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# POLICE TRAINING FOR RECRUITS AND IN-SERVICE PERSONNEL

Gordon H. Sheehe

(There has long been need for a frank, straight-from-the-shoulder account of the needs, problems and objectives of police training. These Mr. Sheehe has described and evaluated in his article. It is one to which most thoughtful consideration should be given, and not alone by the police but all interested in the improvement of the law enforcement process. The article is a reflection of broad experiences in the field of policing and police training. The author is a former member of the Vermont Highway Patrol, was awarded a fellowship at the Northwestern University Traffic Institute. Graduating in 1938, he returned to the Patrol, and in 1940 was appointed to the Safety and Traffic Engineering Department of the Chicago Motor Club. In 1941 he became a staff member of the Institute and in August of that year was appointed its Acting Director of Training, the position he now holds. The article is based upon an address presented before the *State and Provincial Section* of the International Association of Chiefs of Police at the 1944 Annual Convention held at Cleveland, Ohio.—EDITOR.)

Policing is a dangerous, complex, physically and mentally discomfoting, and usually thankless task. The range of work varies widely—from the simple duty of aiding school children safely across streets to the fearsome responsibility of pursuing hold-up men at breakneck speed; from the tracking down of hit-and-run drivers by means of scientific accident investigation to making safety talks before parent-teacher associations; from curbing activities of pickpockets and prostitutes to rendering first aid at major disasters; from the issuance of parking tags and routine trying of doors to the apprehension and conviction of racketeers and big-time vice rings. These and many other diverse and difficult activities are performed daily by the police.

## *Why Police Training Is Necessary*

Necessarily, the range of police activities that must be undertaken and the complex factors involved in their proper performance place a premium on knowledge and ability. Seldom will ordinary schooling or the general knowledge and experience which the average man may possess when he enters the police service suffice to enable him to do the many tasks he is called upon to perform. As a matter of fact, policemen with considerable experience cannot, as a rule, perform properly unless they have had the advantage of proper *training*.

It is axiomatic that training *must* be based upon the scope and direction of activities and duties to be performed. One could dwell at length and describe in detail the technical aspects of police work and the considerable knowledge, skill and ability a policeman must have to perform his work. Such a consideration could well be an article in its own right. Rather, it is of first importance in the present consideration of police training to examine and discuss briefly the factor of human relationships which complicates his task so much. A police officer's work brings

him into contact with every stratum of society, with people of varying degrees of wealth, intelligence and culture, with the quick-tempered, the hot-head, the stupid, the genteel, the law abiding citizen and the hardened criminal.

Of the many and varied phases of police work, perhaps traffic control involves the most frequent and difficult encounters with the public. Because it is a good example of a police activity involving challenging public contacts which daily require the exercise of tact, finesse and good judgment, is one we can analyze to some profit.

We know that traffic policing is usually a misunderstood service. Most people rarely accept enforcement and other methods of traffic control as something done for their own good. They are inclined to regard the traffic officer as a nuisance or a bully rather than as a public servant who is performing a difficult task to make their walking, riding and driving safer, more rapid and efficient. When the average citizen hears the police siren he thinks or says, "There goes that so-and-so cop after some poor devil." But when the same citizen hears the siren of the fire truck he thinks and may say, "Brave fellows—right on the job—on the way to save someone's life, no doubt, and to put out the fire which is destroying property." But does the average citizen ever think or say, "That-a-boy officers! Catch that so-and-so speeder, and let's hope you don't get hurt doing it. Stop him and prosecute him so our lives and property may be protected." No, we never hear this because traffic policing is misunderstood.

Another aspect of the work of traffic policing which makes it more difficult is the public's seeming impression that traffic law enforcement is a sort of game. Their insistence that traffic law enforcement be conducted on a sporting basis makes it necessary for officers to develop and exercise unusual ingenuity and skill in apprehending wily violators—especially repeater violators. The public's insistence that cars be very plainly identified or even painted entirely white is an example of the so-called "break" wanted in enforcement work.

This insistence upon sportsmanlike enforcement methods, of course, reveals a fundamental condition which handicaps police officers. The American driving public does not have a sincere respect for law and order—at least not for traffic laws. It's considered smart to beat the law and its representatives. If by political pull or other pressure, a violator can avoid the consequences of his violations, he brags about it. This attitude makes traffic policing really difficult, for it increases the work of the police who, in a sense, must substitute for each driver's conscience.

