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PROJECT SUMMARY
RE: OLEA GRANT NO. 129
THE SCUTHWESTERN LEGAL
FCUNDATION

I. BACKGROUND OF GRANTEE

The Southwestern Legal Foundation, recipient of CLEA Grant No. 129, was established in 1947 as part of the Southwestern Legal Center at Southern Methodist University, Dallas, Texas. Its physical plant became a reality in 1951, when the Legal Center was dedicated to improvement of the administration of justice under law. Foundation programs contribute toward this aim.

Foundation programs draw upon the best talent available in the field of continuing legal education. It seeks through its many and varied educational endeavors to provide a forum to help integrate the diverse elements of professional knowledge essential to contemporary man. Through constant intellectual give-and-take, as well as courses of practical and immediate use to participants in their business lives, The Southwestern Legal Foundation strives to provide lasting stimuli toward attainment for its programs' participants of broader professional competence.

EVCLUTION OF THE SOUTHWESTERN LAW
ENFORCMENT INSTITUTE

Mounting tensions and disturbances of late in our increasingly urbanized society have created concern over malfunctions in administration of criminal justice. In response to this, the Foundation in 1957 founded a division dealing primarily with continuing education for law enforcement personnel. This division, the Southwestern Law Enforcement Institute, was the result of requests from law enforcement agencies recognizing that the preservation of public order requires specialized training for officers. Southwestern Law Enforcement Institute programs were to extend training courses conducted by police departments themselves, not to duplicate or compete with them.

The Southwestern Law Enforcement Institute was willing to embark on such a program only after ascertaining that jurisdictions with law enforcement powers were themselves sufficiently

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interested to participate regularly, which was determined by making the Southwestern Law Enforcement Institute a membership body calling for payment of an initial fee between \$100 and \$1,000 and annual dues from \$10 to \$25, based on population. Membership entitles unlimited representation at S. L. E. I. institutes, seminars, and symposia at no tuition charge; also, members may send representatives to the annual Southwestern Police Academy and the semiannual School of Police Science and Supervision at considerably reduced tuition. Institute proceedings, when published, are distributed to participants at no charge.

Thirty-eight jurisdictions acquired membership initially. Initial fees now total \$13,350, which has been placed in the S. L. E. I. endowment fund.

The Southwestern Police Academy, first of two main training programs to be organized, was organized to be of three months duration and to help alleviate expenditures on the part of police departments and city governments in the Southwest who send representatives to the three existing academies - Northwestern University, Evanston, Illinois; the F. B. I. Academy, Washington, D. C.; and the Southern Police Academy, Louisville, Kentucky. The Academy session annually begins in January, concluding in late March, with enrollment limited to 30 police officers of executive rank. Curriculum emphasizes police management, personnel management, law, public relations, and police records, plus political science, psychology, and sociology.

The School of Police Science and Supervision, inaugurated in the spring of 1966, is held twice annually, is four weeks in length, and is designed for first-line supervisory officers, bridging the gap between basic recruit training and training of police executives. As with the Southwestern Police Academy, the School enlists university professors, government officials, attorneys, and technical experts for its faculty. Enrollment is limited to about 35 officers.

III. TERMS AND APPROVAL OF GRANT NO. 129

Demand for services rendered by the School of Police Science and Supervision prompted offering of two sessions per year, with the second School held October 24-November 18, 1966, which was planned concurrent with preparation of an application to the Office of Law Enforcement Assistance for a scholarship grant submitted December 7, 1966. Were it not for scholarship assistance approved in CLEA Grant No. 129, law enforcement agencies, due to budgetary limitations, would have had great difficulty enrolling to S. L. E. I. programs.

It was hoped that "a grant from the Office of Law Enforcement Assistance would specifically enable the Southwestern Law Enforcement Institute" to regionalize and expand its programs. Formerly, S.L.E.I. programs had been attended mainly by Texas police officers living close enough to commute. "It is our aim," the application stated, "through this grant, to regionalize the programs by attracting candidates from each of the five Southwestern states of Arkansas, Louisiana, New Mexico, Oklahoma, and Texas." Texas was included in hopes that participation in S.L.E.I. programs might be extended to jurisdictions within the state such as El Paso and Corpus Christi fully as distant from Dallas as some cities in adjoining states, thus beyond commuting distance.

