

DIARY OF AN INTERNSHIP WITH THE
INTERNATIONAL ASSOCIATION OF CHIEFS OF POLICE

by

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STATEMENT BY AUTHOR

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PREFACE

The author of this diary is in rather a unique situation. Generally speaking, the purpose of an internship is to give the fledgling public administrator an opportunity to serve in an agency closely allied with his academic course of study so that he might gain personal experience and insight into his life's chosen profession.

However, in this case, the cart preceded the horse, so to speak. The intern at fifty years of age, was a retired police officer with twenty-one years of police service, eighteen of which were spent in the capacity of a police supervisory, command, or administrative officer. Further, he had been associated with the International Association of Chiefs of Police as a police consultant for slightly over three years immediately prior to his enrollment at the University of Arizona. Those three years of experience, which incorporated consulting contracts with many of the nation's police agencies; had greatly added to the author's knowledge of police supervisory and command problems. Two and one-half years in the academic halls of the University in the world of theories and principles, which concerned law enforcement administration, further enhanced the personal growth of the intern. Self-admittedly, he was not an expert, but he had reached that plateau in life where he had formulated some very firm

convictions relating to the various aspects of police supervision as they apply to a modern, progressive law enforcement agency. One of the purposes of the diary will be to set forth some of the philosophies concerning police supervisory training which have been developed by this intern over a period of twenty-eight years.

All work in this diary was completed between August 15, 1966, and March 10, 1967. Briefly, it consisted of fifteen weeks spent as a police instructor in two distinct and separate series of supervisory training programs and an interim period of approximately eight weeks. During the interim period a great amount of research and writing took place in order to prepare the intern for the second of his instructor experiences which are set forth in this diary.

The intern wishes to express the feeling that while the title of the diary carries the implication of some differences of opinion concerning the training of police supervisors and commanders, those differences are not earth-shaking and are not to be construed as being personal animosities. The fact there are degrees of difference is a healthy sign. As long as philosophies do clash there is bound to be progress for both sides will continually be striving for ways of improvement to ensure the acceptance of their respective values. While the intern may be described as an empiricist by some of his

colleagues, he is not totally unaware of the value of theories and their application.

A special note of thanks is gratefully extended to Professor Sanford W. Shoults and Dr. Raymond A. Mulligan of the Department of Public Administration for their assistance and guidance toward the completion of the Master's Degree in Public Administration. Had it not been for their inspiration and encouragement the intern would probably have ceased his academic pursuits at the termination of the requirements for a Bachelor's Degree. Also, sincere thanks are extended to Mr. Quinn Tamm, Executive Director, and Mr. George O'Connor, Director of the Professional Standards Division; both of the International Association of Chiefs of Police, for their cooperation in making the work experience possible and without which this internship could not have been completed.

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PART I

INTRODUCTION

CHAPTER I

HISTORY AND BACKGROUND OF THE INTERNATIONAL ASSOCIATION OF CHIEFS OF POLICE

While it is not the purpose of this paper to fully discuss the organization, functions, and personnel of the International Association of Chiefs of Police in full detail; it was decided by this intern that some information as to the purpose, history, and other organizational background material for the project was needed.

The International Association of Chiefs of Police was founded on the concept that the principles of police administration have a universal application. There are an estimated 200,000 police officers¹ engaged in municipal police services, not to mention the many more thousands at the county, state and federal agency levels. The thousands of departments to which these officers belong may, by law, be given various assignments. It is universally recognized by the police administrator that the administration, procedures, records, selection and assignment of personnel, training programs, and enforcement and preventative measures necessary to carry out responsibilities have many common fundamental factors.

PURPOSE

As outlined in the International Association of Chiefs of Police constitution the formal objectives are:

"to advance the science and art of police services, to develop and disseminate improved administrative, technical, and operational practices and promote their use in police work, to foster police cooperation and the exchange of information and experience among police administrators throughout the world, to bring about recruitment and training in the police profession of qualified persons, and to encourage adherence of all police officers to high professional standards of performance and conduct.

...to cooperate with existing police organizations of recognized and technical standing.

...to arrange for joint research projects, publications, secretarial assistance and participation in conferences to the end that these objects of the Association may be more fully realized."²

EARLY HISTORY

The popular television and movie image that crime and lawlessness were confined to the western frontiers prior to and following the Civil War are not justified by the facts. Evidence of

growing crime rates and criminalism were quite evident in many areas of the East, South, and Mid-West. The industrial revolution, with its rapidly growing industries, was attracting great numbers of rural dwellers as well as thousands of foreign born immigrants to the cities and towns. Organized police departments, as we know them today, were relatively new on the American scene, (Philadelphia claims to have been the first to organize in 1833).³ As arms of the local governments which followed the home rule concept and which were strongly opposed to anything but local autonomy; local police departments were restricted in their efforts to reach beyond their respective jurisdictions for the purpose of apprehending criminals. It was relatively safe for the criminal offender to commit a crime and then repair to the jurisdiction of another state where he felt safe and immune from punishment. Further, what constituted the elements of many of the more serious crimes varied greatly from state to state. The only way then, for local police departments to reach beyond their respective jurisdictions to catch criminals traveling from city to city and from state to state was through voluntary cooperation of the local chiefs of police.

Origin and developments. The idea of a voluntary organization of police executives to increase cooperation and effectiveness of law

enforcement was crystalized on 1 April 1871, by Police Chief James McDonough of St. Louis, Missouri. In a letter addressed to his Board of Police Commissioners he proposed a convention of heads of police forces be held at the Commission's invitation in St. Louis. Chief McDonough, in his letter, outlined that the purpose of the convention would be "for the chiefs to counsel together to inaugurate and adopt a code of rules and regulations whereby the whole detective force of the country can act in unison for the prevention and detection of crime as the experience and judgement of the convention shall determine".⁴

Invitations were extended and 112 police officials from 21 States, District of Columbia, Wyoming Territory and the Indian Territory were recorded as attending. The first group met at the Southern Hotel and in the Masonic Temple at St. Louis, 20-23 October, 1871. Expenses of the convention were defrayed by the City of St. Louis, whose Council appropriated \$4,000 for the meeting. It is interesting to note that a conference city today must underwrite the sum of \$100,000 to successfully apply and be chosen for a conference site.

The subjects discussed at this first meeting included uniform crime records, juvenile delinquency, alcoholism, prostitution, the increase in crime resulting from the Civil War and other subjects. No formal or permanent organization resulted or emerged from the first convention. But the idea had taken root.

Some twenty-three years later, early in 1893, Chief William S. Seavey of Omaha, Nebraska, sent invitations to chiefs of police throughout the country to meet in Chicago, which was then the site of the World's Columbian Exposition. The stated purpose was to discuss mutual problems. The Exposition was a powerful, motivating factor to get the chiefs together.

In May 1893, fifty-one chiefs responded "to discuss problems of mutual interest, develop methods of cooperation between municipal police departments in the suppression of crime and apprehension of criminals, and to form a voluntary association of police chiefs to meet at selected intervals"⁵. At this three day meeting, (18-20 May 1893), a program of aims was defined, a committee was formed to draw up a constitution, and a name for the organization was chosen. Henceforth, the organization was to be known as the National Chiefs of Police Union.

It is interesting to note that from its inception, the organization has operated under constitutional government. The adoption of a constitution and by-laws was the first order of business for the fifty-one founding members. In the intervening years, the constitution has been amended from time to time and twice within this century -- in 1937 and in 1956 -- it has been completely rewritten to meet current needs. Amendments to the constitution may be effected only by a two-thirds

vote of the members present and eligible to vote at the business session of the annual conference. Control of Association operations thus stems from the membership.

At the initial meeting many of the Chiefs visited the Chicago Bertillon Bureau which was probably the first attempt in the Americas to establish a scientific method of criminal identification. There was little hope in the minds of the Chiefs however, that a federal or state government would assist in the establishment of a central clearing house for the purpose of locating and identifying criminal offenders. Many of them expressed the belief that the only way this would ever come about would be through voluntary cooperation between them.

Annual conferences have been held every year since 1893, with the exception of 1917, when the United States entered World War I. Only the Executive Committee met that year in Washington, D. C.

In 1895, at its conference in Washington, D. C., the organization's name was changed to National Association of Chiefs of Police.

In 1898, at Milwaukee, Wisconsin, the name was changed to Chiefs of Police of the United States and Canada so that Canadian chiefs might be included in the membership.

In 1902, at Louisville, Kentucky, the organization once again

saw fit to change its name, this time to the International Association of Chiefs of Police and since that time police administrators from virtually every section of the globe have been or are now active members. Present membership, as of January 1967, is estimated to be in excess of 6,000 members from throughout the world with the exception of those communistically dominated countries behind the iron curtain.

A permanent home. During the first forty years of its existence, the association had no permanent home. The business of the organization was conducted by the elected officers, the president, the secretary, and the treasurer, from their respective police departments.

In 1933 the Executive Committee, which is comprised of the Board of Officers, six elected vice presidents, all past presidents and some specially appointed members; duly authorized Mr. Donald Stone, Director of Public Administration Service, and Mr. Arnold Miles, Assistant Director of the American Municipal Association to apply for a grant to finance a membership and service program including a monthly Police Chief's News Letter. A modest grant was forthcoming from the Spelman Fund and in January, 1934, an International Association of Chiefs of Police Service and Publications Office was set up in Chicago, Illinois. Mr. William Rutledge, who was then Chief of

Police at Wyandotte, Michigan, was named as Executive Vice-President and assumed control of this operation.

The formulation of a new constitution in 1937, was instrumental in changing the name of the Services and Publications Office to the designated title of International Association of Chiefs of Police Headquarters and the functions previously performed by the elected Secretary at his home department were transferred to the control of the Executive Vice-President at the Chicago office. In 1938, a new building was erected at 1313 East 60th Street on the University of Chicago campus to house several public administration organizations. The International Association of Chiefs of Police made application and was accepted by the University to be one of the organizations so housed. Two years later, 1940, the Executive Committee appointed the first full time Executive Secretary, Edward J. Kelley, who was a retired Director of Public Safety from Providence, Rhode Island. A year later Kelley was appointed head of the Rhode Island State Police but continued to serve as Executive Secretary without pay until 1947, when he resumed his full time duties with the Association. The same year that Kelley was appointed, 1940, also saw the movement of Headquarters to Washington, D. C., where several locations were occupied for the next twenty years. In 1960, the Old Slater Mansion was

purchased at 1319 18th Street, Washington, D. C., by the Building Site Committee which had been formed in 1959, by the Association membership for that purpose. The original purchase price was \$300,000 and an additional expenditure of \$74,000 was needed to convert the building into a four-story office building. This location is approximately six blocks from the White House and can be considered a prestigious location for the Association. All offices and divisions of the Organization are presently located at Headquarters. The building today is approximately two-thirds paid for and offers of approximately half a million dollars have been rejected by the Executive Committee.

Meanwhile, Kelley had been replaced in 1954, as Executive Secretary by Mr. Leroy Wike who was a retired chief from Endicott, New York. Mr. Wike was replaced in October, 1962, by Mr. Quinn Tamm, former Associate Director of the Federal Bureau of Investigation. The Executive Secretary's title was changed to that of Executive Director when Mr. Tamm was appointed to the office. Mr. Tamm is the present Executive Director. After twenty-seven years of experience as an agent and executive with the Federal Bureau of Investigation, and approximately five years in his present position, he is deemed as being largely responsible for the status which the Association is presently regarded by those concerned with Law Enforcement Administration.

SOME LANDMARK CONTRIBUTIONS TO LAW ENFORCEMENT ADMINISTRATION

In his study of the past history of the International Association of Chiefs of Police this intern was impressed by the fact that there were many notable contributions that this Association has made to the profession of law enforcement. However, there appear to be three outstanding contributions previous to 1960, made by this Organization which would be derelict upon the part of this writer were they not mentioned. Namely, they are contributions to Criminal Identification, Uniform Crime Reporting, and Traffic Safety and Field Service. It is in these areas that the Chiefs appear to have used their influence to the fullest which resulted in a great impact on law enforcement. All of this did not occur without many years' of disillusionment, and years of effort and dedication by the membership.

Criminal identification. Since one of the primary objectives in forming the organization was exchange of information among police departments, it did not take the Chiefs very long before they had decided on a positive step in this direction. Old records verify the fact that the National Chiefs of Police Union established a central clearing house for dissemination of information concerning criminals and their identification in the city of Chicago in 1897. This repository

was set up for the use of the Bertillon system of identification and later, when this system was found to be inefficient and somewhat unreliable in the early 1900's, a record system was systematized using fingerprints as the major basis for identification. This clearing house became known as the National Police Bureau of Identification. It was operated under a Board of Governors who were active members. The Board appointed Mr. George Porteus who served in the capacity of a full-time Director. After the turn of the century the central repository was moved to Washington, D. C., at Metropolitan Police Headquarters and Mr. Porteus was replaced by Edward A. Evans who was given the title of Superintendent. Later Mr. Evans was succeeded by E. Van Buskirk.⁶

Funds to keep the national repository on an operating basis were secured by assessments levied on the participating cities. Assessment fees ranged from ten dollars to one hundred dollars depending upon the size of the city. From 1897 to 1923, the Chiefs carried on a sustained effort to permit the Federal Government to operate the National Police Bureau of Identification.

In 1924, after many failures, federal legislation was passed. Congress appropriated funds to the Bureau and designated that the Federal Bureau of Investigation should administer the program. This

was the year that J. Edgar Hoover assumed the title of Director of the Federal Bureau of Investigation. Federal records which had been repositied at Leavenworth, Kansas, were merged with the National Bureau's and this marked the start of a national repository which today numbers approximately 160 million sets of fingerprints. Criminal files are maintained separately from non-criminal files and much of the stigma of having one's fingerprints taken for identification purposes has been removed.

Uniform crime reporting. From the days of the organization's inception, much of the time of the various chiefs at the annual meeting was devoted to the subject of comparing notes as to the condition of crime in their respective communities. They readily agreed as to the need for some system of classifying and reporting the amount and type of crime which occurred in their respective jurisdictions.

However, it was not until 1922, that a recommended procedure for the classification and recording of crime statistics by the Association was offered. These recommendations were widely accepted by police departments, primarily at the municipal level. A permanent standing committee was instituted called the Committee on Uniform Crime Reports under Commissioner William Rutledge of Detroit, Michigan. The Committee was successful in obtaining a

small grant from the Spelman Foundation and engaged a staff headed up by Bruce Smith who was appointed to the position of Director. The efforts of Mr. Smith culminated in the drafting of a Manual on Uniform Crime Reporting which was released in 1929, and which adopted uniform criteria and standards for the classification and reporting of criminal activity.

Through a close spirit of cooperation and liaison between the International Association of Chiefs of Police and the Federal Bureau of Investigation, the latter agency, at the urgent request of the Chiefs, assumed the responsibility of being a clearing house for the collecting of national crime statistics. The Committee on Uniform Crime Records continued to exist and it was given the responsibility of serving as an advisory committee to the Federal Bureau of Investigation in compiling crime statistics and the setting of criteria and standards on a national basis. Although the Bureau and the International Association of Chiefs of Police have been criticized by sociologists and criminologists for administering an inadequate system, it remains that as of now it is the only crime reporting system being administered on a national level.

