

DIARY OF AN INTERNSHIP WITH THE
TUCSON POLICE DEPARTMENT,
CITY OF TUCSON,
STATE OF ARIZONA

by

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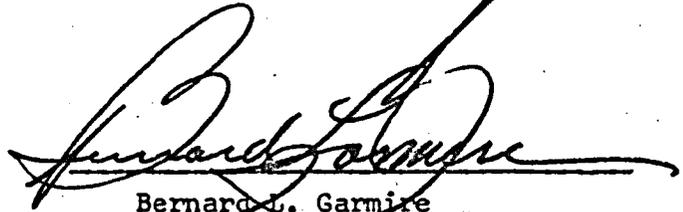
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Accepted by the Department of Public Administration of the
College of Business and Public Administration, University of Arizona,
in partial fulfillment of the requirements in an approved study program
leading to the Degree of Master of Public Administration.

Head of the Department of
Public Administration and
Director of Internship

MEMORANDUM OF SANCTION

This is to acknowledge that the City of Tucson Police Department, State of Arizona, has received a copy of this diary. Authorization for the use of material appearing herein has been granted to the intern, Charles L. Dreveskracht, solely for the purpose of presentation to the Department of Public Administration of the College of Business and Public Administration, University of Arizona, as a requirement of a graduate study program. The opinions and judgments appearing in this diary are solely those of the intern and do not necessarily represent those of the City of Tucson or the City of Tucson Police Department.

A large, stylized handwritten signature in black ink, appearing to read "Bernard L. Garmire". The signature is written over a horizontal line.

Bernard L. Garmire
Chief of Police

ACKNOWLEDGMENT

Only the assistance of many people made this diary and experience possible. To them I owe much more than mere words can express.

For providing the environment for the internship, Chief of Police Bernard L. Garmire, Captain Francis R. Kessler, and the whole Tucson Police Force deserve my wholehearted appreciation. To Doctor Raymond A. Mulligan for his direction and guidance; to Professor Sanford W. Shoults for his teaching, knowledge, and experience; and to Doctor June Morrison for her valuable counseling I owe my sincere gratitude and appreciation.

C.L.D.

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P A R T I

THE INTRODUCTION

INTRODUCTION

This is a diary of an internship performed from January 23, 1968, through June 20, 1968. The internship was served with the Tucson Police Department on a part-time basis. Sixteen to 20 hours were served each week, except for the last two weeks, which were performed full time. Many other hours were spent at the Department or with various officers.

Assignment was made to Lieutenant Francis R. Kessler, head of the Office of Internal Affairs and the Community Relations Project. On April 21, 1968, Lieutenant Kessler was promoted to captain and put in charge of the Uniform Division. He continued to direct the Community Relations Project; therefore, the internship assignment was transferred to the Uniform Division.

At the conclusion of the Community Relations Project, assignment was made to Lieutenant Frank Zunno, who was working out of the Chief of Police's Office, and the INPUT Project. The INPUT Project continued until the end of the internship period.

During the time of the two major projects, time was spent doing many various tasks. These tasks, although not taking much time, offered a great deal of insight into what a police administrator has to face. Such things as finding data, working on training outlines and courses, talking to different City departments, and expecting disorder, gave an eye-opening awareness of what is going on within the Department.

The following diary was written to do three things: First, to give a background and picture of the organization where the internship was served; second, to give a summary of the administrative projects assigned during the internship period; and, thirdly, to give an evaluation of the internship. The diary is reported on a project basis because of the type of work done and the organization involved.

HISTORY OF THE TUCSON POLICE DEPARTMENT

Previous to 1860 there was scarcely a semblance of law in Tucson. Every man had to look out for himself. Murders were very common and morals exceedingly lax.¹ From the first, however, the good citizens of Tucson tried to establish law and order. To this end, on May 17, 1871, William Morgan was elected the first Town Marshal.² This laid the foundation of Tucson's law enforcement.

From 1871 to 1898, Tucson saw thirteen Town Marshals come and go. The Town Marshals were elected, and the resignation rate was high. The instability continued until the turn of the century.

In 1883 the Arizona State Legislature granted the City of Tucson a new Charter. The Charter provided that "The permanent Police Force of the City of Tucson shall consist of a Chief of Police, a Sergeant, and such number of policemen as the Common Council may from time to time designate."³ On May 8, 1883 a City Ordinance was passed creating and regulating a Police Department for the City of Tucson.⁴

1. Frank C. Lockwood and Donald W. Page, Tucson—The Old Pueblo (Phoenix: Manufacturing Stationers, Inc., 1931), p. 34.

2. City of Tucson, Arizona, Mayor and Council, Tucson Police Department Manual of Rules and Regulations, Resolution No. 5387, 1963.

3. Tucson, Arizona, Revised Charter and Ordinances of the City of Tucson, A.T., published by Order of the Common Council (Tucson: Citizen Printing and Publishing Company, 1883), p. 171.

4. City of Tucson, Arizona, Mayor and Council, loc. cit.

The City Ordinances of 1883 created a Board of Police Commissioners as the controlling force of the City Police Department. The Board was given some powers of internal control of the police force.⁵ Adolph G. Buttner, a Prussian emigrant and former Union soldier who had been wounded during the Civil War, was appointed the first Chief of Police.⁶

In 1885 there were twelve policemen and a Chief of Police, but by 1895 the force had been reduced to four men. The population of Tucson was about 7,000 at that time.⁷

From the turn of the century until 1931 Tucson was a small, sleepy, easygoing railroad town. The office of Chief of Police was still an elected position. The police officers were hired on a monthly basis.⁸

On September 21, 1931, a new City Charter that established the present police force went into effect. The authorization of the Tucson Police Department read:

There shall be maintained a police department, the members of which shall be qualified and appointed under Civil Service rules and regulations.

There shall be appointed a Chief of Police from the list of successful applicants certified by the Civil Service Commission. Such Chief of Police shall keep a public office, to be provided by the Mayor and Council, which office shall be open day and

5. Tucson, Arizona, Revised Charter and Ordinances of the City of Tucson, A.T., op. cit., p. 178.

6. City of Tucson, Arizona, Mayor and Council, loc. cit.

7. Ibid.

8. Ibid.

night. The Chief of Police shall devote his entire time to the discharge of the duties of his office, and shall have full control of the police force of the city.

In addition to the Chief of Police, the Mayor and Council shall, in the organization of the police department, provide for a permanent police force which shall consist of such number of policemen as the Mayor and Council shall, from time to time, deem necessary to preserve the peace, protect the lives and property of the citizens, and enforce the laws and ordinances within the city.

The Chief and members of the police department shall have power to make arrests for violations of the ordinances of the city, and shall have the same power and authority to make arrests, and to serve processes within the city other than civil processes issued from the superior or justice of peace courts, as is or may be vested in sheriffs or other peace officers by the laws of the state. They shall have such other powers and duties as the Mayor and Council may by ordinance, provide.⁹

The Police Department was placed under Civil Service. Recruits were put on three months' probation. John E. Dyer, the last elected Chief of Police, was the first to be appointed to head the Tucson Police Department, which consisted of twenty-two men.¹⁰

On January 23, 1934, The Tucson Police Department received nationwide publicity by capturing John Dillinger and his gang.

The high turnover rate of Police Chiefs continued from 1930 until 1957, when Bernard L. Garmire was appointed Chief of the Tucson Police Department.

Chief Garmire reorganized the Police Department he inherited. Recruit training was expanded and enlarged. Data processing was introduced as an aid to the Police Department in dealing with the Department's

9. Ibid. Police Regulation number 6-1.101.

10. Ibid.

problems. "SRO" (School Resource Officer) and "Fluid Patrol" became familiar words to the personnel of the Police Department and to most citizens of Tucson.

Chief Bernard L. Garmire is dedicated to the philosophy which demands that the Police Department perform as a professional service with professional attitudes and techniques.

ORGANIZATION OF THE TUCSON POLICE DEPARTMENT BEFORE MAY 1, 1968

The Tucson Police Department has an authorized commissioned strength of 293 officers and policewomen. The Police Department is also authorized to have 88.5 civilians (the .5 being part-time workers).

At the head of the Police Department is the Chief of Police. The Chief of Police has full control of the Police Department and reports directly to the City Manager. Directly under the Chief of Police is the Executive Officer. The Executive Officer, a Captain, is next in the line of authority and acts for the Chief in the Chief's absence.

Reporting directly to the Chief of Police is a group of Administrative Offices and the Intelligence Unit. The Administrative Offices, composed of the Office of Internal Affairs, the Community Relations Section, the School Resource Office, and the Police Business Office, are headed by Lieutenants. The Administrative Offices are responsible for administrative and staff functions. The Office of Internal Affairs is responsible for police training and selection. It is responsible for all personnel matters. The office investigates civilian complaints and keeps all personnel records.

The Community Relations Section is charged with the function of providing a communications link between the citizens and the police. The Section works with citizens, citizens' groups, and with minority groups. Also coming under the Community Relations Section is the Police Public Information Officer. The Public Information Officer has the

function of reporting to the public, especially through the use of the mass news media.

The School Resource Office administers the School Resource Officer Program. This Program is an attempt to prevent crime and juvenile delinquency by putting selected police officers in the school complexes. The officer works on all cases involving students on his school complex. The officer also tries to establish relationships with the youth in the schools.

The last Administrative office is the Police Business Office and Fiscal Section. The Business Office handles the fiscal matters, such as payroll, budgeting, and other business-related functions.

The Intelligence Unit reports directly to the Chief of Police and is responsible for the investigation of unlawful conduct involving drugs, organized crime, prostitution, liquor, and gambling. The Intelligence Unit is also used to investigate matters within the Police Department.

The three main divisions of the Police Department are the Uniform Division, the Detective Division, and the Services Division. The Uniform Division is the backbone of the Police Department, with most of the commissioned personnel being assigned to it. The Uniform Division is commanded by a captain. The Division is divided into three Patrol Forces, a Traffic Force, and a Tactical Operations Unit. Each force is commanded by a lieutenant and the Tactical Operations Unit by a sergeant. The three Patrol Forces are each assigned an eight-hour shift over the twenty-four-hour day. The Traffic Force specializes in traffic regulations.

and works the hours when the need is the greatest. The Tactical Operations Unit is a squad of selected officers that is used in concentrating on certain crimes or areas. The Unit works when the problems of enforcement are the greatest.

The second division of the Police Department is the Detective Division, which is commanded by a Captain. The Detective Division is divided into units depending on what crimes or people they deal with. The units within the Detective Division are the Crimes Against Persons Unit, the Crimes Against Property Unit, the Fraudulent Check and Confidence Game Unit, the Fugitive and Missing Persons Unit, and the Juvenile Unit. The policewomen are assigned to the Juvenile Unit.

The third and last major division of the Tucson Police Department is the Services Division. The Services Division is commanded by a Captain and is divided into five sections. The five sections are the Records Section, the Crime Laboratory and Identification Section, the Jail Section, the Property Section, and the Equipment and Communications Section. The Services Division, and more specifically the Records Section, handles the data processing for the Police Department

See Figure 1 for an organizational chart of the Tucson Police Department before May 1, 1968.

CHIEF OF POLICE
EXECUTIVE OFFICER

INTELLIGENCE UNIT

ADMINISTRATIVE OFFICES

UNIFORM DIVISION
PATROL FORCE A
PATROL FORCE B
PATROL FORCE C
TRAFFIC FORCE
TACTICAL OPERATIONS UNIT

DETECTIVE DIVISION
CRIMES AGAINST PERSONS UNIT
CRIMES AGAINST PROPERTY UNIT
FRAUDULENT CHECK & CONFIDENCE GAME UNIT
JUVENILE UNIT
FUGITIVE & MISSING PERSONS UNIT

SERVICE DIVISION
RECORDS SECTION
CRIME LABORATORY & IDENTIFICATION SECTION
JAIL SECTION
PROPERTY SECTION
EQUIPMENT & COMMUNICATIONS SECTION

Figure 1.

ORGANIZATION OF THE TUCSON POLICE DEPARTMENT
BEFORE MAY 1, 1968

ORGANIZATION OF THE TUCSON POLICE DEPARTMENT AFTER MAY 1, 1968

On May 1, 1968, a reorganization of the Tucson Police Department took place. The Intelligence Unit was disestablished. The functions and duties of the Intelligence Unit were transferred to two new units, namely, the Special Investigations Unit and the Narcotics Control Unit.

The Special Investigations Unit is responsible for investigations dealing with general security, internal security, labor liaison, and organized crime. The commander, a lieutenant, reports directly to the Chief of Police.

The Narcotics Control Unit is part of the Youth Crime Prevention Force in the Detective Division. The Narcotics Control Unit is responsible for crimes dealing with narcotics violations, gambling violations, liquor violations, and prostitution violations.

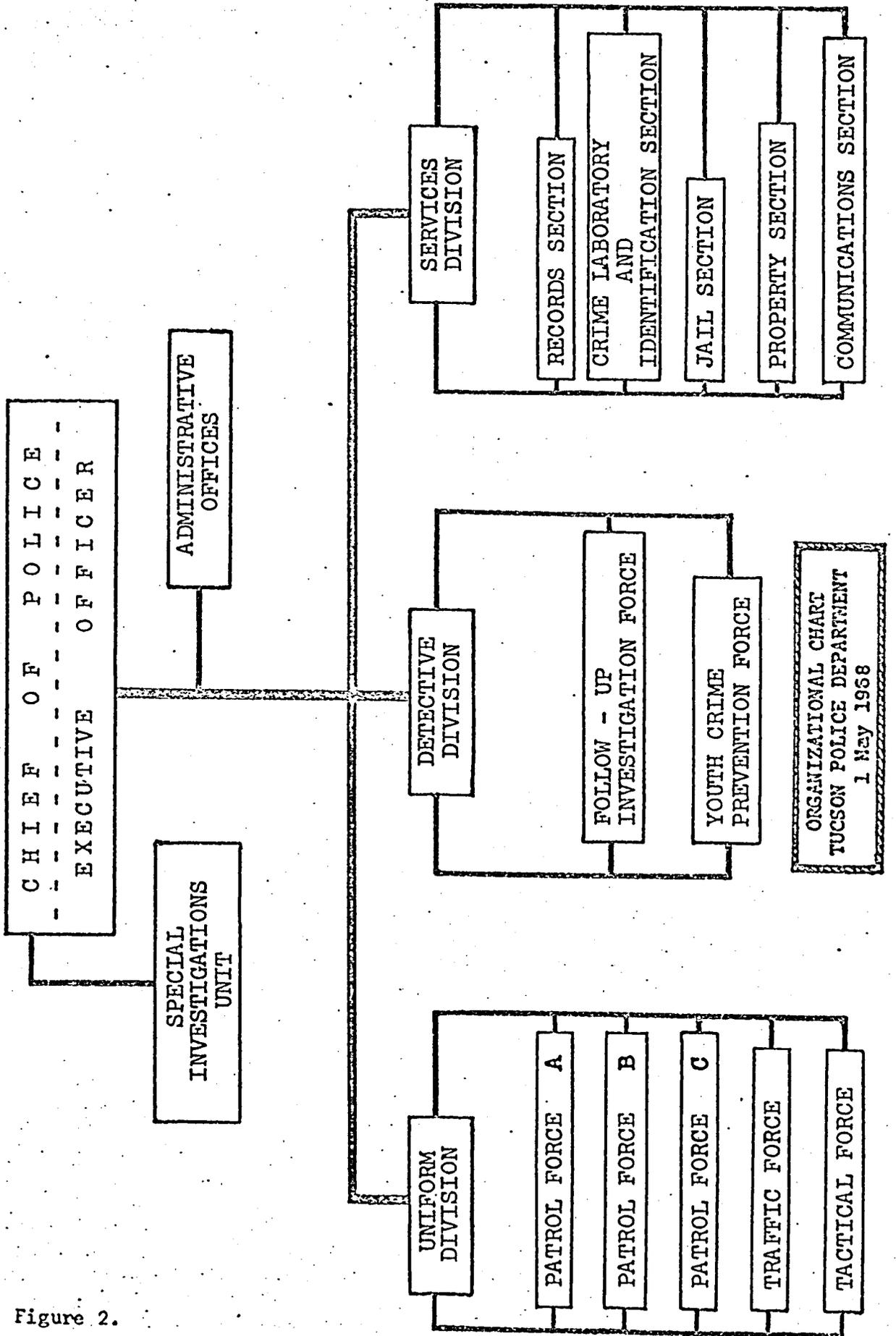
The Detective Division was organized into two forces. The first force is the Youth Crime Prevention Force, made up of the School Resource Office, the Narcotics Control Unit, and the Juvenile Unit. The second force is the Follow-Up Investigation Force, made up of all the other units in the old Detective Division.

