was discussed.

"Supervisory Selection and Development" was another important theme. Emphasis was placed on the fact that the first line supervisors should be determining and selecting future supervisors and managers for the organization, either on an formal basis.

A model career development program was outlined which may be utilized within the framework of future selection procedures. Students were introduced to the concepts of a workable "understury" system and how to identify potential supervisory material.

POLICE MANAGEMENT CONT.

"Organizational Communications" showed how the way a person says or writes messages can affect the listener or reader and his interpretation of what is being written or said.

A practical demonstration was built into the topic to illustrate the difficulties arising from even giving directions for a simple project. Emphasis was placed upon communication as an interchange of good human relations and the basic for achieving organizational coordination.

The importance of supervisory and management reporting was effectively brought out.

Students were exposed to case problems dealing with practical situations which they were asked to solve, both individually and as a team. The problems permitted a great deal of personal latitude in the solution.

Hand-out material was most effective. Each student was furnished a text book by IACP.

A copy of this text was forwarded soon after the course was completed. Since we ordered only enough to supply the students, we do not have copies to send with this report. However, they can be obtained from the IACP Training Division if desired.

Other instructors included:

Chief of Police Wayne Hyden, Springdale.

Lt. Eugene Crist, training officer, Little Rock Police Department.

Capt. M.D. Cox, head of the General Services Division, Little Rock Police Department.

BULLETIN

HERE'S THE SCHEDULE FOR THE POLICE MANAGEMENT COURSE OF THE INTERNATIONAL ASSOCIATION OF CHIEFS OF POLICE:

March 26-31, at the Manning Motor Hotel, Little Rock for Central Arkansas Law Enforcement Officers.

April 3-7, at the Downtown Motor Lodge, Fayetteville, for Northwest Arkansas Officers.

April 10-14, at Reng Student Center, Arkansas State College, Jonesboro, for Northeast Arkansas Officers.

April 17-21, at the New Science Building, Arkansas A. and M. College, Monticello for Southeast Arkansas Officers.

April 24-28, at the Diamond Cafe, Hope, for Southwest Arkansas Officers.

THIS HAS BEEN RECOMMENDED AS THE FINEST COURSE AND THE BEST INSTRUCTORS OBTAINABLE IN THE FIELD OF POLICE MANAGEMENT.

Courses will include Principles of Management, Audit or Personnel, Elements of Supervision, Recruitment, Promotions, Patrol and Patrol Distribution, Evaluating Personnel and Personnel Record Keeping, Problems of Personnel Selection, Supervisory Selection and Development, Decision-Making, Techniques of In-Service, Discipline, Human Relations in Supervision and Budget and Personnel Planning

THERE IS NO COST TO YOU OR YOUR DEPARTMENT. WE WILL PROVIDE ALL LESSON MATERIALS.

Classes will begin at 11:00 A.M., Monday and 9:30 A.M., Tuesday, Wednesday, Thursday and Friday. They will end about 3:30 P.M., daily.

PLEASE LET US KNOW AS SOON AS POSSIBLE HOW MANY MEN YOU WILL SEND SO WE CAN ORDER THE NECESSARY LESSON MATERIALS. FILL OUT THE ENCLOSED CARD, NOW, PLEASE.

Clovis Copeland
Director of Special Projects

ARKANSAS LAW ENFORCEMENT TRAINING ACADEMY

GRANT NO. 087

THIRD COURSE

SCIENCE IN LAW ENFORCEMENT

The third Series of courses was built around modern techniques in law enforcement. Instructors included:

Ed Brown, training officer, Little Rock office of the Federal Bureau of Investigation.

Taylor Roberts, special agent, FBI.

Milford Runnels, special agent, FBI.

W.T. "June" Bowling, special agent, National Auto Theft Bureau.

James L. Welch, supervisor, U.S. Alcohol and Tobacco Tax Unit, U.S. Treasury department.

H.P. Hargis, State Department of Education and former superintendent of the Arkansas Boys Industrial School.

Walter L. Pope, special agent, FBI.

F. Willard Halston, special agent, FBI.

Mrs. William Nash, referee of Pulaski county Juvenile Court.

In addition to these, the juvenile court judge in each town headed a panel to discuss Juvenile Delinquency and what was being done about it in their localities.

Lt. Jack Grasliger of Springdale Police Department, who has a master's degree in child psychology and juvenile delinquency, served as consultant at the meetings.

A brief history of law enforcement was outlined.

Demonstrations were given on the use of photography in criminal investigations and the necessity for preserving the integrity of the photographs after they were made.

SCIENCE IN LAW ENFORCEMENT CONT.

Collection, preservation and presentation of Evidence was an outstanding presentation.

Sex in Crime was handled by Special Agent Runnels, who has had special training in that field. This included motivations in some types of crimes and patterns of sex criminals.

Runnels pointed out that sex is involved in many more crimes than the average person thinks. He gave many new slants on crimes of passion and discussed the need for persons in this category who need psychiatric treatment.

Bowling stressed the importance of making on-the-spot checks of stolen vehicle and how these inspections can turn up valuable evidence that can lead to apprehension of the thief.

He discussed the methods of operation of car theft rings and cited some of the cases in Arkansas involving car theft rings.

Welch had an interesting display of illegal firearms. He discussed national laws concerning guns and told how his agency could assist local police in many investigations.

Welch stressed the need for stronger firearms control laws. He showed a collection of machine guns, short-barreled and sawed-off rifles and shotguns, mufflers, silencers and concealed arms and discussed the various laws and ordinances covering them.

Mrs. Nash and Lieutenant Grasinger were unusually effective in their presentation of juvenile problems. They recommended specialists for handling juvenile and juvenile crime.

With the crime rate among persons under 21 increasing at an alarming rate, they said that more of the peace officer's time would be required for juvenile problems than ever before.

SCIENCE IN LAW ENFORCEMENT CONT.

Their theme was that in the area of youth was where strong crime preventative measures were needed because prevention of crime then would pay off big in later years.

At Springdale, Lieutenant Grasinger told of the juvenile programs which his department had instigated. Youths arrested or taken into custody for violations are turned over only to their parents. Peace officers counsel with the parents on the punishment and conduct of their children. They have one of the most effective programs for the prevention of juvenile delinquency in the state.