The system is operated on a purely voluntary basis. As of March, 1966, there were approximately 5,034 enforcement agencies

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reporting to the Federal Bureau of Investigation. Every major city is reporting, including 769 cities of over 25,000 population. This system has provided a valuable aid to those interested in the preservation of law and order in the United States.

Traffic safety and field service. In 1935, the American Automobile Association made funds available to the International Association of Chiefs of Police for establishment of a Safety Division. This sorely needed division was made possible largely through the efforts of the Association president, Mr. Andrew Cavanaugh, who was then Director of Public Safety in Wilmington, Delaware. The function of the new division was to provide field services to Association members and to work closely with other national organizations in the field of safety education, research, and publications. Frank Kreml, a former Evanston, Illinois, police officer was appointed as a full-time Director of the Traffic Safety and Field Service Division. During the next twenty-four years this division, renamed the International Association of Chiefs of Police Field Service Division was located on the Northwestern University campus and housed with the Northwestern Traffic Institute. In 1955, Mr. Ray Ashworth was named as Director. Mr. Ashworth had served previously as Assistant Director from 1935-37. He had returned to the division as Director after having

served as a Chief of Police and other police assignments with the Army and Military Government during the war years. It was the new director's observations and philosophy that the Field Service Division had a much larger responsibility to the Association than to merely furnish services in the Safety and Traffic field. He felt that many chiefs over the country needed advice and help in how to administrate the overall operations of their departments and as long as the Field Service Division was located at the Traffic Institute it would always be heavily weighted and oriented towards the field of traffic.

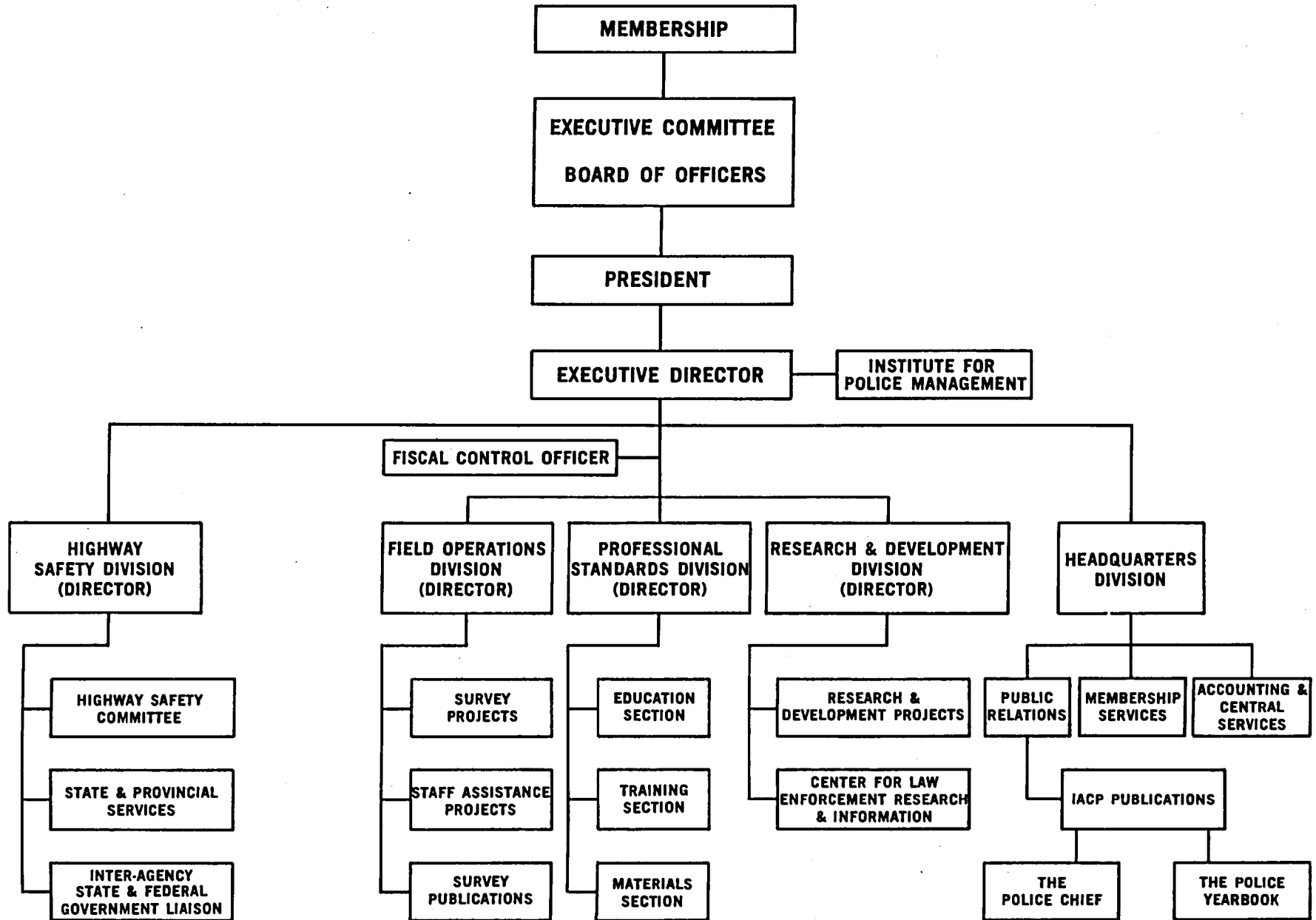
Consequently, Mr. Ashworth was able to convince the membership that a move to Washington, D. C., was advisable if the Division was to go forward and expand its operations. The move was made in August 1959, and a long time association between Northwestern Traffic Institute and the International Association of Chiefs of Police was severed physically, but the two organizations continue to the present time to work closely together in matters that concern traffic safety. Although traffic safety is still of paramount interest to the Chiefs, it is but one of a myriad of activities carried out by Headquarters at the present time.

Upon Mr. Ashworth's death in 1960, Mr. Quinn Tamm was appointed to be Director of the Field Service Division on 1 January 1961, and upon appointment of Mr. Tamm to the office of Executive

Director in 1962, the position was filled by A. E. Leonard, a long time agent and executive from the Federal Bureau of Investigation.

Probably one of the most significant changes in the seventy-three years of existence of the Organization was the move to Washington, D. C., by the Field Service Division. It allowed and permitted the present growth and development of Headquarters which would never have been possible had the Division remained a satellite operation of Northwestern Traffic Institute.

INTERNATIONAL ASSOCIATION OF CHIEFS OF POLICE, INC.



CHAPTER II

PRESENT ORGANIZATION AND FUNCTIONS⁸

The chart on the preceding page portrays the present organization of the International Association of Chiefs of Police Incorporated. It is a non-profit organization incorporated under the District of Columbia's laws. While time and space present many restrictions, a brief look into the present organization, its major functions, and its growth of the past five years will be attempted. The Professional Standards Division, under whose auspices this internship was undertaken and completed, will be discussed in somewhat fuller detail.

MEMBERSHIP

As the organizational chart indicates, ultimate control of the Association is vested in, and remains with the membership. Since the International Association of Chiefs of Police is a constitutional organization the only way a major change of policy may be effected is by a two-thirds vote of the members present and eligible to vote at the business session of the annual conference.

Active members - life members. Eighty-six per cent of the membership is comprised of active members.

In general, active members must be of command rank, employed by a public enforcement agency and receiving a governmental salary, or be a chief executive officer of a railroad police or railway express company police system. Upon retirement an active member may continue in active status if he wishes to do so. (Elected public officials memberships terminates upon expiration of term of office). Any active member in good standing for a period of twenty years and the retiring President of the Association become Life Members, exempt from further dues.

Associate members. Any person not eligible for active membership who meets certain other criteria may become an associate member. The application must be endorsed by an active member in the same state or province or territory in which the applicant resides. Associate members enjoy all privileges of full members except they cannot vote or hold office. The dues are the same as for active members.

Sustaining members. This class of membership is open to persons interested in the advancement of the police profession. Minimum annual dues are one-hundred dollars. Sustaining members may be nominated by any member, but the Executive Committee must approve the nomination. The privileges and benefits are the same as extended to associate members.

Elected life members. Any active member who has served the Association with honor and distinction may be elected a dues-exempt life membership by unanimous recommendation of the Executive Committee and by a two-thirds vote of the members present at the annual business meeting.

Distinguished service life members. This limited category is reserved to persons who have rendered distinguished service in the administration of criminal justice or who have made an outstanding contribution to the science of police administration. They must be unanimously nominated by the Executive Committee and elected by a two-thirds vote of the members present at the annual business meeting.

Dues. Dues for active and associate members are twenty-five dollars per year. This sum was voted upon and approved by the seventy-third annual conference in October, 1966. Dues have been advanced over the years to insure that the annual conference is self-sustaining and to keep pace with rising prices.

Membership has steadily increased for the past four years. The latest official figures as of February 1966, for dues paying members are:

Active and Life Members - - - - -	5122
Associate members - - - - -	828

Sustaining members - - - - -	27
Total - - - - -	5977

However, as of this date (January 1967) the membership is unofficially about 6200.

THE EXECUTIVE COMMITTEE AND BOARD OF OFFICERS

Control of the Organization becomes more specific as it passes from the members to the governing council of the Association: The Executive Committee. This Committee is responsive to the membership's needs and wishes, since it is comprised of members who have been elected (1) president, (2) vice-president, (3) treasurer, and in addition, twelve active members, six of whom are appointed for two-year terms each year by the newly elected president. The Executive Committee meets at each annual conference of the Association, and at such intervals as may be required. In the interest of economy and efficiency, since the Committee membership averages forty-two, the constitution delegates the governing power to a Board of Officers which meets between annual conferences to direct the work of the Organization, but with a proviso that all action by the Board must be approved by a majority of the members of the Executive Committee. Minutes of Board meetings are mailed to committee members and if disapproval

is not expressed within fifteen days the action of the Board becomes official.

The Board of Officers is comprised of the Immediate Past President, President, First and Second Vice-Presidents, Treasurer, and the Chairman of the Division of State and Provincial Police.

STANDING AND SPECIAL COMMITTEES

The constitution provides for thirteen standing committees who do other work for the Association and make their reports at the annual conference. These committees are designated as: Arson, Auto Theft, Civil Defense, Communications, Crime Prevention, Education and Training, Highway Safety, International Relations, Legislation, Public Relations, Radio-Television, Motion Pictures, Research, and Uniform Crime Records. A new section, Education and Training, will take the place of the standing committee on Education and Training and is being formulated at the present time. In addition, several special committees are functioning at present: Arrest-Search-Seizure, Membership, Organized Crime, and Constitutional Changes.

Members of all committees are appointed by the incoming president each year. Because of their expertise in their respective fields, many of the committee members are reappointed year after

year. Any member of the Association who desires to serve on a committee may make his wishes known to the incoming president or to the executive director.

THE PRESIDENT

The president is elected to serve for one term which dates from adjournment of the annual conference at which he is elected through the next annual conference. He is not eligible for re-election. Traditionally, he is elevated to the presidency from the office of first vice-president but this is not a constitutional provision.

Each year a sixth vice-president is elected and traditionally the electee moves on an annual basis to the next higher vice-president's position until he eventually succeeds to the presidency from the first vice-presidency. Thus, although a president is formally nominated and elected to the office, he is in fact actually selected for the office when elected to the sixth vice-presidency.

The president serves as chairman of the Board of Officers and the Executive Committee; and presides at the annual conference. He appoints the chairmen and members of the standing and special committees authorized by the Executive Committee as provided for in the constitution. He is responsible to the Executive Committee for the

overall functioning of committees and sections of the Association.

Since the president's position is primarily one of a titular and status nature, he is called upon frequently to address other meetings and conferences, serve on national committees of other groups, participate in radio and television discussions, and officiate at ceremonies of many kinds.

THE EXECUTIVE DIRECTOR

The Executive Committee appoints an Executive Director to administer the policies and programs of the Association. The Executive Director serves as the "executive head of the Association" and exercises control over all functions of the organization which are carried on at the Washington Headquarters. He represents the Executive Committee and/or the Board of Officers when these two bodies are not in session. The Executive Director serves at the pleasure of the Executive Committee, without tenure. His salary and conditions of employment are set by the afore-mentioned committee.

Among the various duties set by the constitution for the Executive Director are:

- "Serve as Secretary of the meetings of the Association, the Executive Committee and the Board of Officers;

- Maintain records, files and library of the Association and

handle its general correspondence;

-Conduct a continuing membership promotion program;

-Be responsible for all fiscal matters of the Association, including the preparation of the annual budget for consideration and approval by the Executive Committee;

-Direct the preparation and publication of the Police Chief Magazine, The Police Yearbook (containing papers, reports and discussions of the annual conference), and other publications;

-Assist committees of the Association and supervise research programs and special studies."⁹

All of the above listed duties are performed by the Executive Director as are any other duties relegated to him by the Executive Committee, through the Divisions and Units shown on the Organization Chart.

The Association, under the guidance and vigorous administration of its present Director, Mr. Quinn Tamm, has grown tremendously in the past four years. Because of his dynamic leadership the International Association of Chiefs of Police has progressed from a quasi benevolent society to a hard-hitting, resourceful, professional association. It has been accepted and recognized by all levels of government officials who are engaged in law enforcement as the spokesman for law

enforcement administration at both the municipal and state level.

THE INSTITUTE FOR POLICE MANAGEMENT

The Institute for Police Management was formed as a tax-exempt corporation in 1962 for the purpose of raising funds from private industry to advance Police Administration. As the chart indicates, it is a special entity but the Executive Secretary of the Institute looks directly to the Executive Committee and to the Executive Director for guideline policies of operation.

The membership of the Institute for Police Management is composed of the Executive Committee of the International Association of Chiefs of Police, and the affairs of this relatively new component are conducted by nine trustees who are elected by the Executive Committee. The present trustees were chosen from the ranks of officials from banking and financial institutions in and around Washington, D. C., and from outstanding past officers of the Association.

As a result of direct solicitations by the Institute, several contributions have been forthcoming from some of the country's leading corporations. While contributions have been primarily on the modest side, it is encouraging to note that most of the contributors have made renewals from year to year and the Institute has been able

to make expenditures towards the advancement and improvement of law enforcement. Some of the uses of the contributed funds have been made for the following:

"1. Printing and/or distribution to all members without charge the following publications:

Juvenile Delinquency and Youth Crime: The Police Role

Chicago Police Department - Policy Evaluation

Police Community Relations, Policies and Practices

Guide to a School Pedestrian Safety Program

Current Approaches - Police Training and Community Relations

Police and the Changing Community

2. Research and preparation of the article "Anarchy on the Campus," appearing in the April 1965 issue of The Police Chief.