As long as this thinking prevails among citizens the officer must prepare his cases with great care to forestall the alibis and

plug the legal loopholes the defence may attempt to use. The police cannot expect much help from witnesses and jurors. As witnesses and jurors they should be indignant that the law has been violated and eager to help the officer maintain the standards of driving and living intended by the people who enacted the laws. Instead, they are frequently indifferent and of little help.

Traffic policing when honestly and effectively done results in apprehensions and prosecutions of drivers and pedestrians. Many of the violators, because of social or political prominence, feel that they are exempt from the rules, although for generations they have lauded the police for their fine work in suppressing crime and controlling the criminal element. Whatever methods the police saw fit to use were approved, condoned or ignored by this group. They did not seem to mind the appearance, manners and conduct of the police, even when very bad, as long as the police did not bother them, protected their homes and persons, and held in check the criminal minority.

When the automobile became popular those who bought cars were of this group. Soon these leaders had accidents and began killing one another. They then found need to pass laws to control their own conduct. Soon they found they had exposed themselves to enforcement and to the kind of treatment they had always supposed was only for the confirmed criminals. Then they were in a predicament. But rather than blame themselves for the type of police they had hired and the enforcement methods they had long condoned, they tried to blame the police who were enforcing the law and enforcing it in the same way as they had for years.

This group—powerful, and heretofore untouched by the law—could not actually blame the police for the predicament, because it was obviously one of their own doing. To divert attention they often fired officers; they had traffic cases fixed; they employed the most capable counsel money could hire to defeat the charges brought against them when they knew they were guilty; they made use of every loophole in the law. Last, but not least, they publicly criticized the police officer. Unfortunately, in many instances criticism of the police was justified. This condition was not entirely the fault of the police, but in part that of influential citizens who had wanted only husky persons capable enough of handling the pre-motor age type of lawbreaker who would work cheaply and who would not ask too many questions.

This story is now old, but the selfish, powerful citizens are still here and still resent policemen. If you don't believe it just arrest one of their children. But now members of this group are gradually acknowledging that the laws are made for all the people and that enforcement machinery must operate against them, too, if they are apprehended. They will not accept or permit,

however, the kind of treatment which they once approved for criminals. They insist they are not criminals. They are just traffic violators and they must be treated like honorable citizens and must not be herded in with criminals. Enforcement, they insist, must be clean, courteous, convenient, and as private as possible. Similar attitudes are observed and similar difficulties encountered in other phases of police work—especially in the enforcement of laws governing prohibition and gambling.

Consequently good judgment and restraint must be constantly exercised to allow little opportunity for criticism—less chance to belittle the police officer. Since his errors and shortcomings are highlighted, his only recourse is to eliminate shortcomings and prevent errors. Such a person must be unusually capable. He needs:

1. The intelligence and insight of a scholar.
2. A prosecutor's knowledge of criminal law and evidence.
3. The skill of a defense attorney in interrogating witnesses and suspects and in forestalling alibis.
4. A judge's acumen and logic in deciding what to do—sometimes in a split-second—in matters involving life and death.
5. A psychologist's understanding of human nature.
6. An undertaker's solicitude.
7. The tact of a diplomat.
8. A salesman's geniality.
9. A bulldog's persistence and fearlessness.
10. A saint's moral courage in the face of temptation.
11. The missionary's unselfish interest in his fellow man.
12. The health, physique and appearance of an all-American.

Such supermen do not exist but reasonable facsimiles are found in many *real* policemen and more can be developed by using good personnel selection methods and providing good training. We must first attract to the police profession many good men who have some of the qualities needed. Second, we must carefully select those applicants who have the most aptitude and interest in a career of policing. Third, we must thoroughly indoctrinate those inducted, as well as those now in the service in the true spirit of the police service.

There is seldom any objection to these ideas. The need and value of police training has been agreed upon by both police and laymen. Nearly all departments have devoted some time and effort to giving their officers something which is termed training. But here the agreement and uniformity of practice ends. Some of the training which has been provided has not been worthy of the name. Some departments have provided so brief a training that it fails to produce the proper results—somewhat like giving

a man who wants to be a doctor only one year of medical school training.