Sample Schedule for Third Course Series

SCHEDULE

LAW ENFORCEMENT SUPERVISORY PERSONNEL COURSE

MANNING MOTOR HOTEL
LITTLE ROCK, ARKANSAS
May 16, 17 & 18, 1967

May 16, 1967	9:30 a.m.-----History of Law Enforcement - Ed Brown, FBI
	10:45 a.m.-----Photography in Law Enforcement, Taylor Roberts, FBI
	Noon-----Lunch
	1:00 p.m.-----Collection, Preservation and Presentation of Evidence, Ed Brown, FBI
May 17, 1967	9:30 a.m.-----Sex In Crime, Milford Runnels, FBI
	Noon-----Lunch
	1:00 p.m.-----Car Theft Investigation and Apprehension, W. T. "June" Bowling, and others
May 18, 1967	9:30 a.m.-----Juvenile Delinquency, Lt. Jack Grasinger, Springdale Police Department, H. P. Hargis, State Department of Education-Moderator, and others
	Noon-----Lunch
	12:45 p.m.-----Evaluation, Arkansas State Teachers Collage
	1:00 p.m.-----Firearms and National Firearms Act, James L. Welch, Supervisor, Alcohol and Tobacco Tax Division
	2:20 p.m.-----Liquor Law Violations

ARKANSAS LAW ENFORCEMENT TRAINING ACADEMY

GRANT NO. 087

FOURTH COURSE

LAW FOR LAW ENFORCEMENT OFFICERS

The text and instructional materials were prepared by the School of Law, University of Arkansas, under the supervision of Professor James R. Gallman, former deputy U.S. District Attorney and now on the Law School Staff.

The problem was presented to Dr. Ralph A. Barnhart, dean of the school, at the outset of the project. He assigned Professor Gallman to the task of developing the text and instructional material.

Early in the research, it was learned that law enforcement in Arkansas had little legal foundation, but was based largely on custom and tradition.

Professor Gallman enlisted the aid of 40 members of his Senior Class to assist with the research. The group accompanied police officers and members of Sheriff's forces on daily assignments and viewed first hand, problems facing peace officers.

The Law Course had originally been planned to be the second in the series, but it became evident that by necessity, it would have to be the last.

At the outset, it became clear that time allocated for these courses would do little more than create interest in them. In every instance, classes could not be completed on time and students remained after classes ended to discuss subject matter, or individual experiences and problems.

The instructors were:

Willicm R. "Bill" Hase, an assistant Arkansas Attorney General and a former deputy prosecuting attorney for Washington county.

Russell J. Woole, lawyer for the Arkansas Game & Fish Commission, who was for 10 years, a chief assistant attorney general for Arkansas, and a former enforcement officer for the Internal Revenue Service.

CONTINUED

3 OF 4

LAW FOR LAW ENFORCEMENT OFFICERS CONT.

Lt. L.R. Byrnes, legal officer for the Little Rock Police Department, a lawyer and accountant, who came up through the ranks in the Department and earned his degree in law and accounting while serving as a police officer.

Because of the unusual interest in these courses, it was necessary to hold extra classes at Little Rock and Fort Smith, because the original classes could not accommodate all those who desired to attend.

Sample Schedule for Fourth Course Series

SCHEDULE

LAW COURSE FOR LAW ENFORCEMENT OFFICERS

(Prepared By the University of Arkansas Law School for the Arkansas Law Enforcement Training Academy and the Office of Law Enforcement Assistance, U.S. Department of Justice).

July 11-13, GRADY MANNING MOTOR HOTEL, LITTLE ROCK

TUESDAY

9:30 a.m.--Introduction

9:45 a.m.--Constitutional Rights of the Accused.

Noon--Lunch

12:45 p.m.--Arrests.

2:45 p.m.--Crime Commission Recommendations.

WEDNESDAY

9:30 a.m.--The Philosophical Roots of Criminal Justice.

Noon--Lunch

12:45 p.m.--Evidence.

2:45 p.m.--Crime Commission Recommendations.

THURSDAY

9:30 a.m.--Civil Liability of Law Enforcement Officers

Noon--Lunch

12:45 p.m.--The Substantive Law of Crimes.

2:00 p.m.--Search and Seizure.

3:00 p.m.--Evaluation. -----

Instructors: The Honorable Joe Purcell, Arkansas Attorney General.

William R. "Bill" Hass, Assistant Attorney General.

Russell J. Woods, Attorney, Arkansas Game and Fish Commission and former assistant Arkansas Attorney General.

James R. Callman, instructor, University of Arkansas School of Law.

H.P. Hargis, Coordinator.

STATE COLLEGE OF ARKANSAS
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October 1, 1967

SUMMARY EVALUATION OF THE

SUPERVISORY POLICE PERSONNEL COURSE

Colonel George V. Armstrong, Administrator
Arkansas Law Enforcement Academy
211 National Old Line Building
Little Rock, Arkansas 72201

Dear Colonel Armstrong:

I am submitting herewith the final evaluation of the supervisory police personnel course of which we have a contract agreement.

The purpose of the evaluation has been to:

1. Determine the effectiveness of the course in aiding law enforcement supervisory personnel to gain knowledge which will enable them to up-grade the quality of their departments in law enforcement activities.
2. Enumerate problems facing law enforcement in Arkansas.
3. Suggest techniques in training and instruction which might be helpful in further training programs for Arkansas Law Enforcement officers.

In an effort to achieve the above purposes, the State College of Arkansas assigned Dr. Austin Glenn and Dr. Joel Keeter as the visiting evaluators for this program. The evaluators proceeded according to the following steps:

1. They visited and observed each weekly meeting during the course at each center.
2. They obtained opinions of personnel attending the weekly sessions.
3. They interviewed supervisory personnel (trainees), instructors, administrators of the program, and

Colonel George V. Armstrong
Page 2
October 1, 1967

law enforcement personnel in order to determine their opinion of their effectiveness in the course.

