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Rolland L. Soule

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FLASH RECOGNITION TRAINING IN LAW ENFORCEMENT WORK

Next Exposure!!! Ready??? Now.

ROLLAND L. SOULE

Rolland L. Soule has been an associate director, Southern Police Institute, University of Louisville, Louisville, Kentucky since the organization of this institute in 1950. In the years preceding he had served as an instructor in the Department of Police Science, Washington State College, and for several years prior to World War II had been a member of the Wichita, Kansas, Police Department. During the war Mr. Soule saw service in the U. S. Navy. He is a member of various professional organizations including the American Academy of Forensic Science and the International Association for Identification.—EDITOR.

If there is one lesson that police officers have learned from past experience, it is that constant training in visual recognition and identification is of vital and urgent importance. Visual recognition is the basic tool of all identification procedures.

All recognition is essentially the same whether it be license plates, faces of wanted and/or missing persons, stolen autos, handwriting, tool marks, etc. As police officers carry in their minds mental pictures of the objects, items, persons, etc. they are seeking, they identify them by associating their appearance with the retained mental images.

For example, when one recognizes one's wife, he does not run through a check-off list of recognition features (hair, eyes, etc.) he recognizes her by her general total appearance. Naturally, some features of any object are more distinctive than others, but the relationship of these distinctive features to the total form must be studied until a lasting image of the object as a whole is formed.

This recognition method is often referred to as the Renshaw Method, named after the man who developed it early in World War II, Dr. Samuel Renshaw. The success of the Renshaw method of recognition training lies in its emphasis on mastery of total form rather than on analysis of details. Renshaw has very adequately demonstrated to the armed forces, to private industry, and to big business that all recognition is essentially the same whether it be aircraft, surface craft, automobiles, words, numbers, faces, etc. As people carry in their minds mental pictures of objects, they identify an object by associating its appearance with these mental images retained.

Utilizing this concept, that is why you will hear an instructor who is giving an orientation course in Flash Recognition—*Renshaw Style*—

adapted to law enforcement training, in a half-darkened room at the Southern Police Institute, say the following—"Next Exposure!!!—Ready???—*Now*. Then a click of a camera shutter will be heard, a quick flash will be observed on a projection screen in the front of the class room. After a brief wait, the students in the room will lower their heads and write down the response to the object flashed on the screen.

WHAT IS FLASH RECOGNITION TRAINING?

Flash Recognition Training or Tachistoscopic Training is not new—it is just becoming better known and put to more uses daily. The purpose of this type of training is to sharpen and increase visual perception and at the same time to take advantage of the secondary adjuncts that come from this type of training. Flash Recognition is accomplished by observing stimuli (words, numbers, pictures, etc.) flashed on a projection screen at extremely short intervals of time—i.e., $\frac{1}{100}$ of a second. In this manner, the visual perceptual threshold of the individual is lowered (via repeated instantaneous projections of stimuli), and the individual thus becomes more sensitive to visual stimuli. In this manner, the individual sharpens and enhances his visual perceptors (eyes) and seeing becomes more effective, more coherent, and more fluent.

As this skill is developed by the individual, via the proper training method, great improvement may be seen in functions of different content; (i.e.) (1) the indices of comprehension and speed in silent reading will show marked gains, (2) as increased comprehension (of what is read or observed) takes effect, quicker insight to a given amount of reading (or observation) takes place,