A "rumor desk" was established as a part of the Community Relations Office. The function of the rumor desk is to investigate all reports of happenings that might spark an unwanted incident.

The Police Business Office was abolished, and its functions were given to the Office of Internal Affairs.

The Tactical Operations Unit in the Uniform Division was expanded into a Tactical Force by adding two more squads of men. Another change in the Uniform Division was the adding of two staff positions responsible to the commander of the Uniform Division. The two positions are an Operations Aide and an Administrative Aide.

See Figure 2 for an organizational chart of the Tucson Police Department after May 1, 1968.



ORGANIZATIONAL CHART
 TUCSON POLICE DEPARTMENT
 1 May 1968

Figure 2.
 ORGANIZATION OF THE TUCSON POLICE DEPARTMENT AFTER MAY 1, 1968

P A R T II

THE PROJECTS

TUCSON POLICE DEPARTMENT'S COMMUNITY RELATIONS PROJECT

On January 23, 1968, at the beginning of the internship period, an assignment was made to work with the Police-Community Relations Institute. This assignment eventually consumed about three-fourths of the time spent in the internship. On March 22, 1967, a grant for \$15,003.00 was approved for the Community Relations Institute by the Office of Law Enforcement Assistance (OLEA) under Grant Number 146. As a condition of the grant, a final report on the Institute had to be sent to OLEA. The final report which was written ended up being over nine hundred pages long. The following is an abstract of the writing of that report, and what was done during a major part of the internship.

Introduction

The current widespread concern with crime and violence, particularly in large urban areas, demands a reshaping of the function of the police in American society. The traditional role of the police officer has been strictly that of enforcing law and order. Today our society is constantly changing and searching for a better way of life. To cope with this, law enforcement has found it necessary to change. Law enforcement has been, and must be, concerned with all the social issues that affect society. In order to accomplish this new role, the police need the understanding and support of the community. This is the objective of the subject of police-community relations.

Police-community relations should not be thought of as being solely aimed at relieving racial tensions. It should be much broader in scope than that. It can reasonably be expected to help channel the developing attitudes of the community, regardless of race, into more constructive views of the police function.

Good relations between the police and the community are not achieved alone by a small specialized unit in a police department which functions by and for itself. Neither is good relations with the community accomplished by the mere bringing in of minority group members to speak for a few hours before a group of police officers. Rather, they are the product of the policy of good police-community relations affecting every decision made in the Department, both operational and administrative. Not only must the police improve; they must make sure that their improvement is recognized--to erase beliefs now held by many who are quick to endorse criticism of the police and slow to recognize deserved praise. A good image is necessary for strong support. It is not enough just to build an image in the eyes of the public; but this image must be maintained by good, fair, and effective service to the community.

The police role today must be the preservation of the rights and freedoms of the constituents and all those in the community. To accomplish this new role within the community, it was believed by the administration of the Tucson Police Department that a groundwork of knowledge would have to be laid. It was believed that the traditional police-community relations training did not fulfill this need.

The research and planning group of the Tucson Police Department was organized in January 1966. The research and planning group is made

up of several selected lieutenants of the Department. The purpose of the group is to research, explore, discuss and formulate recommendations considering changes in present procedures, improving policies, and innovations.

The initial request for support in conducting a training program in community-police relations was prepared by the planning and research group. The group recognized that the first step toward an understanding of community relations must originate with the police themselves. They felt that professional assistance appeared to be one of the more reasonable methods of attaining this understanding. Realistically, police may be considered a minority group, subject to bias and prejudice resulting in a lack of communication and understanding between the police and the public. This project was proposed and later designed in order to assist the Police Department in overcoming those barriers which preclude effective police-community relations and understanding of mutual problems and responsibilities. Taken into consideration at the time were several factors that are even more important today than they were at the time of submission in October 1966. Some of these factors were

1. The corporate city limits of Tucson encompass 76 square miles, with a total population of 237,000 as of 1965, the greater metropolitan area being 316,000. As indicated in the census findings, the white population of Pima County, of which Tucson is the major city, is 249,000, representing 94 per cent of the community; and the Negro population is 8,000, or three per cent of the total population. Included in the white population is the Mexican-American, which number

44,000, representing 17 per cent of the community. The City of Tucson surrounds a small incorporated town, South Tucson, which consists of approximately one square mile and whose population is primarily Mexican-American and Indian. The total population is 7,000.

The current enrollment at the University of Arizona, located less than one mile from the downtown business district, is 23,000 students. Davis-Monthan Air Force Base, located in the eastern section of the city, has 7,500 military personnel and 1,700 civilians.

Historically, the culture of Tucson is Mexican; however, growth of the community has resulted in the number of native-born residents of Mexican extraction being in the minority.

Unemployment, particularly among the unskilled Mexican and Negro groups, has created an atmosphere of unrest. The former group has a male unemployment rate higher than the county average and have a median family income of \$4,695, as compared with a county median of \$5,690. Lack of industry, as compared with the capital city, Phoenix, less than 125 miles distant, has resulted in an economically distressed community. Obvious frustration, due to the lack of job availability, has apparently been the reason for pressures applied to reduce job standards to that which would allow obviously unsuited applicants to qualify, particularly in the police and fire services. The use of established screening methods, designed to obtain the best qualified, have come under attack; i.e., the degree of

intelligence quotient tests, the use of polygraph examinations. A lack of understanding by these groups as to the reason for these practices requires constant explanation.

Pressure from racial groups to abolish the use of prison labor, usually relegated to menial janitorial tasks, etc. (jail sentence reduced if prisoners volunteer), has resulted in demonstrations. These practices have been an obvious attempt to alleviate the unemployment picture, making these jobs available for the unemployed.

Substandard housing, whose occupancy is predominantly Mexican-American and Negro, contributes to frustration and despair. Lack of formal education results in an apathetic attitude toward civic responsibility and creates animosity toward the police, often resulting in misunderstanding and claims of discrimination.

2. The Tucson Police Department has an authorized complement of 293, with a current strength of 268, three being assigned to Community Relations. Those officers directly engaged in Community Relations work strive to create channels of communication among various elements in the community and to foster a better understanding of mutual problems. This is partially accomplished by public education utilizing the various news media.

The Community Relations Section constantly attempts to promote interprofessional teamwork in the solution of community problems. They assist through tours of police facilities to acquaint

individual citizens and civic groups with responsibility in the maintenance of public order and safety.

The Community Relations Section conducts continuing surveys of community needs for law enforcement activities through neighborhood and regular city-wide meetings, meeting with minority groups and their leaders, civic group leaders, service organizations, and all other interested civic groups, publicizing these needs as they are discovered and referring same to the proper authority for possible remedy.

3. The first step toward an understanding of community relations must originate with the police themselves. Professional assistance appears to be one of the more reasonable methods of attaining this understanding. Realistically, police may be considered a minority group, subject to bias and prejudice resulting in a lack of communication and understanding between the police and the public.

The police community relations curriculum should be applied initially to command and supervisory personnel. The approach should be twofold: (a.) development of understanding among departmental personnel as to the need for a community relations program; (b.) implementation and acceptance by the public.

4. Community relations is a 24-hour-per-day program, one that requires each and every member of the Department's utmost attention. The training would, in one way or another, be made available to all members of the Department.

5. Human relations training in the past has been restricted to a few hours per recruit session, and very little has been done to train police officers in understanding some of the underlying causes of crime and delinquency.

The training objectives as set forth in the initial request were quite broad and allowed the project director, along with the consultant, a lot of freedom in establishing the course of instruction. Briefly, the objectives were:

1. Identify historical development of community relations problems.
2. Show the need for police acceptance of community relations concepts.
3. Cover the benefits accruing to the police and the community from a sound community relations approach to policing.
4. The most important objective was the acquisition of sufficient knowledge and skills to enable the supervisors to relay to their subordinates the acquired learning.

In order to get the full value from the Institute, it was proposed that a video-recorder be bought in order to record some of the program. The recordings then could be used for in-service training, recruit training and community relations work. It also could be used on the local television stations and the University of Arizona educational television.

At the time of the Institute, different companies were contacted, and it was found that the equipment needed would not be available until the coming spring. This was brought about because the equipment needed was still in incomplete form. Thus an arrangement was made with the best

of the speakers, when the equipment arrives, the speakers will give their presentations again so that they may be taped.

On April 1, 1968, bids were called for by the City of Tucson for a video tape recorder and related equipment. As of this writing, it has not been received but is expected at any time.

In addition to planning to video-tape some of the speakers, all of the speakers were tape-recorded and the tape recordings transcribed. The transcriptions would be used for both in-service and recruit training.

Establishing the Curriculum

Timing is a very important factor in establishing a program in which one intends to use people connected with the local institutions of higher learning. Starting a project in May caused many problems, as it was impossible to ascertain whether or not the professional assistance desired would be available for the actual program some six months hence and in what would be another school year. As a result, the actual formation of the training content was delayed, causing somewhat of a crash program to begin in late August. As part of the grant, three command officers attended the Thirteenth Annual Police-Community Relations Institute at Michigan State University. While there, they conferred with Doctor Radelet and with Doctor C. S. Mihanovich, Department of Sociology and Anthropology, St. Louis University. Doctor Mihanovich was selected as the project consultant and brought with him some ten years of experience as the consultant to the St. Louis Police Department on community relations.

Doctor Mihanovich and the project director, Captain Kessler, worked on the formation of the curriculum in late August. The structure of the 80-hour session was very important. The first week was intended to build a foundation of knowledge and information for future thought and discussion. Small discussion groups were to be used as much as possible in order to involve all the personnel to the fullest extent. It was very important that the individual become a productive part of the Institute, especially when they were asked for recommendations as to future community relations activity.

A main interest in the program was to give the personnel attending the institute a basic foundation in human relations before they were confronted with the people and problems they would have to face. The laying of a proper foundation was something that has been lacking in the traditional police-community relations training. It was believed that by giving the information first that the personnel involved would be more receptive of later training involving the minority groups themselves. The initial plan called for sending 35 supervisors to each of two 80-hour sessions; however, the interest was such that almost twice the initial number participated. Each institute would be highlighted by a nationally known speaker who would start off the session. Doctor Neil Danberg, Director of the National Conference of Christians and Jews, was secured as the keynote speaker for the first Institute. For the start of the second Institute, Doctor Mihanovich, the project consultant, was brought in to speak. The first day in both sessions got off to an excellent start as a result of the messages of the keynote speakers, as well as their contribution to the question-and-answer sessions which took place.

The Institute was divided into two sessions of 80 hours each. The first started January 22, 1968, and the second started February 16, 1968. All the supervisors were to attend. One-half would attend each session. Field supervision suffered, as was expected, but it was thought that was better than having the men work a 16-hour day.

It was first planned to have only 70 supervisory personnel attend the Institute; but the response was so great that in addition, 29 patrolmen and civilians from the Police Department, two representatives from the Fire Department, and a representative from the City personnel office attended. The last week of the last session was attended by the recruit class then in the academy, which numbered 16.

Studies have shown that the most citizen complaints are received during the patrolman's probationary year (from academy to the end of probation) and from that point through the second year. A record will be kept to see if the one week the recruits received at the Institute will lessen the number of complaints received during the first two years of service.

The Institute

The first speaker of the opening session was Doctor Danberg, who came in from Chicago, Illinois, with experience in New York and other places with the National Conference of Christians and Jews. He talked about the police role in the community. He talked, of course, about the importance of community relations: what it means to the Police Department, why it is necessary and what it can hope to do. Doctor Danberg mentioned, among other things, the Police Department has to have a reputation for

fairness, impartiality, integrity, and professionalism. These are some of the points that he indicated. He talked about some of the problems that have developed for police departments across this country because of the factor that the population is becoming urbanized. In 1920 this country was over 50 per cent rural, but since that time the United States has become an urbanized nation with all the problems that urbanization brings with it. Most of the people are living in the urban centers. There is a statistic somewhere that approximately one-half of the population of the United States is living in basically ten per cent of the land area of the United States. He pointed out, as well as did some other speakers, the density of population in New York and that if this density were equalled around the United States, one could really place the entire population in the seven boroughs of New York. He discussed the problem of the poor--that the poor are invisible. By this he meant that we don't so readily see them as we used to see them--that being poor is not a general factor as it was in the 1930's. The poor are those people of the ethnic groups and minority groups and some of the Anglo group and that these people have problems which they don't seem to be able to bring to the attention of the general public. They don't have access to the power structure or to the government. This is a possible source of police problems.

Doctor Danberg's last hour had to do with civil disorder and violence. One of the main points that he brought up was that thing he termed the cycle of a riot and the various steps that happen in that riot cycle, one step leading to another. The first one that Doctor Danberg pointed

out is some sort of incident that sparks the immediate problem. It may be, and has been in most cases, one that involves the police. Whether or not the police action is correct and adequate to the problem is perhaps immaterial because of what the people believe about the incident.

The second step that happens is that rumors spread regarding the incident, most of which are exaggerated and false, but nevertheless believed by some people; and other people are influenced by them.

The third step is the confrontation between the police and a collective group of people. Some words are exchanged. Quite a bit of tension is in the air; and the problem rapidly escalates, and, finally, the rocks and bottles begin to fly. The problem has then started in its violent form. This is described as the cycle or the pattern of a riot. The problem that the police have is to break the cycle.

Doctor Danberg pointed out that the community must be prepared-- that there is going to have to be extensive planning in perhaps two basic areas: (1) planning in terms of activity to prevent a riot, to increase communication, rapport with the minority groups; and (2) then planning for the containment and suppression of a riot should it occur.

In his opening talk at the second session, Doctor Mihanovich gave the primary purpose of police-community relations, which is the drawing of the people closer to the police and the police closer to the people. It is the development of rapport, understanding and cooperation between the police and the community. There needs to be a knowledge of each other's problems. Doctor Mihanovich told how there had to be courtesy on the part of the police to all the community. Doctor Mihanovich said that it

will be found that literally no matter what is asked for, the individuals as a group will not be satisfied with what is done. He brought out that one of the developing problems in police work is that of the impersonalization of the police. The only time the police officer has personal contact is during an arrest or reporting a particular catastrophe. Lastly, he said that it is not the problem of the police to solve the problems of society, but it is the problem of the police to meet the situation--a crisis situation and a very serious crisis situation.

Doctor Yoshino spoke for approximately eight hours. He stated that some of the basic causes of the unrest, the social upheaval that is occurring in this country, are due to three basic factors: poverty, unemployment, and poor housing. Also involved is something called nationalism, that which every country in the world is facing, particularly in Africa and Asia. He also pointed out that contributing to these three root causes (poverty, unemployment, and poor housing) was the concept of human rights. People are becoming more aware as human beings that they should have certain rights and certain privileges and that this is motivating people, not only in the United States, but across the world. He mentioned as a possible avenue for approaching these problems is something called the scientific approach--that, if at all possible, we should approach some of these problems objectively and in the spirit of finding out what the causes are, rather than denying that the problem exists or in trying to find a rationalization for why we have not been able to cope with it.