3. Printing of 3,000 extra copies of the April 1965 issue of the Police Chief.

4. Development and promotion of the Sight/Sound Filmstrip program.

5. Purchase of 1966 Ford Econoline Truck for use in various mailing and publications operations."¹¹

The membership has widely acclaimed all of the aforementioned as being very helpful in carrying out the responsibilities of police

administrators. It is to be hoped that many more of the nation's businesses and industries will see fit to contribute to the Institute which has dedicated its efforts to improve the police service.

ORGANIZATIONAL DIVISIONS

Referring once more to the Organizational Chart, it may be readily ascertained by the reader that the balance of the Association is embodied in, and separated from, each other by five major divisional structures. The five divisions which formulate the balance of the organizational chart are: Headquarters Division, Highway Safety Division, Field Operations Division, Research and Development Division and the Professional Standards Division. Although the latter named three divisions are separated structurally, they operate as one fiscal entity called "The Field Service Divisions". All divisions, with the exception of Headquarters Division, (which is directly under the supervision of the Executive Director), are each administered by a Director. These executives are held accountable for the administration of their respective divisions by the Executive Director. The purposes, activities and contributions of each division will be related in an attempt to conclude this brief discussion of the International Association of Chiefs of Police.

HEADQUARTERS DIVISION

The Executive Director retains direct administrative and supervisory control of the Headquarters Division in which may be found a public relations section, membership section, accounting and central services section and publications section.

Public relations section. This unit is primarily an extension of the Executive Director's office and the duties and functions have multiplied rapidly since the present Executive Director took office in October of 1962. The term public relations, of course, is all encompassing, and a listing of some recent accomplishments of this section would indicate the veracity of the latter statement.

--A great deal of effort has been expended in meeting with representatives of news media in order to keep the latter informed as to national programs designed to assist the law enforcement profession.

--Many hours have been spent the past few years working with such organizations as Optimist International, the United States Jaycees, Rotary Clubs, National Exchange Clubs and others. Each of these groups have a program aimed at bringing back lost prestige and respect for the law enforcement officer.

--Notable contributions in the way of information and material have been of great value to such programs as Burglary Prevention Week, the Safe Winter Driving League promotion, Police Week, Crime Prevention Week and similar activities which assist the law enforcement profession.

Intertwined with public relations responsibilities is the duty of handling public information. The International Association of Chiefs of Police has been thrust into the public limelight by recent sociological events and headquarters has become the focal point of many of the nation's news media inquiries. The public relations section has worked with such publications as the Saturday Evening Post, Look, Time, Newsweek and others. Practically every major newspaper in the country has seen fit to be in contact with the organization and there has been a great deal of contact with the major wire services. Both members and staff have appeared on such nationally and internationally televised programs as Meet the Press. One of the most outstanding contributions of recent months has been the production by the public relations staff of the movie, "Every Hour - Every Day", which has been exhibited to many thousands of people of all walks of life. This is a twenty-eight minute color and sound film narrated by Danny Thomas and shows how the law enforcement officer spends ninety per cent of

his time in protecting the citizenry and less than ten per cent in a restrictive or disciplinary role.

In addition to all of the above, the public relations staff compiles and edits the International Association of Chiefs of Police Yearbook and also works in an advisory capacity with the editorial staff of the Police Chief. Along with members of other staff divisions, the public relations staff has contributed articles and special items of interest to the Police Chief. Probably the most noteworthy was an article entitled "Anarchy on the Campus," which covered the recent riots on the University of California Campus at Berkeley, California.

One of the major public relations section's responsibilities is the supervision of all aspects of the annual conference. In conjunction with the Executive Director and other Division Directors, public relations devises and schedules the conference programs, handles all physical arrangements, and disseminates all news releases and reproduction of committee reports and business proceedings. This has become a monumental task since the bringing together of some four thousand police officials from the United States and all Free-World countries presents a unique job of coordination.

This most important segment of the Association handles all general correspondence that pours in from all parts of the world and

which does not pertain specifically to the operations of other divisions.

It might be noteworthy to mention that as the Federal Government evidences a growing interest in law enforcement, the International Association of Chiefs of Police has been called upon with increasing frequency to provide information to the Office of Law Enforcement Assistance, the President's Committee on Law Enforcement and Administration of Justice and by the United States Congress. On at least four occasions within the past eighteen months Association representatives have been called to testify before Congressional Committees on problems pertaining to crime and law enforcement. The public relations section has been helpful to Senators and Congressmen in furnishing background material for speeches and articles and for insertion in the Congressional Record.

Membership services section. The responsibilities and functions of this section primarily concern the promotion and administration of the membership records. Information as to the growing membership, requirements to belong to the Association, and other data have been listed in Chapter I of this diary.

Accounting and central services section. All accounting and central services for the Divisions and functional units of the Association

are carried out by this relatively small section which is lodged within the Headquarters administrative structure.

The Association funds are derived from various sources such as membership dues, grants and surveys and separate accounting ledgers must be kept for the Headquarters and Field Services Divisions. Thus there are two fiscal entities for the organization. The establishment of this method of departmental accounting insures that funds which are earmarked for one department are not used to finance expenditures of the other. Early in 1964 the entire organization changed its general accounting procedure from the cash accounting method to one of accrual accounting, which has resulted in providing management with the necessary information to administer its affairs.

Financial reports are furnished to the Board of Officers at its meetings and mailed to the Executive Committee with the minutes of Board Meetings. The Treasurer receives monthly reports covering all fiscal operations of the Association. Financial records and accounts are audited annually.

The various Units and Divisions utilize central services provided through the Headquarters office. Such services as personnel and payroll records, tax information and reporting, employee and general insurance coverage, collection and deposit of monies due and

payment of expenses incurred by the Association; all are handled by this section. All purchasing of office supplies and services must be handled and negotiated by the Accounting and Central Services unit. Correspondence and subject files are maintained in a Central File unit. The volume of outgoing mail is considerable. On an average, 3, 114 pieces of first class, 65, 000 pieces of second and third class, and 400 pieces of fourth class mail are handled each month.

Publications section. While the Executive Director is constitutionally charged with the editorial responsibility for all publications he has delegated this authority to the publication section which is supervised by a managing editor. All editorial policies of major import are set by the Executive Director and the Executive Committee. Association members receive two publications as part of their membership benefits - the monthly magazine, The Police Chief, and The Police Yearbook, containing papers, reports and discussions of the annual conferences. Other books and informational material are sent without charge from time to time. A recent example of the latter would be: Drug Abuse - A Manual for Law Enforcement Officers, furnished by Smith, Kline and French Laboratories of Philadelphia.

The Police Chief has been published since 1934, and from its inception has been a medium for exchange of professional information.

The initial distribution of 488 members has increased to a monthly circulation of nearly 10,000. The magazine is available to non-members for an annual subscription fee of seven and one-half dollars. Over 700 of this type of subscriber is now being serviced. Production cost in 1965 was \$57,407 for 97,500 copies. Sales of advertising space, subscriptions and mailing list produced \$42,318.18 in 1965. The balance needed for publication was furnished from a Headquarters fund set up for this purpose.

HIGHWAY SAFETY DIVISION

The broad mission of responsibility for the total field of police traffic management as it relates to the motor vehicle and its use has been assigned to the Highway Safety Division. This Division was created and made a part of the organizational structure in October 1964, by the Board of Officers under Rule XXI of the International Association of Chiefs of Police Rules.¹² This relatively new addition to the functioning activities of the Association has been specifically charged with six responsibilities which are aimed at focusing attention on the future role of the police service in highway safety. These six responsibilities are to:

- "1. Organize, develop, and implement the Highway Safety

program of the Association, with the assistance, cooperation, and coordination of the other divisions, the related committees, the membership and other cooperating organizations and groups.

2. Provide liaison and staff for the administration of the International Association of Chiefs of Police Section of State and Provincial Police and the Highway Safety Committee.

3. Provide guidance and direction to the other Divisions of the Association in functions related to highway safety and highway transportation.

4. Serve as liaison for the International Association of Chiefs of Police with associations and groups organized primarily for the purpose of developing and promoting highway safety programs.

5. Promote police traffic management and highway safety in the name of the International Association of Chiefs of Police.

6. Provide advice and assistance to International Association of Chiefs of Police members regarding highway safety matter."¹³

A major portion of the staff's time and effort is devoted to the planning, coordination and supervision of the annual and four regional meetings of the State and Provincial Police, the midyear and annual meetings of the Highway Safety Committee, the Auto Theft Committee, and the workshops and conferences. There were nineteen workshops,

conferences and meetings conducted in 1965, and twenty-three in 1966. The Division works with approximately thirty committees representing organizations on a wide spectrum which at the lower end represents the municipal level and progresses to the President's Committee for Traffic Safety at the national level. Close liaison and cooperation has been developed with such organizations as the American Association of Motor Vehicle Administrators; Insurance Institute for Highway Safety; Automotive Safety Foundation; Institute of Traffic Engineers; Office of Highway Safety, Bureau of Public Roads; National Joint Committee on Uniform Traffic Control Devices; Council of State Governments; to name but a few.

The operational costs of the Highway Safety Division are derived from three grants and appropriations made to the division by the State and Provincial Sections' respective state governments. The grants are made by the Insurance Institute for Highway Safety, the Automotive Safety Foundation, and the American Trucking Association, Inc. Twenty-seven states and one province paid their state appropriations last year. The division is thus self sustaining and requires none of the memberships dues to operate.

FIELD OPERATIONS DIVISION

The primary function of this division lies within the area of providing general police management consultative services. The carrying out of this function was the motivating influence which effected the move from Evanston, Illinois, of the Field Services Division in 1959 where activities were primarily concerned with the subject of police traffic supervision and neglected the much larger area of general police service administration. Ray Ashworth, as noted previously,¹⁴ envisioned many needs for advice and counsel to the chiefs and through his dedicated efforts a change was made.

Since the inception of the general police management consulting services by the Association early in 1960; some 100 law enforcement agencies, (excluding training programs) in 35 states, the District of Columbia, and three Canadian provinces, have been serviced. The great bulk and majority of those departments where assistance has been rendered has been at the municipal level and ranged from Chicago's 11,000-man department down to departments which employed as few as three men. These organizations collectively employed more than 51,000 people and spent in excess of 275 millions of dollars in the year 1965.¹⁵ Although the figures for 1966 are not yet available they are expected to exceed those of the previous year since a contract with the

City of New York was negotiated calling for an initial investment by this metropolis of \$100,000. New York City's present police personnel numbers approximately 28,000 men and women in round figures.

As a result of this intensive growth and diversification, the Executive Committee and the Board of Officers reorganized the Association's headquarters operation in the spring of 1965. A Field Operations Division was created to continue the consulting activities that previously had been provided by a subordinate section of the Field Service Division. The responsibilities of the Field Operations Division are stated in Rule XVII of the constitution, a part of which reads as follows:

"Field Operations Divisions: To provide individual law enforcement agencies with professional guidance through consultation, surveys and studies, and staff assistance in any and all areas of law enforcement operations, organization, and administration; and to prepare, provide, and publish reports relating to the operation, organization, or the administration of law enforcement agencies."¹⁶

At the present time assistance is rendered to police agencies in four distinct areas which are listed below:

General surveys.¹⁷ A general survey may embrace general administration and organization; training services and programs,

personnel policies and procedures; manpower deployment; reports, records forms and procedures, communications; patrol, traffic and investigative operations; buildings and equipment.

Direct staff assistance.¹⁸ In this area the consultants establish information centers; prepare manuals of rules and regulations; set up central complaint rooms; modernize records systems; evaluate and streamline radio, telephone and teletype communications; prepare personnel promotional systems; assist in selection of personnel; and guide planning towards functional arrangements within police buildings.

Training.¹⁹ Staff consultants will conduct or establish recruit training courses, supervisory training, or special training courses in any area of the police service.

Examination and selection for police executive positions.²⁰ Several departments have been aided and assisted by staff personnel in the selection of chiefs of police. It is expected that this type of request for service will expand as more and more police organizations accept the concept of lateral entry into their agencies of competent, qualified people.

All requests for assistance from the International Association of Chiefs of Police must be over the signature of the duly designated

head of the police or law enforcement agency requesting aid. . This requirement has to a large measure, prevented politicians and individuals from requesting assistance without the police administrator's knowledge. When the consulting service was in its infancy in 1960, there was a hue and cry that the services provided would be, in effect, a "white wash" for the administrator concerned, but experience and time have shown this to be an erroneous assumption. The fact that the staff has adopted a highly professionalized approach and has called "a spade a spade" when it has seen deficiencies has resulted in an unimpeachable reputation for the Field Operations Division. The chiefs know that when they call for assistance they will get the very best, but also know any questionable practices will be called to their attention. Much of the credit for the present reputation of the staff consultants is due to the present Executive Director who has demanded and required the highest type of personnel and performance by those concerned in furnishing consultative services. All consultants chosen are required to have a sound background of practical law enforcement as well as academic achievement. In addition they must be able to communicate their findings and suggestions in such a manner that the police administrator can use the recommendations promptly and efficiently. Since the International Association of Chiefs of Police is a

non-profit organization, this expert consultant service may be provided at a more economical figure than many other organizations and individuals in the same business.

RESEARCH AND DEVELOPMENT DIVISION

The responsibility for conducting all studies, surveys and scientific investigations into all facets of law enforcement management and operations has been assigned to the Research and Development Division. Further, the Association has delegated the accountability for disseminating and distributing the results of any research to the police profession at large to this important division. In the past, due to a lack of funds, some investigations and studies have been delayed. However, since 1962, funds have been made increasingly available by the federal government and many avenues, which were heretofore restricted, have been pursued. Those subjects which have been given a high priority by the many committees of the Association, and those of obvious general interest have been given more than passing attention. The bulk of the Research and Development Division's activities might be assigned to one of two major categories, i. e., Current Proposed Projects and Current Ongoing Projects.

Current proposed projects. Several projects in active proposal form have been suggested by the Research Committee and may be listed as follows:

- "1. An analysis of the tasks and functions required of law enforcement agencies.
2. An investigation of recruiting and personnel selection - (a) as the processes relate to the need for providing the qualities necessary to perform the required tasks, and (b) as these processes relate to the "success or failure" of the police officers generated by them.
3. An expansion of the services currently provided by the Center for Law Enforcement Research Information"²¹

There are other proposals in the formative stages. These include investigations into the methods and procedures of police officers in attaining their primary mission of compliance with the law by the citizenry and a thorough investigation into how an optimal traffic effort by the police in the furtherance of traffic safety could be achieved.

Current ongoing projects. A Juvenile Delinquency Project, a Controlled Highway Access Study and the Center for Law Enforcement Research Information are current projects which are worthy of

mention at this writing. All have consumed a great deal of time, expense and effort upon the part of the Research and Development Division for several years.

Juvenile delinquency project. This project has been in existence since July 1962. It is being conducted under the auspices of the President's Committee on Juvenile Delinquency and Youth Crime. A grant from the Health, Education and Welfare Department of the Federal Government has made the project possible.