The grant would enable increasing enrollment at the Southwestern Police Academy and expanding the School of Police Science and Supervision to a second annual session to meet demands for services. The grant was sought for two years. For each Southwestern Police Academy session, five tuition and five subsistence scholarships were requested for distribution equally among the five states named. For each School of Police Science and Supervision session, ten tuition and ten subsistence scholarships were requested to be distributed similarly. In all, a total of 100 scholarships in both categories would thus be made available, over the two-year period.

Grant Application No. 129 was approved by the Attorney General on April 1, 1967, for the period and number and type of scholarships requested. Each tuition scholarship to the School of Police Science and Supervision was to be \$200. Subsistence scholarship to the School provided \$12 daily for 26 days, or \$312; each recipient, however, was required, in accordance with Paragraph 2 of the Special Grant Conditions, "to pay a registration fee of \$25," this sum to be deducted from funds paid the scholarship holder. A Southwestern Police Academy tuition scholarship was to be \$600, with each subsistence scholarship providing \$12 daily for 82 days, or \$984. In accordance with Paragraph 2, recipients were required "to pay a registration fee of \$100," the sum to be deducted from funds paid the recipient of the scholarship.

The grant also provided \$2,000 for travel and other necessary expenses of the scholarship program coordinator, a member of the S.L.E.I. staff. Financial details of the grant and expenditures of funds under it are to be found in the Final Financial Report soon forthcoming.

A degree of flexibility in scholarship distribution was provided, to be drawn upon in the course of administration of S.L.E.I. programs. It was not made mandatory that scholarships for tuition and subsistence be given the same candidates, thus gaining widest possible use of scholarship funds to expand and regionalize S.L.E.I. services.

IV. LAUNCHING OF CLEA SCHOLARSHIP PROGRAM

First S. L. E. I. program to benefit from the impetus of CLEA scholarships was the May 1-26, 1967, School of Police Science and Supervision. Notification of approval of Grant Application No. 129 arriving too late for the February 24 publication deadline of the School brochure, the Foundation asked leading citizens in states adjoining Texas to help disseminate CLEA scholarship information. Through their efforts, scholarships were distributed equally, at the rate of two tuition and two subsistence each, among police officers from New Mexico, Oklahoma, and Texas. As no applications were received from Arkansas and Louisiana, additional awards were made, one tuition and one subsistence each to officers from New Mexico and Oklahoma and two tuition and two subsistence to officers from Texas jurisdictions beyond Dallas commuting distance.

V. 1967 SESSIONS, SCHOOL OF POLICE SCIENCE AND SUPERVISION

Thirteen professors and technical experts taught the 16 courses covered at the May 1-26, 1967 School of Police Science and Supervision. Forty-five officers participated, including 12 CLEA scholarship recipients, representing in all 19 communities in four states. By comparison, the May 1966 session had 28 participants from 12 communities in four states. As reported on July 14, 1967, "experience to date in the distribution of scholarships has been instructive and encouraging."

A like number of CLEA scholarship recipients participated in the October 23-November 17 School. All five Southwestern states designated in the grant were represented for the first time. Sixteen communities in six states were represented in all at the session.

Supplementing the four-week School in fall 1967 was a two-day Institute on Police and Community Relations held November 20-21. One hundred twenty registrants, including School participants, attended the institute dealing with the image in the public mind of the police officer and means of bettering relations with the public.

VI. 1968 SESSIONS, SCHOOL OF POLICE SCIENCE AND SUPERVISION

Attendance figures for the School of Police Science and Supervision held May 6-21, 1968, third since CLEA scholarships became effective here, indicated marked progress in expansion and regionalization: 42 students enrolled from 15 communities in five Southwestern states, a 50 percent increase over enrollment at the first CLEA-aided session in spring 1966. Fourteen registrants attended on CLEA scholarships, one from Arkansas, three from Louisiana, two from New Mexico, four from Oklahoma, and four from Texas.

The last School session for which OLEA scholarships were provided was held October 21-November 15, 1968, with 47 participants from 14 communities in five states. Thirteen attended on CLEA scholarships from Louisiana, New Mexico, Oklahoma, and Texas. The Office of Law Enforcement Assistance made available additionally three tuition scholarships of \$200 each and three subsistence scholarships of \$287 for this session. Only \$355.99 of the original \$2,000 allocated for travel expenses by the S. L. E. I. consultant-coordinator had been expended. Since the number of applications from deserving candidates exceeded available scholarships, permission was sought to transfer travel funds to scholarships. Transferred was \$1,461, leaving a \$203.01 balance, reallocated by permission of CLEA to Indirect Costs allotted to granted tuition scholarships.