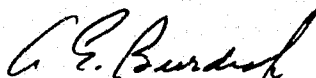
4. They prepared a questionnaire which was open ended for each weekly meeting and this questionnaire was completed by each attending member following each weekly course.
5. They analysed the questionnaires as submitted by the attending personnel, and this summary is included in this report.
6. They prepared a report at the end of each series of weekly meetings and submitted this to the law enforcement agency.
7. They consulted with the law enforcement academy personnel as well as other members of law enforcement agencies in the state of Arkansas to obtain advice regarding various elements of the evaluating process.

The evaluation has been conducted by the above named evaluators. They, together with Dr. Audie J. Lynch, Chairman of the Department of Education and Psychology, H. B. Hardy, Jr., Director of General Education and Social Studies, and me, comprised the advisory committee for this evaluation.

This evaluation committee hopes the following summary will be an adequate synthesis of the training program for the up-grading for law enforcement in Arkansas.

The entire evaluation committee concurs in this report.

Respectfully submitted,



A. E. Burdick, Ph. D.
Dean of the College

GENERAL OBSERVATION AND INTERVIEWS BY THE EVALUATION TEAM

The law enforcement supervisory groups were heterogeneously grouped. The resulting group had a wide variety of educational and social backgrounds, ages, and interests in the supervisory in-service training program therefore, it was very hard to adjust the program to meet the needs of each person.

The mayors, city managers, city councils, and county judges were not familiar with the in-service training program. The formulators of the program talked with these people, and the city and county officials agreed that this would be a very good method of up-grading law enforcement in Arkansas. These people did not think of their law enforcement agencies as being the ones for which the in-service training program was designed, therefore, it is believed more public relations will be necessary to make this type of a program successful.

Publicity from newspapers, radio and television stations has done an excellent job in publicizing the problems of law enforcement officers, the criminal justice system, and in soliciting the support of the public in improving these conditions. Where adequate publicity was received, above average participation in the in-service training programs

for supervisory law enforcement personnel was observed.

Wayne Hyden was a superior instructor and served as inspector at the Monticello meeting. He said, "Every student turned in an inspection report and the reports indicated there was real thinking behind them." Also, some of the information gained on this inspection tour has been incorporated in several city police departments.

Chief Miller of Arkadelphia has had at least two and usually more officers at each in-service meeting. Also, it might be noted that adequate television and newspaper publicity was received in this locality.

State Representative Talbert Fields, Jr. had lunch at the Hope meeting and made a brief speech. He said, "Peace officers needed better education, more pay, retirement benefits, civil service status, and other fringe benefits. And, I am willing to introduce legislation along these lines."

A vast majority of the law enforcement supervisory personnel felt they received very valuable information during the in-service training courses. The law enforcement supervisors displayed enthusiastic interest by the way they participated in each of the courses. Many of the supervisory personnel described to the Evaluating Team the items they introduced into their department. The intro-

duction of these items was a direct result of the in-service program.

A large amount of the success of the project can be attributed to Clovis Copeland, the project director and H. P. Hargis, the co-ordinator.

Copeland contacted the police administrators and others in promoting attendance at the classes, then handled the arrangements for sites, instructors, curriculum and the mass of details connected with the project, including the publicity before, during and after the classes.

He also assisted in the preparation of lesson material.

Hargis handled the conduct of the classes and taught some of them. He assisted with the experiments and discussions.

Both Copeland and Hargis were highly popular with the students and instructors.

On several occasions, they arranged joint luncheon-meetings between civic clubs and classes, with the instructors furnishing the luncheon club programs.

This helped build community-relations, as did the publicity and many other aspects of the project.

Mr. Hargis superiors, Marion Adams, assistant State Education Commissioner in charge of vocational education and J. C. Rupert, state director of adult education, were most cooperative and helpful.

SUMMARY AND EVALUATION OF COMMUNITY RELATIONS PROGRAM

With the following information the Evaluation Committee feels that the in-service training program has been conducted in an excellent manner, adequate preliminary planning is evident by the smoothness of program operation, facilities have been adequate, and the personnel that led the group meetings has done a very good job. The Evaluation Committee has attended at least one day each week of the five weekly meetings, and have talked with a great number of law enforcement personnel that are attending these in-service programs. The attending law enforcement personnel rates, in general, the in-service training program as excellent. Also, the in-service training program seems to meet most of the personnel's needs at the present time.

There seems to be an absence of the chiefs of police, who have a large number of years of seniority, and the upper echelon of law enforcement supervisory personnel. It is felt that these people might get a lot of valuable information, if they could be persuaded to attend these meetings. It may be possible to hold area noon meetings, only for chiefs of police.

The following is a copy of the questionnaire that was given to each member of the attending personnel on Friday of each week. The results of their opinions have been compiled and evaluated as follows:

Summary of Questionnaire

First Choice	Second Choice	Third Choice	Questions
28	18	9	No. 2 Probable cause for arrest
21	5	13	No. 1 Cooperation among agencies interested in law enforcement
12	3	8	No. 3 Search and seizure
7	6	20	No. 7 Police records, public and private
1	6	8	No. 8 News media relationship with the law enforcement agencies
1	4	4	No. 6 Telephones in law enforcement
1	3	1	No. 5 Industrial communications
0	1	3	No. 4 Identification, handling gas, chemicals and explosives

Questionnaire for Law Enforcement Supervisory Personnel
Community Relations Training Course

Please mark the following items in which you have participated this week as the most important No. 1; the next most important No. 2; and the third most important No. 3. (Example - you should consider as the most important item, the item that will help you up-grade the quality of law enforcement in your department. No. 2 should be the second most important, and so on.)

- ☐ No. 1 Cooperation among agencies interested in law enforcement.
- ☐ No. 2 Probable cause for arrest
- ☐ No. 3 Search and seizure
- ☐ No. 4 Identification, handling, gas, chemicals and explosives
- ☐ No. 5 Industrial communications
- ☐ No. 6 Telephones in law enforcement
- ☐ No. 7 Police records, public and private
- ☐ No. 8 News media relationship with the law enforcement agencies

Enumerate three problems that you face in the fulfillment of your duty which causes you most concern.

1. _____

2. _____

3. _____

Explain briefly what you feel was the most important thing about this course which will help you in your job.