The primary purpose of this work has been to aid police departments to initiate and upgrade their training endeavors in the field of juvenile delinquency. Since the inception of this project the concept has been maintained that every police officer, not just a few who have been designated as juvenile officers, must be trained to handle the juvenile offender. In terms of actually handling juveniles it has been found that the field officer and the detective have far more contacts than the individual usually designated as the juvenile officer. Many police departments have maintained special officers to handle juveniles since it was believed that the lack of a specialist would require officers to be away from their assigned areas and responsibilities for too long a time.

Many workshops have been conducted for police training officers over the past two years. Programs were focused on training problems relative to juvenile problems. Workshops extended over a two-week period and were climaxed the final two days with the attendance of the Chief and the Juvenile Bureau Commanders from the departments represented by the training officers present. Total attendance at these workshops, the first year, 1965, numbered 255 from police departments in forty-five states and the District of Columbia. Participants were assigned to committees, each of which studied and prepared a report on some aspect of training the police officer for work with juveniles. Another series of these regional workshops were conducted in the spring of 1966 in four regional locations with approximately the same attendance and representation as cited above. Still another series is planned for the spring of 1967. The site chosen is a centrally located university or college in the regional area where the training is to be conducted.

The results and reports of these workshops have been published and distributed to thousands of police executives and officers over the country. Some of the more noteworthy publications thus produced have been:

A Departmental Juvenile Inventory

Thoughts on Police Training

Probing Police Policy

Training Police for Work With Juveniles

Analysis and Self-Criticisms in Juvenile Work

Fundamental Phases of Curriculum Development and
Instructions in Police Training

Report on Workshops

Juvenile Delinquency and the Police

Controlled access study. This project was initiated by the Research and Development Division and submitted to the United States Bureau of Roads, Office of Highway Safety. A two-to-three year contract was negotiated in December 1964. The problem in this instance was to develop administrative guides for police administrators who have supervisory responsibilities for controlled access roadways. Since the details and progress of this project would be beyond the scope of this report, suffice it to say that the project has progressed satisfactorily and will be completed in 1967.

Center for law enforcement research information. This ongoing project is probably one of the most significant activities of the entire Organization since the need for a central clearing house of information is so great in the embryo police profession. This project,

with financial assistance from the Ford Foundation, began in 1961. The primary idea was to isolate, in one central repository, a complete library which would be devoted to police science, criminology, law enforcement and police administration. The objective was to be one of centralization and the goal was to communicate and distribute the information gathered into the hands of those who had the greatest need for it.

Although many major police organizations today have their own research staffs with an adequate library, there are thousands of others who have slightly more than nothing in the way of books and information to assist them in their daily task of providing adequate police service to their respective communities.

Early in this program it was decided that the library would be divided into three sections, namely:

- "1. To contain selected texts in the field of criminology, police science, law enforcement and police administration.
2. To be responsible for subscriptions and the indexing of over sixty regularly published police magazines.
3. The collection of unpublished research papers prepared at the local police and academic level."

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Questionnaires were mailed out to prospective contributors and

today the current assets of the Center for Law Enforcement Research Information consists of approximately 800 bound texts, sixty regularly published magazines and over 2,000 theses and research papers.

There still remained the problem of communicating the gathered information to those who were in need. Consequently, in March 1965, publication of a quarterly magazine entitled The Center was begun. The first issue contained twenty-four descriptive notes or abstracts of specific works available.

The entire membership and other interested people and organizations were supplied a copy of the first publication. Research documents were made available to police agencies or to individuals at a cost basis which amounted to ten cents a page. Volume I of The Center, by the end of 1965, resulted in the distribution of 60,000 pages of literature.

It appears that the primary mission has been achieved and that this rapidly growing project will continue to be of great service to the police administrator as well as to the many academic halls which have initiated a police curriculum into their programs.

THE PROFESSIONAL STANDARDS DIVISION

The Professional Standards Division was established in response to the needs of chief law enforcement executives. These

officials were engaged with the daily problems of law enforcement and had little time to devote themselves to the development of their chosen life's profession. They needed some vehicle to further the growth of the police service because they were aware that the level of service provided depended in a large measure upon the caliber of the men who do this work. It was acknowledged that serious time and attention must be given to the establishment of national criteria and standards. Thus it was in 1963, that the Professional Standards Division grew out of the Field Services Division of which it was once a small section. It was to be dedicated to the education and training of police officers, supervisors, commanders and administrators.

As set forth by Rule XVII of the constitution, the mission and objectives of the Professional Standards Division read as follows:

"To develop and promote standards of selection, education and training in the field of law enforcement; and to prepare, publish and disseminate documents, materials, and devices relating to the operation, organization, or administration of law enforcement agencies."²³

Probably the most important motivating factor for the new division to "get off the ground" was a Ford Foundation grant of \$400,000 in July of 1964. The grant was to be spread over a four-year period and much of the present growth and status of the division can be

attributed to this answer by the Foundation to the needs of law enforcement. The grant was based on the theory that to achieve a maximum of success in the improvement of the police service would require a long-range program. "That this course of action would require the determination of realistic professional standards to assure that the practitioners of law enforcement are personally suited to the task, are educated in those fields upon which public service is based and are adequately trained to enable them to apply their knowledge."²⁴

Police and college liaison. One of the activities of the Division has been to encourage and stimulate the relationships between colleges and police personnel. Staff assistance is given to any institution of higher learning that expresses an interest in initiating a program to meet the needs of the growing professional demands of law enforcement. Assistance has included curriculum suggestions, text book suggestions, recommendations regarding course descriptions and various other ways in which the college may serve a local community. Much aid has also been given in the search for instructors by bringing to the attention of the colleges the names of qualified applicants to fill critical teaching positions.

Model police standards council act. Another beneficial result

of the Ford Foundation grant has been the development of a model act which is aimed at giving to the emerging police profession a strong impetus towards entry into a professional status. This work has recently been completed. The model act sets up professional standards and guides for establishing a police standards council for any state contemplating such action. One of the high lights of the act calls for a minimum entrance academic level of two years of college for police recruits within five years after the passing of the legislation. Within seven years the new police officer would be required to possess a Bachelor's degree prior to entry into police service.

Directory of police science programs. The Division has prepared a directory which gives in detail all of the colleges and universities presently engaged in offering police science programs. Large numbers of this directory have been sent to the professors and coordinators of such programs with the suggestion that high school counselors in the immediate areas be furnished with a supply. Many individual requests for the directory have been received from high school and college students. The response to the directory has been so favorable that the Professional Standards Division plans to expand the coming year's issue with additional information concerning enrollment, courses available at the schools listed and other pertinent data.

The training key. A significant step forward in the field of police training was taken in March 1964, with the inauguration of the roll-call Training Key program. This program fills the need of many police agencies for a low-cost training program which is not only beneficial to the recruit officer, but serves as a re-training tool for the senior officers. A four page training bulletin is published and distributed on a semi-monthly basis and is designed to assist individual study, roll call instructions, recruit and in-service training. Wide acceptance of this program in all fifty states and in five Canadian provinces has resulted in the Training Key being one of the most widely distributed police training services in the world. Current publication has passed well over the 60,000 mark and a future goal of 100,000 copies is not at all unreal. Each officer of a subscribing agency receives twenty-four Training Keys a year concerning a wide spectrum of police subjects at the very nominal price of two dollars per year per man. Participating agencies represent all law enforcement agencies at the federal, military, state, county and municipal level. In addition, police educators in colleges and universities are receiving Training Key copies for their students on a regular subscription basis. Subscribing agencies range from one man departments to the large cities and state agencies. Such cities as Washington, D. C.,

Baltimore, Boston, New Orleans, Atlanta, Honolulu and Nashville all are subscribing. Some of the state agencies are Pennsylvania, Illinois, and Kentucky, to name but a few.

The Washington Chapter of the American Society for Training and Development presented an Achievement Award to the International Association of Chiefs of Police in recognition of the Training Key service. The award stated in part: "For outstanding initiative and ingenuity evident in the establishment of a semi-monthly publication, the Training Key..."

Sight/sound filmstrip program. The newest innovative measure to aid in the training of the individual officer, which was announced in January 1965, is the Sight/Sound filmstrip program. It has been enthusiastically received by police executives and educators from all regions of the country. The heart of the program is a projection unit that looks a great deal like a twenty-five inch television set. Firms such as American Airlines, International Business Machines, General Motors and Dun and Bradstreet have all used and field tested this equipment for almost ten years. Sound filmstrips concerning police training subjects may be fitted into the projector with a minimum of time and effort and once inserted may be played at the touch of a switch. The initial cost of the machine to a police agency is \$325.00,

which if bought through the International Association of Chiefs of Police is considerably less expensive than if purchased on the open market. Training subjects are furnished on a monthly basis and closely supplement those subjects already presented in the Training Key. The first year's supply of monthly filmstrips have been produced and are available at a cost of \$480.00. Each filmstrip is designed to run ten minutes, but an attachment on the projector can stop the pictures at any point so that the police instructor may supplement the filmstrip with his own remarks. Although the initial cost of art work is slightly higher than for photography, the increased potential for learning is greater. By using art work, material which adds to the message may be included, prevent the programs from being outdated, eliminate backgrounds which take the viewer's attention away from the subject matter, depict people and their garments in such a way as to avoid having viewers becoming distracted by racial features, insignias and the like. Art work can emphasize an object or situation to increase its teaching value.

The training subjects and soundstrips already completed include:

1. Felony-In-Progress Calls
2. Searching Arrested Persons

3. Principles of Investigation
4. The Traffic Violator
5. Rescue Breathing
6. Crime Scene Procedures
7. Testifying in Court
8. Directing Traffic
9. Field Inquiries
10. Felony Arrests
11. Crime Prevention
12. Safe Driving

Volume II will include other police subjects of vital interest to the operational police officer as well as subjects of interest to the supervisory and command officer.

As of January 1, 1967, there were ninety-seven subscribing agencies incorporating not only police but higher institutions of learning from thirty-five states, the District of Columbia, one Canadian province city and the Virgin Islands. A relatively few additional subscribers will insure that this program will be self-subsisting.

Management and supervisory training. For several years the Division has offered a supervisory training course of seventy hours duration on a strict cost basis to the police agency. Over seventy-five

such courses have been conducted since January 1961 in just about every region of the country. Usually a survey of an agency pinpoints the need for this type of training and much of the value of the course is that its flexibility permits the discussion of supervisory and management problems pertaining to that particular police department, whether it be at the municipal or the state level. Recently this course of instruction has been subjected to changes and updating. The subjects taught range from basic supervisory subjects to more sophisticated management topics. Course content and other data are furnished in another section of this report.

Executive development program. After several years of planning and a search for funds, a new course of instruction has been inaugurated on a trial basis for the police executive. In August 1966, under an approved grant from the Office of Law Enforcement Assistance, Department of Justice, some \$89,000 was set aside for the administration of three pilot courses. This is a three-week course of instruction and encompasses such subjects as Leadership Characteristics, Organization and the Social Sciences, Achieving Compliance, Planning and Decisions, Communicating Ideas and the Great Issues in Law Enforcement. The original concept was to organize and establish on a regular continuing basis, a top level training course for police

executives at a permanent site on a university campus. A large university would be preferable since the program was designed to draw heavily upon the ready reservoir of trained professional teaching talent found in the larger institutions. The original proposal was for a four-weeks course, but due to budgeting restrictions, was reduced to a course of three-weeks duration.

It was recognized that many of the current leaders of American police agencies, who came to their jobs during the thirties when talent was more available than at present, were either already retired or rapidly approaching retirement. The question for the immediate future was how present leaders were to be replaced. A permanent national police executive training academy for future leaders is one idea that certainly bears close scrutiny and warrants the trial it is being given.

The first of the three pilot courses was conducted at the University of Georgia, Athens, Georgia, January 9th through January 28th, 1967. Twenty chiefs or assistant chiefs representing municipalities from the states of South Carolina, North Carolina, Georgia, Alabama, Tennessee and Kentucky were in attendance. Most of the instruction was provided by the professional teaching staff at the University. A few outside police experts were brought in to present those subjects which were strictly police in nature.

A detailed description of the experiences and results of the first pilot session is beyond the scope of this report but the executive development program opens many avenues for exploration by the Professional Standards Division. Although the concept of selecting and training future police administrators is not a novel or unique idea, it has received little or almost no attention from police agencies in the past. If true professionalization is to be realized by the police service this sort of program would appear to be imperative.

THE STAFF

No attempt will be made in this all too abbreviated description of the present functions and organization to discuss the staff other than to make a few gross observations. At the present time there are approximately fifty people engaged at the International Association of Chiefs of Police Headquarters in carrying out the various programs, activities and functions heretofore mentioned in this report. The division between non-professional and professional staff is about fifty per cent.

The non-professional staff is recruited heavily from the labor market in and around Washington, D. C. The professional staff, on the other hand, represents academically qualified individuals with years of service as police officers, from every region of the United States.

It is this latter requirement which presents a recruitment problem and at the present time additional staff would be added if personnel with the proper qualifications could be found. Most police agencies, who have academically qualified, experienced police officers, within their departments, are extremely possessive and do everything within their power to hold on to what they have. This has resulted in the Association's practice of bringing in qualified personnel on a temporary or loan basis for many programs and projects. This provides excellent training for the individual concerned and provides him with a wealth of experience which he can take back to his own agency. As the professionalization for the police service progresses, college educated people with ample police experience will be more available in the years to come. Meanwhile, the Association must utilize its staff to the fullest and conduct a constant search for available talent.

PART II

THE DIARY OF AN ADMINISTRATIVE INTERN

CHAPTER III

THE INTERNSHIP

Those who are concerned with the over-all administrative problems of today's police organizations are quite often inclined to overlook the importance of the supervisory function in the total operation of the agency. They fail to recognize the fact that the efficiency of the operation depends greatly upon the degree of proper supervision exercised. No matter how well the administrator is able to produce directives, orders, or regulations for dissemination downward throughout the department, they are of little value unless their execution and proper interpretation by all officers at all levels can be properly supervised.

There are many definitions of the word "supervision." However, to this intern, the term "supervision" may be defined as the "technique of personally directing the energies and abilities of an individual or group towards the attainment of goals or objectives which are predetermined by the chief executive." The "supervisor" then, would be the individual charged with the responsibility of carrying out the aforementioned activities. These definitions hold just as true in the police service as they would in a private enterprise.

The International Association of Chiefs of Police has long recognized the problems that accompany the supervisory task. The many surveys conducted by the Field Service Division, presently known as the Field Operations Division, have throughout the years, pointed to deficiencies in supervisory practices of the departments which have been surveyed. Almost every recommendation made by the Association, has to a large degree, been dependent upon the ability of the top police administrator to gain the cooperation of the complete hierarchy of command in carrying out the suggestions set forth by the survey team. It is imperative that the chief executive recognizes his responsibilities to his supervisory force. Unless the administrator defines the responsibility and authority at each level of supervision, defines the relationships that exist between positions, assures the flow of information to his subordinates, be available and willing to aid his supervisors in both official actions and employee benefit matters, and evaluate performance with suggestions and methods for improvement; then he can expect little efficiency from his organization. Unless the chief realizes that all of the aforementioned are responsibilities which he must fulfill; there is little hope that a reorganization, reallocation or addition of manpower, or any other recommended change may bring much in the way of improvement in a police organization.