Virtually all fall session registrants attended a two-day Institute on The Omnibus Crime Control and Safe Streets Act of 1968, held November 18-19. Total registration at the institute was 155. The program grew out of recognition of the high incidence of crime threatening the peace, safety, and general welfare of the nation and its people, and was consonant with the aims of Congress in passing the Act, which were to coordinate and intensify efforts to prevent crime and insure more effective law enforcement on all levels of government. Emphasis was placed on Titles II, III, and IV of the Act relating to admissibility of confessions, wire-tapping, and electronic surveillance, and to firearms control.

VII. SESSIONS, SOUTHWESTERN POLICE ACADEMY

First Southwestern Police Academy to benefit from CLEA scholarships was held January 3-March 22, 1968. Five officers from Louisiana, New Mexico, Oklahoma, and Texas on CLEA scholarships were among 27 registrants. The Academy curriculum covers supervisory and administrative responsibilities of police executives, and is aimed at promoting greater efficiency at every level. Its faculty includes four holders of the Ph.D. degree.

During the 1968 Academy, a two-day Institute on Juvenile Delinquency was conducted, attended by 149 registrants, including the 27 participants in the Academy in progress. The program concentrated on the problems of young persons committing serious offenses.

The final program to which CLEA scholarships were available under Grant No. 129 was the 1969 Academy, held January 6-March 28 and attended by 31 officers, six on CLEA scholarships.

During the 1969 Academy, an Institute on Police and Contemporary Social Problems was conducted February 17-18, with an attendance of 170. Subjects covered included causes and control of deviant behavior in youth, the need for a new public image for the law enforcement officer, organized crime in the United States today, a profile of dangerous drugs and their users, and the so-called "Campus Revolt."

OFFICE OF LAW ENFORCEMENT ASSISTANCE

GRANT NO. 129

THE SOUTHWESTERN LAW ENFORCEMENT
INSTITUTE

The Southwestern Legal Foundation
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FINAL NARRATIVE REPORT

Re: OLEA Grant No. 129
The Southwestern Legal
Foundation

I. BACKGROUND OF GRANTEE

The Southwestern Legal Foundation, recipient of OLEA Grant No. 129, is a widely known institution in the field of continuing legal education. Established in 1947 as an integral part of the Southwestern Legal Center on the campus of Southern Methodist University, Dallas, Texas, its physical plant became a reality in 1951, at which time the Legal Center was formally dedicated to the improvement of the administration of justice under the rule of law. The educational programs conducted by the Foundation are recognized as valuable contributions to that end.

These educational programs are geared to be useful to the legal profession, government and law enforcement officials, businessmen, persons engaged in various phases of the oil and gas industry, and those in the United States and other countries interested in international and comparative law. In addition to a small closely-knit staff, the Foundation draws upon many able advisors among its chairmen and committee members and upon outstanding lecturers from throughout the

academic and professional worlds to plan and conduct these programs. In the course of an academic year, many distinguished scholars and others with specialized knowledge in particular fields are brought to these programs of continuing legal education as lecturers. Among them are lawyers, career specialists in government, including law enforcement officers, business executives, and others capable of helping students increase their professional competence. While great diversities exist among the fields of law, economics, and business management, many persons tend to overlook their strong interrelationships. But our legal system, economic environment, and the political organization of our society are closely intermeshed. Some common meeting ground, some forum, is required to integrate the diverse elements of professional knowledge sought by modern man. The Southwestern Legal Foundation seeks to provide such a forum. Emphasis is given in its educational programs to substance as well as to technical methods and applied skills. Students, no less than lecturers, are accorded full scope to analyze ideas and techniques. This intellectual give-and-take,

plus courses of practical and immediate use to participants in their professional or business lives serve as lasting stimuli toward the attainment of broader professional competence.

II. EVCLUTION OF SOUTHWESTERN LAW ENFORCEMENT INSTITUTE

Throughout the twenty-one years since its organization, The Southwestern Legal Foundation has been concerned with all phases of the administration of justice under law. But the mounting tensions and disturbances in recent years in our increasingly urbanized society have given rise to special concern over malfunctions in the administration of criminal justice. Thus, the Foundation in 1957 created a division to deal primarily with advanced and continuing education for law enforcement officers. Known as the Southwestern Law Enforcement Institute, it is coordinated with the Foundation's four other operational divisions: the International and Comparative Law Center, the International Oil and Gas Educational Center, the Continuing Legal Education Center, and the Center for Municipal Legal Studies.