It is necessary that among police administrators an understanding be reached as to what training is, what are its purposes, how much time should be devoted to it, what manner and means of training are most effective and what different kinds or levels of police training are essential to fill the needs of police in most departments.

If a well planned training program is not provided, police officers must learn how to carry out their responsibilities and endeavor to improve their performance in a hit-or-miss fashion on their own initiative. They must resort to doing the best they can and profiting from their mistakes, or watching how others do the job and imitating what seems to be effective. Learning, in this way, extends over a long period of trial and error experience and in many instances is akin to the blind leading the blind. It is costly in many ways to the department. The public does not get the efficient police service it pays for and citizens are likely to be victims of the mistakes of well meaning but uninformed policemen.

Since no one wants this sort of police performance, *real* police training must be provided. Before this can be done, better understanding of what *real* police training is and should accomplish must be reached.

#### *What Is Police Training?*

A well planned police training program collects, sorts and organizes the best experiences of thousands of officers gained over a period of years. In one way or another this organized body of knowledge is passed on to those in need of it. The mistakes commonly made in the past can be prevented in the future by pointing out the pitfalls to less experienced officers or recruits. In this way training improves the performance of police generally and prevents the many mistakes or failures so detrimental to the department's welfare.

But training does much more than prevent repetition of errors. It defines duties, instills enthusiasm, develops proper skills, habits and attitudes and inspires devotion to the job and loyalty to the leaders.

Moreover, police training involves the very development of individual police officers. It prepares them to do a job better. In fact, unless there is improvement in the worker and the performance of his work, there has been no real training. In order to do his job better, the individual must be equipped with the "know whats," "know hows," and the "know whys" involved in police work.

To do all this, training must fulfill the needs of the position

for which the student is being trained. Improved performance cannot be expected unless student needs are met. These must be analyzed carefully, fully accounted for and listed. This process is the fundamental basis of a training program and is known as a job analysis. When it is determined what the worker does in performing his work, what he needs to know and what he must be able to do, then training can be supplied which may be effective.

But police training must also provide the incentive to learn. This requires providing that atmosphere, lending that enthusiasm, and giving that inspiration which will develop the receptiveness, interest and urge to think and study which is essential to learning. Though, as the proverb has it, "you can lead a horse to water but you can't make him drink," so you can bring the student to the classroom, but you can not make him think—or learn.

When the student is receptive and ready to learn, police training then helps him to learn and develop. That is as much as training can do. The student must do the learning and the developing—the teacher can't do it for him. And no matter how eloquent the lecturing or how costly the training facilities, if they do not result in *learning*, there has been no training. The measure of training is *result*, not *outlay*.

*Any activity which prepares and helps the police officer in performing his many responsibilities better constitutes training.* Police training is not confined to the classroom or the lecture method. Discussions, observations, practicing an activity, reading and problem solving are excellent methods of learning and therefore of training. Conferences, exhibits, departmental bulletins, library service and correspondence courses are other means of providing police training.

Supervised experience is another excellent means of training. It may be likened to coaching. Of course this on-the-job kind of training is no better than the coach is able or interested in making it. If the coach does not know what to do or how to do his work properly, if he is not interested or is not able to guide or instruct the less experienced person, or if his example and conduct are not proper, then this kind of training may become a boomerang.

Diversification of experience, too, is important and should be considered as a phase of training. The value of officers is increased if they are assigned for a time to the various types of police activity carried on by the department. Besides being helpful in the training of the personnel, this means of acquainting each officer with the wide range of policing is a valuable device for overcoming the tendency of workers in one division to ignore

the police problems supposedly the more direct concern of other divisions.

Different means and methods are effective in various levels of training. For example, the discussion method at a conference is often a better means of training commanding officers than is the lecture method in a classroom situation. It must be conceded that the wider the range of methods and means employed in police training, the more likely is the training to be effective, other things being equal.

The foregoing discussion of what police training is can be summarized as follows: It is the process of aiding employees to gain effectiveness in their present or future work through the development of appropriate skills, knowledge, attitudes and habits of thought and action. It has been emphasized that training is a two-way process, that only the learner can do the learning, and that one of the heaviest responsibilities of the training head and instructors is to develop that desire and secure that cooperation of the student which will generate his interest in *learning*.