The late Ray Ashworth, former director of the Field Services Division, who initiated many police reforms and procedures in a long and illustrious police career, said in an address before the Virginia Chiefs of Police at Roanoke, Virginia, in September 1960: "The most critical need in American policing today-- as it was yesterday, and will be forever-- is intelligent supervision of police manpower in every rank of the department."

Many of the policies and activities of the present Executive Director, Mr. Quinn Tamm, and of the Director of the Professional Standards Division, Mr. George O'Connor; reflect that they do not differ in their philosophy concerning the importance of supervision in the police service today.

It has been a long time since the promotion of a police officer to the rank of sergeant, lieutenant, or captain has been regarded as qualifying him as a supervisor, capable of discharging the responsibilities inherent in this position. The promotion, instead, normally requires that the officer be given intensive training in his new responsibilities. It is a rare, but admittedly ideal situation, when the promotion constitutes a milepost in a program of development and training begun months or years before by a progressive administrator.

Many police chiefs like to think that their agency's advanced

methods of personnel selection for entering the police service result in the employment of those who have the intelligence, attributes and ability to develop the competency, with proper application and study, to become supervisors and command officers. Unfortunately, the vagaries of human nature are such that this concept can never be correct except for more than a small percentage of those individuals who are employed for police service today. The restrictions of a limited number at the top, determined by organizational structure, further limits the possibilities for all who enter the police service to become supervisors or command officers. The concept of many chiefs has been, in short, that any man who has mastered the operational and technical skills of the police service will naturally be an excellent supervisor. Nothing could be further from the truth. It may also be noted that many of the failings and deficiencies in police organizations today, at least in this observer's opinion, are due to this erroneous belief. In fact, it may be further stated that too many chiefs of police hold their present positions due to the application of this theory.

For the past several years the Association has attempted to do something about faulty police supervisory practices by conducting supervisory courses in those departments which have requested such aid. Generally the course has consisted of seventy-hours of

instruction but may be tailored for periods in excess of that amount of time if the requesting agency so desires. The course is offered on a strict cost basis which includes the salary, travel and living expenses of two International Association of Chiefs of Police staff members; plus course materials and notebooks which are furnished by the Association. The two staff members who conduct the course are selected on the basis of actual supervisory and command experience with a police agency, in addition to possessing a high level of academic proficiency.

This intern, who was employed by the Association as a police consultant January 1, 1961, has had the opportunity of taking part in approximately sixty such courses of instruction which represented some 2500 police supervisory students in almost every part of the United States. In January of 1964, a leave of absence was taken by this intern to enroll at the University of Arizona, where for the next two and one-half years a course of study was pursued which resulted in a Bachelor of Science degree in Public Administration (Law Enforcement). In addition, the time spent resulted in the completion of all course work for a Master of Public Administration degree. In lieu of a dissertation an internship program was chosen.

Upon the completion of the course work for the Master's

degree and after some correspondence with the Executive Director, Director of the Field Operations Division and Director of the Professional Standards Division, this intern was invited to rejoin the Association as a police consultant in the Professional Standards Division. It was explained that the "old" course which had been conducted for police supervisors had been thoroughly revised and updated and that the internship could be profitably utilized by not only teaching the "new" course, but also in evaluating it and making revisions if the latter was deemed advisable.

Upon his arrival at the International Association of Chiefs of Police Headquarters in Washington, D.C., on the 15th of August, 1967, the intern found that the "new course" had already been formulated and instituted at the Washington Metropolitan Police Academy. A contract had been signed by the Association with the aforementioned agency to conduct eleven two-week, seventy-hour courses and would include, as students, every supervisor in the department who held the rank of sergeant or lieutenant. The first course had started in the early part of August and the second course of instruction was now in session. There was a total of 332 supervisors to be trained which permitted approximately thirty students to attend each session. This intern's time for the first week in Washington was largely spent in the classroom at the Police Academy as an observer. Due to a prior

commitment, one instructor had to leave the second week of the second session and this intern was assigned to the project as a full-time instructor. Terms of the contract made provision for six two-week sessions to be conducted after which a "break" for the holiday season would be taken and this time was to be utilized for evaluation of the course and for course revision if necessary. A total of nine weeks as an instructor was spent by this intern in helping to instruct the revised and updated course.

THE WASHINGTON EXPERIENCE

The new course bore the title "A Course on Police Management for Supervisory and Command Personnel." Subject matter was broken down into various categories with a synopsis of the material to be covered as follows:

"1. Principles of Organization (2 hours)

This area deals with the total concepts of organization and the proper use of people. It reviews the activity-structure grouping and relates activities to achieving organizational goals.

2. Concept of Table of Organization (2 hours)

This subject deals with the various aspects of organization based upon flow and the chain of command philosophy. The new terminology of "tall" and "short" organizational structure is based upon the concept of flattening organizational structures to pinpoint responsibility and to speed up communication and operational activities. Departmentation and its special problems should be included within this discussion.

3. Types of Organizations (1 hour)

This topic concerns itself with the natural development of the previous topic, that is an elaboration upon the types of services performed by groups within organizations such as service, administration and line functions as they affect the single total organization under consideration. Here again, emphasis should be pointed at "tall vs. short" organizational structures and its ramifications.

4. The Formal and Informal Organization (2 hours)

This topic is aimed at elaborating upon the function

of the formal organization and the recognition of the informal organization. Emphasis should be placed upon the informal organization - how it develops and functions, and how it affects the formal organization. The role of the supervisor and manager in recognizing and utilizing the informal organization to assist the formal organization should be stressed.

5. Centralization Vs. Decentralization (2 hours)

This topic concerns itself with the pros and cons of centralization problems and emphasizes the new schools of thought on decentralization as they affect decision making of managers/supervisors at the operational level.

6. Line and Staff Function (3 hours)

This topic is aimed at calling attention to the fact that staff function is a specialized relation but that in truth it cannot be separated from a managerial or supervisory activities of the line operation. Methods to eliminate friction that develop between a line and staff groupings should be emphasized and coordination of the two should be specifically encouraged.

7. Presentation of Problem # 1 (2 hours)

This is an operational problem specifically designed to overlap the previous topics.

8. Organization Goals and Objectives (2 hours)

This topic should include how organizations determine their goals and objectives, and how by determining primary goals, secondary goals must be then established in order to help achieve the primary goals. It should be stressed that resources both within and without the organization are needed to assist in this undertaking. Further, how the decision making apparatus affects changes or re-emphasis of certain secondary goals and objectives and so affect the achievement of the primary goal or objective.

9. Measuring Work Effectiveness (2 hours)

The setting up of strategic control positions and measuring of goal achievement. Standards to monitor the feed-back process for achieving original goals should be emphasized. The supervisory/managerial roles in measuring subordinate work and evaluating it against

a set standard with a possible view to adjustments should be discussed and explained.

10. Presentation of Problem # 2 (2 hours)

This will be directly related to a goal and measuring problem.

11. Effective Decision Making (2 hours)

This phase of the program is designed to bring in the new concept that decision making should and must include the operatives of orders in the lowest echelon. The use of the informal organization should be brought into this portion as an overlapping feature and then tied into the decision making apparatus and its function.

12. Presentation of Problem # 3 (2 hours)

This will be related to DECISION MAKING.

13. The Feed-Back Process (1 hour)

This is a method to determine first, acceptance of orders, and second, to evaluate the feasibility of activity. Emphasis should be placed upon the fact that the process is actually a four phase action - the

first - the order being issued; second - determining the effectiveness and the acceptance of the order; third - passing the evaluation on operational achievement back to the top; fourth - modifications at the top of the original order to meet identifiable problems. Specific emphasis should be placed upon the fact that management/supervision is the guardian of the feed-back system.

14. Group Dynamics in Supervision (2 hours)

This area is designed to show how supervision/management can and must involve all personnel in the organization. It is based upon a premise that by involving people mentally, physically and spiritually in the organizational processes, they are more apt to make better employees. This involves not only formal interaction between the various social groups but the proper use of the informal organization through both formal and informal interaction.

15. Presentation of Problem # 4 (3 hours)

This is based upon "the people problems" developed in the two previous problems.

16. Training As A Supervisor (2 hours)

This topic is aimed at making the supervisor recognize that he is in effect an instructor/teacher. Concepts of how the instructor can improve his training ability are considered as an essential tool of management/supervision. The various uses of the Sight/Sound projector and Training Key should be brought in for demonstrative purposes.

17. Dynamic Leadership (2 hours)

This topic deals with developing leadership among all subordinates and yet recognizing that there are individual capacities for development. Strong emphasis should be placed upon identifying and developing leaders at a very early stage for career development.

18. Organizational Communication (3 hours)

This topic is designed to show that how we say things or write them can affect the listener and his interpretation of what is being written or said. A practical demonstration is built into this topic to illustrate to the entire class the difficulties arising from even giving directions for a

simple project. Emphasis should be placed upon communication as an inter-change of good human relations and the basis for achieving organizational coordination.

19. Planning (2 hours)

Planning should consider and point out the essentials of forecasting in order to achieve organizational goals within prescribed guidelines. Planning should also consider decision making as a means of selecting alternatives for the management echelon. Strategic and tactical planning should be explained and the important concepts of each elaborated upon.

20. Presentation of Problem # 5 (2 hours)

This will be a communications and planning problem.

21. The Inspection Process (2 hours)

The inspection process aims at observing, reporting and recommending changes in a manner that does not disrupt the organization or upset the social balances within it. Major emphasis here should be based upon proper evaluation or observation in regard to the process being observed and its correlativeness to achieving

organizational goals and objectives.

22. Supervisory Selection and Development (1 hour)

Career Development is the main theme of this portion of the program. Heavy emphasis should be placed upon the fact that first line supervision should be determining and selecting future supervisors and managers for the organization. A model career development program should be instituted within the framework of future selection procedures.

23. Morale and Motivation (2 hours)

This topic concerns itself with recognizing that organizations are composed of people and that people's feelings can affect organizational processes. The supervisory/managerial role is to recognize these needs and motivate their personnel through exemplary examples and by mutual involvement within the organizational processes.

24. Presentation of Problem # 6 (2 hours)

This will deal with a supervisory, morale and motivation question.

25. Directing (2 hours)

This phase of the program deals with guiding and leading personnel to achieving organizational goals. Since all supervision deals with people, emphasis should be placed upon effective methods of directing others; some overlapping from motivation may occur here.

26. Individuals and Organization (2 hours)

This topic deals with the problem of having individuals adopt organizational objectives as their own and reconciling individual objectives within the framework and continuity of the formal organization. Supervision/management must be made aware that basic differences between people can be used as an asset.

27. Delegation and Authority (3 hours)

Delegation here should involve assignment of duties and the granting of authority in order to permit organizational operation to proceed with a minimum of bureaucratic "red tape." Authority deals with certain rights to command; however, emphasis should be stressed that it is an unlimited power and that with it come obligations.

If improperly used, resentment and friction can develop. Instead, emphasis should be placed upon what is now referred to as "positive authority."

28. Presentation of Problem # 7 (3 hours)

This will be based upon the previous subject matter.

29. Span of Management Theory (2 hours)

Span of management is an outgrowth of the old span of control doctrine. Careful studies have shown that management is a more apt word than is control. The question of how wide a span, together with an explanation of Graicuna's theory of subordinate-superior relationships, demonstrates that the key to this question is based upon the number of direct relationships a supervisor has with his subordinates; the subordinate's training and the proper use of the delegation of authority are other factors that affect this theory.

30. Control Through Supervision (2 hours)

This area is concerned with methods of control rather than outright physical control. Emphasis should be placed upon the human motivating factors that will achieve

voluntary cooperation and compliance. The managerial/supervisory role in the formal and informal organization structure and feed-back system should also be introduced. The supervisory task in helping to measure the achievement of organizational goals should also be discussed.

31. Planning and Research for the Future (2 hours)

Discussion here should center about future use of high speed digital computers, scanners, and high speed storage and retrieval systems. The managerial/supervisory obligation of involving planning and research to assist in solving operational problems should be stressed as well as the education and training requirements that will be needed for police personnel in systems of this type.

32. Policy Making (1 hour)

The management/supervisory role in helping to formulate policy within the organization should be stressed and based upon the decision making apparatus that has been discussed previously. Distinction should be made between policy and rules and regulations. The role of management in determining the acceptance of policy by all personnel

through the feed-back system should be included in the discussion of measurement.

33. Supervision in the Future (1 hour)

The technical and educational needs that will be required for supervisory personnel of future police organizations, the changing role of the police within the society should be the basis of pointing out that more "hardware" will be available to assist the police in their tasks and as a result, less working personnel may be needed, the view that supervision and management that will be blended together into one should be examined and discussed as organizational structures have a tendency to become shorter and flatter."²⁵

(NOTE: The balance of the seventy-hours of instruction will be consumed by orientation and greeting at the beginning of the course and to examination and evaluation at the end of the course.)

A text book, "Management: A Book of Readings," by Koontz and O'Donnell was sent to each student ten days prior to the time he was to report for his training session. Along with the book was a

required list of readings to be read by the student prior to his reporting to class. Some forty readings were included in the reading list which would require a minimum of thirty hours reading time which was, to say the least, an ambitious undertaking for those officers who had not opened a book for a long while. In addition, the student was furnished a loose-leaf binder with a number of hand-outs and articles designed to supplement the class session discussions. A close inspection and reading of the articles in the text book revealed that academically at least, the material concerning management was what one might expect to be encountered at a Junior, Senior, or Graduate level in an institution of higher learning. The professional jargon and vocabulary level encountered in most of the assigned readings was definitely above that of a college sophomore. Contributing writers to the text included such illustrious names as Peter Drucker, Chester I. Barnard, Lyndal F. Urwick, Ernest Dale, Rensis Likert and many others. In this intern's opinion, the text in itself is an outstanding book of reference for anyone interested in the subject of management.

After monitoring the course for a week and spending many hours at night reading the text in an attempt to digest the contents; this intern gained an early impression that the course was, for the majority of the class at least, somewhat beyond their scope of

comprehension. This belief was based upon some eighteen years of supervisory experience in a progressive police agency, and the experience gained by teaching supervisors in sixty different departments across the country. This intern was informed by staff who had developed the course that the course design was of such nature that the student would have "to reach" a little if he was to gain value from the class room experience.

To partially explain the above remarks, attention might be directed to a copy of the original course schedule which is presented for the reader's inspection.