Since the scholarship program financed by the CLEA Grant was carried out by the Southwestern Law Enforcement Institute, further details of the evolution of this division are in order. It was organized in response to numerous requests from law enforcement agencies whose conviction it was that the preservation of public order in our cities and towns requires specialized training of law enforcement officers. It was mutually agreed that the Southwestern Law Enforcement Institute would provide programs to meet the continuing educational needs of law enforcement officers, and to extend the training courses conducted by police departments themselves. Institute programs were not to duplicate or compete with programs of recruit training within law enforcement agencies.

The Southwestern Law Enforcement Institute was willing to embark on this endeavor only after its Advisory Board became convinced that cities, towns, and other jurisdictions with law enforcement powers were themselves interested in such advanced training programs. There was

one way to ascertain if such interest existed. It was by making the Southwestern Law Enforcement Institute a membership body composed of such law enforcement agencies. These memberships call for payment of an initial fee ranging from \$100 to \$1,000, and annual dues ranging from \$10 to \$25. The fees and dues are based on population. There are considerable benefits to be derived from membership. Membership entitles a law enforcement agency to send any number of its staff members to each institute, seminar, or symposium conducted by the Southwestern Law Enforcement Institute, without any tuition charge. Also, members may send representatives to the annual Southwestern Police Academy and to the two annual sessions of the School of Police Science and Supervision at a considerably reduced tuition. In the case of the Police Academy, the reduction for members is fifty percent. Proceedings of the institutes, whenever published, are distributed to participants at no charge.

It was considered significant that 38 towns, cities, and other jurisdictions had acquired membership, or had

given substantial proof of their interest in the work of the Southwestern Law Enforcement Institute. Initial fees now total \$13,350. This has been placed in the endowment fund of the Institute.

The first of the two main training programs of the Southwestern Law Enforcement Institute to be organized was the Southwestern Police Academy. Police chiefs of the area and other law enforcement officials submitted recommendations for the organization of an academy of three months' duration. Three existing academies in the Nation were cited as examples: Northwestern University, at Evanston, Illinois; the F.B.I. Academy, Washington, D.C.,; and the Southern Police Academy, Louisville, Kentucky. But it was stressed that sending candidates from the Southwest to such distant points involved heavy expenses which tended to exhaust the financial capabilities of a police department and its parent city government. To meet this situation, the Southwestern Law Enforcement Institute was urged to organize a police academy with high standards, thereby reducing

the expenses of advanced training of law enforcement officers in the Southwest.

The annual 12-week session of the Southwestern Police Academy has since been held, beginning yearly in January and extending to the latter part of March. Its enrollment has been limited to 30 police officers of executive rank. Its faculty is composed of outstanding university professors, attorneys, government officials, physicians, social scientists, and law enforcement officers. Since its start, the police academy has been of primary service to police officers of executive, or potentially executive, rank. Its curriculum has emphasized police management, personnel management, law, public relations, and police records, along with general subjects, including political science, psychology, sociology, etc.

In the spring of 1966, the Southwestern Law Enforcement Institute inaugurated the second of its two main training programs, the four-week School of Police Science and Supervision. This, again, was in response to requests

from police officers of the area. Designed primarily for first-line supervisory officers - detectives and sergeants, principally - the school bridges the gap in police education between basic recruit training and the training of police executives. The school also draws upon university faculties, government officials, attorneys, and experts in various technical fields, notably in police work, for its corps of lecturers. Considerations of classroom efficiency have imposed a limitation of about 35 on enrollment in the school.

III. TERMS AND APPROVAL OF OLEA GRANT NO. 129

The demand for the services rendered by the School of Police Science and Supervision prompted the offering of two sessions per year. Thus, a second session was scheduled and held October 24-November 18, 1966. It had been planned concurrently with preparation of the application to the Office of Law Enforcement Assistance for a grant for scholarships, submitted on December 7, 1966.

Were it not for the scholarship assistance approved

in CLEA Grant No. 129, the law enforcement agencies, because of budgetary limitations, would have experienced great difficulty in enrolling to the programs offered by the Southwestern Law Enforcement Institute.

A two-fold objective was set forth in the application filed December 7, 1966. It stated that "a grant from the Office of Law Enforcement Assistance would specifically enable the Southwestern Law Enforcement Institute" to (1) regionalize, and (2) expand its programs.