#### *General Objectives of Basic Training*

To describe more clearly what police training is, it may be helpful to analyze the general objectives in one type of police training—that of recruit training. A job analysis of the needs of a recruit would reveal the specific objectives of a training program for recruits. Space does not permit the development of such a job analysis. However, some basic broad objectives applicable particularly to recruit training are:

1. To determine and eliminate erroneous beliefs the recruit may have as to what his job is and what his attitude, as an officer, towards the public should be.
2. To indoctrinate him with the *REAL* policeman's philosophy and the spirit of serving in an honorable and respectable way.
3. To develop the new officer's confidence in his own ability, giving him the knowledge and developing in him the skill which will justify that confidence.
4. To convince each recruit of the need and rightness of his work and of the true position and responsibility of the police in the life of the community or state.
5. To develop his respect for authority and discipline as well as his ability to discipline himself and maintain his own morale.
6. To develop each officer's pride in his organization and comradeship and loyalty to each member of the organization.
7. To aid each recruit in learning the basic information

about his job, such as the tactics and procedures which he will need immediately.

8. To develop in him the skills and abilities that will be needed, such as how to shoot, how to render first aid, how to defend himself, how to swim and rescue people, how to drive a car, how to operate a motorcycle, how to take pictures, how to service his equipment, how to transport prisoners, etc.
9. To acquaint the new officer with departmental procedures and regulations.
10. To inform him about departmental policies—both those governing the operation of the department as well as enforcement policies—so that uniformity of action among all members of the force will be developed.
11. To acquaint the recruit with all departmental forms which he will have to use. To teach him not only how to make out the forms but the purpose and value of such records.
12. To develop the student officer's background, especially about such matters as the history and points of interest in his city and state, the structure of his government and the relation of his department to other branches of the government, the history of his department and of policing generally, the background of the accident and crime problems, etc.
13. To prepare the officer to feel at ease in the presence of strangers or groups. To develop poise—especially in the presence of crowds or in emergency situations.
14. To interest him in studying human nature.
15. To develop the health and physique of the officer; to aid him in maintaining a hygienic standard of living.
16. To develop in the officer a desire for more knowledge and provide him with reference suggestions and sources of that knowledge.

Even this brief analysis of the objectives of recruit training reveals that police officers, especially recruits, need more than mere lectures on police tactics and procedures, laws, departmental regulations and so forth, which have long been the bulk of the training program content. So much of the effectiveness of an officer's work is dependent upon his general attitude, his beliefs, viewpoints, morale and knowledge of the problem and what has to be done about it, that a training program must be designed to develop attitudes and an ability to think equally as much as it is designed to supply certain information and develop skills. Because this is so, the atmosphere which pervades the training program is of vital importance to the subsequent effectiveness of the officer's

performance. The spirit of the class and the attitude of the instructors must be conducive to the development of the spirit and attitude desired in the officers. The director of training and the instructors must be leaders, must inspire the students, in addition to supplying the information necessary and helping to develop the abilities the officers will need.

*Current and Post-War Needs in Police Training*

In light of what has been said and in consideration of what is now being done in police training, the most urgent need is clear understanding of what training is. Once the conception of training as outlined earlier is understood, and is accepted by all concerned with police training, then real training—productive training—can be provided whenever time, money and effort are expended for that purpose.

When this primary need is attained, then the many other requirements for a good training program must be obtained. What are some of the essentials?

1. The active support of officials is the first. Without it other essentials may not be obtainable, or may be present to an insufficient degree. It is necessary that the chief administrator, the commanding officers and the government officials in the city or state be so well informed concerning the need for good police training and the essentials of such a program that they will endorse and support it fully.
2. Second, a good training takes time. There is much difference of opinion among administrators as to the amount of time which should be devoted to each type of training. For example, some administrators regard three weeks as adequate time in which to conduct recruit training. Others realize that three months is not adequate. When those responsible finally agree that half the working time of a new policeman during the first year of his employment should be devoted to training, and that at least five per cent of his time during each year thereafter should be devoted to training (this does not mean solely classroom work), then the time essential to a good police training program will be provided.
3. Money is another essential of a good police training program. Adequate training cannot be provided on a shoestring. Capable instructors cannot be retained at a patrolman's pay. Good training aids must be purchased. The salary of the director of training and instructors, as well as the time and possibly meals and lodging of the students, must be considered as an item of expense in a good police training program. Police administrators and

other officials have yet to prove to themselves that it is good business to spend money for police training just as the armed forces and large business organizations have proved that large scale spending for training is a sound and substantial investment. The production capacity of well trained police officers is so far superior to that of untrained or poorly trained men that ample expenditures for training can easily be justified.