COURSE SCHEDULE - FIRST WEEK

Monday

0730-0820 Greetings and Orientation
0830-1035 Principles of Organization
1045-1325 Concept of Table of Organization
1335-1425 Types of Organization
1435-1525 Formal and Informal Organization

Tuesday

1730-0820 Formal and Informal Organization (Continued)
0830-1035 Centralization versus Decentralization
1045-1425 Line and Staff Function
1435-1525 Presentation of Problem # 1

Wednesday

1730-0820 Presentation of Problem # 1 (Continued)
0830-1035 Organizational Goals and Objectives
1045-1325 Measuring Work Effectiveness
plus 27' Film - "Performance Evaluation"
1335-1525 Presentation of Problem # 2

Thursday

0730-0920 Effective Decision Making
plus 26' Film - "Styles of Leadership"
0945-1135 Presentation of Problem # 3
1235-1325 The Feed-Back Process
1335-1525 Group Dynamics in Supervision
plus 23' Film - "The Way I See It"

Friday

0730-1035 Presentation of Problem # 4
1045-1325 Training as a Supervisor
1335-1525 Dynamic Leadership

COURSE SCHEDULE - SECOND WEEK

Monday

- 0730-1035 Organizational Communication
 plus 14' Film - "More Than Words"
 1045-1325 Planning
 1335-1525 Presentation of Problem # 5

Tuesday

- 0730-0920 The Inspection Process
 0945-1035 Supervisory Selection and Development
 1045-1325 Morale and Motivation
 plus 28' Film - "The Inner Man Steps Out"
 1335-1525 Presentation of Problem #6

Wednesday

- 1730-1920 Directing
 plus 27' Film - "How Good is a Good Guy"
 0945-1135 Individuals and Organizations
 1325-1525 Delegation and Authority
 plus 30' Film - "Breaking the Delegation Barrier"

Thursday

- 0730-1035 Presentation of Problem # 7
 1045-1325 Span of Management Theory
 1335-1525 Control Through Supervision

Friday

- 0730-0920 Planning and Research for the Future
 0945-1035 Policy Making
 1045-1135 Supervision in the Future
 1235-1425 Course Examination
 1435-1525 Examination Review

NOTE: There will be a coffee break from 0920-0945 each day.
 Lunch hour is from 1135-1235 each day.

The rather sudden assignment of this intern as a full time instructor in the middle of the second session, plus the experience of monitoring the first week of this session; only served to add to the earlier impression that although the course was evidently being received by the students in an acceptable manner, there were many indications that much of the material was "over the heads" of the majority of the students. This feeling was based on some of the derogatory remarks made by the students concerning the text book in their formal evaluations of the first two courses, the many questions they asked in class about relatively simple management terms and their failure to respond to questions concerning articles in the text. Many officers also were quick to admit that after they had attempted to read a few assigned articles, they had closed the book and had not opened it since.

This intern also found that he was not able to adequately cover the assigned subjects in the periods of time allotted for any particular subject. A close perusal of the course schedule indicated there were twenty-seven different topics. While the course design provided for the dovetailing and coordination of the various topics, there were simply too many for a thorough discussion of any individual subject. For example, only two hours had been assigned to such topics as Evaluation or Measuring Work Effectiveness, three hours to

Organizational Communication and one hour to Supervisory Selection and Development. Based on previous experience with these particular topics, making a suitable presentation within the allotted time was highly improbable. The same situation held true for many other subjects to which this intern was assigned to teach. Thus, this intern gained a second impression of the revised course, i. e., that the many topics had resulted in a course that had a high degree of superficiality and that while it looked good and sounded good, the lasting effect upon the students was open to considerable debate. "Were they getting what they needed?" was the question to be answered.

In order to gain insight into the problem, at the beginning of the third, fourth, fifth and sixth sessions, an attempt was made by this intern to gain more knowledge of the educational backgrounds of the attending officers, their years of experience as supervisors, their amount of formal police training and other facts which would shed some light on whether or no the course material was too sophisticated for the average student. It has always been the premise of this investigator that training courses for a mass of students such as the Metropolitan Washington project, and which are aimed at bettering the supervision in the department as a whole, should be directed at the great majority and learning level of the many, and not just a few

at the far end of the spectrum. This philosophy evidently had not been shared by those staff members who had designed the course.

A course enrollment form and a class recapitulation sheet were formulated and designed with the objective of gaining insight into the capabilities and experience of the students. It was felt that a class profile of each session would be extremely valuable to the instructor and would be of much assistance to his teaching efforts. The class enrollment sheet and the resultant class profiles are exhibited on the following pages.

INTERNATIONAL ASSOCIATION OF CHIEFS OF POLICE
PROFESSIONAL STANDARDS DIVISION

POLICE MANAGEMENT FOR SUPERVISORY / COMMAND PERSONNEL

Organization _____

Rank _____

Date of Course _____

Enrollment Form

Name _____ Home Phone _____

Address _____

Number of years service _____

Date of appointment as supervisor _____

Education: High school graduate? Yes _____ No _____

College attended _____

Graduated? Yes _____ No _____

Post graduate courses _____

Formal police education _____

Assignments as supervisor _____

PROFILE OF CLASS Sept. 12-23, 1966 M. P. D.

No. Enrolled	<u>31</u>		
No. Completed Course	<u>30</u>		
Total number of years police service		<u>592</u>	years
Mean	<u>19</u>	Median	<u>19</u>
Mode	<u>24</u>	Range	<u>8 - 26</u>
Total number of years served as supervisor		<u>197</u>	years
Mean	<u>6</u>	Median	<u>5.5</u>
Mode	<u>5</u>	Range	<u>2 mo. - 15</u>
Total number graduated from high school.		<u>22</u>	
Total number with G. E. D. 's		<u>1</u>	
Total number not graduated from high school		<u>8</u>	
Total number college graduates		<u>1</u>	(Lib. Arts)
Total number with some college units		<u>7</u>	
Total number with previous supervisory training		<u>10</u>	

Outside Formal Police Training

Homicide - Harvard	1	NUTI	1
Polygraph	1	Natl. Academy	0
Eastman Photo	1	SPI	0
Conference of Christians and Jews (Mich.)	1	DCI	5
Applied Science	1		

Profile of Class Sept. 26 - Oct. 7, 1966 M.P.D.

No. Enrolled 31

No. Completed Course 31

Total number of years police service 546 years

Mean 17.9 Median 16

Mode 21 - 26 Range 6 - 26

Total number of years served as supervisor 181 years

Mean 5.8 Median 5

Mode 1 Range 3 mos - 19

Total number graduated from high school 26

Total number with G. E. D. 's 2

Total number not graduated from high school 3

Total number college graduates 3

Total number with some college units 15

Total number with previous supervisory training 5

Outside Formal Police Training

Nat'l Academy	0	Short FBI Courses	11
SPI	0	Harvard Homicide	1
NUTI	0	DCI	2
Ordinance-Army	1	Maryland L. E.	
Community Relations		Institute	2
(Mich. State)	1		

Profile of Class October 10-21, 1966 M.P.D.

No. Enrolled 31

No. Completed Course 30

Total number of years police service 580 years

Mean 18.7 Median 18.5

Mode 24 Range 9 - 27

Total number of years served as supervisor 220 years

Mean 7.0 Median 6.5

Mode 6 Range 2 days - 18 yrs.

Total number graduated from high school 24

Total number with G. E. D.'s 3

Total number not graduated from high school 4

Total number college graduates 1

Total number with some college units 3

Total number with previous supervisory training 1

Outside Formal Police Training

Nat'l Academy	0	Short FBI Courses	10
SPI	0	DCI	2
NUTI	0	Md. L. E. Institute	5
MPD Police Academy	18	Special Courses	5
Fed. Narcotics School	1		

Profile of Class October 24 - Nov. 4, 1966 M.P.D.

No. Enrolled	<u>30</u>		
No. Completed Course	<u>30</u>		
Total number of years police service		<u>527</u>	years
Mean	<u>17.3</u>	Median	<u>18.5</u>
Mode	<u>25</u>	Range	<u>8 - 29</u>
Total number of years served as supervisor		<u>145</u>	years
Mean	<u>4.8</u>	Median	<u>1.5</u>
Mode	<u>1</u>	Range	<u>1 mo - 22</u>
Total number graduated from high school		<u>22</u>	
Total number with G. E. D. 's		<u>2</u>	
Total number not graduated from high school		<u>6</u>	
Total number college graduates		<u>1</u>	
Total number with some college units		<u>16</u>	
Total number with previous supervisory training		<u>3</u>	

Outside Formal Police Training

Nat'l Academy	0	Md. L. E. Institute	3
SPI	0	Special Courses	0
NUTI	0	Fed. Narcotics School	0
NUTI Short Course	1	Polygraph School	1
MPD Police Academy	18	Police Administration	5
Short FBI Courses	11	Demolition	1
DCI	0		

A thorough examination of the class profiles will reveal that in session three, four, five and six (in which the intern served as full time instructor), only six students, or four per cent, possessed college degrees. There were thirty-one students, or twenty-five per cent, who had accumulated any kind of college units. There were ninety-four, or seventy-six per cent, with high school diplomas. A total of eight officers, or six per cent, were found to possess high school equivalencies (G.E.D.). Twenty-one, or seventeen per cent, did not have the advantage of a high school education.

Generally recognized by police authorities in the United States, are three formal police training courses of importance. This intern is referring to the nine-months course of police administration offered by Northwestern Traffic Institute (NUTI), the twelve-week's Southern Police Institute (SPI) course, and the National Academy, also a twelve-weeks course, offered by the Federal Bureau of Investigation. It is interesting to note that only one man from the total of 123 students had attended any of these schools, namely, the National Academy. With the exception of various short courses of instruction conducted by the Federal Bureau of Investigation, a few highly specialized technical schools of short duration and the recruit training given to all Metropolitan police officers; the class profile

indicated that the bulk and majority of the students had not been exposed to any extensive training aimed at qualifying them as supervisory or command officers. Only nineteen officers, or fifteen per cent, indicated they had ever had any type of command or supervisory training since they had joined the department.

As the course of instruction progressed, it was necessary to modify and adjust the length of time allotted to the various subjects, a few subjects were dropped, and the list of required readings from the text were shortened considerably. These course modifications appeared to have an appreciable, beneficial effect on the students in the later sessions.

In addition to the previous impressions this intern has listed concerning the new course, i. e., that it was too advanced for those being exposed to the training and that the subjects were highly superficial due to lack of time to present them; another major clash of thinking and philosophy concerning the training of supervisors took place between staff who had formulated the course and this intern. It has always been the premise of this intern that people have to crawl before they can walk, that one of the basic assumptions when one attempts to teach anyone anything is that they have to be told, shown, and then permitted to go through an experience themselves before they can master any subject or skill. Although the new course of

instruction was an excellent one in many respects, there was one thing that was missing. The fact that there were so many subjects had resulted in the presentation of the theories of the many and varied topics, but had neglected the "nuts and bolts." That is, the "how to" of the subject was largely being neglected. In his many talks with the staff and with the Director of the Professional Standards Division this intern reiterated on many occasions his belief that there was too much theory being expounded and not enough practical application of the theories. Police supervisory officers are practitioners and realists, and very few of them have time to devote to theory in their busy attempts to "get the work out." It is the premise of this intern that while the concept behind the importance of getting along with his men and motivating them is most significant to the supervisor or commander; it is just as important that he be shown and informed how to go about this task. It is the lack of knowledge of the "how" in supervising practices that has led to the many police scandals which have been spread across the front pages of newspapers in many cities the past few years. It was pointed out to the Director of the Professional Standards Division that this intern was not in disagreement with the subjects or the new course, it was just that some of the material was not fitted to the present situation. In this case it was doubted by

this investigator that the primary mission of the course, which was to raise the general overall level of the supervision being practiced in the Washington Metropolitan Police Department; could be accomplished by teaching theory and principle and omitting the techniques and supervisory skills themselves. It was evident, at least to this intern, that there must be a careful blending of theory and the practical aspects of the art of supervision. It was the firm conviction of this investigator that if the primary goal was to be achieved, then there must be a certain restructuring of the course which would allow for basic introductory subjects concerning management and supervision to be discussed in the earlier sessions of the course. In the latter parts of the course, or perhaps in subsequent courses, the more advanced theories of management could be introduced. The basic idea was that to be successful the course should progress from the simple to the more complex. Letters of instruction to the beginning students were reworded so that they were no longer requested to read all of the selected articles before they reported to class. This was responsible in preventing much of the attitudes of defeatism by the students which were experienced by the instructors in the earlier sessions. Those in the latter sessions were given assigned readings day by day and many of the earlier required readings, as has been stated previously, were entirely deleted from the course.

To prevent any misunderstanding by the reader, this intern wants to make it clear that the "new" course was, in his estimation, an excellent course in police management. The two members of the staff who initiated the first two courses were capable, efficient instructors who were able to get the material across to the students and were highly successful in relating business and private enterprise theories to the police service. An overhead projector was utilized with overlays of excellent art work and illustrations to emphasize some of the theories being expounded. The films chosen to supplement some of the topics were as good as could be found and in this observer's opinion were of the highest caliber. The practical problems which were designed by the staff became the high lights of the course and probably did more than anything else to insure the acceptance of the course by the students. This latter observation only added to the belief of this intern that the officers not only enjoyed, but needed more course information on the "how to" instead of theory since they were required to come up with practical solutions to the problems. Some of the solutions offered by the various teams indicated that for all too long they had been deprived of learning the various techniques and skills demanded of the supervisory and command officer in a police agency.

For the last two sessions of the first series of courses, this intern was appointed as course director and a new instructor with many years of supervisory and command experience from the Chicago Police Department's Training Division was also assigned to assist in the instruction of the course. The new instructor, after being thoroughly oriented and after having taught the fifth two-week session, agreed with this intern that the course needed some modification and the addition of more basic material and the deletion of some of the more advanced theories which had been taught in the earlier sessions. It was also his feeling that not enough of the "nuts and bolts" of supervision were being taught to the men who basically were not qualified academically to digest many of the reading assignments listed in the first two or three sessions.

There were a few other drawbacks encountered which did not add to the efficiency of the course of instruction. One of the most important of the aforementioned was the fact that little emphasis was put on the final comprehensive examination. There were no failing grades as such, and any man who attended was given a certificate of proficiency in police management if his attendance was regular. After the above information got out upon the completion of the first session, there was little to motivate the students to do their best.

There was no reward. In past years the International Association of Chiefs of Police had protected its integrity by making a passing grade mandatory in order to receive a course certificate. Another philosophy of the formulators of the new course was that there should be no emphasis on note-taking or the preparation of a notebook which would be valuable in years to come for the participating student. Note-taking and the proper preparation of a course notebook had been one of the prerequisites in many courses conducted in the past. Finally, the Training Division of the Metropolitan Washington Department had refused to consider the fact that the top commanders and precinct captains should take part in the training sessions. One of the most common complaints of the lower echelons of command in many police departments where similar courses of training have been conducted, has always been that upon their return to regular duty they meet with resistance from the top commanders who have not had the benefit of the instruction. Thus, they feel the instruction, while it may be good, is doomed to failure. The next higher rank, the Captains, could have been included in the various sessions with little difficulty, since they are only about thirty in number. Spread over eleven sessions, this would have meant but three extra students a session. It could have been a terrific morale factor and would have allowed the Captains to

share in the information being disseminated. However, the Association could only suggest and had no authority to demand what rank officers should attend the various sessions.