In explaining the aim of regionalization, the application said that programs of the Southwestern Law Enforcement Institute had been attended primarily by police officers from Texas who lived close enough to Dallas to commute to the Southwestern Law Enforcement Institute programs. "Only a small percentage have come from farther distances and lived on the campus" of Southern Methodist University, where the institute is domiciled. "It is our aim, through this grant, to regionalize the programs by attracting candidates from each of the five Southwestern states of Arkansas, Louisiana,

New Mexico, Oklahoma, and Texas." In this connection, it might be asked why the application sought some scholarships for residents of Texas since most of its attendance at previous programs had been composed of residents of the state. It was pointed out in reply that most Texas attendance had been from the Dallas area, and that some Texas police forces such as those in El Paso, Lubbock, Corpus Christi, and others were as distant from Dallas as many cities in adjoining states and, hence, too far to permit students from them to commute to classes.

In regard to expansion of programs, the application said that the grant would enable the Southwestern Law Enforcement Institute to increase enrollment at its annual Southwestern Police Academy and to expand its School of Police Science and Supervision to meet demands for the services of the school by adding a second annual session.

"Thus, the scholarship approach," concluded the application, "would accomplish the enlargement of the two main training programs and an equitable regionalization of

enrollment from the Southwest to help meet the need for law enforcement training and to satisfy the requirements of the Office of Law Enforcement Assistance."

The grant was sought for a two-year period. For each annual session of the Southwestern Police Academy, five tuition scholarships and five subsistence scholarships were requested, to be distributed equally among the five Southwestern states. For each of the semi-annual sessions of the School of Police Science and Supervision, ten tuition scholarships and ten subsistence scholarships were requested, to be distributed equally among the same Southwestern states. This would make available during the two-year period ten tuition and ten subsistence scholarships to the Southwestern Police Academy and forty tuition and forty subsistence scholarships to the school, or a total of 100 scholarships in all in the two categories.

Grant Application No. 129 was approved by the Attorney General on April 1, 1967, for the two-year period requested. It authorized the number and types of scholarships

requested for the two training programs. The amount of each tuition scholarship to the School of Police Science and Supervision was \$200. A subsistence scholarship to the school provided \$12 a day for 26 days, or \$312 each. It should be noted, however, that each recipient of such subsistence scholarship was required, in accordance with Paragraph 2 of the Special Grant Conditions, "to pay a registration fee of \$25," this sum being deducted from the funds paid to the scholarship holder. A tuition scholarship to the Southwestern Police Academy was for \$600. Each subsistence scholarship to the Academy provided \$12 a day for 82 days, or \$984 each. In accordance with Paragraph 2 of the Special Grant Conditions stipulated by the Office of Law Enforcement Assistance, holders of such scholarships were required "to pay a registration fee of \$100" to the academy, this sum being deducted from funds paid to the recipient of the scholarship.

In addition to funds covering the 100 scholarships of the two kinds, the Grant provided \$2,000 to be used for travel and other necessary expenses of the coordinator of the scholar-

ship program, a member of the staff of the Southwestern Law Enforcement Institute. Financial details of the Grant and expenditures of funds under it will be found in the Final Financial Report to be submitted shortly.

As has been stated, applicants hoped that the scholarship program, if approved by the Office of Law Enforcement Assistance, would go far to establish a regional center in the Southwest for the advanced training of law enforcement officers. Thus, it was suggested by the applicant and ordered by the grantor that the scholarships should be divided equally among the five Southwestern states of Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. But a degree of flexibility in such distribution was wisely provided by the Office of Law Enforcement Assistance. A portion of this flexibility in distribution of scholarships to actual conditions would be drawn upon in the course of the administration of the program, as will be seen later in this report.

It was also agreed by the Office of Law Enforcement Assistance that it would not be mandatory on the part of the Southwestern Law Enforcement Institute to give tuition and subsistence

scholarships to the same candidates. Under the terms of the Grant, the institute was empowered at its discretion to award the two kinds of scholarships to different students at the same courses. Thus was gained the widest possible use of scholarship funds in seeking to expand and regionalize the services of the training center.

IV. LAUNCHING OF OLEA SCHOLARSHIP PROGRAM

The first training program of the Southwestern Law Enforcement Institute to benefit from the impetus of the CLEA scholarships was the May 1-26, 1967 session of its School of Police Science and Supervision. Publication of the brochure announcing this session had a deadline at the printer of February 24, 1967. The brochure was planned to contain details about the 10 OLEA tuition scholarships and the 10 OLEA subsistence scholarships to be made available throughout the Southwest. But, since official notice of the Attorney General's approval of Grant Application No. 129 could not be made by that date, it was impossible to get delivery of the brochure from the printer in time to provide widespread publicity about the scholarship program.