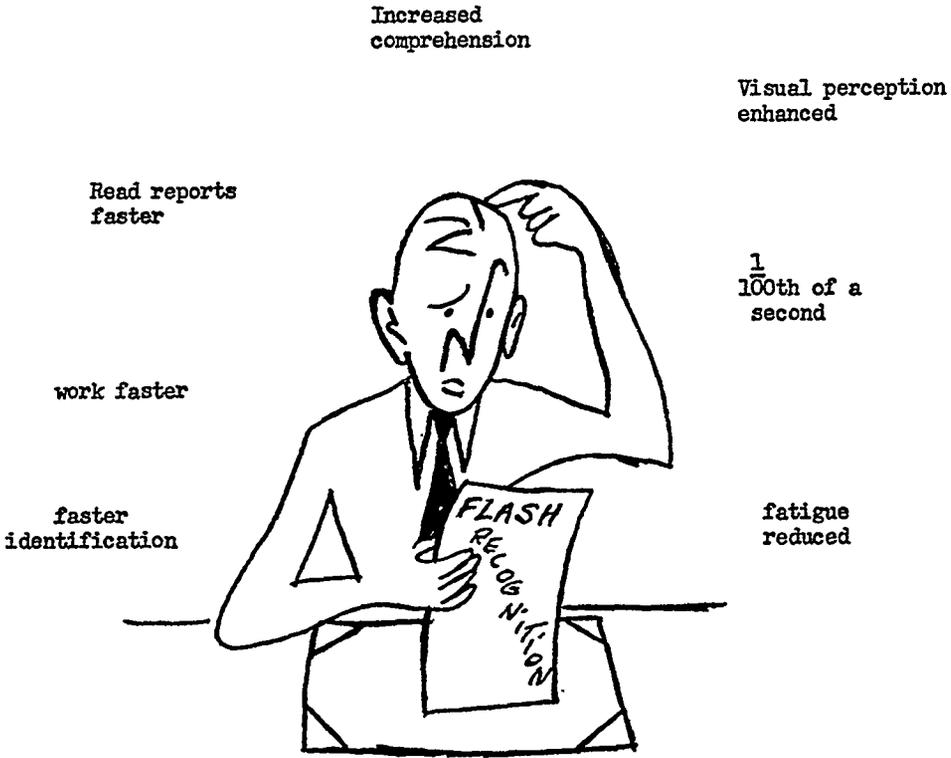


Figure 1

and a person concerned with paper work (or field visual work) naturally and easily works faster and with a lot less fatigue, (3) quicker identification of what is under observation and comparison will naturally come about in field work because of increased sensitivity of the eyes—both daytime and nighttime (figure 1).

The secondary adjuncts that come about from this type of training are most beneficial and some are (1) increased self assurance and confidence, (2) ability to complete routine duties faster, (3) improved skill in driving a car (the individual has gained a greater depth of perception to stimuli than he had prior to flash recognition training), (4) increased mental alertness in vision areas, (5) ability to work faster with more ease—which increases employee's interest in his job and minimizes his fear of insecurity on the job, (6) lessening of a feeling of working under pressure, and (7) in many instances a desire to read and study more.

THE EYE AND THE MIND—HOW DO THEY WORK TOGETHER AND WHAT HAPPENS VIA FLASH RECOGNITION TRAINING

The mind or brain, for all of us, is an association

machine. Every thought that we have must be introduced to the mind. An outside stimulus is the cue to an inside association. The deeper the impression, the quicker and stronger the recollection.

Through flash recognition training, the retina of your eye becomes more sensitive to visual stimuli. Also more sensitive over a larger area of the total retina of each eye than prior to flash recognition training (figure 2).

Thus through proper flash recognition conditioning and a sufficient amount of training (thirty class room hours of training is recommended), the act of becoming aware of visual forms observed by the tachistoscopic method has a two stage process—the first stage—to the beginner, it is an imagery and truly visual process. The second stage—for one trained in tachistoscopic observation, the imagery and truly visual process tends to disappear. The perception act loses its basic sensory-visual aspect, and it shifts to a motor or effector process. Thus, the observer uses an entirely different set of functions. Less and less depends upon stimulus. Exposure time, brightness, contrast level, size, blur or clearness, etc. diminish in importance to the perceiver.

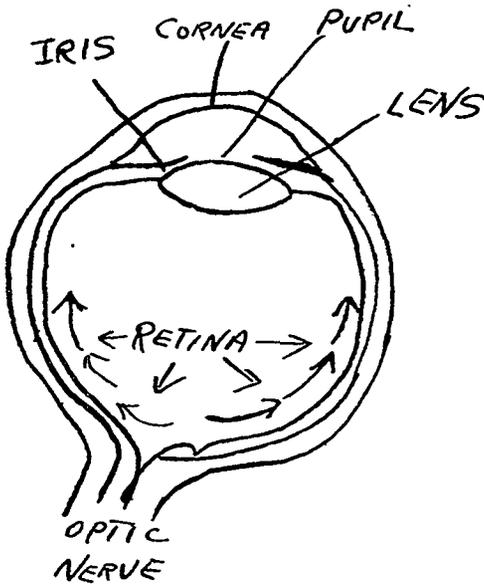


Figure 2A

Retina becomes more sensitive to visual stimuli over a larger area than it was prior to flash recognition training.

Observation (perception) is visual association via the brain's memory faculty. The basic task of flash recognition training is to lower the threshold between visual perception and identification of what has been observed, to the lowest possible threshold level.

As the flash recognition technique approaches an art or skill by the individual, the visual sensory features recede and the process becomes essentially motor or effector in response to the stimulus observed by the individual.

EQUIPMENT AND ROOM ARRANGEMENT

By now you are asking, what is a flash recognition or tachistoscopic projector? It is an apparatus for exhibiting or exposing colors, figures, letters, pictures, or other stimuli for very short intervals of time, ($\frac{1}{10}$, $\frac{1}{25}$, $\frac{1}{50}$, or $\frac{1}{100}$ of a second or even faster).