4. A general job analysis of the training needs of the rank and file officers and special job analyses of the training needs of commanding officers, specialists and officers whose activities vary from that of the general all-around officer are also essential. The department head and commanding officers should assist the director of training in making the job analyses—at least to the extent of outlining the duties and responsibilities of each position.
5. Other essentials are well organized recruit and in-service courses, based on the job analyses, set up to meet the needs of:
  - (a) Recruits
  - (b) In-service police officers
  - (c) Specialists
  - (d) Commanding officers
  - (e) Training school instructors

The police department whose training program does not provide for ample training above the recruit level is inviting the same degree of inefficient performance among its administrative officers, specialists and supervisory officers as would be expected among the rank and file policemen if no recruit training had been provided to fill their needs. It is essential that training be provided all workers in the department. There is no level of activity, no kind of police work, from the recruit to the chief's position, which could not be substantially improved by training. The training and experience which make an officer a good patrolman or sergeant will not fully meet the needs of his work as a captain of police. The captain has duties and responsibilities and should carry on certain activities above and beyond those of subordinate officers. These special activities require special training if good performance is to be expected.

6. No training program can succeed without a director of training qualified to organize and administer that program. The director of training must be highly interested in training and know what constitutes good teaching. It is his responsibility to make job analyses, plan the courses

and prepare training schedules. He must select and possibly develop instructors. He must clear the scope of the instructors' presentations, must check the quality of instruction and take necessary action to improve or eliminate poor teachers. He is responsible for examining the students to determine their progress. He must maintain training records which will indicate in what matters each officer has received training since his appointment and the comparative quality of his grades. He must settle controversies, maintain discipline and make decisions conducive to the best operation of the training function. He must attend to these and all the details involved in the operation of the training program as well as serve as instructor and prepare texts if the administration of the training program does not require his full time.

7. Enthusiastic, industrious, well qualified instructors capable of inspiring students, providing leadership, developing good habits and necessary skills, and imparting the information needed by the students are also part of the list of essentials.
8. Equally necessary are interested and ambitious students as well as incentives and good classroom morale. Morale depressives must be eliminated from the classroom and the training situation. For example, if men are required to attend training classes on their own time after having concluded an eight hour tour of duty, good class morale cannot be expected, and it would be the height of folly to expect that much learning would be accomplished.
9. Adequate training facilities must be available. Many a training effort has failed because of an overcrowded, poorly lighted, badly ventilated room. It is essential that students be comfortable in a learning process. The classroom should be large enough, well lighted and ventilated and be equipped with training equipment such as blackboards, projection equipment, chairs with writing arm or desk, and so forth.
10. Good texts, films, exhibits and other training aids improve the training program in proportion to how well they fit the training needs of the students. It is agreed that suitable training aids not only make the training more effective but enable it to be done in less time. Time and money spent on developing proper training aids is good economy. For example, if the full time of one instructor over a period of one year would result in the development of training aids which would make it possible to shorten the training program of 50 officers by

two weeks, it is evident that about 100 man weeks would be gained for the expenditure of 52 during the first use of those training aids, not to mention the gains which would accumulate over the repeated uses of the prepared training aids. A good library is another very helpful adjunct to the training program.

11. Capable, consistent administration of the training program is another essential. A continuity of training policy consistent with the needs and policies of the police department should be maintained. The training given and the needs of the men in the field must be well coordinated. Since it is impossible during any one course to give the personnel all the training they need, a good system of records must be kept to prevent overlapping or omission of subject matter in subsequent schools.