Under the circumstances, the Executive Vice President of The Southwestern Legal Foundation called upon leading citizens in states adjoining Texas who were associated with The Southwestern Legal Foundation to provide emergency dissemination of the information. This was done on March 3, 1967, when he addressed a memorandum to Trustees of the Foundation in those states, including Mr. Edward L. Wright, Arkansas; Messrs. Leon Sarpy and John H. Tucker, jr., Louisiana;

Mr. Ross L. Malone, New Mexico; and Messrs. William H. Bell, Stephen Chandler, Hicks Epton, and James D. Fellers, Oklahoma; and to members of the Advisory Board of the Southwestern Law Enforcement Institute, including Mr. Sam H. Jones, Vice Chairman, Louisiana; Mr. E. M. Rowley, also of Louisiana; Mr. Jason W. Kellahin, Vice Chairman, New Mexico, and Mr. Robert C. Anderson, also of New Mexico; and Mr. James C. Leake, Vice Chairman, of Oklahoma.

After explaining the delay in issuance of the brochure, he asked each person contacted to bring the availability of the scholarships to the attention of selected police departments in each person's state. This called for conferring with mayors and chiefs of police of cities which each person contacted thought should send representatives to the school.

The Scholarship Committee of the Southwestern Law Enforcement Institute met on April 17, 1967, to make the initial distribution of CLEA scholarships, as follows:

New Mexico

Capt. Praxedes Sanchez, Santa Fe, 1 tuition and 1 subsistence scholarships

Lt. Carroll M. Teague, Roswell, 1 tuition and 1 subsistence scholarships

Oklahoma

Detective Richard N. Griffith, Jr., Oklahoma City, 1 tuition
and 1 subsistence scholarships

Corporal James D. Carroll, Tulsa, 1 tuition and 1 subsistence
scholarships

Texas

Detective Donald L. Prather, Amarillo, 1 tuition and 1 sub-
sistence scholarships

Sgt. Ronald O. Edwards, El Paso, 1 tuition scholarship

Sgt. John H. Shanks, El Paso, 1 subsistence scholarship

Mr. James Hancock, a member of the Advisory Board
of the Southwestern Law Enforcement Institute serving as
chairman of the meeting, reported that no applications had
been received from Arkansas and Louisiana for scholarships
allotted to those states. This situation had been indicated pre-
viously to the Office of Law Enforcement Assistance, which for-
mally authorized the re-allocation of the four tuition and four
subsistence scholarships designated for residents of Arkansas
and Louisiana to be awarded instead to applicants in the other
three Southwestern states named. Thus, the Committee voted
to make additional awards, as follows:

New Mexico

Patrolman Enrique Pacheco, Alamogordo, 1 tuition scholarship

Patrolman Louis Spere, Alamogordo, 1 subsistence scholarship

Oklahoma

Assistant Chief Lynn LeFlore, McAlester, 1 tuition and 1 subsistence scholarships

Texas

Lt. W. F. Musser, Odessa, 1 tuition and 1 subsistence scholarships

Chief Robert A. Patterson, Monahans, 1 tuition and 1 subsistence scholarships.

On notice subsequently that Chief Patterson could not attend the school, the Committee on April 27 awarded 1 tuition and 1 subsistence scholarships to Assistant Chief Freddie L. Edwards, Floydada, Texas.

V. 1967 SESSIONS, SCHOOL OF POLICE SCIENCE AND SUPERVISION

The May 1-26, 1967, session of the School of Police Science and Supervision was held, as are all other educational programs of the Southwestern Law Enforcement Institute, at the Southwestern Law Enforcement Institute headquarters on the campus of Southern Methodist University, Dallas. The faculty assembled for this session numbered 13 professors and technical experts from a number of higher educational, or law enforcement, institutions. Its 16 courses covered phases of

police science and supervision in five fields, with the number of classroom hours devoted to each course ranging from as few as two in the general subject of Orientation to as many as 21 in Theory of Supervision. The latter was taught by two holders of Ph.D. degrees, one a Professor and Chairman of the Department of Management, School of Business Administration, Southern Methodist University, and the other the same school's Dean and Professor of Industrial Relations.