Any projector which can flash or expose for very short intervals, can be called a tachistoscope. Opaque projectors, transparent overhead projectors, 35 mm slide projectors, etc., can all be adapted to tachistoscopic training. All that is needed is an accurately timed shutter—(such as is used on a good quality camera) that is so placed on the projector that by tripping the shutter at a predetermined interval of time ($\frac{1}{100}$ of a second for instance), it will expose on a



Figure 2B

Enlargement of the sensitive field of the eyes.

projection screen an image for the desired fraction of a second.

The open projection field of the visual cast overhead projector provides great flexibility for the projection of the many different slides that can be used for tachistoscopic projections (figure 3). Masks that will fit over the whole projection field of the projector, but at the same time allow (1) digit, word, or phrase exposure, or (2) full sentence exposure, or (3) exposure of a quarter section of a particular slide, and or (4) exposure of one half of a slide—such as a profile or front view of a police portrait, are regularly used. Thus the use of a half slot mask, on the projection field of the visual cast projector, makes possible the projection of one number, one word or one phrase at a time from any slide having multiple exposures.

The old type lantern slides carried only one exposure. Commercially prepared flash recognition slides, called *Tachistoslides*, carry from four to forty exposures of forms, digits, words, phrases, or sentences, which are projected successively at the same spot on the screen. The mask is held stationary on the projection field while the slide is advanced over the open slot in the opaque mask. Figure 4A illustrates a *Tachistoslides*, and figure 4B, a half slot mask in position with a *Tachistoslides*.

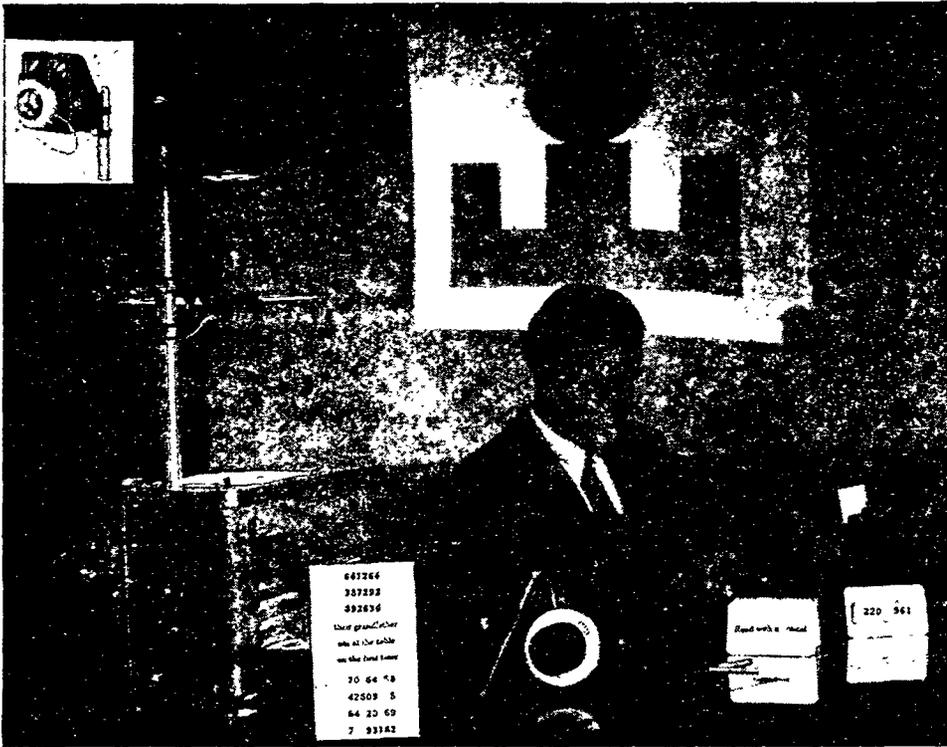


Figure 3

The author is using a near-point of vision Tachistoscopic Trainer which uses opaque 3 x 5 cards containing numbers, words, etc. In the left foreground is a visual cast overhead projector which uses transparent slides for projection at the far-point of vision. In the center is a number 4 Ilex shutter with variable speeds from 1 second to $\frac{1}{100}$ second which can be attached to the overhead projector (see insert) on the screen and in the foreground with various types of flash recognition material.