Doctor Yoshino talked about prejudice in terms of how it is experienced and how other people, perhaps, can sense it. He talked about the cognitive level, the prejudice which is the mental picture of certain groups, of certain people, the emotional level which is sometimes reflected in action and in word.

Doctor Yoshino indicated, as did other speakers, the role of culture in the problem of discrimination and prejudice, that the culture in which people are raised gives them certain sets, the images of people, and that this contributes to the problem of prejudice and discrimination. Finally, he gave Robert Merton's classification of people and their problems with prejudice. He talked in terms of the first one being the nonprejudiced, the nondiscriminator.

Doctor Yoshino gave the distinction between prejudice and discrimination. Prejudice, in the terms that these people use, is what is thought--thinking and feeling, rather than action. Discrimination is acting upon prejudices, exhibiting prejudices. In other words, prejudice is thinking, and discrimination is the action--the carrying out, perhaps, of the thoughts.

The second category the doctor talked about was the nonprejudiced discriminator. He is the sort of person who doesn't really have any prejudices; but if the group happens to have some, he will go along with them. He will discriminate if it is convenient for him in terms of going along with the group.

The third person is the prejudiced nondiscriminator. By this, Doctor Yoshino meant the person who has prejudices but has learned to control them.

The fourth type is the prejudiced person who does discriminate. Doctor Yoshino made the point that perhaps of all these people, this person is the least hypocritical because he is prejudiced and practices his prejudices.

Doctor Henderson spoke for approximately eight hours on inter-group relations. He talked about the various needs of mankind and what people mean when they say something and the problems that stem from just the communication process itself. A point that can well be remembered about Doctor Henderson's comments is that words don't mean—people mean. Words have no meaning in and of themselves; they have meaning in the context that they mean something to the communicator and to the recipient of the communication. If they don't have a conception of what is being said, they don't have some common belief as to the meaning of the word. Then they are not going to be able to communicate. The point he tried to bring out is what is said doesn't always mean what it is thought to.

The impression people get from conversation leads them to believe certain things because they have an image of the person who is speaking; they have an image of themselves and a set of beliefs, perhaps, of the environment in which they are operating. This is important, perhaps, when a policeman is talking to a member of a minority group because the group has certain impressions of the police, and the impressions are not necessarily favorable. So they are not going to be listening to what the officer is saying; they are going to be listening for what they think the officer is saying because it fits into their beliefs. For this reason,

the police are going to have to be very careful when they communicate with members of minority groups in order that they really understand what the police are trying to say.

Something else that Doctor Henderson talked about was the "set." It has been expressed as the "mind set." This is a combination of factors which dictate how different things are looked at. It is the mental pictures that people have of certain situations. These mind sets are influenced to a large degree by the person's culture and by his upbringing as a child. People tend to see what they want to see.

Some time was spent listening to the tapes that Lieutenant Gilkinson and Lieutenant Greer brought back from the Conference on Civil Disorder in Airlie, Virginia. Among the various things that were discussed was the fact that planning was absolutely necessary.

Inspector Seeley, of the New York Police Department, brought out that policemen represent the entire government when they are on the street and that people look to them for solutions. One of the outstanding examples was how the policeman handled the problem of garbage in a tenement in New York City. They had several alternatives, but the one they utilized was getting another agency of city government to work to solve the problem. Inspector Seeley talked about the community relations effort of the New York City Police Department, that they had it down on the precinct level and that they have various councils and several means of communication with the people living in the neighborhood.

Another point that was brought out was the chief of Police or his staff would have to get out and meet the people in their community and

that there is no substitute for the action of getting out and meeting the people. There would be no choice but to do this.

One of the points that was brought out in the tape was made by the chief of police in New Orleans. He pointed out that perhaps they had not done so much in New Orleans as they should have done. He was talking about the responsibility of a chief and of the people of a police department to detect and to know the tone, the pulse, and the tenor of a community. They have identified this; they must take action in accordance with it. It is something that has to be done. The police department has to operate within the confines or within a limitation of what seems to be the community desires. This is quite difficult for policemen because by nature they tend to approach things somewhat more objectively, and they don't really have the intuitive sense of what people are thinking, as perhaps politicians would. The New Orleans chief pointed out that if this is not articulated, it has a lot to do with the basic decisions made in a community about the problem of race and possible disturbances.

Miss Sarlatt, of the Harwood Advertising Company, spoke for approximately two hours. She was always going to define public relations, but she was never heard to do it. She talked about it. As close a definition as she came to was that public relations is something of the effect that it is an applied social science and that public relations in the public service is really a continuing act of commendable service. This seemed to be her definition of public relations.

Miss Sarlatt then went into some of the basic problems and mechanics of public relations and how to get along with the people in news

media. She pointed out, particularly, that public relations is both a science and an art--perhaps a little more of an art than a science.

She indicated that there were several "don't's," things that should not be done which should be kept in mind. If a story is published in a newspaper or comes out over the radio or television, if it is basically correct, even though it may vary in some detail from what is thought to be the absolute facts, let it go. Her philosophy is don't go to the people and complain because the last little detail wasn't correct. She indicated the important factor of being courteous and fair to the various members of the press and to keep this in mind at all times.

The third point that Miss Sarlatt brought out was don't call the editor or the news director of a radio or television station and ask him why a certain story wasn't run or why it wasn't run the way it was wanted to be. Just let it go if it has basically the essence. Above all, don't go over the poor guy's head to his boss, the editor or the publisher of the paper or the owner of the radio or television station and complain about his activity. It will just ruin your relationship with the press.

Miss Sarlatt pointed out time and time again in her discussion that public relations is practiced all the time, and this was in the definition she gave of public relations. It is a continuing act of commendable service. She pointed out that perhaps there is an advantage in the police service because there are things that interest the public. There is always news breaking. This also carries with it a disadvantage.

People are always watching; therefore, the members of the police department have to be that much more careful.

Doctor Morrison, of the University of Arizona, was with the Institute, and discussed juvenile delinquency. She indicated that the statistics on juvenile delinquency are not one hundred per cent accurate. People are not sure of exactly what delinquency is because of the different definitions in this country of delinquency.

Doctor Morrison pointed out that there have been various theories concerning juvenile delinquency (the mental defect theory, the Lombrosian theory); and the theories that seem to be prevalent now which, basically, go back into one's social background.

Some of the causes of juvenile delinquency--but not the only cause--would be such things as broken homes, the working mother, the lack of discipline or the type of discipline administered in the home, influence of brothers and sisters, neighborhood in which people live. These factors, all of them, have some sort of influence on juvenile delinquency.

The principal of Wakefield Junior High School, Mr. Frank Ott, spoke on the problem of drop-outs. Mr. Ott pointed out that some of the dissatisfactions with school, some of the problems which resulted in the drop-out, is the fact that: (1) some of the kids just want to get out of school and earn money; (2) there is a dissatisfaction with school--that the school is not giving them what they want or they don't understand it. This was brought out by some of the people who had spoken here representing the Mexican-Americans and perhaps the Negroes; that is, the school is basically the product of white Anglo-Saxon, middle-class

culture, and these people don't necessarily come from that sort of background. They are in school for six hours a day and they go home to an entirely different background; so there is quite a conflict, and they can't resolve it. Some of the people resolve it simply by getting out of school. Some of the people quit school because the study is too demanding. They don't see the reason for it.

I.Q. as such was not given as one of the reasons for the basic drop-out problem. It was indicated that Pueblo High School has the greatest drop-out problem in the Tucson area. Second was Palo Verde; and third was Tucson High School. It indicates that some problems exist on the east side of town; however, at this conference, people have been discussing to a great degree the problems of communications with minority groups.

Mr. John Kohl, from the Arizona Youth Center, spoke on the young adult offender. He told of how old methods of handling the youthful offender were not working and that new ones were being developed. He stated that probation departments and probation officers as individuals are becoming more sophisticated and are learning to diagnose the situation much better than they formerly were able to. He also made the point that we are well past the point where we feel that all offenders are mentally ill. Mr. Kohl felt that youth had to be understood in their own situation and not just by adult standards when trying to deal effectively with them.

Doctor Mulligan spoke on group dynamics. It seemed that, basically, his lecture had to do with leadership and how groups operate

under a leader. He gave ten points. Some of these points were:

1. That the leader will maintain his own position.
2. That the leader will do something to keep his status within the group.
3. That the leader is responsive to the values (the norms) of the group.
4. That the leader will do things in accordance with what he thinks the group thinks he should do.
5. That a leader is not necessarily always able to "wheel and deal" as he would like to.

Doctor Mulligan pointed out the various factors about leadership so that they could be related to the group that is being worked with and so that some of the limitations placed upon the leaders could be understood. There are certain limitations. People who profess to be leaders of minority groups are not necessarily the real leaders. This is one of the central problems of community relations: to identify the leaders.

Dean Ares spoke on the theory of civil disobedience. He explained what it is and what it is not. In essence, civil disobedience is different from the lawful exercise of freedom of speech and assembly, etc. Civil disobedience is not an ordinary crime. Civil disobedience is a clear violation of the law with intent and deliberateness, and it is committed with no more force than necessary to make the violation and with the willingness to accept the consequences. He suggested that perhaps it should be realized that those people committing acts of civil disobedience are motivated by factors which are somewhat different from

the motivation of the common burglar or armed robber. He was not suggesting that the person not be arrested or that action not be taken against him when committing an act of civil disobedience; he merely stated that it should be recognized that he is a different sort of person and has a different motivation and, primarily, he wants to be respected for what he is doing because he is moved by some noble, compelling, moral cause.

Dean Ares suggested that one of the reasons for civil disobedience is that the people at the bottom of our society feel that those at the top aren't paying any attention to them. The government is so huge, society is so complex that people feel they can't be heard. He suggested that if this attitude should continue, if it should intensify, this could lead to real problems in the country. Whether or not he is accurate is immaterial; it is a point well worth thinking about.

Mr. Fred Acosta spoke about poverty. The basic message he was trying to get across is that the poor are different because they are poor and that being poor is not just an economical thing. Being poor affects your psychology, your social standing, your culture and everything about you. Being poor, as he defined it, influences your personality and the type of person you are. The poor are different simply because they are poor.

Doctor Downs spoke on the American culture. He defined culture as that which makes the difference in the way people act. He told how man tends to judge according to standards in his own society. Culture is the

way people look at the world around them and put it into categories and organize it. He told of how people explain things in different ways according to their culture and their knowledge. People also act differently when living in a new or strange culture. Doctor Downs showed that what people express in words is not necessarily what they express in action or thought. He said that one has to look at the whole person (physical, mental, and cultural) in order to understand him.

Mr. Horn spoke on the National Association for the Advancement of Colored People. He stated that its goal was equal justice under the law for all persons, and he began to indicate to the group at the Institute very strongly that the campaign against crime in the street means to the Negro a campaign which is anti-Negro. An important thing to remember is whether or not this is true, the problem is the fact that these people believe it to be true. They believe that the crime in the street program is basically aimed at somehow suppressing and containing them.

Father Hurtado spoke about the problem of the Mexican-American in the community. He pointed out that three of the problems that Mexican-Americans are confronted with are: (1) job discrimination, (2) police brutality, and (3) illegal arrest.

Father Hurtado's definition of brutality was different from that of the Negro. The Negro believes that there is such a thing as physical brutality, which we normally think of; and they also conceive of police brutality in terms of even the words an officer uses in expressing his demeanor. With the Mexican-American, when he is talking about police brutality, he is thinking of it in terms of physical violence.

Father Hurtado pointed out, as other speakers have, the cultural conflict that Mexican-Americans come in conflict with. They are proud of their heritage--that they have a different language and that they are torn between the Anglo culture and their own.

The Reverend Fowler spoke on the American Civil Liberties Union. He pointed out that basically the A.C.L.U. is interested in man's right to express his own thoughts. Whether or not they agree with them is immaterial. He pointed out that the two things that he thought were threatening to American democracy as he conceived it are: (1) there is too much dependence in this country to solve problems via police power. The police are entering into areas which they should not, according to him; (2) the matter of dissent, the problems that we are experiencing right now because of those who are dissenting from activities in VietNam, and there seems to be some activity to suppress this dissent.

Panels representing the Mexican-American, the Negro, the Anglo-American, and the Indian gave presentations and discussions. These panels gave insights into how the different groups see the police. They talked of different problems that they have and how they affect the police and the community. They gave examples of how they thought relations and communications could be improved between the groups and the police. They answered questions about their respective groups and asked some of their own. They made very pointed statements about the police and pointed out what could happen if these conditions were not remedied. They tried to bring the thoughts of their groups to the police.

The last day of each session of the Institute was devoted to discussion groups. The purpose of these groups was to make a final analysis of the material presented by various speakers and to summarize recommendations to develop better police-community relations and respect. Another aspect that was brought out was that all groups and the police have to be honest with each other.

Generally, the personnel that attended the Institute seemed to have thought that the program was informative and helpful. They had some reservations on different points, but, over-all, their reactions were very favorable.

The recommendations that came from the first session were:

1. Fluid Patrol. Every speaker, without exception, commented that the members of the various communities or neighborhoods, particularly where ethnic tensions are probable, must know personally the man who patrols their area. He must lose his anonymity and become a person. The recommendation of the group is to modify fluid patrol so that the same man is always assigned to those difficult neighborhoods and that he be encouraged to participate in the activities of the neighborhood when possible.
2. Office of Coordinator of Municipal Services. This is a recommendation to structure the city government to include this office which would receive all but emergency incoming calls and direct the call to the appropriate agency. It was thought this office would also handle all complaints, requests, and

inquiries relative to the services the other City departments provide. It would refer the citizen with a need to the office with the answer. A permanent office was proposed for this function.

3. Store Fronts. This is the idea of having a policeman in a neighborhood, generally in a business area where he is available to the neighborhood for questions, problems, etc.
4. Identifying and developing community leaders. There was a consensus of opinion that the speakers who were presented to the Institute as community leaders might not actually have a following. This identification might be done by the neighborhood officer after he had become thoroughly familiar with the neighborhood.
5. Encourage all City services to upgrade their communication with minority groups. It was felt that the Police Department was being criticized for things outside its function.
6. Civilian Board for Police. This is the idea of having civic leaders and other interested individuals band together with a spokesman to speak before the community and the administration of our needs to formulate recommendations to enhance the service.
7. Speakers Bureau. This is the idea of identifying members of the Department with (a.) a desire to speak; (b.) a skill or with a willingness to become an expert in a certain area. There was a general idea that some of the officers are being put on the spot

as speakers in areas where they are not expert and, instead of helping, are hindering the public's understanding and sympathy of the police problem.

8. Name plate on the package shelf of the patrol vehicle.
9. Availability light. This was the idea of a light on the package shelf which would let the public know that the officer was not on call and could be contacted.
10. Additional man power.
11. Police-Civilian Appeal Board. Court of last resort for civilians and policemen on civilian complaints.
12. More equipment (particularly portable radios) to allow the officer to get out of his vehicle and mix in the neighborhood.
13. The uniform helmet to become auxiliary equipment. The helmet apparently produces an image of force and militancy. It was felt that the helmet should be available in the unit, but that some other piece of headgear be standard for routine contacts.
14. Assign press liaison at each individual incident, such as "at this homicide, Officer Doe will handle all press inquiries."
15. More emphasis on the "human factor" in our operational functions, internal and external.
16. Business cards be given to all officers.
17. Brochures to be developed for handout at selected incidents, specific for the incident; i.e., burglary, auto theft, complaint procedure, etc.
18. Officers' names on helmets.
19. Training session on fluid patrol.

20. Instruction in conversational Spanish.
21. Monthly incentive pay for college credits. It was felt that upgrading of current Departmental personnel could be accomplished and recruitment from those who are college-trained could be brought about.
22. Retain a "research team" to poll minority groups relative to their views on police.
23. Evaluate an officer's performance by different criterion. This stemmed from the idea that if officers are to spend a significant amount of time interacting with citizens in their patrols, a way must be found to accept and measure this activity of work performance; necessarily, there would be less emphasis in evaluation on specific data now considered to constitute work performance.
24. Ground rules for the press.
25. East side substation.
26. Preparatory courses for potential police recruits.