In what ways could the program be changed to give you more help?

Circle the days present Mon - Tue - Wed - Thur - Fri

Name

Position

Phone

Street Address

City

State

A. Enumerate three problems that you face in the fulfillment of your duty which caused you the most concern.

1. More up-to-date information on Supreme Court rulings, such as change in law enforcement procedures according to court decisions should come from the state agency as the court decisions are made. This up-to-date information should be duplicated and sent to all law enforcement personnel immediately.
2. In-service training and educational program on a one day to three day basis should be supported by the state law enforcement agency because:
 - a. Small departments do not have training facilities or money to offer an in-service training program.
 - b. All law enforcement personnel should receive some in-service training each year.
 - c. The in-service training program should aid in educating the community as to the officer's duties and responsibilities and build a positive police enforcement image in the minds of the public.
3. The population wants law violators arrested and punished but they (population) do not want to get involved (as: signing a warrant of arrest and appear in court).

4. A state agency should provide more information on probable cause of arrest, search and seizure for the law enforcement personnel in the field. This category seems to cause the law enforcement personnel more trouble than other responsibilities.
 5. Supervisory personnel in the law enforcement agencies need to recognize education and push for more of the personnel to enter in-service training programs and advanced educational type of program and training.
 6. Police department should develop a positive approach to their duties as well as for in-service training.
 7. A majority of law enforcement personnel feel their salaries are inadequate to meet the high living cost of a family. Also, a great number of the personnel have another job, which may lessen their effectiveness in the law enforcement job.
 8. More funds are needed for minimum law enforcement equipment, such as cameras, radios, tape measures, tape recorders, etc.
- B. Explain briefly what you feel was the most important aspect of this course which will help you in your job.
1. Lectures on arrest, search, and seizure seemed to be the most important thing to the supervisory personnel during the weeks meetings.

2. Patrolmen should be taught how to keep complete and accurate records of their daily actions.
3. There should be better communications between city, intercity, county, state, and highway patrol law enforcement agencies. This communication can be achieved in in-service training programs, either on a daily basis or over a longer period of time. City law enforcement personnel should get together with other city law enforcement people. The rubbing of shoulders with other law enforcement personnel and discussing their problems will aid public relations.
4. A great number of attending personnel mentioned that everything was adequately done.
5. The state agency should provide a larger amount of memographed material that explains specific duties of law enforcement personnel so that they may take this material back to their home and in conference with other personnel in their city discuss the values of this in-service training program.
6. Improve public relations between the population and law enforcement agencies. This may be done by the use of news media to explain law enforcement problems and its work.
7. A central film library may be developed for academic use and lending facilities to other state law

enforcement agencies.

C. In what ways could the program be changed to give you more help?

1. This program should be available to all law enforcement personnel each year, and especially supervisory personnel.
2. Adequate memographed material from the lectures given, should be available to the in-service members so that he may take this home and discuss it with his personnel during some of their lessor demanding hours
3. The conference method for more individual participation should be used, because many law enforcement personnel seem to hesitate to ask questions. After the lecture, the large group should break into small groups of four or five people and elect a secretary who will write questions for discussion. After a short break, these questions would be asked of the panel or speaker.
4. The law enforcement personnel felt they needed more refresher courses or one day in-service programs at perhaps, ten or more state locations. In-service programs should be announced many days ahead so that some of the personnel could go to the in-service meeting from each organization in the territory. Also,

attending personnel could bring back memographed material to other members of their agency.

5. More audio-visual aids such as films, charts, graphs, etc. or aids that you can see touch, and hear should be used in in-service training.

After attending the area meetings and discussing law enforcement with the participating personnel, the Evaluation Committee felt the following suggestions for up-grading law enforcement in Arkansas are advisable:

It would appear to be helpful if the educational background and seniority of the attending law enforcement personnel could be obtained before the classes start. Then, the instructor could adapt his program to the educational backgrounds and seniority of the personnel. It may be possible for future training programs to be provided with parallel seniority and educational level groups.

During coffee breaks, the Evaluation Committee found that a topic for discussion among many law enforcement personnel was as follows: How and when to intervene in domestic disputes, sidewalk arguments, and juvenile delinquency. These topics should be added to the agenda.

Law enforcement agencies and news media do not seem to work well together at all times. This may be due to mistrust or misunderstanding in their relationships. Apparently there

is no middle ground with these two agencies, therefore, some public relations work needs to be done.

One of the most apparent beneficial effects of these courses seems to be association of the officers with one another. It was surprising to know how little an officer in one town would know about the people in law enforcement in his neighboring town. There are many activities in which inter-agency interaction could be accomplished.

The law enforcement personnel attending the in-service training program did not appear to be articulate in groups. While many of them would express opinions privately in the presence of one or two persons during the break, they did not seem to want to express themselves in front of the class. A possible answer to this may be the assignment of questions to individuals as "homework" to see if this would increase participation. It may be possible during breaks to have certain people act as secretaries and secure some questions relevant to the material presented. Then ask these questions at the beginning of the next session.

Seniority seems to be a major criterion for promotions, and this is discouraging to the younger officers. It may be possible to add educational background along with seniority for promotion. Also, the 20 year retirement feature is expected to retire a great number of the enforcement personnel

below rank of chief of police. If this happens, then educational background and seniority may play a big part in promotion.

Many law enforcement agencies in the state of Arkansas are far below the national average of 1.7 officers per thousand population, therefore, the supervisory personnel cannot leave their assignments for a week at a time, therefore, a shorter meeting might be feasible.

If possible, more hand out material or duplicated material should be encouraged. Some instructors felt that note taking distracts from instruction in that:

1. Students miss a portion of the lecture while he is writing a thought.
2. Others notice that he is writing something, and they seem obliged to write something. A casual observation indicates that there was considerable more "doodling" than there was note taking.

The U. S. Crime Commission report could be used in this type of in-service program with law enforcement personnel. This report would give up-to-date information on the latest techniques of law enforcement.

The necessity for a central film library on police subjects seems a must for the state of Arkansas. These police subject films should be available on loan to various police agencies in the state of Arkansas.