AN INTERIM IN THE INTERNSHIP

Upon the completion of the first series of sessions at the Metropolitan Police Academy in Washington, D. C., this intern was assigned as an instructor to a similar course of instruction which was to consist of two two-week sessions at the Baltimore County Police Department in Towson, Maryland. There were more modifications and changes of course content and material made in these two sessions, but this intern still felt the course as being taught was not really meeting the needs of the agency. The last session in Baltimore County terminated 9 December 1966. It is not the purpose of this intern to cite the experiences encountered in Baltimore County. The two sessions were well received and the Chief of the agency expressed his satisfaction with the caliber of instruction furnished. Four more sessions are scheduled for Baltimore County in the near future. The Chief at Baltimore County did assign some of his top commanders to the first two sessions and stated that all his supervisory and command personnel would attend by the end of the last session. In addition,

criteria for passing the course were established and no one would be given a certificate of proficiency unless he passed the final examination. Those two changes were for the better, at least in this observer's opinion.

Upon his return to Washington, D. C., this intern was informed that the final agreement and arrangement for fourteen two-week courses in Baltimore City, Maryland, had been consummated in all respects except the actual signing of the contract. This was a 40,000 dollar contract. The first session was to begin January 30, 1967, and would initially run for three sessions. On May 1, 1967, the sessions would resume and continue through the month of October 1967, except for interruptions of one week duration; Memorial Day week, Fourth of July week, and Labor Day week. This intern was further informed that he was to be permanently assigned as the Course Director for the entire period.

Consequently, in December 1966, this intern hand-carried the prepared contract to Baltimore City, where it was signed by the new Commissioner of Police, Donald D. Pomerleau; who was personally acquainted with this intern. The Commissioner was presented with a tentative course outline and the intern's philosophy of what the course of instruction should include. Many aspects of the

Washington experience were discussed and the Commissioner was in agreement since he stated that he had confidence in the intern's ability to structure a course which would be aimed primarily, and tailored to, the needs of his department. It was found that except for one brief exposure to supervisory training several years back for about thirty supervisory officers, none of the supervisors or commanders had ever been exposed to any kind of training. The Commissioner explained that the Baltimore City Department was a highly in-bred, tradition bound organization and that very few of its three thousand plus members had ever been sent outside the department to observe other police agencies. Furthermore, more than half the department's personnel had failed to finish high school. Civil Service requirements for police employment did not include a high school education. The Commissioner put his stamp of approval on the tentative course outline.

The balance of this interim period of approximately six weeks was spent in getting ready for the Baltimore City project. Course instructor outlines were prepared for every subject to be presented, hand-outs for supplementing class instruction were prepared, larger notebooks were ordered and this period was a busy one of preparation.

THE BALTIMORE CITY EXPERIENCE

As he went about the task of preparing for the Baltimore City

training project, this intern felt encouraged and appreciative for the toleration exhibited by the Director of the Professional Standards Division, Mr. George O'Connor. Undoubtedly, Mr. O'Connor had spent many hours in helping to draft and structure the "new" course. Had the intern been in the Director's place it would not have been easy to see some of his handiwork criticized by one of the Division's new employees. However, it is to the everlasting credit of Mr. O'Connor that he was able to keep an open mind and only required that the evaluation of the new course, offered by this intern, be justifiable and constructive. Mr. O'Connor expressed his confidence that the efforts of the intern in Baltimore City would result in an improved brand of supervision for that agency. The fact that the project was the largest single training contract ever negotiated by the Association with any police organization served further to enhance this intern's reciprocal feeling of trust and confidence in the Director of the Professional Standards Division. Mr. O'Connor gave his vote of approval to any restructuring of the course of instruction that this intern deemed advisable to make.

The title of the restructured course would remain as "A Course in Police Management for Supervisory and Command Personnel" because this title so aptly described what the course was all about. The

objective of this intern would be to incorporate into the course many of the principles and concepts presented in the "new" course and to add techniques and methods from courses held in years past. In other words, to blend what he considered the best acceptable materials into one course of instruction. Therefore, the following course outline and description of subjects offered will serve to point up many differences when compared to the Metropolitan Washington project.

1. Greetings and Orientation (1 hour)

Orients the student to the classroom situation. A briefing of the rules governing his conduct and deportment during the course. A review of the course schedule informing the student what the course is about, how it will be conducted, what will be expected of him, and what he can expect. A brief discourse on the importance of note-taking and the preparation of a course note-book will also be presented.

2. Principles of Management (3 hours)

Provides an understanding of the nature of administrative or managerial work in relation to other work done in an enterprise. Develops an understanding of the part played by command and supervisory personnel in improving the

management of police service. Designed to give an insight into the broad activities of management and lays the broad foundations for the various aspects of the course.

Thoroughly defines management in terms of the various theories concerning it.

3. The Supervisory Process and Responsibilities (3 hours)

This subject is designed to develop an understanding of the function of supervision in an enterprise and its importance by examining the relationships which underlie supervisor's duties and responsibilities and the nature of such tasks. Shows how the supervisor fits into the management picture and the responsibilities of the individual worker and of management to the supervisory position.

4. The Social Psychology of Supervision (15 hours)

Develops an understanding of the fundamentals of human behavior with which the supervisor has to deal. Stresses techniques by which the supervisor or commander learns to know his man; and the techniques of handling supervisory problems in the area of morale, motivation and grievances. Emphasizes the foundations of personality and the importance to the supervisor of individual differences in his personnel.

Points out the necessity for total involvement of the operational personnel in the pursuance of goals and organizational objectives, and emphasizes group dynamics and relationships. Discusses the significance of the supervisor as a good listener, the techniques of listening, and of praise as a motivating influence for his assigned personnel. Cites the positive and negative aspects of order giving and the techniques of disciplining the personnel. The essence of this subject is "how to get along with people."

5. Planning (3 hours)

The subject of planning considers and points out the essentials of forecasting in order to achieve organizational goals within prescribed guidelines. Planning also considers decision-making as a means of selecting alternatives for the management echelon. Strategic and tactical planning will be explained and the important concepts of each elaborated upon. Discusses S.O.P.'s, single use plans and other types of plans utilized in the police service.

6. Measuring Work Effectiveness (4 hours)

The setting up of strategic control positions and measuring

of goal achievement. Standards to monitor the feed-back process for achieving original goals will be emphasized. The supervisory/managerial roles in measuring subordinate work and evaluating it against a set standard with a possible view to adjustments is discussed and explained. Thoroughly discusses the departmental rating sheet and the techniques of the diagnostic post-appraisal interview.

7. The Supervisor and Training (3 hours)

This topic is aimed at making the supervisor recognize that he is in effect an instructor/teacher. Concepts of how the instructor can improve his training ability are considered as an essential tool of management/supervision. The four step method of teaching technique is presented. The various uses of the Sight/Sound projector and Training Key will be brought in for purposes of demonstration.

8. Directing and Delegating (3 hours)

This phase of the program deals with guiding and leading of personnel to the achievement of organizational goals. Discusses the subject as a process rather than the idea

that directing and delegating is merely telling people what to do. Outlines the elements of delegation and how authority fits into the picture.

9. Communication (4 hours)

This topic is designed to show that how we say things or write them can affect the listener and his interpretation of what is being said or written. A practical demonstration is built into this topic to illustrate to the entire class the difficulties arising from even giving directions for a simple project. Emphasis is placed upon communication as an interchange of good human relations and the basis for achieving organizational coordination. Brings out the importance of supervisorial and management reporting functions.

10. Line and Staff Function (2 hours)

This discussion is aimed at calling attention to the fact that staff function is a specialized relation but that in truth it cannot be separated from managerial or supervisory activities of the line operation. Methods to eliminate frictions that develop between line and staff

groupings will be emphasized and ways to effect coordination of line and staff operations will be discussed and demonstrated.

11. The Staff Study (1 hour)

This subject is aimed at the "how to" of the staff study and its importance to the organization from the standpoint of improving overall operations. Shows that the supervisory level in a police organization should not be neglected by the management in the assignment of staff studies. The need for the involvement of line supervisors and commanders in a staff study is emphasized.

12. Organization - Formal and Informal (4 hours)

This area deals with the principles of organization and the proper use of people. It reviews the activity structure grouping and relates activities to achieving organizational goals. This subject includes the new terminology of "tall" and "short" organizational structure which is based upon the concept of flattening the organization to pinpoint responsibilities and speed up the decision-making process. Brings out the fact 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 the furthering of managerial aims and objectives in a police organization.

13. Inspections and Control (4 hours)

The inspection process aims at observing, reporting and recommending changes in a manner that does not disrupt the organization or upset the social balances within it.

Major emphasis here will be based upon proper evaluation or observation in regard to the process being observed and its correlativeness to achieving organizational goals and objectives. The latter part of this subject is concerned with methods of control rather than outright physical control. Emphasis will be placed upon the human motivating factors that achieve voluntary, cooperation and compliance. The supervisory task in helping to measure the achievement of agency objectives will also be discussed.

14. Supervisory Selection and Development (4 hours)

Career development is the main theme of this portion of

the program. Heavy emphasis will be placed upon the fact that first line supervisors should be helping to determine and select future supervisors for the organization either on a formal or informal basis. A model career development program is outlined which may be utilized within the framework of future selection procedures. Introduces the student to the concepts of a workable "understudy" system and how to identify potential supervisory material.

15. Policy Formation (2 hours)

The management/supervisory role in helping to formulate policy within the organization will be stressed and based upon the decision-making apparatus that has been discussed previously. Distinction is made between policy and rules and regulations. The role of management in determining the acceptance of policy by all personnel through the feed-back system is included in the discussion of measurement.

16. Course Review (1 hour)

The student is encouraged to bring to the classroom any

questions about any portion of the course which may need clarification and elaboration previous to the course examination which is held immediately after this period.

17. Case Studies (8 hours)

The student is exposed to a series of case problems dealing with practical situations which he, both in a team effort and as an individual, is required to solve. Solutions are written out using the format of a staff study as previously discussed. The problems lend themselves to unstructured instruction permitting a great deal of personal development in this area. Solution presentations are made orally in class.

18. Examination and Review (3 hours)

The examination is administered and later reviewed. The students' weaknesses and strengths are evaluated to assist him to recognize any deficiencies which may appear.

19. Graduation Exercises and Course Closing (2 hours)

Certificates of proficiency will be awarded those who meet the course requirements in a ceremony attended by department officials.

In order to fully describe what this intern had in mind as he went about the task of getting ready for the Baltimore City project, it might be well to present the topic schedule outlining how all of the previous subjects mentioned in the foregoing pages would be presented. The course schedule was as follows:

COURSE SCHEDULE - FIRST WEEK

Monday

0830-0920 Greetings and Orientation
0930-1220 Principles of Management
1300-1550 The Supervisory Process and Responsibilities

Tuesday

0830-1220 Social Psychology of Supervision
1300-1550 Planning

Wednesday

0830-1220 Measuring Work Effectiveness
1300-1550 Social Psychology of Supervision
plus 28' Film - "The Inner Man Steps Out"

Thursday

0830-1220 Social Psychology of Supervision
plus 26' Film - "Styles of Leadership"
1300-1550 The Supervisor and Training

Friday

0830-1220 Social Psychology of Supervision
1300-1550 Directing and Delegating
plus 30' Film - "Breaking the Delegation Barrier"

COURSE SCHEDULE - SECOND WEEK

Monday

- 0830-1220 Communications
 plus 14' Film - "More Than Words"
 1300-1450 Line-Staff Function
 1500-1550 Staff-Studies

Tuesday

- 0830-1220 Organization - Formal and Informal
 1300-1550 Case Studies - Group Presentations

Wednesday

- 0830-1220 Inspections and Control
 1300-1550 Case Studies - Group Presentations

Thursday

- 0830-1220 Supervisory Selection and Development
 1300-1350 Course Review
 1400-1550 Course Examination

Friday

- 0830-1020 Policy Formation
 1035-1220 Case Studies - Individual Presentations
 1300-1350 Review of Examination
 1400-1550 Graduation and Course Closing

NOTE: Ten minute break at end of each hour. Coffee break of 15 minutes daily at 1020 hours. Lunch period from 1220-1300 hours daily.

A close examination of the course outline and subject schedule will reveal that the intern incorporated most of his philosophies concerning the training of supervisors and commanders, which were expressed in the previous part of this chapter, into the restructured course. A brief discussion of the objections to the Metropolitan Washington course of instruction and the revisions aimed at correcting what this intern considered as real deficiencies is certainly in order.

The first impression and objection of the Washington training was that it was "over the heads" of the attending students. This was corrected by initiating basic subjects of supervision and management, which included the social psychology of supervision, the first week of the course. Each subject discussed the first week of instruction, consisted of a minimum of three hours in a few subjects to a maximum of fifteen hours in the art and technique of getting along with people. Since a supervisor's success depends upon how well he understands his basic responsibilities, it was felt that this material was both understandable and adequate for the student's comprehension. The second week of the course was so designed as to lead the supervisors and commanders into more advanced concepts of organization, line-staff functions, etc., which may all be considered as management subjects.

Thus, the student was led from the simple to the complex, which was a fulfillment of still another of this intern's philosophies concerning training of any type.

A second major objection to the Washington course was that there were too many subjects which resulted in a high degree of course superficiality. The instructor was restricted by time limitations from being able to discuss any chosen topic in any degree of depth. This objection was corrected by cutting down the number of subjects from a total of twenty-seven different topics to a total of fourteen. This allowed for a more adequate discussion of each subject and permitted more time for class discussion and a consequent deeper comprehension and understanding of the material.

The third major objection and clash of philosophy cited was that in the Washington Course the student officers were simply not being given the "how to" of supervision and management. In the Baltimore course the many techniques of the various functions were discussed in depth. For example, in the subject of Planning the students were not only shown but required to write out and submit various types of plans. In the subject of Inspections and Control a similar requirement of actually preparing a field inspection check list was fulfilled by the students. In the area of social psychology the

students were given the techniques of how to praise a man to motivate him, how to master the difficult art of listening, how to guide, counsel, improve, and give orders to the subordinates. In fact, the course as now structured, made ample provision for the "nuts and bolts" as well as including the various concepts and theories behind the practical part of the job.

Further objections to the previous course of instruction were ironed out in the meeting with the Commissioner of Police. All students would be subjected to a comprehensive examination and none would be given a certificate if he did not meet minimum criteria. In addition, all supervisory and command personnel with the exception of the Commissioner would be required to attend one of the fourteen sessions. Since the Commissioner was a former International Association of Chiefs of Police employee and had himself conducted similar courses of instruction, his attendance was not deemed necessary.