The recommendations from the second session were:

1. That the Community Relations Unit be increased to include a member of each ethnic group represented on the Police Department.

Purpose: To better fulfill its role and increase possibility of ready communications.

2. That reading of rights be completely eliminated on all minor routine traffic contacts.

Purpose: To alleviate the offensiveness found by many persons in the reading of their rights during traffic stops.

3. That officers be encouraged to work in community activities, such as little league, etc., specifically aimed at the 15-20 age group, by giving compensatory time at the rate of one day off for each two days of involvement.

Purpose: Intended to involve more officers in face-to-face contact with youth in nonpolice activities to establish dialogue with a particularly volatile segment of the community.

4. That the Department subsidize the expense of officers' memberships in approved various social, fraternal and community service organizations.

Purpose: To establish better contact with citizens on an individual basis.

5. Establish a citizens' advisory group to make recommendations on citizens' complaints.

Purpose: Intended to resolve the credibility gap felt by citizens who believe that the Police Department whitewashes complaints, although the final decision in disciplinary action would remain with the Chief of Police.

6. That the Chief be advised of the fact that it has been brought to the attention of a number of Department personnel that the hard helmet worn by our uniformed officers is marring the image of the Tucson Police Department in that it has created in the

minds of many citizens of the community an image of coldness and superauthoritarianism, and that consideration be given regarding the advisability of revising departmental headgear.

Purpose: Intended to alleviate the offensive appearance of headgear now in use as expressed by some citizens regarding the hard helmet.

7. Instruct officers to always identify themselves by name and unit designation when contacting the public. This would include frequent use of departmental business cards.

Purpose: To reduce confusion and the appearance of "going around the horn" in the minds of the public.

8. Assign the Traffic Section to handle traffic action and investigation during critical hours to relieve uniform officers, allowing time for Community Relations contact. Also, more closely screened calls at the desk, and when possible, handled by desk personnel.

Purpose: Intended to allow more free time for patrol officers to make public contact.

9. Provide additional training time for all personnel at the academy on ethnic group cultural background and in-service training in the same area.

Purpose: To promote better understanding between police and minority groups.

10. Encourage all personnel to make public relations contact and list these contacts on the daily activity reports.

Purpose: Intended to break down the imaginary wall which exists between the police and the community.

11. Modification of the current patrol system and reevaluation of the fluid patrol system to incorporate a neighborhood police program within the fluid patrol contact. Give consideration to existing man-power and equipment versus additional man-power and equipment. Also, give consideration to short-term walking beats by car-men in selected areas for anywhere from a half hour to half a shift. Inexpensive radio receivers should be carried by officers, such as some firemen do now.

Purpose: To promote better personal knowledge and more personal contact between the police and the citizens of specific problem areas.

12. Assignment of an officer to a mobile booth who would be available daily for contacts by citizens in all areas of the community.

Purpose: Intended to provide easy access to a familiar police officer.

13. Institute a "border" Spanish class or program of instruction for departmental personnel.

Purpose: Intended to enable better communication between departmental personnel and the Spanish-speaking community. Included in this program should be a pamphlet containing questions and answers commonly occurring in our contacts with the Spanish-speaking public. The brochure should be eight to ten pages in content.

14. Periodic design and publication of brief bilingual brochures informing the general public how to accomplish certain legal goals in misdemeanor and civil problems.

Purpose: Intended to remove some of the false impressions concerning police authority commonly held by much of the community.

15. Establish by all means at our disposal, such as pamphlets, news media, lectures, film, etc., a mass of information relative to police duties, aims, and goals. Professionally devise two-to-five-minute video film clips for selected TV spot purpose, to educate the public on the law, police responsibility, to assist and cooperate with law enforcement for the good of the community. Develop video-tape film and lectures in such an interesting and practical package that all senior high schools would welcome them into their regular curriculum in American problems or civic classes annually. Included in the package would be the police task as a community problem, not merely a police problem. Concentration should be given to the police image.

Purpose: Intended to increase understanding for police problems in the general community and, in particular, among minority groups.

16. Reevaluate the possible waiver of height and weight requirements for police service.

Purpose: Intended to utilize the resources of individuals possessing background suited to police service.

17. Identify some of the young natural leaders in the community and allow them to ride with selected police officers.

Purpose: Intended to promote better understanding and interaction between young people and the police.

18. As a matter of policy, have officers wave a salutation to children and teenagers as the School Resource Office advises children to wave at officers.

Evaluation by Participants

To help in the evaluation of the Police Community Relations Institute, a questionnaire was prepared and administered to those who had taken part in the Institute. It was thought that because in the end it would be the participants who would either profit or not profit by the results of the Institute, that their opinion would be of great value in any evaluation. The questionnaire was given about two months after the Institute so there would be a chance to evaluate the Institute from a more practical standpoint. It also gave them a chance to talk it over with others and to use some of the information in their dealings with the public.

The questionnaire was made up of eight questions. These questions will be dealt with in detail later. The questionnaire started with the statement: "This questionnaire is being administered to help evaluate the Police Community Relations Institute held by this Department. You, as a participant in that Institute, still have a very important part to play. As the Institute depended on your participation to make it worthwhile, so now does the evaluation." Next was a place to indicate rank and which

session attended. There was no way to identify the individual officers who filled out the questionnaire.

The first question was: "What was your over-all general impression of the Institute?" Of the 73 responses to the questionnaire, all were very favorable, except two. The two responses that were not favorable indicated that what went on was not new to them. Some of the other responses were:

"It gave basic insight into community and national problems not otherwise available by normal media."

"Informative and down to earth."

"Good--it was well worth while to get 'outside' viewpoints--not just police views."

"Very informative about the thinking of the different segments of the community--not only about police, but also other 'insignificant areas' within our community that we police did not think were problems."

"Very informative, therefore good. The more we can learn, the better position we are in to make the right decisions when problems arise."

"It brought to the fore the existence of subconscious problems to the conscious level and the realization there is no immediate solution."

The second question was: "Do you think that the Institute was worth the time you spent there? Explain." The two responses that were mentioned in the first question answered in the same way for the second. Some of the other responses that represent the feelings of the others were:

"Yes, I do think the Institute was worth the time spent. I was not aware of what the different segments of the community really thought

of the police department--I don't think any of us there did."

"Definitely--It gives the police officer a clearer look at himself and of what others are thinking of him."

"Yes. It brings together institutional agencies and ethnic groups on the local level, showing the need for educational communication."

"Yes. Much was learned about myself, other police and other people and cultures."

"Yes, the Institute started interest which should be continued."

"Yes, I obtained an insight into how narrow-minded both the police and the minority leaders are."

"Yes, I feel that I have gained some insight as to how the community as a whole feels about the police department. Some of these expressed feelings were quite shocking."

"Very much so. It gave me some insight on how minority groups think, especially Negroes. I think I understand them a little more now."

The third question was: "Did the Institute change your thinking about the community? Explain." Unlike the first two questions, the third was more divided in responses. About 60 per cent answered yes and the rest responded with mostly a qualified no. Some of the positive responses were:

"Yes, I didn't realize so many problems which concerned police."

"Yes. I was not so totally aware of the impressions we were projecting to the public."

"Negro and Indian history and an insight into their cultural background made me aware of why there are certain reactions on their part."

"Yes, I personally will be more careful in performing my duties, instructing new personnel, making contact with the general public, both on and off the job, not to say anything that could be easily misconstrued or misinterpreted by any member of a minority group."

Some of the negative answers were:

"I can't say that it changed my thinking necessarily, but it did open my eyes to many situations that in the past I may not have believed or thought that it was not feasible."

"I was aware of many of the feelings of the community before attending."

"No, I felt that I already had a good idea of what was going on in the community and how the different ethnic or minority groups felt about the police."

"Not particularly. I believe I was already reasonably aware of the situation as brought out in the Institute."

Question number four was: "What to you was the most important aspect of the Institute? Explain." By far, the aspect that was brought out as the most important was the panel group discussion. A sample of these were:

"I found the panel group discussions very enlightening and informative."

"First-hand report of the representatives of minority groups."

"Panel discussions. The attitudes of the minority group 'leaders' were brought out."

The fifth question was: "Has anything you learned at the Institute been of help to you in your work? Explain" Most responses that it had helped them in their work mainly by making them more aware of the problems of different groups and by informing them of why they act the way they do when different conditions are introduced.

Question number six was: "Do you feel that it would be helpful to have all of the Tucson Police Department personnel go through similar training? Explain." To this question there were only four negative responses. The idea of those who thought it would benefit the Department was the training should be given to the new patrolman soon after he "hits the street." It was thought by most that the training would be more helpful if everyone in the Department had it.

The seventh question was: "What do you think could have been done to improve the program at the Institute?" The overwhelming response to this question was that more time should have been spent with the panels so that there could have been more dialogue between the panels and the persons attending the Institute.

The last question was given to ascertain what the officer would think was the important aspects of police-community relations. The question was: "What is your definition of police-community relations?" The one aspect that was stressed the most was communication between the police and the community. The point was made that the communication has to be two-way to be effective. Other key words that kept coming up were

"understanding," "courtesy," and "respect." Another aspect that was brought out was that all groups and the police have to be honest with each other.

Generally, the personnel that attended the Institute seemed to have thought that the program was informative and helpful. They had some reservations on different points, but, over-all, their reactions were very favorable.

On August 20, 1968, the Office of Law Enforcement Assistance accepted the final report of the Tucson Police Department on the Police-Community Relations Institute. This completed all conditions for the grant that had been received by the Department.

A copy of the Guidline-Bulletin that announced the availability of funds for Police-Community Relations programs is contained in Appendix A. Appendix B contains a copy of the application, and Appendix C contains a copy of the program for the Police-Community Institute.

THE "INPUT" SYSTEM

On May 14, 1968, after the completion of the Community Relations project, the second major assignment of the internship was made. The assignment was to work with Lieutenant Frank Zunno, who had been given the task of developing an information system for the Police Department. The project lasted until the end of the internship.

The problem being confronted by the Police Department was the inability to use the information they gathered to the fullest extent. Information comes in from officers, citizens, reports, and rumors. The information is documented, indexed, and filed for future reference. To retrieve any information from the system, some common or connected relationship must be known. Such relationships are names, type of cases, license numbers, serial numbers, or descriptions.

Aside from summary data, no other records function regularly occurs, except the storage of source documents and index capability for cross-reference. This is not the fault of any personnel; it is merely the product of limited capability of a system that is unable to be more sophisticated with its current resources.

Moreover, no satisfactory system actually exists in the police field for extensive collection, analysis, and dissemination of vital information gained from the myriad observations and contacts made daily by field forces. The greater use of computerization, however, will

offer more utility in this area. Initially, though, it is being utilized in most cases only as a rapid medium of retrieval of basic storage data.

In attempting to determine what police working information is necessary, the acronym INPUT was constructed, not only to reflect the activity of "Information Necessary for Police Use in Tactics," but also to impress on everyone that no information output is possible without first feeding into a system that information concerned with the activity.

Specific working information relegates itself essentially to names of individuals or firms and license numbers of vehicles and incidents. This information is generated in a number of media, such as case reports of all types, accident reports, traffic citations, field interviews, applications for employment, pawn shop reports, visual sightings, "wanted" notices from other agencies, personnel complaints, newspaper stories, and all sorts of rumors coming to the attention of police.

As police secure and document this information, it is stored in Records until individual queries are received. A query for a particular name will reveal all other documented instances where that name came to the attention of police. Investigators then can read the source material for further leads or make whatever analysis the material suggests.

The limitations of such a system are:

1. The name must be had to facilitate retrieval.
2. The name or its multiples must be related to source documents for further leads or analysis.

3. Similar configurations of names, locations, vehicles, times, or other items are difficult to identify without lengthy manual search of source documents.

Moreover, many instances of police information go undocumented and hence do not enter the records system. Some are resolved informally; some items go unnoticed because of a lack of knowledge about the personalities or the circumstances.

What is sought, therefore, is a system which will regularly interrogate itself among its routinely stored documents and also assimilate queries as a temporary factor to give rise to a meaningful configuration useful in police tactics.

A meaningful configuration is simply similarities of names, license numbers, locations, times, or any other similarity desired.

In structuring such a system, it is mandatory that computer utility be employed, since unit record operation would be laborious and would involve a time lag inconsistent with the objective.

Utilization of the computer can be done very simply and without much additional effort. Moreover, the increased utility of police information will increase the effectiveness of police immeasurably.

A survey of existing information that is currently being key-punched by the Records Section disclosed that the following source documents are useful for INPUT, and the cards are capable of compatibility with the computer:

1. Offense Reports
2. Stolen and Recovered Auto
3. Impounds

4. Stolen and Recovered Property
5. Tickets
6. Accident Investigations

Other useful information for INPUT and currently not key-punched or even documented would be:

1. Field Interview Cards
2. Pawn Shop Reports
3. Outside Reports of Stolen Property or Wanted Persons
4. Some medium for a query which then becomes a temporary item of storage in the system and reinforces the similarity configuration that is being sought.

INPUT thus becomes functional when the data is read into the computer and manipulated according to a program designed to match multiples of names, numbers, times, locations, or any other configuration desired. Whenever a match occurs, or whenever three of a kind occur, or whatever threshold level is desired, this information would appear on a print-out. Thus, matches could be the focus of attention by analysts as well as specialists in particular crime categories. More meaningful data can be solicited, utilized, and disseminated throughout all channels as a regular routine feature of Records, rather than merely a summary or retrieval function along limited channels.

Data on cards currently punched by the Records Section (offense reported, stolen and recovered property, including autos and impounded autos) would be read into the computer on a daily basis.

Data from other sources would be introduced directly to a key-punch operation in the City Data Processing Division and then read into the computer on a daily basis. The reason for the separation of effort is twofold:

1. The key-punch operation is necessary because of the confidential nature and sensitivity of these reports.
2. The resources of the Department are not capable of any additional effort without additional personnel. If additional personnel are secured, all key-punching could be accomplished at the Records Section; however, transporting cards to the computer will still be somewhat of a problem.

Whenever daily read-in of information is accomplished, INPUT can then function according to the program of discovering similar configurations based on the new data as well as that previously stored. A daily print-out would identify these configurations and provide a basis for further exploration by those interested.

Since much of the data will lose its utility for INPUT use as time goes on, some data will be purged from INPUT on a regular cycle. The cycle interval will be determined after a trial period establishes a significant point of diminishing returns.

The City of Tucson in the spring of 1968 put into operation an IBM 360 Model 30 computer. This computer is a DOS (Disk Operating System) machine, and this fact was taken into account when planning and

developing INPUT. Four functions that were wanted in the system were also developed. Those functions were: (1) mass storage, (2) fast retrieval, (3) relationship discovery, and (4) compatibility with the National Crime Information Center (NCIC) in Washington, D.C.

The IBM 360/30 computer is able to handle large amounts of data and retrieve it quickly. Thus, the first two functions wanted, mass storage and fast retrieval, are available by using the computer. The relationship discovery wanted in the third function is shown in Figure 3. The City data processing personnel were contacted, and they gave their assurance that a program could be written to find the relationships wanted.