There is a need for immediate, authentic advisory service which would keep law enforcement officers advised on the latest rulings of local, state, and federal courts, which affect operation of law enforcement officers. The attorney general of the University of Arkansas Law School may be able to provide this service and the law enforcement training academy should mail this material to all law enforcement agencies in the state of Arkansas.

Most of the officers encountered in the classes seemed to be enthusiastic about the future of their jobs and the challenges offered by the law enforcement profession.

The inter-agency cooperation stressed on the first day of each weekly meeting has resulted in a better understanding among agencies of law enforcement.

In-service training will create a desire in the law enforcement personnel to do independent study to improve themselves. This appeared to be evident by comments made by personnel during coffee breaks.

SUMMARY AND EVALUATION OF POLICE MANAGEMENT COURSE

The Evaluation Committee feels that the second round (Police Management Training Course) was more effective than the first round probably because of experience gained in the first round. One of the highlights of the police management training course was the group inspection of a local police facility and the recommendations suggested by the examining group. The recommendations which were made aided the people in training as well as helping the local law enforcement agency to improve their facilities at no cost for the survey. The inspection tours seem to create an added amount of interest because each member of each group of inspectors turned in a very good report of the needs of the department they inspected. It is felt this activity built more course enthusiasm than any other activity of the Management Course.

The need for some type of exercise activity seems to be evident after lunch because many of the law enforcement personnel who are participating in this program seem to become rowdy or sloughish after the lunch hour. Some activity in the local situation may be advisable at this time.

More motivation to participate in the in-service course seems to be a necessity, and probably this could be achieved

by having a meeting with the mayor, city council, or chief of police, and get these people to encourage their supervisory officers to take the courses. It seemed evident that too many participants did not feel the management course would help them. That is to say, they could not see five or six years ahead to where they would need this type of information when they are promoted to management positions. The State Law Enforcement Agency should contact the mayor, city managers, or chief of police in the districts of the state and secure more participation of supervisory personnel in the in-service courses.

In cities where publicity of the in-service training course was received, the personnel of the law enforcement agency seemed to participate in larger numbers, while in cities where no publicity was received no participation in the in-service training course was observed. Therefore, it seems that publicizing the course creates an interest, or loss of publicity causes loss of interest in the in-service training course.

The members of the in-service course need to become involved in classroom activities. This seems to create more enthusiasm and interest for the course.

The participating members of the in-service course should take adequate material home with them so that the administration of the sending law enforcement agency could provide staffing time for other members of the law enforcement agency who were

not permitted to attend. This would be a second type of in-service training program, where the local agency would use as teacher, the person that was sent to the in-service training course on law enforcement.

A vast majority of the people attending these in-service training courses felt that the material they were receiving would help them in up-grading their department. The following are comments made by participating members and staff:

Wayne Hyden is an excellent instructor on inspections. He said, "Every student turned in an inspection report and the reports indicated there was real thinking behind them."

Chief Miller at Arkadelphia should get some sort of recognition. He has had at least two and usually more, of his force at each session. He says "only one man has not attended the academy and I plan to send him to the next school."

Chief Bill Franks who missed most of the first course, attended every session of the second and was highly complementary and cooperative. He was already making changes in his organization before he left. He seemed most appreciative of the inspection reports.

Springdale and Fayetteville have a real rivalry going. Each department is trying to outdo the other in efficiency and results. It is a most healthful situation and a fine group of officers. They are having district chiefs meetings each month.

Lieutenant Crist says the LFID is going all out on the National Police Week observance, and has invited the schools to an open house at their headquarters. They are also going to send the officers around to schools churches, etc.

State Representative Talbot Field, Jr., ate lunch with us at Hope and made a brief speech. He says, "Peace officers needed better education, more pay, retirement benefits, civil service, and other fringe benefits and he is willing to introduce any legislation along these lines that has a chance at passage."

The following is a copy of the questionnaire that was given each member of the attending personnel on Friday of each week. The results of their opinion has been compiled and evaluated as follows:

Summary of Questionnaire

First Choice	Second Choice	Third Choice	Questions
20	11	7	No. 2 Organization Of Formal & Informal
13	18	10	No. 1 Principles of Management
8	13	15	No. 4 Inspection and Control
6	8	12	No. 3 Measuring Work Performance
7	3	7	No. 6 Organizational Communications
6	7	7	No. 5 Supervisory Selection & Development

Questionnaire for Law Enforcement Supervisory Personnel

Police Management Training Course

Please mark the following items in which you have participated this week as the most important as No. 1; the next most important item as No. 2; and the third most important item as No. 3.

☐

No. 1 Principles of Management

☐

No. 2 Organization - Formal & Informal

☐

No. 3 Measuring Work Performance

☐

No. 4 Inspection and Control

☐

No. 5 Supervisory Selection & Development

☐

No. 6 Organizational Communications

Comments:

Enumerate three problems that you face in the fulfillment of your duty which causes you most concern.

1. _____

2. _____

3. _____

Explain briefly what you feel was the most important thing about this course which will help you in your job.

In what ways could the program be changed to give you more help?

Circle the days present Mon - Tues - Wed - Thur - Fri

Name

Position

Phone

Street Address

City

State

SUMMARY OF QUESTIONNAIRE FOR LAW ENFORCEMENT SUPERVISORY PERSONNEL

Police Management Training Course of One Week

A. Enumerate three problems that you face in the fulfillment of your duty which causes you most concern that was discussed in this week's meeting.

1. Law Enforcement Supervisory Personnel feel they do not have adequate training in supervision of men and measuring work performance of their men. Also, there is not enough officer and supervisor planning and organization as well as inadequate methods and techniques of disciplining their subordinates. This in-service course in police management has helped law enforcement supervisory personnel assume their responsibilities more adequately than before the personnel took this course.

2. Supervisors do not feel they have enough voice in the promotion of law enforcement personnel, original employment of law enforcement personnel, and voice in establishing department policy.

3. Due to lack of finance for patrolmen, qualified supervisory personnel are being assigned to patrol duties, therefore, the supervisors cannot adequately do their supervisory work.