*How Good Police Training May Be Obtained*

It is difficult even for the largest departments to procure the many essentials just outlined. A small department is in a worse predicament for there usually are not enough men to be trained each year in the different levels of activity and types of work to justify the cost and man hours of a well trained, capable, training staff: adequate training quarters and facilities as well as other requisites for first-rate training. Unless the number of persons to be trained is large, the cost of properly training each individual becomes excessive—usually prohibitive. There are comparatively few police departments—either city or state—which have enough men to be trained to enable any one department to provide a first-rate training program at a reasonable cost per student. A chief of a small department who must keep the training costs per student at a reasonable level must choose between collaboration with other departments in operating a joint training school or providing training for his own personnel with the limited funds, staff and facilities available in his department.

If he chooses to operate the training program independently he can improve the training and reduce the over-all costs by scheduling the hiring and training of new personnel and the in-service personnel training, so as to have classes large enough to justify an adequate teaching staff and proper training facilities. For example: A chief of a 100-man department having a ten per cent annual turnover in personnel, would need to hire ten men a year. If recruiting was done only every two years and sufficient numbers of men were hired to replace personnel losses during the past year as well as to offset expected losses during the coming year, 20 men would be hired bi-annually. A recruit school could be justified for a class of 20 men. If sufficient classroom space and other training facilities were provided, it would be possible to

conduct in-service training during the same months the recruit school was being held. Though the two schools would be entirely separate, the same staff could be used in each school. By having the instructors serve in each school, the expense for more and better instructors could be justified. This plan would require the operation of the complete training school for a period of 4 to 6 months (depending upon the length of the recruit training school) during each two year period. For the remainder of the time all instructors except the director of training could be assigned to other tasks. In the interim he should be working on development of training materials and other personnel improvement matters.

If the chief of a small department chooses to collaborate, several possibilities are open. Large departments which operate a full scale basic training course have invited neighboring small departments to send their recruits to the training course conducted for the recruits of the large department. If more such collaboration were practiced, the smaller departments would assuredly benefit. They could well afford to pay a substantial tuition fee since they are saved the cost of providing that training at home. If the large department received regular tuition payments for training recruits from small departments, the money could well be used to hire additional staff.

The plan involving collaboration of the state police and highway patrol with the municipal and county police of the state in conducting a state-wide training program, seems by far the most promising and is now receiving marked attention. It involves the establishment of a police academy for the state. A full time staff and permanent facilities would provide training to all police in the state. Separate classes would be conducted for city, state and county officers, or for officers of different grade when the subject matter did not apply to all alike. Most states could afford such an academy. Soon, it would be found that superior training at a small cost per officer could be provided by reason of the large number of officers to be trained in the state.

The control of such an academy could be vested in a board the members of which would include representatives from state associations of chiefs of police, the state police department or highway patrol, the sheriffs' and county police association, and the vocational division of the state department of public instruction.

The academy should be financed by state appropriation. If this could not be done, this state-wide central police training school could be operated by contributions from each department benefiting from it. If this was not feasible, the academy could be operated on a tuition basis. Tuition fees of \$200 for a six months' basic police course and \$20 for a two-week advanced course would not be exorbitant. No small department could train its officers

for that instructional cost. In most states, if all departments within the state were to send their personnel to the central police academy, the number of students would be sufficiently large that the tuition income would support a first class police academy.

For example—let us note possibilities in the State of Illinois, where, with the exception of Chicago's, the departments are so small no one alone can justify a full scale training program. Each year there are approximately 300 municipal police officers appointed to the police forces of Illinois outside the city of Chicago. If an Illinois Police Academy were created, if these 300 police recruits were enrolled in a 4-6 months' basic training course and if a tuition fee of \$200 was paid for each recruit, an income of \$60,000 would be provided. Add to this the income from short "advanced" courses and from tuition from perhaps 50 state and county recruits who would need the basic course each year. A sizable annual income, perhaps \$80,000, would be obtained. Good facilities, trained expert instructors, school materials and quarters for a good police academy could be procured for that amount.

In almost every state there is a golden opportunity for some organization to be of real service to the citizenry of the state and to their police by creating a police academy which will offer *REAL* comprehensive training to all the police of the state. The logical ones to do it are the police. Universities and colleges are willing to lend their prestige and assistance to the movement.