The fourth function, compatibility with NCIC, proved to be the most troublesome. Information at the Tucson Police Department is stored on 80-column punch-cards using mostly Tucson Police Department codes. The NCIC codes are different. For example, the Department's way of telling age is to use a two-digit field with the age in years. NCIC uses the date of birth given in a six-digit field. The change from Tucson Police Department code to that of NCIC was complicated because of the shortage of space on the card. Therefore, the following recommendations were made:

1. The first column of every card should tell the type of card.
2. Columns 2 through 7 are to be used for case numbers on all cards except Field Investigation Cards.
3. Columns 2 through 7 on a Field Investigation (FI) Card would have a six-digit arbitrary consecutive number. The first five digits would be progressive numbers. The last digit would

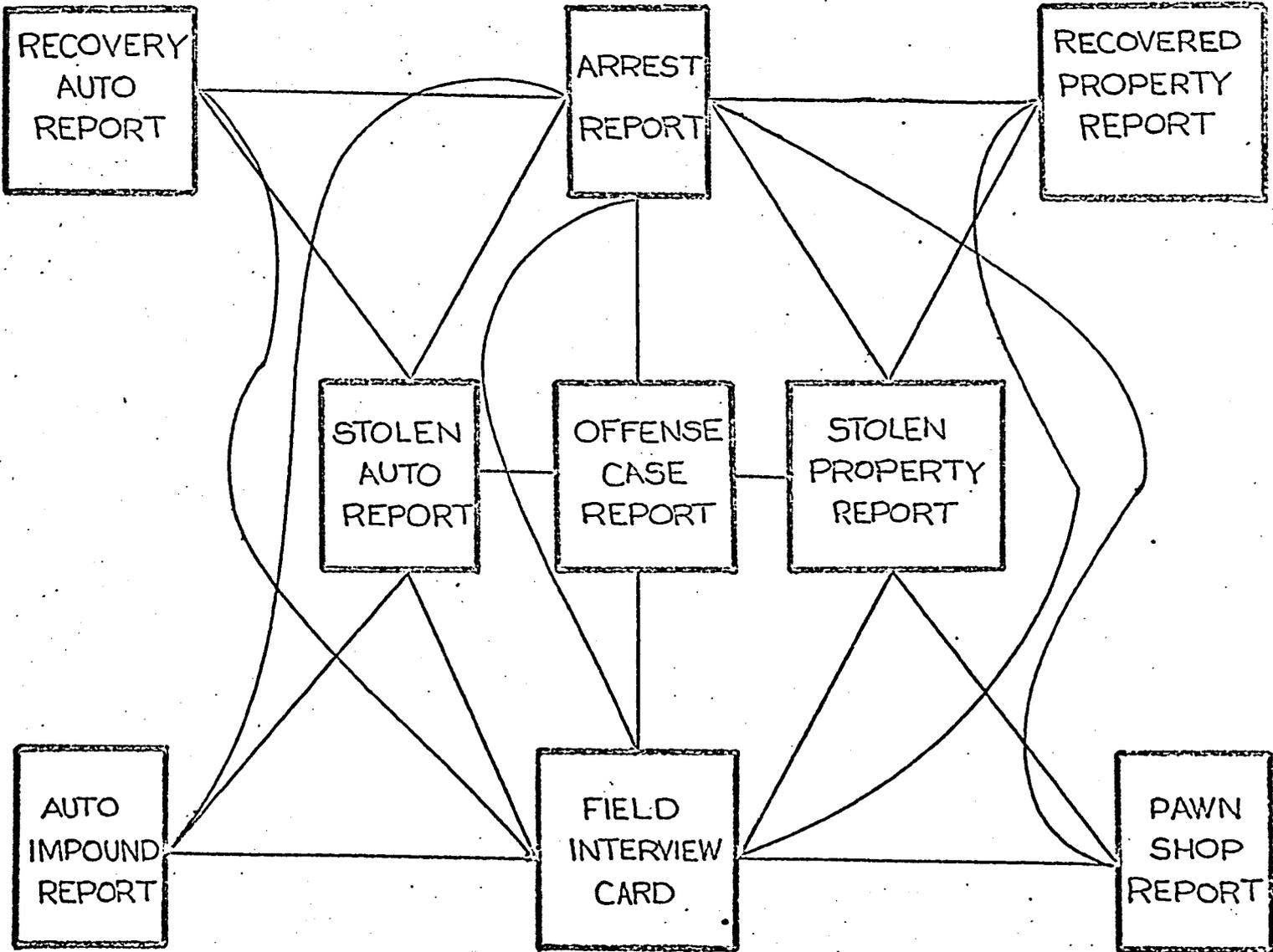


FIGURE 3.

INPUT SYSTEM RELATIONSHIPS

show if there were more than one person involved; if there were, it makes it possible to find the other person connected with the FI. It functions as follows: A lone person on an FI would receive a five-digit number, together with a zero in the sixth digit. In the case of more than one person, the first five digits would be the same; and the sixth would be "A" for the first person, "B" for the second, and so on.

4. The sex description and the origin descriptions should be combined in order to use only one column. It would work as follows:

<u>ORIGIN</u>	<u>MALE CODE</u>	<u>FEMALE CODE</u>
Mexican	A	J
Indian	B	K
Negro	C	L
Oriental	D	M
White	E	N

5. The Division and Police Activity should be coded on one column as follows:

<u>DIVISION</u>	<u>ARREST CODE</u>	<u>OTHER CODE</u>	<u>SUMMONED, NOTIFIED, OR CITED</u>
Uniform	A	J	
Detective	B	K	
Services	C	L	
Administrative	D	M	
S.I.U.	E	N	
Other	F	O	

6. All auto descriptions should be the same for all cards using NCIC code.
7. All auto license descriptions should be the same for all cards using NCIC code.

As of this writing, the City Manager has approved INPUT. The Department is waiting for the City's Data Processing Division to implement the system.

Appendix D contains a copy of the "INPUT" system report. Also, Figure 4 shows the flow of the "INPUT" system.

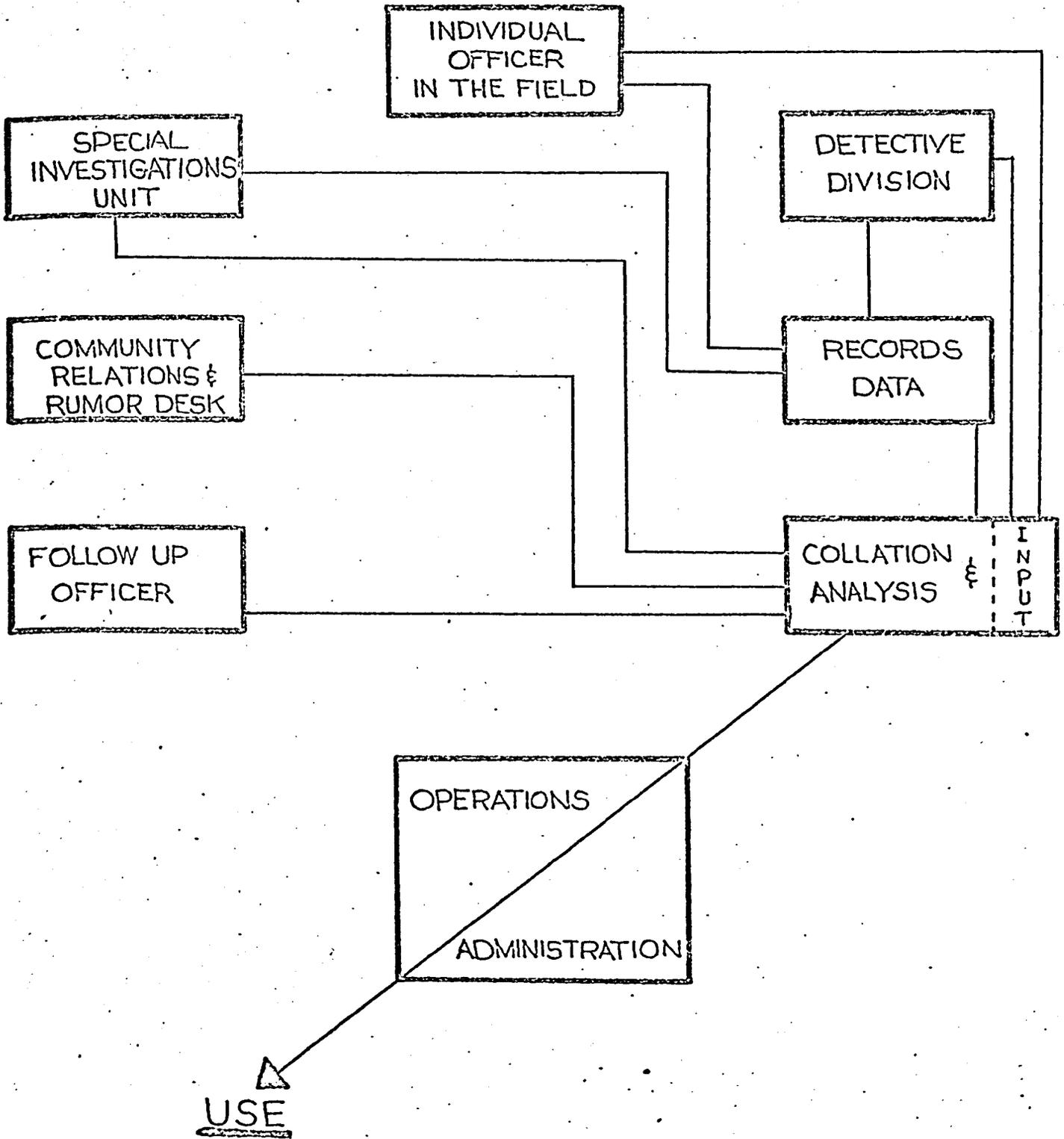


FIGURE 4.

FLOW CHART FOR INPUT SYSTEM

P A R T I I I

THE CONCLUSION

EVALUATION OF INTERNSHIP

Knowledge, to be useful, must be applied. Theory, to be understandable, must be able to be related to the real world. This depicts what an internship is to do. It is a chance to take an unrelated group of ideas, facts, theories, and biases and make them over into a productive act. The internship served between January and June of 1968 was such an experience.

The internship was served part-time, which had some advantages and disadvantages. On the positive side of the ledger was that although the actual time spent working was the same as that of a full-time intern, the time spent with the organization was greater. Therefore, more observations could be made and changes noticed. Also, programs that were suggested could be watched through implementation.

The main disadvantage to serving part-time was the inability to do a large task in one or even two weeks, but the task had to be done over a month or more. This inability to complete quickly caused some anxiety as deadlines approached.

The internship was the part of the educational program that tied the whole program together. It made it possible to tie all the loose ends together into a complete educational experience. The internship was the most important part of the graduate program.

The Tucson Police Department has been exceptional in providing internship experiences to various individuals. Most interns have worked out of the Office of Internal Affairs, although one worked out of the Executive Officer's Office. The intern has been directed by the commander of the office assigned to or by others serving in a staff capacity.

It is recommended that a system be developed to serve as a guide as to where all interns will be assigned, by whom the interns will be directed, and to what type of work the interns will do. It is also recommended that the Police Department develop an orientation program for the intern so that when the intern is assigned projects, he can relate to the Department and the Department's needs.

It is recommended that the Department assign the intern to a specific desk or place to work. It is a necessity that the intern have a place where he can be contacted. It is also noted that having a place to work from is an aid in the actual thinking process.

The internship was the most enlightening part of the graduate program and, therefore, probably the most important. Because of the importance of the internship and because so many different agencies and people handle the internship, it is recommended that a guide be developed to help the people who direct the internship at the agency. It has been noticed that some people who handle the internship at the agency need to have a type of guide to help them.

The last observation that was made was that in the internship quite a bit of what is learned is brought about at an informal level.

Talks with officers in every part of the Department gave insight into the organization and its behavior. The informal part of the internship is important and should not be overlooked by those who take part in the graduate program and internship.

A P P E N D I X A

GUIDELINE — BULLETIN ON POLICE-COMMUNITY RELATIONS



UNITED STATES DEPARTMENT OF JUSTICE
OFFICE OF LAW ENFORCEMENT ASSISTANCE

WASHINGTON, D.C. 20530

August 22, 1966

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Mr. Bernard L. Garmire
Chief of Police
Department of Police
P. O. Box 107
Tucson, Arizona 85702

Dear Chief Garmire:

Enclosed you will find a copy of a guideline-bulletin, offering to police departments in cities over 150,000 population a special grant of up to \$15,000 for planning, development or expansion of efforts in the area of police-community relations. Also attached are application forms and an instruction manual therefor.

This grant series is primarily devoted to planning in order to allow metropolitan departments the necessary man-hours and consultant time not ordinarily available for such work, since improvement in police-community relations is so generally an area of immediate concern to major law enforcement agencies.

The guidelines are quite specific, but if you have further questions, please do not hesitate to telephone or write, inasmuch as funds for this granting series are somewhat limited, and applications will be considered in the order they are received.

This program will be administered by Patrick V. Murphy, our Assistant Director for Law Enforcement, and you may make direct contact either with him or with Paul E. Estaver (Area code 202, RE 7 - 8200, Ext. 3915), who will be directly responsible for receiving applications.

Sincerely,

COURTNEY A. EVANS
Acting Director

Enclosures



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

GUIDELINES

Special Program for Development, Expansion or Improvement of Police-Community Relations Programs in Metropolitan Police Departments

The Office of Law Enforcement Assistance ("OLEA") has established a special program of Planning and Development Grants to plan, initiate, or expand community relations or human relations efforts of metropolitan police departments. It is generally recognized that the success of preventive law enforcement depends greatly upon public understanding and support of the police function and that development of optimal relationships between police departments and the communities they serve requires special competence on the part of law enforcement agencies and personnel in the area of community relations.

Toward the development of this competence, funds will be made available under the Law Enforcement Assistance Act in amounts not to exceed \$15,000 to a limited number of law enforcement agencies. Participation under the special program will be limited initially to police departments serving larger metropolitan areas. Program requisites and grant application procedures are as follows:

(1) Eligible Grantees. Any metropolitan law enforcement agency serving a population in excess of 150,000 can apply and qualify for these special Planning and Development Grants. (A few grants will be considered at this time for smaller departments and non-metropolitan agencies but primarily on a test or pilot basis.) Participation by any agency in this special program does not preclude that agency from presenting other grant applications for consideration against normal OLEA grant criteria.

(2) Purpose. The basic element in a human relations program is the establishment of "two-way" communication, built upon understanding of (a) role of the police by the citizen, and (b) the viewpoints and needs of community residents on the part of police officers. The machinery to achieve these ends commonly includes training, police-citizen dialogue (conferences, meetings, etc.), special units in police departments and/or neighborhoods for maintenance and expansion of communication, and announced guidelines for conduct for officers as they deal with citizens and citizen groups.

(3) Scope of Projects. Recognizing that the field of community relations is at a developmental stage and that programs may take a variety of forms through adaptation to local needs, OLEA has designed this special grant series to support the planning and development of new or expanded efforts in any area directly involving community-relations capabilities or programs of a police department. This could include (i) development of blueprints for comprehensive long-range programs, tailor-made to individual communities, (ii) specific attempts to improve current training

programs (scope, curricula, or focus), organizational procedures, or special programs, (iii) design of new training and operational efforts to meet current gaps or needs in service, (iv) evaluation of existing law enforcement practices in terms of their impact on good police-community relations, (v) involvement of police in community efforts that contribute toward a more orderly society, (vi) development of new methods for handling citizen complaints and concerns.

(4) Support and Budget. Planning and Development Grants will be made available for periods of from 4 to 12 months. OLEA funds may be applied to personnel salaries, consultant services, travel, and office supplies and services. A representative 6-month budget would be as follows:

Project Coordinator (6 mo. full time)	\$ 5,000
Project Assistant (6 mo. 1/3 time)	1,400
Secretary (6 mo. full time)	2,000
Consultants from local universities (20 days @ \$60)	1,200
Employment taxes and benefits (at actual agency rate)	600
Supplies, telephone, postage	700
Travel (local and out-of-state to consult with and visit departments where programs are in development or progress)	1,500
	<hr/>
TOTAL:	\$12,400

The foregoing is illustrative only, and budgets should be geared to the applicant's particular situation and needs. Indirect or overhead expenses cannot be paid for these Planning and Development Grants and, in view of their temporary nature, office space, equipment, and furniture will normally be expected to be provided as a grantee contribution. Consistent with general OLEA policies, a grantee contribution to the project effort of at least 25% of the grant request will be expected (funds, services, or facilities fairly valued) of special program applicants.