4. Persuading men to read and study material distributed to them for their improvement and incorporating the material into their days work is almost impossible.
5. The chain of command frequently breaks down before it gets to the supervisors, therefore, the supervisors duties, obligations, and responsibilities to law enforcement as well as supervising the personnel causes a break down in delegation of authority. Therefore more staffing should be scheduled by the administration for benefit of supervisors.
6. Rubbing shoulders in in-service courses with enforcement personnel in the county and in the adjoining cities and counties will help law enforcement agencies to understand other people's problems, and aid in better communication.
7. All law enforcement personnel from the top level down should have knowledge of the department's organizations, procedures for evaluation, and reasons for such responsibility. This planning will give the community better law enforcement.
8. Low salaries of law enforcement personnel cause the personnel to secure a second job as well as their wife working. This may cause less effective job success. Therefore, more effective enforcement could

be secured with contented officers.

- B. Explain briefly what you feel was the most important thing about this course which will help you up-grade your department.
 1. This course in principles of management, inspection, organization - formal and informal, work measurement department because of the experiencing formal organization, interpreting what it means, then putting it into operation, and supervising it into reality at home. We believe that this will cause the department to up-grade itself.
 2. The methods and techniques for inspection and control will cause the community to have a more efficient law enforcement program because of this in-service course. The police management course creates a better understanding of each other's responsibility among those from the different departments of law enforcement personnel, and this will cause an up-grading of the department. A police management in-service course should be required of all law enforcement supervisory personnel at least once every two years.
- C. In what ways could the program be changed to give more help?
 1. The course should be lengthened to more than one week for the amount of work that is done, as well as

more student classroom participation should be encouraged.

2. Teachers should permit more small group discussion as well as large group discussion. This would cause more time to be allotted to each problem.
3. Some means should be provided so that more supervisory personnel of police departments would participate, such as mandatory attendance of certain county supervisory personnel, as well as city supervisory personnel.
4. More case problems to discuss and solve. This would necessitate the teacher preparing more hand-out material and hypothetical cases.

SUMMARY FOR QUESTIONNAIRE FOR LAW ENFORCEMENT SUPERVISORY PERSONNEL

Police Science Training Course

The Evaluation Committee feels that the third round (Police Science Training Course) was as effective as the previous two rounds. Also, it was found that the program operated very smoothly, therefore, the administration must have done adequate planning and preparation. The personnel that lead the group meetings had adequately planned for this leadership responsibility.

The most important discussion during the week seemed to center on "Sex in Crime" and "Juvenile Delinquency". One of the reasons this was important is perhaps due to the fact that these two factors of human behavior are present in all localities. The Evaluation Committee felt this pointed up the fact that law enforcement personnel need more education in the academic area than has previously been realized, therefore, some type of degree program should be offered in the state of Arkansas to law enforcement personnel.

The other six items discussed during the weeks in-service training program were probably as important to law enforcement personnel, however, they did not respond as well to the remaining six lectures as to the two previously mentioned.

The attending personnel again stated they wished they had more memographed or duplicated material to take back to their own department so that they could give the other law enforcement personnel the same type of information they had received at the in-service training meeting. Also, it was frequently mentioned by the attending personnel that not enough time for group discussion was offered. The Evaluation Committee felt it would perhaps take weeks and weeks to discuss the many factors of "Sex in Crime" and "Juvenile Delinquency" that should be discussed by law enforcement personnel, however, this may be a part of further training of law enforcement personnel.

To some of the older officers (seniority) car theft and pornography was old stuff to them since they had heard many discussions on these two items. They felt it should be given to younger law enforcement personnel.

SUMMARY FOR QUESTIONNAIRE FOR LAW ENFORCEMENT SUPERVISORY PERSONNEL

Police Science Training Course

First Choice	Second Choice	Third Choice	Questions
13	7	7	No. 3 Collection, Preservation and Presentation of Evidence
10	8	8	No. 4 Sex in Crime
6	12	12	No. 5 Car Theft Investigations and Apprehension.
4	6	5	No. 6 Juvenile Delinquency
3	6	1	No. 1 History of Law Enforcement
4	2	2	No. 7 Firearms and National Firearms Act.
2	2	3	No. 2 Photography in Law Enforcement
0	0	2	No. 8 Liquor Law Violations

QUESTIONNAIRE FOR LAW ENFORCEMENT SUPERVISORY PERSONNEL
Police Science Training Course

Please mark the following items in which you have participated this week as the most important as No. 1; the next most important item as No. 2; and the third most important item as No. 3.

- ☐ No. 1 History of Law Enforcement.
- ☐ No. 2 Photography in Law Enforcement.
- ☐ No. 3 Collection, Preservation and Presentation of Evidence.
- ☐ No. 4 Sex In Crime.
- ☐ No. 5 Car Theft Investigation and Apprehension.
- ☐ No. 6 Juvenile Delinquency.
- ☐ No. 7 Firearms and National Firearms Act.
- ☐ No. 8 Liquor Law Violations

Comments:

What were the strong points of this week's session?

What were the weak points of this week's session?

How could the sessions have been improved?

Circle the days present Mon - Tues - Wed - Thur - Fri

Name	Position	Phone
Street Address	City	State

SUMMARY OF QUESTIONNAIRE FOR LAW ENFORCEMENT SUPERVISORY PERSONNEL

For Police Science Training Course

A. What were the strong points of this week's session,

1. Sex Crime and Juvenile Delinquency seemed to be the strong points of the week's program.
2. The instructors were well trained to present the evidence in the above two sessions.
3. The need for advanced education seemed to be evident because the supervisors felt they had some knowledge of the two important sessions, however, they felt they needed more sociological, psychological facts about human behavior. This would indicate college preparation as a possibility.

B. What are the weak points of this week's session.

1. Some men felt that more time should be given each topic, even if it meant fewer topics, and they felt this would strengthen the program. Others said, not enough time for each subject, and not enough subjects covered, therefore, more time was needed.
2. Some supervisory personnel felt that the material covered was repetitious to them. This could be interpreted as a larger city lieutenant and a sergeant's opinion, however, the smaller town super-

visors did not respond as the larger city personnel responded.

3. Some supervisory participants seemed to feel that they had expected more cut and dried answers to the problems discussed. Since cut and dried answers are not available for some of their questions, this would indicate further education may be a need.