In detailing the attitudes and values required of supervisors, the instructors lectured on such matters as the interviewing, counseling, and motivating of subordinates, together with the ways of skillfully evaluating, training, and disciplining employees. The importance of supervisory planning was also analyzed, with emphasis on the concepts and techniques for more adequate solving of supervisory problems and for perfecting decision making.

Nine hours of classroom instruction were devoted to police supervision, with the Deputy Police Chief of a major American city serving as instructor. A graduate of the Northwestern University Traffic Institute and the F. B. I. National Academy, he brought the principles of supervision to the level

of the practical operation of a police department. He also stressed the role of the supervisor as part of the management team and discussed methods of motivating law enforcement officers and evaluating their performances.

The various popular systems of evaluating performances were themselves evaluated during the course of six hours of classroom instruction by the Director of the Institute of Management of a major university. A former member of the Engineering Extension Service of another leading university, he discussed the shortcomings of such systems and proposed ways of gaining more effective evaluations of performances. The Deputy Chief of Police of a large city lectured on the responsibilities placed upon the supervisor in training others for supervisory posts.

Twelve classroom hours were devoted to key functions in police technology. The Chief of Personnel and Staff Services, Texas Department of Public Safety, outlined the mechanics of collecting criminal intelligence and explained the processing, evaluating, and dissemination of such data. He holds a bachelor's degree and has done graduate work at the University of Texas and participated in special studies at several other universities, including the School of Legal Medicine of Harvard

University. The lecturer is a past president of the International Association of Automobile Theft Investigators, and is chairman of the Texas Commission on Law Enforcement Officer Standards and Education.

The conduct of scientific criminal investigation was the subject discussed by the Chief of the Identification and Criminal Records Division, Texas Department of Public Safety, who is also chairman of the Major Crimes Committee of the Texas Police Association. A veteran Special Agent of the F.B.I. gave six hour-long lectures on the techniques of arrest, including the proper approach to the violator, proper search procedures, and the protection of both the suspect and the police officer.

The Chief Felony Prosecutor in the District Attorney's office, City of Dallas, Texas, and a professor and chairman of the Department of Speech, School of Humanities and Sciences, Southern Methodist University, were lecturers in 30 hours of instruction on oral and written communication, including police writing.

A former United States District Attorney and former member of the U.S. Department of Justice now engaged in

private practice was a principal lecturer on law affecting law enforcement officers. In his 12 hour-long lectures he discussed the laws of arrest, search, and seizure, including constitutional law and recent court rulings bearing on the work of police officers. A leading member of the criminal bar and a member of the Committee of the State Bar to revise the Criminal Code outlined the requirements for effectiveness as a witness in court.

Graduation exercises for the school were held May 26, 1967. Certificates of successful completion were presented to those who had passed their weekly examinations with an average grade of 70. The graduation class was addressed by the President of the Dallas Bar Association.

A total of 45 police officers participated as students in the school session. Twelve holders of OLEA scholarships - either tuition or subsistence, or both - were included. Registrants represented 19 communities in four states. This compared with an enrollment of 28, representing 12 communities in four states, at the May 1966 session of the school. The improved showing made it possible for the grantee to report July 14, 1967, to the Office of Law Enforcement Assistance

that "experience to date in the distribution of scholarships has been instructive and encouraging."

The second session of the school to benefit from the CLEA scholarship program was held October 23 - November 17, 1967. Its instruction program was substantially the same as that for the spring session. Its faculty was composed of technical experts comparable to those who had served in the earlier session. There were 12 awardees of CLEA scholarships among the registrants. Enrollment revealed the fact that all five Southwestern states designated in the Grant were represented for the first time in awards of the scholarships to one or more of their residents. Sixteen communities in six states were represented in all.

CLEA Scholarships holders were:

Arkansas

Lt. N.H. Heard, Little Rock, 1 tuition and 1 subsistence scholarships

Louisiana

Sgt. John Robert Hamilton, New Orleans, 1 tuition and 1 subsistence scholarships

New Mexico

Capt. E.M. Baca, Las Cruces, 1 tuition and 1 subsistence scholarships

Sgt. Eddie Lee Conklin, Alamogordo, 1 tuition and 1 subsistence scholarships

Oklahoma

Sgt. Royce Grissom, Norman, 1 tuition and 1 subsistence scholarships
Patrolman James H. O'Kelley, McAlester, 1 tuition and 1 subsistence scholarships

Texas

Lt. R. B. McAlpine, Cressa, 1 tuition and 1 subsistence scholarships
Sgt. Ralph White, Irving, 1 tuition scholarship.