(5) Program Goals and Design. The structure of a Planning and Development Project in police-community relations might include the following elements:

(a) The design of lecture and/or discussion materials for training police officers. Special attention is recommended to the use of small group discussions as an effective adjunct to any lecture series.

(b) Establishment of a corps of consulting personnel to serve in advisory and instructional capacities. It is recommended that such personnel be recruited from the local community and educational institutions whenever possible, since they will be in a better position to participate and contribute to continuing training and operational programs.

(c) Visits to up to 5 other law enforcement agencies for observation of methods and programs and exchange of information. These might be cities with well established community-relations programs or those which are experimenting with new methods (names of specific agencies and programs which might be furnished to applicant upon request).

(d) Detailed planning for continuing training and operational community-relations programs (i.e., staff development and identification for leadership roles, determination of training schedules, planning with community lay leaders, formulation of police orders and announcements, etc.).

In outlining these special projects, the important factor is that applicants specify in detail the tasks, efforts and goals they hope to accomplish with assistance funds.

(6) Application. Application for Planning and Development Grants in Police-Community Relations should be made on Form LEA-1, the standard LEAA application form, with close adherence to budget and budget narrative requirements (pages 3 and 4), and the special requirements set forth above. The accompanying Form LEA-9 (yellow applicant work copy) contains detailed instructions for completion of Form LEA-1. The following special instructions are applicable in the case of Planning and Development Grants:

Page 1: Items 5 and 11 may be omitted. Item 7 should name the commanding officer of the applicant law enforcement agency (although the actual project coordinator might be a police officer detached for this duty or a qualified lay person).

Page 2: Items 13 and 16 may be omitted. Item 14 (Grantee Contribution) could include additional police officers assigned to participate in the program plus service, facilities, and other expenses to be borne by the grantee. It is also assumed that command and administrative personnel from the grantee department would devote substantial time and concern to the project.

Page 5: It is expected that the applicant agency will file a statement of what it plans to do in some detail, but in lieu of the standard outline to the project plan and supporting data (as specified in the yellow instruction booklet), a 4-6 page statement covering the following items will suffice:

- (a) a description of existing problems in the locality (i.e., brief history and analysis of minority groups, and pressures and counter pressures developed therefrom);
- (b) a description of the current agency effort (i.e., total number of sworn personnel, the number now engaged in community relations efforts, the present scope of their work, present training programs, etc.);
- (c) a description of the proposed planning and development work, its scope and how it will be carried out; this is the heart of the application and should be as explicit and detailed as possible;
- (d) an indication of what prospects exist for continuation beyond the planning and development stage into training and/or operational programs, with or without federal assistance;
- (e) an indication whether Planning and Development project staff will be drawn from the applicant agency and descriptions of the professional experience, education and competence in police-community relations of the individuals to be involved;
- (f) if there are community agencies (educational, governmental or social service) who may be assisting in the project, an indication of their participation.

WORKSHOPS AND CONSULTING SERVICES

To help foster improved police-community relations effectiveness, OLEA has supported national workshops, special training, and pilot demonstrations in police-community relations. In addition, special consulting services in police-community relations will soon be available on a limited basis through the International Association of Chiefs of Police, 1319 18th Street, N. W., Washington, D. C., and the National Center on Police and Community Relations, Michigan State University, East Lansing, Michigan. Additional information can be obtained by request directed to OLEA or the agencies named.

August 12, 1966

A P P E N D I X B

APPLICATION FOR POLICE-COMMUNITY RELATIONS PROJECT



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

Application is hereby made for a grant under the Law Enforcement Assistance Act of 1965 (PL 89-197) in the amount and for the purposes indicated in the following application.

(Leave Blank)
Application Number _____
Date Received _____

1. Short Title of Project: (Do not exceed one typed line)

Tucson Police Department Community Relations Project

2. Type of Application: (Check one)

Original Revision Continuation of Grant No. _____

3. Project Duration:

Total length 9 months
From March 1, 1967
Through November 30, 1967

4. Total LEAA Support Sought: (Complete for all projects)

\$ 15,003

5. Request for First Year: (Projects exceeding 16 mos.)

\$ _____

6. Applicant Agency or Institution (Name, address, and telephone)

Tucson Police Department
P. O. Box 1071
Tucson, Arizona 85702
Ph. 791-4441

7. Project Director (Name, title, address, and telephone)

Lieutenant Francis R. Kessler
Unit Commander, Internal Affairs
(Training)
P. O. Box 1071
Tucson, Arizona 85702
Ph. 791-4440

8. Financial Officer (Name, title, address, and telephone)

J. H. Urie
Finance Director
City of Tucson
69 N. Meyer
Tucson, Arizona
Ph. 791-4551

9. Official Authorized to Sign Application (Name, title, address, and telephone)

Bernard L. Garmire
Chief of Police
P. O. Box 1701
Tucson, Arizona 85702
Ph. 791-4441

10. Type of Agency or Institution:

Public Private nonprofit

11. Federal Tax Exemption Determination

Yes. Date _____ No Pending

12. Assurance of Compliance With Civil Rights Act of 1964

The Applicant hereby agrees that it will comply with Title VI of the Civil Rights Act of 1964 (P.L. 88-352) and all requirements imposed by or pursuant to Regulations of the Department of Justice (28 CFR Part _____) issued pursuant to that title, to the end that no person shall on the ground of race, color, or national origin be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the Applicant receives Federal financial assistance from the Department; and gives further assurance that it will promptly take any measures necessary to effectuate this commitment, as more fully set forth in the Department's Grant Conditions heretofore furnished to the Applicant. This assurance shall obligate the Applicant for the period during which Federal financial assistance is extended to it by the Department and is given in consideration of and for the purpose of obtaining the grant for which application is hereby made, and the United States shall have the right to seek judicial enforcement of this assurance.



13. Budget Summary for Total Project (omit for projects of less than 16 months duration)

Budget Categories—LEAA Funds		1st Year	2d Year	Beyond 2d Year _____ Months	Totals
Personnel (Employees and Consultants)					
Travel (Transportation and Subsistence)					
Supplies, Communications, and Reproduction					
Other:	Equipment				
	Miscellaneous				
	Indirect Costs				
Total LEAA Funds Requested					
Total Grantee Contribution					

14. Explanation of Grantee Contribution. Describe nature, sources, and project utilization of the Grantee Contribution as specified in Item 13 or Budget Item F, page 3.

There will be 6,160 manhours contributed as a cost factor by the Tucson Police Department for two, 80 hour training sessions (two sessions are necessary to provide sufficient manpower to carry out normal field duties). The manhours contributed will be based on the attendance of the training sessions of 10 selected officers who are extensively involved in police-community activities, 48 sergeants, 14 lieutenants, and 5 captains. All supervisory and command officers of the Tucson Police Department will attend. This entails manhour cost of \$28,835.00 which is inclusive of an approximate 25% fringe benefit charge applied to each manhour as required by the budgetary practices of the City of Tucson.

One captain and two lieutenants will attend the Police-Community Relations Institute, Michigan State University, East Lansing, Michigan for the 1967 annual conference. The cost in salaries for the six days they will be attending the Institute to the police department is \$676.50 inclusive of fringe benefit charge.

15. Federal Support. Will other Federal support be available for any part of this project? Yes _____ No X
If yes, identify and explain _____

16. Federal Submissions. Have other Federal agencies been contacted for assistance on this or similar projects? Yes _____ No X. If yes, identify and indicate status _____

17. Applicant's Agreement

It is understood and agreed by the Applicant: (1) that any grant received as a result of this application shall be subject to the Grant Conditions and other policies, regulations, and rules issued by the Department of Justice for the administration of grant projects under the Law Enforcement Assistance Act of 1965; (2) that funds awarded are to be expended only for the purposes and activities covered by the Applicant's approved plan and budget; (3) that the grant may be terminated in whole or in part by the Attorney General or his designee at any time; and (4) that appropriate grant records and accounts will be maintained and made available for audit as prescribed by the Department.

18. Date: _____

20. Signature of Authorized Official _____

19. Total Pages in Application: _____

Also considered in the costs borne by the grantee, must be the overtime salary expense accrued by those scheduled to attend the training sessions. While one-half of the personnel are attending a training session, the remaining half must absorb the work load of those in attendance. This amounts to 40 hours of overtime for each supervisor and officer. Only sergeants and below are allowed overtime pay which would amount to \$8,816.00 inclusive of the fringe benefit charge for 2,320 hours. Lieutenants and above will be granted administrative leave for their overtime, if and when circumstances permit, thus these costs cannot be accurately calculated.

Miscellaneous expenses related to office supplies, extra clerical assistance, staff planning, and other incidental matters will be borne by the grantee as they arise; thus, they are not specifically identified.

Additional items to be contributed by grantee will include salaries of personnel on observation tour of San Francisco, Los Angeles and San Jose (18 man-days); a portion of the cost of reproduction of lecture materials; portions of FICA and travel budgets; and the lease-out purchase price of a Sony Videocorder, \$750.

The total grantee contribution to the project will exceed \$40,000



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

APPLICATION FOR GRANT

Page 3

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Detailed Project Budget

Complete Project

First Year Only (projects exceeding 16 months)

Period from March 1, 1967

Through November 30, 1967

A. Personnel (Employees and Consultants)	Percent of Time Devoted	Annual Salary	Requested of OLEA	Category Total
(1) Employees (list each position)				
Glerk Steno for 1 month	100%	\$4560	\$ 380	
Lieutenant for 7 months	100%	9400	5408	
TPD training officer for 6 mos. (1/2 time)	50%	6900	1725	
(2) Consultants (list by individual or type)		Fee		
Curriculum consultant	10 days	\$80	\$ 800	
7 Consultants in areas of public relations, education, anthropoligy sociology, law enforcement, human relations, PCR	30 days	80	2400	
(3) FICA, Retirement, etc. (employees only)		\$800		
				\$11,513

B. Travel (Transportation and Subsistence) (Itemize)				
Consultants: 5 trips at \$120 average			\$600	
Travel for 3 to E. Lansing Michigan 3 @ \$200			600	
Consultant subsistence 10 days @ \$16			160	
Air travel for 3 to Los Angeles, San Francisco, San Jose @ \$106			317	
6 days per diem @ \$16 for 3 men - LA, San Fran, San Jose			288	\$ 1,965

C. Supplies, Communications and Reproduction (Itemize)				
Reproduction of lecture materials			\$150	
Phone calls			200	
Books and pamphlets			350	
				\$ 700

D. Other (Equipment, Miscellaneous and Indirect Costs) (Itemize)				
Rental fee for training sessions; \$30 x 20 days			\$600	
Registration fees for 3 men at Michigan State 3 x \$75			225	
				\$ 825

E. Total Amount Requested (Sum of Categories A through D above) | \$15,003

F. Total Grantee Contribution (Page 2, Item 14) | \$40,000



Budget Narrative

Begin below and add as many continuation pages (1a, 4b, etc.) as may be needed to complete the required justification and explanation of the project budget.

The following is the budget narrative for the request for funds for the TUCSON POLICE DEPARTMENT COMMUNITY RELATIONS PROJECT

A. PERSONNAL

1. Employees

One (1) Clerk Steno will be needed to handle all correspondence and necessary office and paper work with an accumulative time period of one (1) month at a salary of \$380.00 per month.

Also needed will be a lieutenant to act as a Project Director for seven months of the project period. LEA funds: \$5408. A Tucson Police Department training officer will be needed to devote half of his time for the six months duration of the program. LEA funds requested: \$1,725.00

2. Consultants

Ten days time from a curriculum consultant at \$80 will be needed to set up the project. Anticipated fees of \$800.00 are applied for through LEA funds. Eight (8) consultants, six (6) of whom are from the University of Arizona, will instruct in fourteen (14) units of instruction in the following areas: Public Relations (4); Education (1); Cultural Anthropology (1); Sociology (2); Law Enforcement (3); Human Relations (1); Police-Community Relations (2). One unit of instruction will be approximately six (6) hours. The consultant in public relations will be expected to explore the successful commercial techniques in the area of sales, marketing, and advertising in relationship to police tasks and police objectives.

Total LEA funds requested for the 30 man-days of instruction are \$2400, based on a daily fee of \$80.00. FICA and fringe benefits were figured on an 11% basis; the resultant figure of \$815.43 is rounded off to \$800.

B. TRAVEL

75

1. Consultant travel costs are an estimated figure, figuring that while some consultant assistance may be available from the western U.S., there may also be needed assistance from eastern cities and universities.
Estimate: 5 round trips at an average cost of \$120.

Total	\$600.
-------	--------
2. Actual cost of round trip fare to Lansing, Michigan is \$221.02. Total fares for 3 men plus taxi fare will exceed \$670.

Total Requested	\$600.
-----------------	--------
3. Ten days of consultancy will call for 10 days per diem at \$16.

Total	\$160.
-------	--------
- 4-5. Under the Guidelines suggested activities, we plan to send 3 men on a single tour to observe police-community relations activities. Their itinerary would include Los Angeles, San Francisco and San Jose.

Calculations for this trip were made for auto and airplane since 3 men are to make the trip.

Auto mileage would be about 1865 or \$150. at .08 a mile. About 4 days' driving time would be involved, making a total of 10 days per man to yield 6 observation time. Thus 30 man-days would total \$480., making a total budget of \$630. for the trip by automobile.

Air fare to the three cities and return is \$105.65, American coach rates x 3 men equals \$317. Six days total for the trip x 3 men equals \$288. per diem, totaling \$605.

Thus the requested amounts are:

Air travel to Los Angeles, San Francisco and San Jose	\$317
Six days per diem x 3 men	\$288

C. SUPPLIES, COMMUNICATIONS AND REPRODUCTIONS

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The lecture material for the entire course should be transcribed and reproduced so that the material may be used for future reference and training. This estimated cost for seventy-seven (77) complete sets of material is \$500.00. Of this amount, we request \$150; the remaining \$350 will be a grantee contribution.

It is anticipated that numerous telephone calls will be made to various parts of the country in order to coordinate and organize the course, averaging less than \$23 per month. Two hundred dollars in L.E.A. funds are requested for this purpose.

All 77 participating members of the course will be supplied a maximum of \$5.00 worth of books and/or pamphlets during the course. L.E.A. requested funds for this purpose: \$350.

D. OTHER (EQUIPMENT, MISCELLANEOUS)

Rental fee for suitable quarters conducive to a suitable atmosphere for command officers was figured at \$30.00 per day for twenty (20) days. The Tucson Police Department Training Academy will be conducting three (3) concurrent training programs and will be unavailable for use. Space required will be one large meeting room approximately 20x40 feet, plus 2 or 3 smaller rooms 15x20 feet. Space rates vary seasonally in Tucson. The rate quoted is average for autumn, when costs are reduced.

Registration fee covering tuition, room and board for three (3) supervisors to attend Michigan State University Annual Police-Community Relations Institute is \$75 each, totaling \$225.

In order to get full value of the course for the entire Tucson Police Department, the leased buy-out of a Sony Videocorder is anticipated. The entire course will be taped on video tape and will be shown to the rest of the department in in-service training classes, briefing sessions, and to the new recruits during their 15-week training period, thereby omitting any variation of the instructional phase. With this equipment the immediate benefits of this type of a program can be utilized for months and even years to come without additional expense. At the end of the 6 month lease period the buy-out figure is \$1.00. Total cost of \$750 for the Videocorder equipment will be a grantee contribution.

A P P E N D I X C

PROGRAM FOR THE POLICE-COMMUNITY RELATIONS INSTITUTE

TUCSON POLICE DEPARTMENT

77

INSTITUTE on POLICE - COMMUNITY RELATIONS

22 January 1968 - 16 February 1968

LOCATION:
TUCSON INN
CONVENTION CENTER

Ninth
and
Drachman

INSTITUTE ON POLICE-COMMUNITY RELATIONS

FIRST WEEK

78

MONDAY 22 Jan 68 & 5 Feb 68

0800-1200 hr.