C. How could the session have been improved?

1. Fewer lectures and more participation by each individual in the group.
2. More practical demonstrations by the teacher on a crime scene, search, examination of stolen car, and police photography.
3. Many supervisors felt this was elementary since they had been doing this type of investigation for several years, and they are supervisors, however, the idea of raw recruits or patrolmen might find this material very valuable.

SUMMARY AND EVALUATION OF LAW IN LAW ENFORCEMENT COURSE

Colonel Lynn A. Davis, Director of the Arkansas State Police, seemed to give a thesis to the in-service training program when he made the following statement, "All law enforcement agencies should be professional in their interpretation and enforcement of the law. Officers must work with enthusiasm and correct knowledge of the law. We officers must demonstrate more loyalty, eagerness, and a go-go-go attitude. The only difference in a rut and a grave is just the depth, therefore, we must stay on top."

A great majority of the supervisory personnel attending the in-service training course left the impression that there was not adequate cooperation between the police and the public, and courts and the police department. This perhaps is one of the reasons for the in-service training course, therefore, police officers must be well informed as to the exact application of the law in terms of the courts and the public.

A majority of the officers left the impression they had a better understanding of their limitations with reference to the law after completing the course. Also, the officers felt they had a better outlook and a clearer explanation of the laws they enforced than before attending the course.

In the fourth round or last round of the in-service

training program for supervisors of law enforcement agencies, the attending personnel were given two extra questions to answer in relation to the over-all evaluation of the program. The questions were as follows:

QUESTION 1

Has the hand out material given to you been of benefit to you in up-grading your department?

ANSWER:

Each of the attending personnel marked the answer yes and explained that the material obtained will be used by them for review purposes and instructing other patrolmen in their communities.

QUESTION 2

Has the entire program helped you up-grade your department?

ANSWER:

As in the previous question, all of the attending personnel marked the answer as yes and many mentioned they had incorporated some of the ideas presented and discussed at the in-service training courses.

Many of the supervisors interviewed by the Evaluation Team felt a course should be geared to the level of the patrolman, and offered to this group of law enforcement personnel. Also, a course for police chiefs and recruit officers should be developed on their level of need.

SUMMARY OF QUESTIONNAIRE

First Choice	Second Choice	Third Choice	Questions
25	6	6	No. 2 Arrests.
12	14	3	No. 1 Constitutional Rights of the Accused.
8	8	15	No. 6 Civil Liability of Law Enforcement Officers.
6	12	13	No. 8 Search and Seizure.
6	2	5	No. 4 The Philosophical Roots of Criminal Justice.
5	14	11	No. 5 Evidence.
1	3	0	No. 3 Crime Commission Recom- mendations.
1	3	9	No. 7 The Substantive Law of Crimes.

Questionnaire for Law Enforcement Supervisory Personnel
Law in Law Enforcement Training Course

Please mark the following items in which you have participated this week as the most important No. 1; the next most important No. 2; and the third most important No. 3. (Example - you should consider as the most important item, the item that will help you up-grade the quality of law enforcement in your department. No. 2 should be the second most important, and so on.)

- ☐ No. 1 Constitutional Rights of the Accused.
- ☐ No. 2 Arrests.
- ☐ No. 3 Crime Commission Recommendations.
- ☐ No. 4 The Philosophical Roots of Criminal Justice.
- ☐ No. 5 Evidence.
- ☐ No. 6 Civil Liability of Law Enforcement Officers.
- ☐ No. 7 The Substantive Law of Crimes.
- ☐ No. 8 Search and Seizure.

Enumerate three problems that you face in the fulfillment of your duty which causes you most concern.

1. _____

2. _____

3. _____

Explain briefly what you feel was the most important thing about this course which will help you in your job.

In what ways could the program be changed to give you more help?

Circle the days present Mon - Tue - Wed - Thur - Fri

_____ Name	_____ Position	_____ Phone
_____ Street Address	_____ City	_____ State

Has the hand out material given to you been of benefit to you in up-grading your department? Yes _____ No _____

Explain your answer _____

Has this entire (4 weeks) program helped you up-grade your department? Yes _____ No _____

Explain your answer _____

RESULTS OF QUESTIONNAIRE ON LAW ENFORCEMENT SUPERVISORY PERSONNEL

Law in Law Enforcement Training Course

- A. Enumerate three problems that you face in the fulfillment of your duty which causes you most concern.
1. Apathy or hostility on the part of the general public toward law, law enforcement and peace officers.
 2. Lack of funds to modernize the police department so that it can keep up with the present day times.
 3. Lack of opportunity for training new officers and new supervisory personnel.
 4. The civil liabilities of officers seems to be approaching a very fine line as to innocence or guilt.
 5. Lack of uniformity between law enforcement agencies on procedures and terminology.
 6. Developing an appreciation for training the average police officer.
 7. Changing the thinking of the officer to modern concepts of law enforcement.
 8. Clear cut directions as to the duty and privilege of each officer.
 9. Kinds of evidence to look for.
 10. Acts committed for which no statutes are available such as glue sniffing.

B. Explain briefly what you feel was the most important thing about this course which will help you in your job.

1. Understanding the principles involved in the Supreme Court decisions that effect law enforcement.
 2. The search for evidence.
 3. Civil liabilities of officers was very important to each law enforcement personnel.
 4. The philosophical roots of criminal justice.
- C. In what way could the program be changed to give you more help?
1. More time could be allotted each division so that each subject could be fully explored.
 2. Give outline so that instructor could be followed.
 3. More duplication of materials that are covered by the instructor.
 4. More situation cases to be discussed in small groups, and then answered in the large groups.
 5. More practical discussions than hypothetical discussion.
 6. Use of blackboard to diagram certain elements and components of law enforcement.

CONCLUSIONS AND RECOMMENDATIONS

1. The administration achieved an excellent job in preliminary planning because facilities were more than adequate to meet the needs of the speaker and members of the in-service training program. Also, coffee breaks were exceptionally good for the exchange of ideas among the participating members of the program. The session leadership was exceptionally well planned because it kept the program moving, interesting, and on time. The in-service personnel rated the over-all training program as excellent because it seemed to meet most of the needs of the attending personnel. Therefore, we must assume that the effectiveness of the course in aiding law enforcement supervisory personnel to gain knowledge which helps them up-grade their department was more than adequate. Also, the attending personnel were given more information than they could immediately handle during the allotted time for the program.