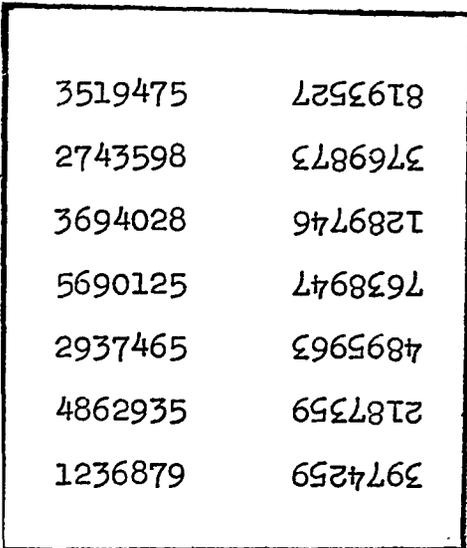


Figure 4A

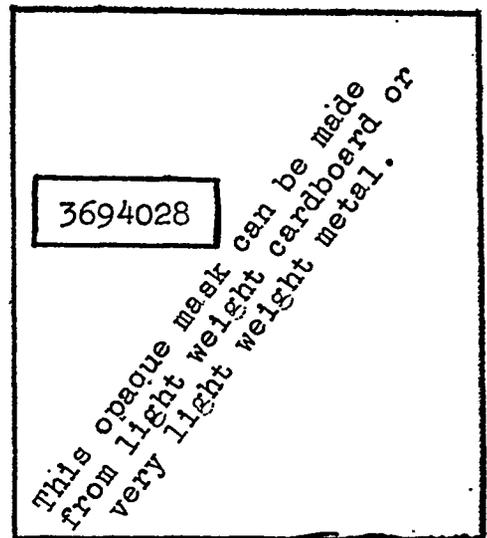


Figure 4B

The students should be in a semi-darkened room, the instructor so situated in the class room (front or rear of the room) that he has visual observation over all students. In this way, he can be watchful for inattention to required class discipline at the beginning of this type of a training program. The training room, slightly darkened, provides better contrast for projected stimuli. Room illumination must be sufficient for the student to read and write his answers.

WHAT ARE WE TRYING TO ACHIEVE?

The purpose of the tachistoscope is to work on one's skill of perceiving in larger units. It is used to develop a larger span of recognition, for example, to break into phrase reading from the old word-for-word habit. The numbers, phrases, pictures, and other stimuli are limited to $\frac{1}{100}$ second on the screen because the eyes have only time for one fixation in that time. And seeing them only once, with no chance for a second look to verify what we saw the first time, 'builds up your confidence that you can see things accurately the first time in large units.'

Via flash recognition training we are proving to many skeptical police officers that they can have mastery of total form observed. Mastery of total form observed means that the individual perceives wholes rather than a succession of distinct and disjointed parts (figure 5). Clinical psychological tests have proven that the trained observer or perceiver sees more accurately in short rather than in long exposures.

One of our biggest problems is getting people to understand that they will have better comprehension if they read (perceive) faster. Possibly it can be explained in this manner. If we are feeding the brain at only half its capacity to receive, the mind tends to wander. But if we are feeding it as fast as it can receive, its whole focus

is on what it is reading or perceiving. The result is better concentration and better comprehension.

When the training course is completed, the student is not able to hang on to the full gain achieved in the course for, after all, the poor vision (reading, perceiving) habits of many years cannot be cured over night. But tests conducted six months to a year after the course indicate that the average student retains between sixty and seventy per cent of his improved vision perception ability.

After a flash recognition course has been given, it is recommended that the officer be encouraged to retain his proficiency and also to further enhance it by use of a *Near-point* of vision tachistoscopic trainer. This trainer could be placed in a police personnel assembly area so that prior to Roll Call or after a tour of duty, but before going home, the officer could practice flash recognition for five minutes once in a while. The recommended instrument is called the Renshaw Tachistoscopic Trainer (Near-Point) and is manufactured and sold by the Stero-Optical Company, 359 North Kenton Avenue, Chicago 41, Illinois. It consists of a metal tachistoscope which is a box like device, $6\frac{1}{2}$ " wide, 10" high and 10" long. With the instrument is supplied a case containing two hundred fifty cards on which are printed the training materials. Also provided is a manual giving complete instructions as to the proper use and the underlying principles of the instrument. The training staff of the local police department concerned can make up additional appropriate cards to be used with this instrument.

THE FLASH RECOGNITION PROCEDURE

In using Flash Recognition for perceptual training, it is important to observe carefully the four steps in the exercise.

