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Lee W. Ralston

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## TRAINING THE TEACHERS FOR POLICE ROLL CALL TRAINING

Lee W. Ralston

Lee W. Ralston (B.S., M. Ed.), Director, Division of Trade and Industrial Education, Los Angeles County Schools, served with the Field Training Unit of the Los Angeles Police Department in their instructor training program of which he now writes. The Roll Call Training Program of this Department marks one of the more progressive steps in police training and education in recent years, and much of its success has been the result of an adequately trained staff of teaching supervisors. Mr. Ralston has had wide experience in the education field and in teacher training, holding appointments during the last fifteen years on the faculties of Coalinga Junior College, the University of California at Berkeley, and the University of California at Los Angeles.—EDITOR.

With the establishment of Roll Call Training in the Los Angeles Police Department, the need of training for the supervising officers in techniques of teaching became apparent. One of the basic problems was to accomplish fifteen minutes worth of training in fifteen minutes. A limited number of the supervising officers had been given the opportunity to get some teacher training a few years ago during the supervisory training conferences that have been given in the department for a long period of time. A few of the supervising officers had received experience during the war in training situations in the military organizations. Although every supervising officer realized that teaching was one of the many duties and responsibilities of his job, very few had translated this responsibility into an assembly room situation.

The problem of providing the teacher training course in as few a number of hours as practical faced the teacher trainers. Since the training was done in some cases outside of the working hours of the supervising officers, it must be efficient and effective in a limited amount of time. The groups were established so that the size of each class would approximately be twenty men. Although the rank of the supervising officers varied in each group, each man was just a member of the class. An attempt was made to get each geographical area and each functional unit represented in each group and in most cases this was carried out.

### INTRODUCTION SESSION

Each course was started with an explanation of the function of the Field Training Unit by Sergeant Ed. M. Davis, the Coordinator. In this discussion, the methods of developing the subjects, the development

of the material, and the services of the Field Training Unit were covered; also the relationship of the Unit to other training functions within the department. At the end of this discussion, the session was turned over to the teacher trainer who carried on throughout the rest of the course, which covered seven sessions of a two-hour duration.

### GETTING ACQUAINTED

In order to get acquainted quickly with the members of each group, the teacher trainer asked each officer attending to stand and give a little of his personal history, such as name, rank, division, length of service, previous locations, and any other interesting comments. In addition to acquainting the teacher trainer with the group, it also allowed the members to know each other and, more important, to break down any feeling of reticence on their part to stand up and talk before a group of peers. Since they were all talking about their own experiences, something with which they were completely familiar, this procedure reduced to a minimum the nervousness that sometimes appears during practice lessons that came during later sessions.

### DEMONSTRATION LESSON OF A MANIPULATIVE JOB

After having established this group relationship and explained that there are two types of lessons that they may be called upon to teach, namely, manipulative jobs and technical information, the teacher trainer arranged for a demonstration lesson of the manipulative type. A member of the group that was not familiar with the specific job was taught how to perform it in front of the group. The demonstration lesson was prepared complete with lesson plan, charts, or diagrams, and any properties that were required. The emphasis was placed on the teaching techniques although the lesson was also technically correct.

When the officer had completed the demonstration lesson, he returned to his seat, and an analysis of what had happened during the lesson was developed by the group. This was done by the teacher trainer using conference procedure. It developed that the officer learned because a definite technique and procedure had been followed. The summation of this conference promoted a generalization of this procedure and set up the four steps of instruction as follows:

1. Introduction
2. Presentation
3. Application
4. Test

A sample of the lesson plan used for the demonstration lesson was distributed to each member of the group. This gave an opportunity to see how the lesson plan was related to the teaching job.