Finally, one more deficiency of the Washington Course was corrected by the incorporation into the course of the case studies and practical problems in the second week of instruction. This was done so that the student had an opportunity to put the principles and techniques into actual practice after he had learned about them in the

first week of the course. This would tend to result in better solutions by the class of the problems encountered.

The text book, which had caused many of the students in the Washington project to protest so strenuously, was retained for the course. However, instead of almost forty required readings, the student would be given only fifteen as required assignments. A great many others were suggested to the student in a supplementary list that he might read if he so desired. Subject matter readings were to be assigned on a daily basis to supplement the class discussions. The assigned articles were chosen on the basis of simplicity of writing style, vocabulary and their practical relation and application to the subject being discussed.

Also some new class hand-outs were designed to be distributed to the class at the time the material was discussed. Some of these hand-outs reflected material which appeared in the required readings in the text.

Baltimore City's first three two-week sessions were initiated Monday, January 30, and were terminated Friday, March 10, 1967. The results of the first three sessions were, to say the least, gratifying to the intern. That the courses were a real success was revealed by the fact that many of the older commanders termed the

course as "the best they had ever attended" and "that this was what they should have had when they entered the management ranks." In the experience of this intern with past courses it has always been the older commanders and supervisors who were the most difficult to instruct. It appeared from many of the remarks made on the formal evaluation forms made out by the students at the termination of their seventy hours of training that they had been "sold."

The co-instructor was a new employee with a background as a police supervisor and police instructor with a progressive southern police agency. He had never before instructed a group of supervisors or commanders. His teaching experience consisted of teaching in a police academy and also in a community junior college. Yet with the course materials and outlines with which he was furnished, he was able to do an outstanding job of instruction. This speaks highly not only for his teaching ability but also for the outlined course topics. Since the Professional Standards Division utilizes temporary instructors several times a year for the supervisory and command courses, the fact that these instructors will now be furnished with an outline of what to say (supplemented by their own police background and experience), will add immeasurably to the potential success for every subsequent course. The continuity of this particular course will also be preserved.

The many hours spent by this intern in restructuring the course and preparing outlines were fully justified when the class profiles of each session were tabulated. These profiles appear on the following pages for the reader's scrutiny.

PROFILE OF CLASS Baltimore City Police

Course Dates: 30 January - 10 February 1967

No. Enrolled 39 No. Passed 38

No. Completed Course 39 No. Failed 1

Mean Age of Students 47.6

Total number of years police service 831 yrs.

Mean 21.05 Median 20 yrs.

Mode 20 Range 11 - 38 yrs.

Total number of years served as supervisor 386 yrs.

Mean 9.8 Median 8 yrs.

Mode 8 Range 1-28 yrs.

Total number graduated from high school 9

Total number with G.E.D.'s 8

Total number not graduated from high school 22

Total number college graduates 2

Total number with some college units 4

Total number with previous supervisory training 0

Outside Formal Police Training

Nat'l. Academy	0	Clerk Admin. - Army	1
SPI	0	U. of Md. Traffic Safety	1
NUTI	0	Police Academy	28
Long DCI Course	0	Civil Defense	2
Short FBI Courses	35	Delehanty Instit.	2
Instit. Applied Science	1	Community Relat.	2
Md. Law Enf. Instit.	1	Mich. State Hum. Rel.	1

PROFILE OF CLASS Baltimore City Police

Course Dates: 13 - 24 February, 1967

No. Enrolled 38

No. Completed Course 38 No. Passed 38

Mean Age of Students 46.5 No. Failed 0

Total number years police service 757 yrs.

 Mean 19.9 Median 20 yrs.

 Mode 20 Range 10-29 yrs.

Total number of years served as supervisor 363 yrs.

 Mean 9.9 Median 10 yrs.

 Mode 14 Range 1-18 yrs.

Total number graduated from high school 12

Total number with G.E.D.'s 4

Total number not graduated from high school 22

Total number college graduates 0

Total number with some college units 6

Total number with previous supervisory training 6

Outside Formal Police Training

Nat'l Academy	1	Prov. Marshal C.I.	1
SPI	0	Radiological Course	1
NUTI	0	Riot Control	2
Long DCI Course	0	U. of Md. L.E.I.	3
Short FBI Courses	23	Police Academy	25
		Mich. State Com. Rel.	3

PROFILE OF CLASS Baltimore City Police

Course Dates: 27 February - 10 March, 1967

No. Enrolled 39 No. Passed 38

No. Completed Course 39 No. Failed 1

Mean Age of Students 45.5

Total number years police service 778 yrs.

Mean 19.9 Median 19 yrs.

Mode 19 Range 12-39 yrs.

Total number years served as supervisor 359 yrs.

Mean 9.1 Median 9 yrs.

Mode 12 Range 1-34 yrs.

Total number graduated from high school 6

Total number with G.E.D.'s 8

Total number not graduated from high school 25

Total number college graduates 1

Total number with some college units 1

Total number with previous supervisory training 8

Outside Formal Police Training

Nat'l. Academy	1	Ohio State U. Arson	1
SPI	0	Dale Carnegie	1
NUTI	0	Police Academy	11
Long DCI Course	0	In-Serv. Trng.	2
Short FBI Courses	26	U. of Md. Traffic Inv.	2
IACP Roll Call Trng.	4	U. of Md. Pol. Supvr.	1
Mich. State Com. Rel.	3	U. of Md. Arson	1
U. of Md. L.E.I. Course	3	Civilian Defense	1
		Delehanty Instit.	1

The previous remarks made concerning justification for course revision may be explained by some of the figures which emerge from the profiles.

Of the total number of 116 students, there were but three, or two percent, who possessed college degrees. There was a total of eleven students, or nine per cent, who indicated they had some college units. Twenty-seven officers, or twenty-three per cent, stated they had finished high school. There were twenty students, or seventeen per cent, who listed their educational level at a high school equivalency (G.E.D.). The Commissioner had been correct in his assumption that over fifty per cent of the Baltimore City Police had not finished high school since the profiles revealed the fact that a total of sixty-nine students, or fifty-nine per cent, were in this category. Since the first three sessions were made up of a cross section of the department, it is expected that this percentage will continue to be reflected in future sessions.

Only fourteen officers, or twelve per cent, stated they had ever had any previous supervisory training. Two officers, or one-plus per cent, had attended one of the three outside police training academies mentioned earlier in this chapter. Both of these men were National Academy Graduates (Federal Bureau of Investigation).

In addition to the aforementioned figures, a new category, age of the students, was added to the Baltimore City profiles and this information reflected that the mean age of the Baltimore supervisors and commanders was forty-six and one-half years of age.

To have expected a group of police students, with such a level of academic background and ages as heretofore cited, to assimilate a course of instruction such as the Washington Metropolitan project would have been, at least in this intern's judgement, just a wee bit short of catastrophic. It has been this observer's experience that those eastern and southern police agencies in which he has been privileged to instruct similar courses, have been closer or more similar to Baltimore City as far as formal education levels are concerned, than to those officers in Washington, D. C., who were also at an inadequate level. The intern felt that his philosophies concerning this type of training, at least in these two instances, were fully justified.

PART III

CONCLUSION

CHAPTER IV

SUMMARY

It was the intent of the intern to demonstrate in the first two chapters of the diary that the International Association of Chiefs of Police has, to a large degree, become the center for professional law enforcement knowledge and an authoritative voice in the police service today.

The history of the organization was reviewed with the purpose of showing that since the organization's inception in 1893, it has grown steadily in an attempt to meet the demands and needs of an embryo profession. The intern would voice the belief, based upon his visitation to some one-hundred different police agencies, that the police in the United States are in approximately the same position today as the medical profession was in the earlier part of the nineteenth century. There is still much to be done, especially in the light of new and more complicated matters which police are being called upon to handle.

"Laws and court decisions are more restrictive; today's criminal is more cunning, vicious and mobile - and he has exploited technological advances for his own peculiar needs; sociological issues are deeper and their by-products of massive demonstrations and riots are more

dangerous. These are but some of the enigmas which make the police command officer's task a more difficult one today."²⁶

It was the purpose of this intern to show that the International Association of Chiefs of Police is meeting the challenge. In the relatively brief span of the past six years, the staff has not only expanded five hundred per cent, but activities have proliferated into many avenues and directions, which tend to substantiate that the Association is a dynamic organization.

However, the "surface has only been scratched." There is no reason that the membership cannot be extended to 10,000 members instead of the 6,000 plus who now are affiliated with the International Association of Chiefs of Police. Research facilities and the present Center for Law Enforcement Research Information must be expanded. Additional trained, police experienced, educated staff members are needed to carry the message to many police agencies who are still operating in much the same manner as they did thirty or forty years ago. Funds must be made available to the various municipalities in order that they may seek out and be financially able to secure professional consultative services. If the philosophy is to be accepted that nothing ever stands still, it must go forward or else will slip backward, then a great impetus is needed. In the intern's mind the

International Association of Chiefs of Police is that vehicle which can provide the impetus. Scores of smaller towns and cities must be served by the Association as well as the larger, more affluent communities. The "flight to suburbia" has forced responsibilities and an overload of tasks upon the smaller agency, which in most cases, it is entirely incapable of handling. A reasonable start in the right direction has been made. Continued careful nurturing of Association goals and objectives by the present administrators of the professional staff can result in even more significant results than have been listed in this diary.

EVALUATION OF THE INTERNSHIP

The internship might best be evaluated from two viewpoints; from a personal as well as an organizational prospective. From one aspect, did the two experiences which took place in Washington, D.C., and Baltimore City enrich the intern's knowledge concerning the subject of training the police supervisor? Did he emerge from these experiences a wiser and better informed individual? The answer to both of the above questions is a resounding "yes." Although this intern had taught many previous courses of instruction, it might be truthfully stated that he had never before applied so much effort and attention to his tasks as

he did in analyzing the "new" course of instruction. Neither had he ever spent so much time and effort as in preparing and drafting the restructured course for Baltimore City. A great deal of personal enrichment did take place. The intern feels he has emerged from his internship a more tolerant, knowledgeable individual.

From an organizational standpoint, the question becomes more difficult to answer. Certainly the divergence of opinions concerning the philosophies of the developers of the "new" course and the intern was responsible for a great deal of consultation and conversation by both sides. Each side had its values concerning the training of supervisory and command personnel. That the organization profited is not to be denied since the clash of philosophies hastened modifications and revisions in the course which were necessary. It was never expressed by staff who had formulated the new course that it was perfect and the addition of a dissenting voice stimulated their thought and convictions concerning their efforts.

The primary benefit, at least in the intern's opinion, has been the growing realization by all concerned that possibly there is no one course of instruction for police supervisors and commanders which will be superior for every police department in every situation. There is an ever increasing belief that more efforts to "tailor-make"

each course to fit the department concerned might result in better courses of instruction. A preliminary questionnaire might be designed and sent to the agency applying for training services well in advance of the training date. A profile could be obtained so that such categories as the ages of the students, number of years of police service, previous supervisory and command training and the educational backgrounds of the prospective student officers would be well outlined for the instructors' benefit. The training could then be aimed at the majority and some provisions for the more advanced students could be worked out in giving them carefully selected reading assignments which would stimulate their thinking.

An additional benefit is also a growing consensus that perhaps from the one course for supervisors and commanders may emerge two distinct courses of instruction. One course could incorporate the very basics and techniques of supervision; the other would contain the more advanced theories and concepts of management as they relate to the police service. One course could follow another or in the case of a relatively few very progressive departments where supervisory training has been conducted in departmental programs, the more advanced course could initially be administered.

A RECOMMENDATION

Probably the clash of philosophies may continue but there is one mechanism which will tend to resolve some of the differences and which might well be employed by the Association. Time and experience with various courses will of course help the situation but the one recommendation the intern would like to offer is the thought that although supervisory training for all management ranks of the police organization has been going on for years, no formal scientific effort has ever been made by the Association to research the results of such training. This subject is worthy of consideration for a research project. Several questions might be asked of those participating in supervisory and command training programs conducted by the International Association of Chiefs of Police. In addition, the chief and top commanders might be asked what their observations were concerning such training given a year or two years previously. As the saying goes, "The proof of the pudding is in the eating." A training program which does not result in the police personnel producing more for the taxpaying citizenry in the way of efficient police service may be termed as just an exercise. Probably the only way to determine the results of a supervisory police training course is to ask those concerned a year or two after they have been exposed, whether the program made their jobs easier and

whether or no the public was the eventual recipient of the results of their training. Perhaps this intern will be privileged to find some of the answers in the years to come.

FOOTNOTES

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¹Frank D. Day, A. C. German, Robert R. J. Gallati, Introduction to Law Enforcement, Third edition, (Springfield, Illinois: Charles C. Thomas, 1964), p 134.

²International Association of Chiefs of Police, Constitution and By-Laws, (Washington, D. C.: 1956 as amended).

³Frank D. Day, A. C. German, Robert R. J. Gallati, Introduction to Law Enforcement, Third edition, (Springfield, Illinois: Charles C. Thomas, 1964), p 57.

⁴International Association of Chiefs of Police, The Police Chief, (Washington, D. C.: October 1965), p 10.

⁵Ibid, The Police Chief, (October 1965), p 10.

⁶Ibid, The Police Chief, (October 1965), p 12.

⁷Federal Bureau of Investigation, Uniform Crime Reporting, (Washington, D. C.: March 1966), p 1.

⁸International Association of Chiefs of Police, The Police Chief, (Washington, D. C.: April 1966), p 11.

⁹Ibid, The Police Chief, (April 1966), p 11.

¹⁰Ibid, The Police Chief, (April 1966), p 14.

¹¹Ibid, The Police Chief, (April 1966), p 16.

¹²Ibid, The Police Chief, (October 1965), p 38.

¹³Ibid, The Police Chief, (October 1965), p 38.

¹⁴Supra, (p 16)

¹⁵International Association of Chiefs of Police, The Police Chief, (Washington, D. C.: April 1966), p 47.

FOOTNOTES

- ¹⁶Ibid, The Police Chief, (April 1966), p 47.
- ¹⁷International Association of Chiefs of Police, Support Services for Police Administrators, (Washington, D. C.: Corporate Press, 1966), p 8.
- ¹⁸Ibid, Support Services for Police Administrators, p 8.
- ¹⁹Ibid, Support Services for Police Administrators, p 8.
- ²⁰Ibid, Support Services for Police Administrators, p 8.
- ²¹International Association of Chiefs of Police, The Police Chief, (Washington, D. C.: April 1966), p 60.
- ²²Ibid, The Police Chief, (April 1966), pp 64-65.
- ²³International Association of Chiefs of Police, Constitution and Rules, Rule XVII. Section 1 (c), (Washington, D. C.: 1963).
- ²⁴International Association of Chiefs of Police, The Police Chief, (Washington, D. C.: April 1966), p 55.
- ²⁵Professional Standards Division, A Course On Police Management For Supervisory and Command Personnel, International Association of Chiefs of Police, (Washington, D. C.: July 1966), pp 1-10.
- ²⁶International Association of Chiefs of Police, The Police Chief, (Washington, D. C.: January 1965), p 6.

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