1. The group should be prepared for the material that is to be flashed. They should not only be told its nature, whether it is a picture,

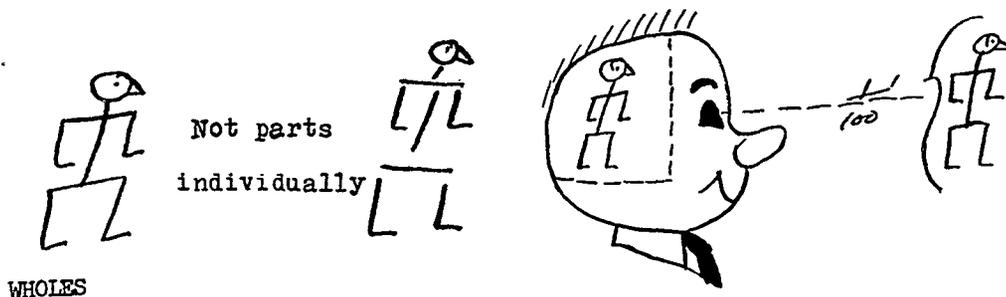


Figure 5. Mastery of total form observed

a word, a phrase, or a certain number of digits, but also the place where the projection will appear on the screen should be clearly located. The initial image should be shown and focused as sharply as possible before starting the exercise (to give the best possible contrast value to the images to be projected). When the instructor is ready to begin and, so is the class, the instructor should say something like "Ready now."

2. The flash.
3. The student should be instructed to wait a brief time and then recall or reconstruct a mental image of the subject matter flashed.
4. When the above has been accomplished, he is ready to check on his perception by writing down, drawing, or, if the instructor so desires, by repeating orally the thing(s) observed and/or perceived.

General Instructions for Slide Exposure:

1. Expose the slides (phrases, sentences, numbers, action scenes, etc.) long enough for the student officer to get accurate recognition.
2. Repeat them as often as necessary, but gradually shorten the exposure time until the students can see the simpler slides at 1/100 of a second.
3. Then continue with the slides that are of a more compound or detailed nature in the same way as recommended in #2 above.
4. Do not lose sight of the fact that the initial, primary purpose of this type of flash recognition training is to improve perception and not to teach immediate word, sentence, or picture analysis or meaning.

It is very important that the instructor observe these four steps as separate from each other. The results will undoubtedly prove the wisdom of having done so. Start off with the slow flashes ($\frac{1}{25}$ or $\frac{1}{10}$) when necessary (and it is very necessary at the start), and gradually build up to a flash of $\frac{1}{100}$ of a second.

THE DAILY PROGRAM

The outline of the steps that follow is designed to be used as a guide to the instructor who may consider flash recognition training for the first time. The experienced instructor will change the suggested steps to suit his own program and his own needs.

The choice of the relative emphasis he may wish to place on words, phrases, sentences, pic-

tures, or scenes, or form and digit training, should be left to the individual instructor.

The steps that follow offer practical measures of progress whether the group be a recruit class, an in-service training group, or a refresher period of training. Appropriate slides (phrase, sentence, word, digit, form, pictures, etc.) may be secured or made up for any given group. Accordingly, the enthusiasm of the instructor will be the factor in the variety and extent of the different slide media presented for training, also for the success of the intended program.

Experienced instructors in this technique are of the opinion that the written response phrase should be conducted as follows:

1. All students should have ruled paper.
2. Each response should be recorded.
3. Each exposure should be numbered.
4. Responses should be corrected after each exposure. Some instructors wait until a series of exposures have been made and then the responses are corrected.

TRAINING PERIODS—HOW LONG AND HOW OFTEN?

How many periods per day or week should be given to a group? Experience, through many different training programs, shows that one (one hour) period per day is adequate and will not overdo or fatigue the individuals in the class. However, the one hour period should not exceed fifteen minutes of actual flashing time.

The actual amount of flashing time is a question that each instructor will have to answer for himself in accordance with the demands of his own situation. However, the psychological factors of recentness and frequency should be kept in mind. In creating any new habit, or habits, the advantages of these factors should be exploited to the maximum advantage.

Two thirty minute periods a day are satisfactory and are used by many in place of a single hour period.

VISION TEST PRIOR TO FLASH RECOGNITION TRAINING PROGRAM

During each of the past twelve-week terms of the Southern Police Institute, all members of the classes have been acquainted with and tested on various psycho-physical test instruments. In the vision field, via the KeyStone Telebinocular, each man is tested for (a) lateral imbalance, (b) vertical imbalance, (c) depth perception, and (d) visual acuity (both at the near point and the far

point of vision). On other testing instruments he is checked for (a) night vision, (b) glare acuity, and (c) field of vision.

We have kept careful records of all students tested. Twenty-five per cent of all the officers tested have some visual defect or defects in the above mentioned areas. Most of the defects are not serious and can be easily corrected by a competent eye specialist. Some defects brought to our attention, such as color blindness, cannot be corrected, and the officer should not be allowed to do field work in which this visual defect could be a liability to himself as well as the general public. This has been recommended to the officers concerned.