A. Meaning, Purpose, Function of Police-Community Relations Speaker Bernard L. Garmire

1. Introduction by Chief of Police of distinguished guests.
2. The Chief of Police's unequivocal endorsement of both the Institute and the idea of police-community relations.
3. History, development and current trends in Community Relations at Tucson Police Department, lieutenant in charge.

1300-1700 hr.

B. Discussion of Topic A

1300-1430 - small group discussions

1430-1700 - questions and answers with Chief of Police and other command officers as well as with any guests.

TUESDAY 23 Jan 68 & 6 Feb 68

0800-1200 hr.

Topic 1: The Nature of Prejudice and Discrimination

Speaker: Dr. Roger I. Yoshino

1300-1700 hr.

Topic 2A: Part I: Basic Principles of Intergroup Relations

Speaker: Dr. Ronald W. Henderson

Purpose: General Basic principles on how to understand human relations, what motivates people, why they act the way they do.

WEDNESDAY 24 Jan 68 & 7 Feb 68

0800-1200 hr.

Topic 3: How to Communicate with Minority Groups

Speaker: Dr. Roger I. Yoshino

Purpose: Not to learn the language but to learn how these people think and what they mean by the use of certain words as well as how they are influenced by their culture traits.

1300-1700 hr. Topic 2B: Part II: Basic Principles of Intergroup Relations

Speaker: Dr. Ronald W. Henderson

THURSDAY 25 Jan 68 & 8 Feb 68

0800-1000 hr. Group Discussion of Topics 1, 2, and 3. Prepare questions to be asked at 1000 hours of the speakers.

1000-1200 hr. Questions and Answers

1300-1500 hr. Topic 4: Public Relations and the Police Officer

Speaker: Representatives from Harland-Garland Associates.

Purpose: Tips on P.R. that police can use to secure help from public, improve their image, and improve police-community relations.

1500-1700 hr. Discussion of Topic 4

FRIDAY 26 Jan 68 & 9 Feb 68

0800-1200 hr. Topic 5: The Nature of Delinquency and the Delinquent in Tucson

Speaker: Dr. June Morrison

1000-1200 hr. Topic 6: The Nature and Extent of Dropouts in Tucson

Speaker: Mr. Frank Ott

1300-1500 hr. Topic 7: The Young Adult Offender

Speaker: Representative from the Arizona Youth Center

1500-1700 hr. Discussion of Topics 5, 6 and 7, small discussion groups

Purpose: What can be done by police to meet these problems, limitations of police activities, programs that police can do to handle these problems.

SECOND WEEK

MONDAY 29 Jan 68 & 12 Feb 68

80

- 0800-1000 hr. Topic 8: Group Dynamics
Speaker: Dr. Raymond A. Mulligan
- 1000-1200 hr. Topic 9: Civil Disobedience - Justified or Not
Speaker: Dean Charles E. Ares
- 1300-1500 hr. Topic 10: The Nature of Poverty, Its Effects on Crime
Speaker: Mr. Fred Acosta
- 1500-1700 hr. Discussion of Topics 8, 9 and 10: Small discussion groups
Purpose: Same as Topics 5, 6, 7 above.

TUESDAY 30 Jan 68 & 13 Feb 68

- 0800-0900 hr. Topic 11: The American Culture
Speaker: Dr. James F. Downs
- 0900-1000 hr. Discussion of first weeks material and the above, small discussion groups. Formulate questions to be discussed at 1000 hours.

Purpose: An open discussion on all topics and a cultural anthropologist will moderate. The purpose is to find out if they learned anything; to bring back from their discussion answers to some of the problems raised and to secure their general reaction to content of material presented. Also, to find out any prejudices and then to work to eliminate these prejudices. At all sessions there should be a C.R. acting as a participant observer to take down all pertinent exchange of information between the lecturers and and the participants. This could then form a basis for future work on conditioning the officers to accept police-community relations and some of this information could be given to lecturers as the need arises.
- 1000-1200 hr. Questions and Answers
Topic 12: The Nature and Purpose of Various Civil Rights & Ethnic Groups in Tucson
- 1300-1400 hr. N.A.A.C.P. - Representative, Mr. Robert L. Horn
- 1400-1500 hr. Mexican-American - Representative,

1500-1600 hr. A.C.L.U. - Representative, Reverend Clinton Fowler
 Purpose: Each representative will be given an hour to present their aims, functions and grievances.

1600-1700 hr. Discussion of Above: Small discussion groups

WEDNESDAY 31 Jan 68 & 14 Feb 68

0800-1000 hr. Panel "A" - What does the Mexican-American Think of Tucson and its people?

Panel Members: Councilman Hector Morales

Mr. Frank Soto

Mr. M. R. Barazzas

Purpose: Questions and answers. The discussion could also include what these people expect of the police and of Tucson. The underlying theme is to find out what these people expect of the police, why they have these expectations, what criticism and praise they have for the police.

1000-1200 hr. Discussion of Above: Small discussion groups

1300-1500 hr. Panel "B" - What does the Negro Think of Tucson and the Police?

Panel Members: Mr. Reuben Salter

Mr. Hubert Davis

Mr. Cress Lander

Purpose: Same as "A".

1500-1700 hr. Discussion of Above: Small discussion groups

THURSDAY 1 Feb 68 & 15 Feb 68

0800-1000 hr. Panel "C" - What does the Anglo-American Think of Tucson and the Police?

Panel Members: Mr. Edward Morgan

Reverend Charles Rourke

Mr. Robert McNeal

Purpose: Same as "A".

1000-1200 hr. Discussion of Above: Small discussion groups

1300-1400 hr. Panel "D" - What does the Indian Think of Tucson and the Police?

Panel Members: Mr. Cyrus Preston

Mr. Vincent Matus

Purpose: Same as "A"

1400-1500 hr. Discussion of Above: Small discussion groups

1500-1600 hr. Who are the People of Tucson?

Speaker: Representative of City of Tucson Community Development

Purpose: A thorough description of composition of Tucson's population and its future trends; ethnic, racial, in-migration, age, sex, income, geographical distribution.

1600-1700 hr. Discussion of Above: Small discussion groups

FRIDAY 2 Feb 68 & 16 Feb 68

1800-1700 hr. Specific Suggestions of Community Relations Programs of Tucson Police that participants can become involved in.

A P P E N D I X D

THE "INPUT" SYSTEM

- Introduction -

Police working information is essentially gathered from officers working in nine specific components of the Department - four Uniform Division forces, two Detective Division forces, Special Investigation Unit, the Rumor Desk, and the Follow-up Officer.

Information is duly documented, methodically indexed, and filed for future reference. Retrieval is accomplished if approached along similar channels; i.e., by knowing a name connected with the case or by knowing the case number that is chronologically assigned at the time the offense report is made.

In some cases, license plate numbers or serial numbers of items or locations may be a retrieval medium.

Aside from summary data, no other record's function regularly occurs except the storage of source documents and index capability for cross reference. This is not the fault of any personnel; it is merely the product of limited capability of a system that is unable to

be more sophisticated with its current resources.

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Moreover, no satisfactory system actually exists in the police field for extensive collection, analysis, and dissemination of vital information gained from the myriad of observations and contacts made daily by field forces. The greater use of computerization, however, will offer more utility in this area. Initially though, it is only being utilized in most cases as a rapid medium of retrieval of basic storage data.

In attempting to determine what police working information is necessary, the acronym I N P U T was constructed, not only to reflect the activity of "Information Necessary for Police Use in Tactics", but also to impress on everyone that no information output is possible without first feeding into a system that information concerned with the activity.

- Current Records System -

Specific working information relegates itself essentially to names of individuals or firms and

license numbers of vehicles and incidents. This information is generated in a number of media such as: case reports of all types, accident reports, traffic citations, field interviews, applications for employment, pawn shop reports, visual sightings, wanted notices from other agencies, personnel complaints, newspaper stories, and all sorts of rumors coming to the attention of police.

As police secure and document this information it is stored in Records until individual queries are received. A query for a particular name will reveal all other documented instances where that name came to the attention of police. Investigators then can read the source material for further leads or make whatever analysis the material suggests.

The limitations of such a system are:

1. You must first have a name to facilitate retrieval.
2. The name or its multiples must be related to source documents for further leads or analysis.

3. Similar configurations of names, locations, vehicles, times, or other items are difficult to identify without lengthy manual search of source documents.

Moreover, many instances of police information go undocumented and hence do not enter the records system. Some are resolved informally; some items go unnoticed because of a lack of knowledge about the personalities or the circumstances.

- I N P U T System -

What is sought therefore is a system which will regularly interrogate itself among its routinely stored documents and also assimilate queries as a temporary factor to give rise to a meaningful configuration useful in police tactics.

A meaningful configuration is simply similarities of names, license numbers, locations, times, or any other similarity desired.

In structuring such a system, it is mandatory that

computer utility be employed since unit record operation would be laborious and involve a time lag inconsistent with the objective.

Utilization of the computer can be done very simply and without much additional effort. Moreover, the increased utility of police information will increase the effectiveness of police immeasurably.

A survey of existing information that is currently key punched by our Records Section disclosed that the following source documents are useful for I N P U T, and the cards are capable of compatibility with the computer:

- A. Offense Reports
- B. Stolen and Recovered Auto
- C. Impounds
- D. Stolen and Recovered Property
- E. Tickets
- F. Accident Investigations

Other useful information for I N P U T and currently

not key punched or even documented would be:

- A. Field Interview Cards
- B. Pawn Shop Reports
- C. Outside Reports of Stolen Property or Wanted Persons
- D. Some medium for a query which then becomes a temporary item of storage in the system and reinforces the similarity configuration we are seeking. (A Field Interview Card could be used)

I N P U T thus becomes functional when these data are read into the computer and manipulated according to a program designed to match multiples of names, numbers, times, locations, or any other configuration desired. Whenever a match occurs, or whenever three of a kind occur, or whatever threshold level is desired, this information would appear on a daily print out. Thus, matches could be the focus of attention by analysts as well as specialists in particular crime categories.

More meaningful data can be solicited, utilized, and disseminated throughout all channels as a regular routine feature of Records rather than merely a summary or retrieval function along limited channels.

- Function of I N P U T -

I N P U T will perform the following basic functions:

1. Mass Storage
2. Fast Retrieval
3. Relationship Discovery
4. Compatibility with National Crime Information Center in Washington, D.C.

The first two functions need not be considered initially in the context of absorbing all of the data currently stored in our Records system. As resources permit, this can be accomplished whenever possible as a long range project. Current data, however, can be introduced and within a short time sufficient data will

be available for utility of function.

The last two functions are extremely important: Number three, the chief asset of this system, can offer immediate utility with a minimum extension of existing resources. Number four can be utilized to transmit data to National Crime Information Center to broaden the capability of the I N P U T system.

- Implementation -

Data on cards currently punched by our Records Section (offense reported, stolen and recovered property including autos and impounded autos) would be read into the computer on a daily basis.

Data from other sources would be introduced directly to a key punch operation in the City Data Processing Division and then read into the computer on a daily basis. The reason for the separation of effort is two fold:

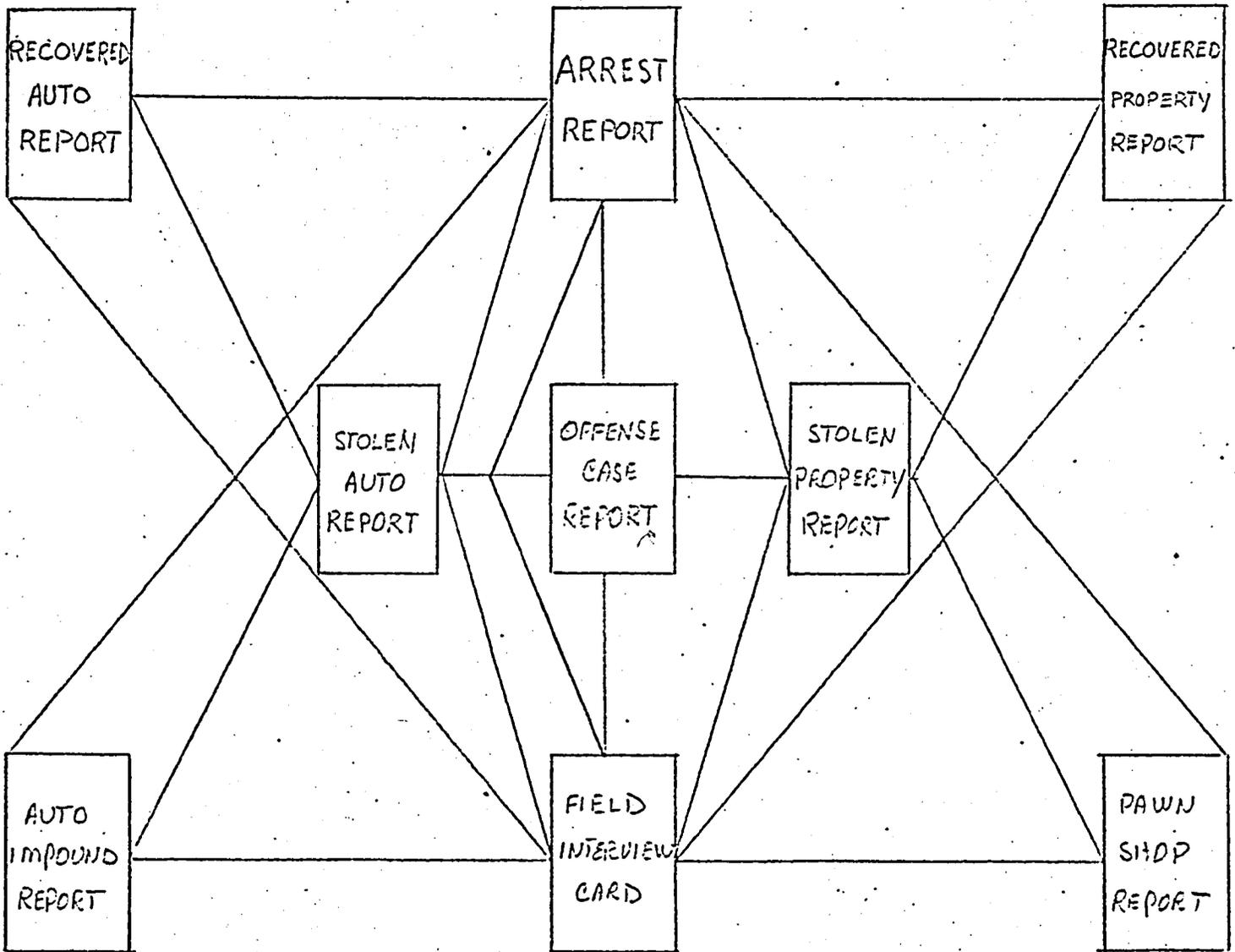
- A. Our key punch operation is necessary because of the confidentiality and sensitivity of these reports.

B. Our resources are not capable of any additional effort without additional personnel. If additional personnel are secured, all key punch could be accomplished at our Records Section; however, transporting cards to the computer will still be somewhat of a problem.