### STEPS OF INSTRUCTION

The next session was started with a review of the four steps of instruction, and the following chart was developed by the group:

<u>Step</u>	<u>Purpose</u>	<u>Method</u>
Introduction	Get attention Develop interest Incite curiosity Create desire to learn	Questions Cite example Personal experience Present our future needs
Presentation	Show, explain, demonstrate the job following the proper procedure, emphasizing the key points of job	Demonstration Explanation Visual aids Discussion
Application	Learner does job with assistance if needed Stress key and safety points	Learner does job under close supervision. Pick up any errors so correct habit pattern is formed
Test	Determine efficiency of instruction. Fix fault rather than place blame	Oral test Performance test Written test Field performance

### DEMONSTRATION LESSON OF A TECHNICAL INFORMATION TOPIC

After this chart was developed and fully discussed by the group, another demonstration lesson was given. This demonstration lesson was selected to show the method of instruction used to impart technical information that did not require manipulative skills.

This lesson was prepared in a similar manner to the first demonstration lesson with a complete lesson plan and all supplementary material that would assist in making the instruction more effective. This lesson was taught to the entire class instead of one individual. After the lesson was completed, an analysis of the lesson was again made showing that the four steps of instruction were equally applicable to this type of a lesson. A sample lesson plan was distributed to each member of the group to show the method used by the teacher in the demonstration lesson. These two sample lesson plans also could be used later by the members as a guide in the development of the lesson plans for their own practice lesson.

## LESSON PLANS

The group was then shown the motion picture, made for the U. S. Navy, entitled "Film Tactics." This film does an excellent job of illustrating the need and the method of lesson planning—to accomplish effective instruction.

A complete description of the *Daily Training Bulletin* is not within the realm of this paper. However, it must be pointed out that the *Bulletin* is only a part of the lesson plan. Since policy and regulation govern many actions within the department, the *Bulletin* has been developed so that all groups will receive uniform instruction. The development of uniform bulletin material relieves the instructor of the responsibility of developing his own material to be used in the presentation step. It is still the responsibility of the instructor to introduce effectively the topic and to build the interest that will create the desire to learn on the part of the officers. It is also his responsibility in planning the lesson to use an effective application step so that the learners can be given an opportunity to accomplish the skill correctly under close supervision; also to arrange for a method of testing, at least on a preliminary basis, while the training session is still in progress. Of course, in the final analysis, the real test will come when the officer is required to put the learning to work in the field under operating conditions. However, at that time the supervising officer is still responsible for the actions and results of all officers under his command. This of course makes the efficiency of the Roll Call Training become more important to the supervising officer.

## THE LEARNING PROCESS

Good teaching is based upon the laws of learning and the various principles of teaching. We are aided in the learning process by the individual's various senses, such as sight, hearing, feeling, tasting, and smelling, and in some jobs the kinesthetic sense. Sight and hearing appear to be the most important senses to consider in the teaching situation. Experience has taught us that more than 90% of all human knowledge is acquired through these two senses. The senses, in one combination or another, assist us to learn by observation, imitation, trial and error, hearing someone tell about an experience, or by organized planned instruction.

Some learning takes place incidentally, some accidentally, and some without the learner ever being aware of what is taking place. Since the time is extremely limited, the instructor in the Roll Call Training pro-

gram cannot depend upon any other method than organized planned instruction.

The discussion of the part that emotions play in the learning situation indicated that such things as fear, surprise, anger, affection, elation, enthusiasm, worry, melancholy, and disgust may retard the ability of the learner to do clear thinking. Individuals will vary in the degree to which they are subject to emotional upset. Ridiculing, sarcasm, and the humiliating of students have no place in the effective learning situation.

The attitude of the instructor is reflected in the students, and his enthusiasm for the subject is contagious. This type of instruction can build the entire department into a cooperative group because of mutual understanding and respect for its various functional units.