Each officer attending the Southern Police Institute is required to submit a complete report of a medical examination by a doctor, which would qualify him for employment by his own department. Visual ability is one of the factors of the medical examination.

The point is this: research psychologists, (Dr. Renshaw is one of them) have been able to determine that we acquire approximately 80% of our intelligence through the use of our eyes. They have also been able to prove that we, as individuals, only use the capacity of our eyes to approximately 20% of their ability. If we were to consider that the police officers who have attended the Southern Police Institute, were to be examples of a random sampling of all police officers here in the United States, we could conclude upon our Southern Police Institute testing program test experience that approximately 25% of all the

police officers in the United States have some minor visual defect which can be easily corrected and would enhance the visual ability of the individual concerned.

From the amazing visual achievements that have been tried and proven during the past ten years, (flash recognition in the military field alone is proof enough), that can be traced directly back to flash recognition training and conditioning, it is very easy to recommend that every law enforcement agency should seriously consider that flash recognition training could help the efficiency of each man and each organization.

If through flash recognition training we can teach a man to utilize his eyes to a higher degree of efficiency, then flash recognition is a secret weapon for law enforcement agencies to make immediate use of.

PURPOSE OF THE SOUTHERN POLICE INSTITUTE FLASH RECOGNITION ORIENTATION COURSE

1. To indoctrinate and orientate the police officers attending the Southern Police Institute in the Flash Recognition technique.
2. To define and illustrate the possibilities and potentialities of such a training medium in the law enforcement environment.
3. To point out available resources that can be utilized in our various communities to assist a law enforcement unit in developing its own program.
4. To encourage the student officers, via a practical testing demonstration, that the

TABLE 1

Number of Students	Individual Increase	1st test	2nd test	Increase
1	8	52 High	78 High	42 High
1	14	20 Low	42 Low	8 Low
3	18	32 Spread	36 Spread	34 Spread
4	20	37.8 Average	62.4 Average	24.56 Average
4	22			
2	24			
1	26			
3	28			
1	30			
2	32			
2	38			
1	42			
—	—			
25	614			

Average increase 24.56 points.

officers' visual skills (span of perception and recognition) can be improved. This has been accomplished within the short limitation of the orientation course.

- To urge officers to introduce the Flash Recognition technique of training in their own departments.

at the conclusion of the orientation period is similar and also of 50 slides.

Slide Number	Content of Slide
1	A—R—T (three letters—each a different color—blue—red—green—order)
2	3
3	27
4	134
5	7863
6	54279
7	235628
8	3747689
9	95768328
10	752963473
11	2463872532
12	63547
13	82376
14	72652
15	56374
16	278694
17	387292
18	Southern
19	Institute
20	Training
21	Department
22	Policeman
23	Politician
24	The brownies helped the shoemaker
25	The bluebird built a nest
26	Brother gave me some cookies
27	Loop fingerprint pattern
28	Tented arch fingerprint pattern
29	Whorl (plain) fingerprint pattern
30	Arch (plain) fingerprint pattern
31	Mug photo: crosseyed man
32	Mug photo: scar on chin
33	Mug photo: ears protruding, lower part
34	Mug photo: scar right cheek
35	Mug photo: eyes different color
36	Mug photo: harelip
37	Mug photo: scar upper lip

COMPARISON OF ORIENTATION TEST RESULTS

Both tests (see item 4 above) were given under the same conditions, illumination, instruction, etc., and graded by the same instructor, grades based on possible perfect score of 100. The increase in the average score, comparing the first with the second test, is 24.56 points. It is a significant and positive amount of increase in visual ability.

Classes have twenty-five students each. Table 1 is the recap of orientation tests during the fifteenth 12-week term of the Southern Police Institute. This comparison is average as compared to prior and previous classes having the same training program and with quite similar results.

INITIAL TEST GIVEN AT SOUTHERN POLICE INSTITUTE ORIENTATION COURSE IN FLASH RECOGNITION

The following 50 slides are exposed at $\frac{1}{100}$ of a second, none of these having been shown at any prior time to the student group. A follow-up test