2. The second and fourth round of the in-service training programs had adequate hand out material, and it is believed this material will be used by participating members in their home department to up-grade the department to help other law enforcement personnel do a better job as well as review material for the participating member. The first and third weekly meetings had some duplicated material for the participating members,

however, it is believed that this could be improved if it were done again.

3. The audio visual aids seem adequate in most of the sessions, however, it is suggested that the state law enforcement agency should obtain a library of film and visual aid materials to be used in this type of law enforcement work. Also, maps, charts, and other visual material should be developed and distributed by a law enforcement agency in the state.

4. It was felt more public relations work should be done in the smaller towns of Arkansas in relation to securing their participation in up-grading law enforcement training programs in the state of Arkansas.

5. The Evaluation Committee feels the program will aid the up-grading of law enforcement in Arkansas because of the following facts:

- a. A number of supervisory personnel, including chiefs of police, mentioned to the Evaluation Team specific improvements they were installing in their department which would cause the department to be more effective. Many of the participating members said they had changed some of their methods of doing things back in their department because they could see value in the method described at the in-service training meetings.

- b. All of the fourth round participating members said that all of the program was of exceptional value to them in up-grading their department.
 - c. The meetings seemed to increase in size as the program progressed, therefore, it can be assumed the people were getting value received out of in-service training program.
6. If it is necessary to have all day meetings, the Evaluation Committee felt that some sort of activity would be necessary following lunch because many participating members became drowsy after lunch and frequently lost the train of thought presented by the instructor. A good example of the activity referred to above was the inspection tours during the third series of in-service programs.
7. If chiefs of police, mayors, and city councilmen of each district or area could be involved in planning the area institute, it is believed it would help motivate attendance. Also, it may be necessary to have group meetings with the above mentioned people to sell them on the idea of up-grading their law enforcement activities.
8. Chiefs of police seem reluctant to vocally participate in these in-service training classes. Especially when men from their own department were present. It probably would have been better if special classes could have been held for

- chiefs of police and sheriffs. There were some indications these area meetings should be held at noon, once or twice a month for two or three hours. The older chiefs seem to need more motivation toward education.
9. Officers who have some seniority and who have had previous training courses seem more interested and participate in discussion more often than new officers or young officers. Also, the older officers ask more questions and participate in the inter group activities more often.
10. The community relations course indicated that most law enforcement officers and agencies either get along extremely well or very poorly with local and state news media. There does not seem to be a middle group in this program. Mistrust and misunderstandings seem to be the key to the problem and it will take a lot of public relations work to correct some of the mistrust and misunderstanding between the law enforcement agencies and the news media.
11. One of the most apparent beneficial effects of these courses is the association of the officers with one another. In many cases the law enforcement officers in one city did not know the law enforcement officers in the adjoining city, therefore, it is felt some inter city communication, such as luncheon meetings would be advantageous. An example of good inter-city relations is developing between Springdale and

Fayetteville at their monthly meetings.

12. It is possible that more hand out material should be encouraged. This would let the participant take the hand out material home so that he could have a small in-service program of his own in his own locality.

13. There is a need for immediate authentic advisory service which would keep law enforcement officers up to date of the latest rulings of the local, state, and federal courts which effect operation of peace officers. This could be accomplished through an agency of the state.

14. Many law enforcement officers are asking for academic assistance and information as to where they can get courses leading to degree programs in police science or associated fields. Since a vast majority of supervisory personnel in police departments do not have an academic degree, it will be very hard to convince these supervisors that the officer that has walked his beat as a patrolman, investigated crime as a detective, and managed the technical routine of the station house as a lieutenant or captain is not necessarily fitted by his experience to administer the complex affairs of a large police department. Most long term officers feel that coming up through the ranks is the only answer for administration of a police department. The Evaluation Committee feels academic up-grading is a necessity for the state of Arkansas now.

15. In these days of mass movements and violent slogans when a small civil incident mishandled by local authorities can have national and even international repercussions, our need for police of the highest quality is dramatically apparent. This indicates need for advanced educational training.

16. It is believed that peace officers need to be sold on education and eventual professionalization. This will lead to higher salaries and uniform fringe benefits, such as retirement and job retention rights, hospital and insurance programs, better equipment and better understanding with people they serve. This may be another duty of public relations.

17. The Evaluation Committee felt that some correspondence work might be developed by a state agency and sent to the various marshals deputy sheriffs and supervisory personnel in the state of Arkansas. After the correspondence work had been completed, the state agency may wish to hold a short two or three hour seminar in this particular area and invite the above people to participate. The state agency may employ certain skilled people in law enforcement to present specific units of work out in the field in the state.

18. More effort on understanding must be in developing rapport between the formulators of the training program and

chiefs of police or those in charge of the men to be trained. This may be done through area meetings with the chiefs, including them in initial planning of the program involving their ideas, and thus helping them to become a part of the total over-all planning. Periodical meetings with the chiefs during the time of the training program to help them feel involved in the evaluation and progress of the training. And, of course, an overall evaluation including the chiefs and supervisory personnel at the end of the training session is recommended.

19. Consideration should be given to more involvement of the participants in the process of the training. The participants should be brought into a problem situation and given freedom to explore in almost any direction they would like; allowing them opportunity to make definite decisions in the solution of their situation. In observing many of the training sessions, the observers sensed a fear between the participants and those instructing. This was partly due to the feeling of not being involved or that the problems were not of immediate importance to them. In working with the heterogeneous group of this sort, some outlet must be provided for each member to present his own identity through some problem that is touching him. This can often be done very effectively by setting up a period of time for small groups. So they may identify and discuss

any problems that are of importance to them at the moment. Once the problems have become identified, then the instructor can work from these situations. A possible technique is to let a speaker from the particular group present their problems and any conclusions to which they have reached then using a panel of the same participants to further explore the problems.

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