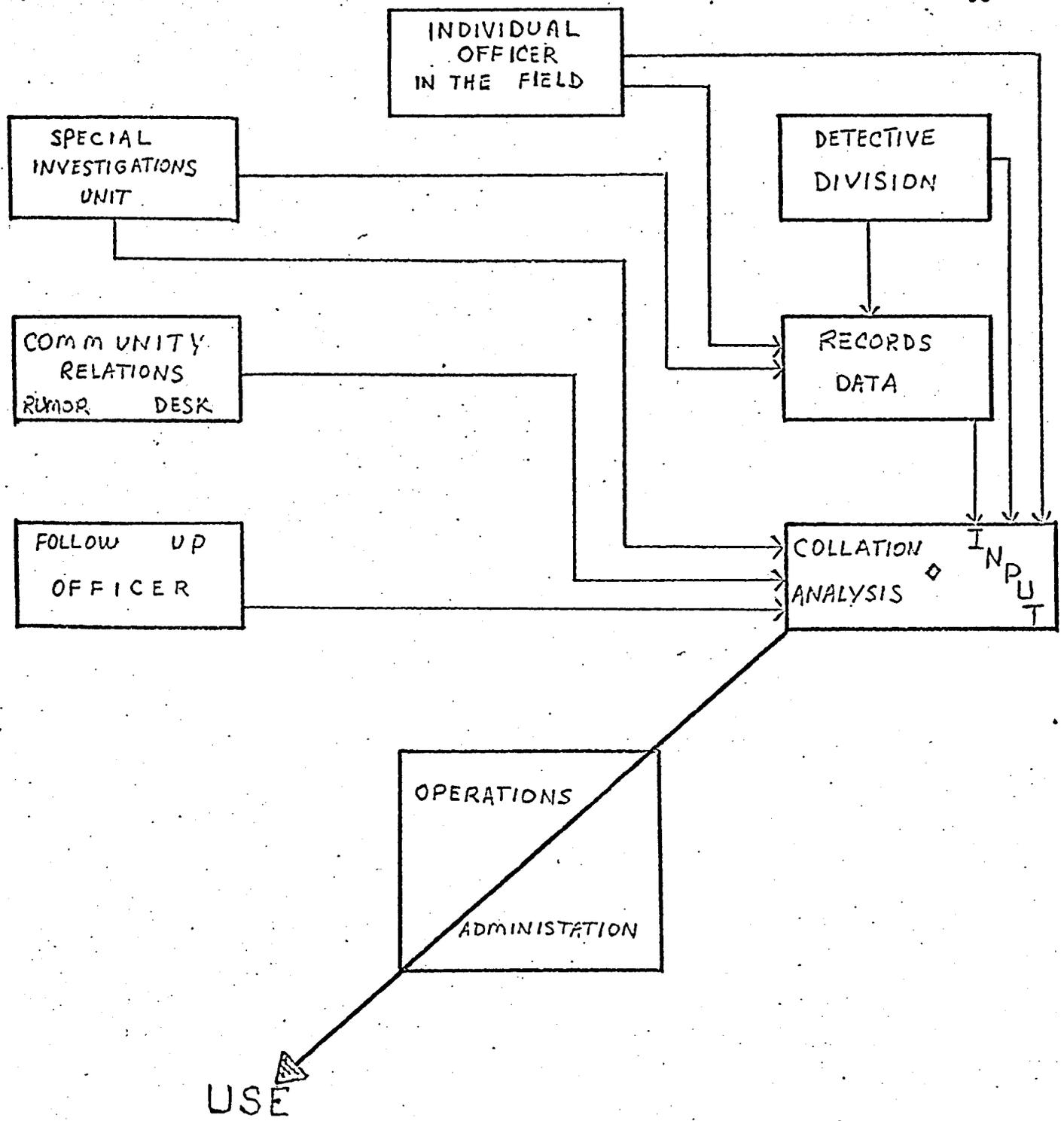
Whenever daily read in of information is accomplished, I N P U T can then function according to the program of discovering similar configurations based on the new data as well as that previously stored. A daily print out would identify these configurations and provide a basis for further exploration by those interested.

Since much of the data will lose its utility for I N P U T use as time goes on, some data will be purged from I N P U T on a regular cycle. The cycle interval will be determined after a trial period establishes a significant point of diminishing returns.

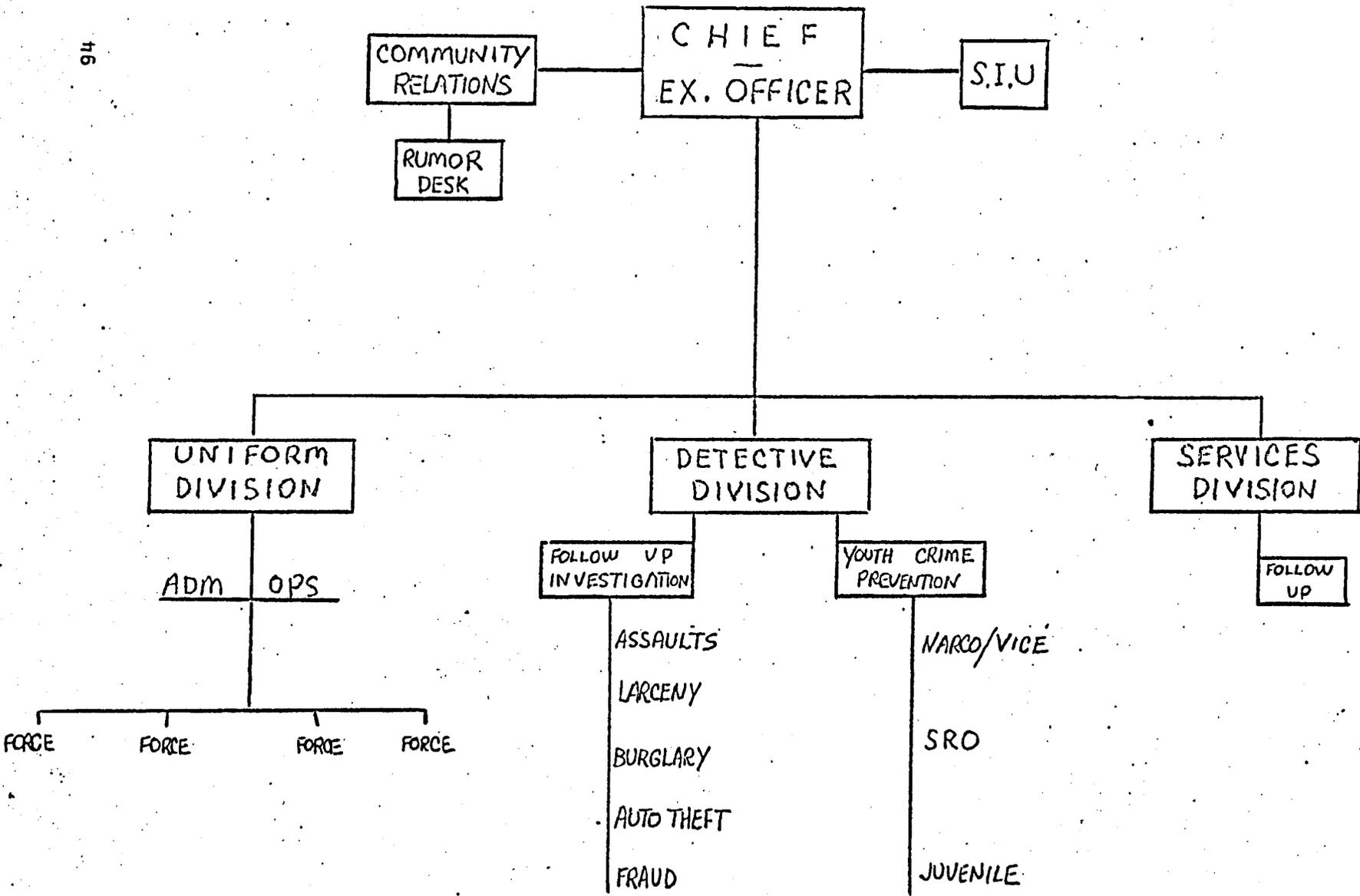
To facilitate evaluation of I N P U T and assist in its implementation, a number of proposed punch card layouts, flow diagrams, and a program chart are attached.



INPUT SYSTEM RELATIONSHIPS



FLOW CHART FOR INPUT SYSTEM



PARTIAL ORGANIZATION CHART SHOWING COLLECTION SOURCES FOR INFORMATION

CITY OF TUCSON, ARIZONA
CARD LAYOUT FORM

ARREST CARD

95

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

- | | | |
|--------------------|--------------------------------|-------------------------------|
| 1. Card Code | 7. Booking Number | 13. Charge |
| 2. Case Number | 8. Sex and Origin | 14. Disposition |
| 3. Name | 9. Date of Birth | 15. Previous Criminal History |
| 4. Date of Arrest | 10. School Attending | 16. Sentence |
| 5. Time of Arrest | 11. Arresting Officer | |
| 6. Place of Arrest | 12. Division and Police Action | |

Explanation

ARREST CARD

1. Card Code Tells type of card.
2. Case Number 6 digit field to represent standard Tucson Police Department case number reference.
3. Name 23 column field for name of subject arrested. Last name, first name, middle name or initial.
4. Date of Arrest NCIC standard code; day of month, month, year (last two digits).
5. Time of Arrest 24 hours, using two digits to nearest hour.
6. Place of Arrest 5 columns total. Two columns to designate Tucson Police Department patrol areas, three columns to designate grid. Current use in unit record operations of sector designation is superfluous since computer can deliver any multiples of grids if programmed.
7. Booking Number 5 columns for Tucson Police Department booking number
8. Sex and Origin One column utilization for two characters of information as follows:

ORIGIN	MALE	FEMALE
M	A	J
I	B	K
N	C	L
O	D	M
W	E	N

9. Date of Birth NCIC
10. School Attending 3 column utilization of Tucson Police Department code.
11. Arresting Officer Payroll number of arresting officer.

ARREST CARD - cont'd.

12. Division and Police Activity One column utilization of multiple characters of information as follows:

DIVISION	ARREST	OTHER (Summoned) (Notified) (Cited)
Uniform	A	J
Detective	B	K
Service	C	L
Administrative	D	M
S.I.U.	E	N
Other	F	O

13. Charge Five column field. First column identifies type of crime. The next two columns signify the Uniform classification, and the last two columns carry the Detail or Class Sub-division from the Tucson Police Department "offense code."
14. Disposition One column, Tucson Police Department code.
15. Previous criminal history One column, Tucson Police Department code.
16. Sentence A nine column field. The first column is coded either Y or D to indicate years or days. The next three columns give the number of days or years. The fifth column is used if there is probation. The last four columns are used to designate the monetary value of a fine, if any.

CITY OF TUCSON, ARIZONA
CARD LAYOUT FORM

STOLEN AND RECOVERED PROPERTY CARD

98

1	2	3	4	5	6	7	8	9	10	11
0	0	0	0	0	0	0	0	0	0	0
1	2	3	4	5	6	7	8	9	0	1
1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9

- 1. Card Code
 - 2. Case Number
 - 3. Date
 - 4. Time
 - 5. Place
 - 6. Offense
 - 7. Recovered by
 - 8. Number of NCIC coded descriptions and values
 - 9. First Description
 - 10. Second Description (If any)
 - 11. Start of third description (If any)
- * The rest of the third description and any others should follow on following cards.

Explanation.

STOLEN AND RECOVERED PROPERTY CARD

- | | |
|---|--|
| 1. Card code | See Arrest Card |
| 2. Case number | See Arrest Card |
| 3. Date | See Arrest Card |
| 4. Time | See Arrest Card |
| 5. Place | See Arrest Card |
| 6. Offense | See Arrest Card (charge) |
| 7. Recovered by | One digit field for the Division or jurisdiction that recovered the property, Tucson Police Department code. |
| 8. Number of NCIC coded descriptions and values | A two digit field giving the number of property descriptions that follow. |
| 9. First description | A 24 column field giving the property description and the value of the property. The first columns are the NCIC coded descriptions. The last columns is the value of the property described in dollar value. |
| 10. Second description | See first description |
| 11. Third description | First two columns of description. The rest of the description follows on another card. See first description. |

CITY OF TUCSON, ARIZONA CARD LAYOUT FORM

VEHICLE IMPOUND CARD

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9

- | | | |
|---------------------|--------------------|-------------------|
| 1. Card Code | 7. Year of License | 13. Color of Auto |
| 2. Case Number | 8. License Number | 14. Motor Number |
| 3. Date | 9. Make of Auto | 15. Garage Stored |
| 4. Violation | 10. Model of Auto | |
| 5. State of License | 11. Year of Auto | |
| 6. Type of License | 12. Body Style | |

Explanation

VEHICLE IMPOUND CARD

- | | |
|---------------------|--|
| 1. Card Code | See arrest card. |
| 2. Case number | See arrest card. |
| 3. Date | See arrest card. |
| 4. Violation | Two column field using Tucson Police Department code. |
| 5. State of License | NCIC code |
| 6. Type of License | NCIC code |
| 7. Year of License | NCIC code |
| 8. License number | NCIC code |
| 9. Make of auto | NCIC code |
| 10. Model of auto | NCIC code |
| 11. Year of auto | NCIC code |
| 12. Body style | NCIC code |
| 13. Color of auto | NCIC code |
| 14. Motor number | A 14 digit field containing the serial number of the engine using NCIC code. |
| 15. Garage stored | A 18 column field for name of garage where the impounded vehicle is stored. |

CITY OF TUCSON, ARIZONA CARD LAYOUT FORM

STOLEN AND RECOVERED AUTO CARD

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9

- | | | |
|---------------------|-------------------|------------------|
| 1. Card Code | 7. License Number | 13. Motor Number |
| 2. Case Number | 8. Make of Auto | 14. Jurisdiction |
| 3. Owner of Auto | 9. Model of Auto | 15. Date Stolen |
| 4. State of License | 10. Year of Auto | |
| 5. Type of License | 11. Body Style | |
| 6. Year of License | 12. Color of Auto | |

Explanation

STOLEN AND RECOVERED AUTO CARD

- | | |
|---------------------|---|
| 1. Card code | See Arrest Card |
| 2. Case number | See Arrest Card |
| 3. Owner of auto | Name of owner of auto, see Arrest Card |
| 4. State of license | NCIC code |
| 5. Type of license | NCIC code |
| 6. Year of license | NCIC code |
| 7. License number | NCIC code |
| 8. Make of auto | NCIC code |
| 9. Model of auto | NCIC code |
| 10. Year of auto | NCIC code |
| 11. Body style | NCIC code |
| 12. Color of auto | NCIC code |
| 13. Motor number | NCIC code |
| 14. Jurisdiction | One digit field using Tucson Police Department code. |
| 15. Date stolen | Date vehicle was stolen. For further details on date see Arrest Card. |

CITY OF TUCSON, ARIZONA CARD LAYOUT FORM

FIELD INVESTIGATION CARD

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9

- | | | |
|-------------------|---------------------|-------------------|
| 1. Card Code | 7. Time | 13. Make of Auto |
| 2. F. I. Number | 8. Place | 14. Model of Auto |
| 3. Name | 9. State of License | 15. Year of Auto |
| 4. Date of Birth | 10. Type of License | 16. Body Style |
| 5. Sex and Origin | 11. Year of License | 17. Color of Auto |
| 6. Date | 12. License Number | |

Explanation

F. I. CARD

- | | |
|---------------------|---|
| 1. Card code | See Arrest Card |
| 2. F. I. number | A six digit field giving an arbitrary, consecutive number. The first five digits are progressive numbers. The last digit shows if there is more than one person involved; if there is, it makes it possible to find the other persons connected with the F.I. It functions as follows: a lone person on an F. I. will receive a five digit number, together with a zero in the sixth digit. In the case of more than one person, the first five digits will be identical and the sixth will be "A" for the first person, "B" for the second, and so on. |
| 3. Name | See Arrest Card |
| 4. Date of birth | See Arrest Card |
| 5. Sex and origin | See Arrest Card |
| 6. Date | See Arrest Card |
| 7. Time | See Arrest Card |
| 8. Place | See Arrest Card |
| 9. State of license | NCIC code |
| 10. Type of license | NCIC code |
| 11. Year of license | NCIC code |
| 12. License number | NCIC code |
| 13. Make of auto | NCIC code |
| 14. Model of auto | NCIC code |
| 15. Year of auto | NCIC code |
| 16. Body style | NCIC code |
| 17. Color of auto | NCIC code |

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