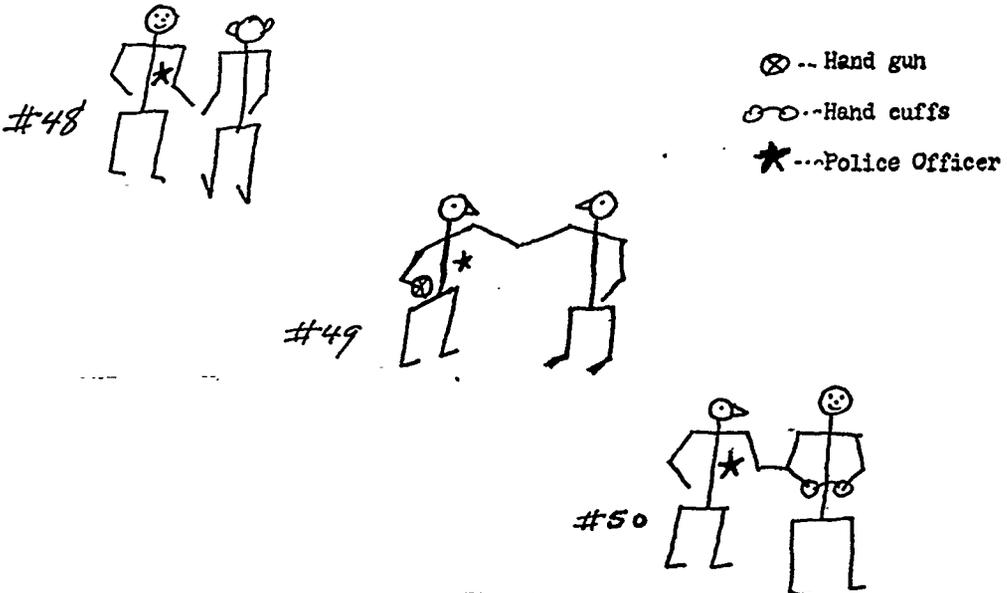


Figure 6

Stick figure drawings of action slides 48, 49 and 50.

38	Mug photo: freckles
39	Cartoon: drunk, top hat, tails, inside large fingerprint pattern (whorl) hanging on
40	Hypo needle against forearm, ready for injection by same individual
41	Snub nosed revolver, in hand, firing position, hammer down
42	1950 Nash Rambler, side view, at sea shore, buff or yellow color, 4 people in car
43	1953 Ford four door, side view, (black and white slide)
44	1953 Lincoln four door, side view, (black and white slide)
45	Police officer looking over a picket fence
46	Focus, this is a test slide
47	Sequence or story slides—3 slides are exposed, then student gives his interpretation of what he saw in the series
1st slide	Desk Sergeant making radio broadcast
2nd slide	Police officer inspecting a damaged car
3rd slide	Police officer via radio-telephone in car, talking

(Interpretation by the student should be: broadcast of discovery or recovery of stolen or hit and run car).

Slides #48, #49, and #50 are actual photographs of two men. One a police officer in uniform. Stick figure drawings reproduce the action observed by the student (see figure 6).

NECESSITY FOR FLASH RECOGNITION TESTS TO RECORD ACHIEVEMENT AND/OR PROGRESS

In any flash recognition training program it is most important that the training officer have a test to measure progress or achievement. The Southern Police Institute has *two* Control Tests which have been previously mentioned. They are sufficient to prove the wisdom of measurement indexes. The rapport gained from the utilization of these two tests provides the necessary punch to sell the student police officers on the worthiness of the Flash Recognition Training Technique.

Where Tachistoscopic Training is properly used in the formal educational field, the students are first given a standardized test, (SRA Reading Record; Iowa Silent Reading Tests; Minnesota Efficiency Reading Series; Barnette Paragraph and Quiz Series, are examples), for the purpose of determining the mental maturity and/or general achievement of the individual and of the student group as a whole, prior to the Tachistoscopic Training Program.

There should be a pre-test, a test administered before the training program is started. Then periodic tests, and a final test, for the purpose of determining or measuring the individual and the group achievement.

To initiate a flash recognition training program without utilizing a measuring device in order to

show the students, as well as the Chief of Police, the benefits and increased visual skills obtained from such a training program is to only half plan the training program. Also, without such a measuring device, it will be impossible for the training officer to set a goal for the individuals or the student group, to attain by the end of the training program.

Most psychology departments in our college and university towns will be willing and able to give first rate advice and assistance in helping law enforcement agencies to set up an adequate criteria of measurement for a flash recognition training course. The necessary aid and instruction to properly give such tests can also be made available from any remedial reading clinic in your city or some other city in case your community does not have one.

OBJECTIVES OF POLICE FLASH RECOGNITION TRAINING AND CONDITIONING

The objectives for the police training officer to consider if flash recognition training and conditioning are undertaken are:

1. To increase the visual span of the individual officer.
2. To develop the unitary seeing habit.
3. To increase the span of perception and recognition in field observation.
4. To teach quick and accurate crime scene and accident scene search and evidence factor recognition.
5. To increase speed and comprehension in reading reports, circulars, bulletins, and in searching various files, etc.
6. To reduce psychological blockages in vision-recognition areas.
7. To drive visual impulses to a lower reflex (threshold) level.
8. To develop better rapport toward training.