Suggestions have been made and drafts of legislation have been prepared with a view of making police training necessary. Before such legislation is enacted in any state, it will be necessary to have created a statewide police academy to make possible for small departments to fulfill requirements. Establishment of state-wide police academies lies not in the realm of phantasy. Rather, such establishment is practicably sound and is simply "good business."

If a statewide police academy is not available and if the small size of the department prohibits the operation of a full scale training program, other devices may be resorted to. Some of these ways of providing some training are:

1. Sending key men to regional or national schools. This opportunity does not, of course, provide training for all the needs of a small department but does help by training specialists, possibly commanding officers and, in some instances, potential instructors.
2. Holding police classes for in-service personnel a few hours a week on the officer's own time or when the men may be out of service temporarily. An officer who has been trained in police teaching or a police instructor obtainable from an outside source would be needed.
3. Informal police training by such means as departmental

bulletins, conferences, and possibly correspondence courses. The potentialities of these means of training are limited but have a definite place in training the personnel of any department.

When the problem of determining how a full scale program can be organized and justified from a financial standpoint is overcome, other difficulties must be considered. Some of the most obvious are procuring or training of instructors, the development of training directors, the preparation of texts and other training aids, and obtaining sufficient financial backing to make a worthy program possible. Of possible assistance in this connection is the George-Dean Act. Through it funds are provided for vocational training and are available to all state Departments of Vocational Education for the training of policemen. Consulting the State Director of the Department of Public Instruction will determine the extent of financial assistance available from that source.

The texts and training aids which are available in the police training field are quite limited as yet. Moreover, each department at present is, to a certain degree, duplicating the efforts of others in preparing basic materials. There is no reason why basic texts could not be prepared for general use. The sooner some clearing house collects and distributes basic text material and other police training aids, the sooner these essentials of police training will be available to all police, and will cover more nearly the wide scope needed in police training. The advantage of consolidating the efforts of the many who are dabbling in the preparation of training aids and materials is obvious. If some organization were to effect a coordination of effort only in this phase of the training job, it would be a big step forward even though the actual training had to be on a decentralized basis.

Probably the most critical need in any police training program is capable instructors. Teaching is an art and a profession. A police officer, no matter how capable he may be as a policeman, will not be a good instructor unless he is trained in that activity. There are some police officers whose temperament, educational background, interests, enthusiasm and general attitude make them ideally suited for the work of police training. These men would not require but a limited amount of instruction in teaching methods and the philosophy and psychology of education to equip them to do fine training. Other very capable police officers who do not have an aptitude for teaching would never become capable instructors even if given the same teacher training instruction.

Where and how will police instructors be selected and trained? Even the larger departments can hardly afford a full fledged police-instructor training program. Regional, state or national schools for the training of police instructors are necessary. Care-

ful selection of the police officers to be sent to those schools is necessary in order that a fair proportion of those so trained may develop into qualified instructors.

Many police training directors procure judges, prosecutors and other persons outside of the police field as instructors. These people, too, should be selected not only on the basis of their knowledge of their subject but for their teaching ability as well.

One of the early steps in improving police training will be through the improvement of police instructors. The Division of Vocational Education in each state department of education can perform an invaluable service to the police profession by holding conferences or training courses for all police instructors within the state. When this and other opportunities for improving and training police instructors are developed and utilized more fully, then standards can be established and certification of police instructors begun.

### *Summary Evaluation*

Though this discussion of the essentials needed in police training and the difficulties in securing them may seem involved (and possibly discouraging), all interested in the field should take heart in the rapid progress made in recent years. Not so many years ago police training was looked upon with askance, scoffed at by some. Recently the armed forces and industry have conditioned the thinking of all people to the importance and value of training. The "selling" job necessary to securing the essentials for police training is becoming easier each year. More information on police training is now available. It remains now for interested people to press home the attack. The police should accept their responsibility for developing police training and should recognize *that only insofar as they do* will their hope of professionalizing the service be realized.

If you're interested, let's have your help.

Let's recognize that more REAL police training is necessary.

Let's bear in mind what REAL training is and what it involves.

Let's advocate more and better police training—especially of the in-service type and for the commanding officer.

Let's work for the establishment of state-wide police training schools.

Let's urge consolidation of effort, not only state-wide but in some matters on a national basis.

Let's develop more regional and national schools and courses for the specialists and police instructors.

And last, but not least, let's start now!

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