#### LAWS OF LEARNING

The laws of learning were discussed and covered the following items. The law of primacy says that it is easier to learn to do a job correctly the first time. The law of readiness states that learning cannot take place effectively until the learner has a desire to learn. This implies, of course, that he must know what he is going to learn and the reason for learning. The law of exercise says that use or repetition will strengthen the learning process. A good example of this is the way that we all learned the multiplication tables. The law of effect states that an individual learns more readily when there is satisfaction of accomplishment. Success with satisfaction as a reward teaches far more than failure and punishment.

The teacher trainer used slides to illustrate the various points that were made during the discussion, and to make the instruction more effective.

#### DISCUSSION TECHNIQUES

Since each group of topics that are covered in Roll Call Training are summarized and a review session is scheduled, it is necessary that the instructors also have an opportunity to get some information regarding the handling of discussions. Among the topics discussed were methods of keeping on the topic, ways of distributing the discussion to get maximum participation, techniques of curtailing the comments of students who want to prolong the discussion beyond the beneficial limit, and methods of directing the discussion so that all pertinent points are covered. In this manner the greatest value can be obtained from the review and summary sessions.

## PRACTICE LESSONS

Each member of the class was then assigned a topic for his practice lesson, and a schedule was established for the remaining sessions. Each practice lesson was limited to fifteen minutes so that conditions would be similar to those that the instructor would face in the assembly room at his division on his own shift. After each lesson, critique slips were distributed to the members; and they made an anonymous evaluation of each practice lesson. Then the teacher trainer made an analysis of each lesson, pointing out the strong points, the weak points, and the reasons. Also, it was necessary to suggest methods that might have been used to make the lesson more effective.

Each member of the group was asked to submit a copy of the lesson plan that was used to teach the practice lesson, so that it also could be analyzed to obtain suggestions for improvement.

The reasoning in back of having each member of the group give a practice lesson was based on the fact that we learn by doing; and this would simulate as closely as possible the teaching situation in the member's own situation.

Sometime during the sessions of each group, a short visit by the Director of Personnel and Training was arranged. He talked to the group explaining the need for the teacher training, and the interest of the administrative heads of the department in the program. This visit was always welcomed by every one because it made the group feel that they were part of an overall master plan of training that would promote the efficiency of the entire department.

Among other things that the *Daily Training Bulletin* has done is that it has created two fictional divisions within the department. One is the Cosmopolitan Division in which everything is always done in the most effective manner; and the other is the Provincial Division in which they have more than their share of difficulties even though they are self-induced. The fictional characters in the Provincial Division that represent the various ranks are Officer Apathy, Sergeant Sediment, Lieutenant Lethargic, and Captain Coaster.

During the latter part of the sessions that are devoted to practice lessons, a few minutes are taken to put on a skit in which Lieutenant Lethargic and Sergeant Sediment put on a demonstration lesson as it happens at the Provincial Division. Of course, the skit covers all of the major teaching errors that have been observed at actual Roll Call Training sessions, and provides an impersonal method of calling these to the attention of the supervising officers. When the skit is completed,

a conference discussion is held to determine what happened during the demonstration and what should have happened. In addition to adding humor to the sessions, it also brings out in the discussion the points that have previously been covered.

After all of the practice lessons were completed, the last discussion was centered about some of the problems that had developed at the various stations during the Roll Call Training session. These problems varied with respect to the size of the group that was being taught, and the situations attendant to the various shifts and locations. However, these discussions brought out many points that will be helpful to each member as they do this instruction. It also gave the Field Training Unit information on some of the problems that were being met in the field, and some suggestions as to possible methods of correction or solution.

At the completion of the sessions of each group, a certificate of completion was awarded to each member. In addition, a duplicate certificate was placed in his personnel file. At some future time it probably will be helpful to have some refresher sessions of short duration to assist in developing methods of coping with current difficulties.

#### SUMMARY

There is no doubt about the value of the Roll Call Training program in developing an efficient, loyal, cooperative group of men that are interested in improving the field of law enforcement. One of the main factors in making this training program function effectively is to have each supervising officer give fifteen minutes of instruction in fifteen minutes, and this was the objective of the teacher training program.