The objectives for flash recognition training programs for police recruit and in-service training programs should be:

1. To focus eyes and attention on specific detail—unitarily.
2. To develop the left to right visual acuity.
3. To develop the association of abstract symbols with the objects they represent.
4. To develop a basic recognition ability.
5. To advance visual maturity.
6. To increase usable vision.
7. To increase span of attention and the sustenance of interest.

FIRST HAND OBSERVATION OF FLASH RECOGNITION
TRAINING AVAILABLE TO MANY LAW
ENFORCEMENT AGENCIES

If it is wanted, first hand observation of flash recognition training can be obtained by visiting one or more of the following training or educational agencies:

1. Any Army, Navy, Marine or Air Force training command.
2. Any University or College Reserve Officer Training Program.
3. Remedial reading clinics found in many of our cities.
4. Psychology departments in our Colleges and Universities. There are 1859 different institutions of higher education, (college level training programs of two years or more in length), and at least 165 of these offer advanced degrees in psychology, the birth place of Flash Recognition training.
5. Professor Samuel Renshaw, Ohio State University, Columbus, Ohio. He developed the Renshaw flash recognition technique and provides consulting services in this field.
6. Projection equipment companies. They have field representatives in all of the forty-eight states. They have sold thousands of tachistoscopic training units to our schools, colleges, and universities.
7. Grade schools, high schools, and other educational institutions which have remedial reading clinics, are familiar with this technique.
8. There are numerous places in private business and industry where the flash recognition training has been taken. Two examples are The Security First National Bank of Los Angeles and The General Electric Company.

Any and all of the above mentioned training areas will welcome a visit for information and orientation concerning tachistoscopic training. It is estimated by the writer that there are at least 2,500 active, daily, flash recognition programs in the United States. (During World War II, the Navy alone trained 4,500 persons in the technique just to become instructors).

RESULTS TO BE EXPECTED

The end result to be expected is as follows: The increase in visual skills, (span of perception and recognition) and in comprehension will be proportionate to the increase in the amount of mate-

rial given and the speed of the flash recognition training given.

Studies show that in thirty to forty one hour sessions of flash recognition training, reading speed can be increased from 30 to 300 per cent. The average expected gain is 50 per cent. As reading speeds increase, comprehension also increases. These figures come from the schools, colleges, and universities, and Reading Clinics throughout the United States, who are using the tachistoscopic technique.¹

From the contents of the above paragraph, the flash recognition should not be regarded as a remedial device nor as a reading machine. It has been repeatedly employed successfully in speeding learning in various subject matter.² Again, the reader is reminded that the flash recognition technique can be employed to flash digits, words phrases, sentences, paragraphs, pictures, geometric forms, number combinations, etc., on a screen or blackboard. *Also this procedure can be accomplished at either the near-point or far-point of vision and conducted for individual or group training.*

By gradually increasing the speed of the flash and the amount of the material to be perceived, unnecessary eye movements are eliminated, and the span of perception and recognition are broadened. This technique drives vision impulses to lower reflex levels, where as learning proceeds, the interval necessary between perception and interpretation is reduced to the minimum.

As to the practicability of the Flash Recognition technique as it has been explored, talked, taught, and otherwise picked to pieces by police officers who have attended the Southern Police Institute during the past eight years, the following represents the general opinion of eighty per cent of the police officers: (those who have attended the twelve-week courses).

1. It can train and condition the individual officer to be overly conscious of the fact that, when action predominates his immediate environment, he must register visual facts within his mind and retain them. (Example: the sequence of visual events in making an arrest or investigation).
2. Flash recognition can stimulate the individual to remember knowledge acquired in the past

¹ Advertising brochure, Keystone View Company, Meadville, Pennsylvania.

² ADVANCED TEACHING TECHNIQUES, Manual of instructions for the Keystone Tachistoscope by the Keystone School and Guidance Center, San Antonio, Texas; Keystone View Company, Meadville, Pennsylvania, Page 2.

and the application of such knowledge (intelligence) whenever the opportunity presents itself with a high degree of sensitive timing. (Example: examination of a crime scene vs. correlation of evidence factors to a given suspect or alteration of crime scene by unknown and unobserved person.)

3. It can further activate detailed knowledge that may be lying dormant within the mind, thus enabling the individual to recognize past information upon instant sight. (Example: recognition of wanted person, stolen auto, etc.)
4. Many police officers go along day by day trying to do a good job. When one examines their past training, they have never been given any training in their prime duty, that of *observation and detection*. Many of them do not know (1) what to look for, and (2) how to put to use that which they have just observed.
5. The Flash Recognition technique is the basic tool for a competent observation and detection technique. We need to and want to know more about it.