It was reported that there had not been sufficient applications for scholarships from residents of Arkansas and Louisiana to make awards of a second tuition and a second subsistence scholarships to those two states. Again, with the authorization of the Office of Law Enforcement Assistance, these scholarships were reallocated by the Scholarship Committee as follows:

New Mexico

Officer Darrell Morgan, Alamogordo, 1 tuition scholarship
Officer Raymond New, Alamogordo, 1 subsistence scholarship

Oklahoma

Sgt. W.R. Thompson, Tulsa, 1 tuition and 1 subsistence scholarships
Officer William Ray Chambless, Oklahoma City, 1 subsistence scholarship.

The latter was the subject of a transfer of a scholarship from Texas to Oklahoma, since it was decided that Sgt. Ralph White of the Irving Police Force did not need a subsistence scholarship in view of the fact that the City of Irving is within easy commuting distance of The Southwestern Legal Foundation, where classes of the school are held.

Supplementing the four-week school in the fall of 1967 was the 2-day Institute on Police and Community Relations conducted by the Southwestern Law Enforcement Institute on November 20-21. Graduates of that session of the school were among the 120 participants in the Institute. The Institute dealt with the image in the public mind of the police officer and discussed means of bettering relations between the police and the public. In delving into such relations, the Institute heard analyses of the problems of communication and a lecture on "Prediction, Prejudice, and Discrimination," by a professor of ethics in a major theology school. The program included a thorough examination of the question of prevention and control of, with emphasis on the responsibility of the police in coping with, civil disorders and means that have proved effective in curbing unruly crowd behavior. The role of the press, including television and radio, in promoting civil peace and social order was discussed by the editor and publisher of a leading Midwestern newspaper.

VI. 1968 SESSIONS, SCHOOL OF POLICE SCIENCE AND SUPERVISION

The session of the School of Police Science and Supervision held May 6-31, 1968, was the third session since the CLEA Scholarship program became effective. Its attendance figures indicated further marked progress in the expansion and regionalization of the educational programs for law enforcement officers - the stated aim of the Grant application as approved by the Attorney General. There were 42 students enrolled from 15 communities in the five Southwestern states of Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. This was 50 percent larger than the enrollment at the first session of the school, which was held in the spring of 1966 before the CLEA Scholarship Grant was approved.

Fourteen registrants attended the school on CLEA scholarships:

Arkansas

Lt. W. D. Younts, North Little Rock, 1 tuition and 1 subsistence scholarships

Louisiana

Officer Charley W. Justice, Shreveport, 1 subsistence scholarship
Detective Frank Phillips, Shreveport, 1 subsistence scholarship
Supt. Richard A. Roberts, Sheriff's Dept., Calcasieu Parish,
Lake Charles, 1 subsistence scholarship

New Mexico

Lt. Alfred J. Lucero, Santa Fe, 1 tuition and 1 subsistence scholarships

Sgt. J.W. Swoboda, New Mexico State Police, Gallup, 1 tuition
and 1 subsistence scholarships

Oklahoma

Sgt. Gordon Collett, Norman, 1 tuition and 1 subsistence scholarships

Sgt. Philip G. Kennedy, Oklahoma City, 1 tuition and 1 subsistence
scholarships

Lt. Vernon Langley, Stillwater, 1 subsistence scholarship

Chief John D. Lovelace, Wewoka, 1 tuition and 1 subsistence
scholarships

Texas

Officer Paul Bond, Lancaster, 1 tuition scholarship

Sgt. John N. Culliton, Fort Worth, 1 tuition scholarship

Sgt. William Egan, Jr., Lancaster, 1 tuition scholarship

Sgt. J.E. Feemster, Lancaster, 1 tuition scholarship

The last session of the School of Police Science and
Supervision for which CLEA scholarships were provided under
Grant No. 129 was that held October 21-November 15, 1968. It
had a total registration of 47 students, who came from 14
communities in four of the five Southwestern states and one from

New York State. Thirteen of the registrants attended on OLEA scholarships.

Scholarship holders were:

, , Louisiana

Sgt. Kenneth Dupaquier, New Orleans, 1 tuition and 1 subsistence scholarships

New Mexico

Sgt. Lucius A. Powell, Jr., Albuquerque, 1 tuition and 1 subsistence scholarships

Sgt. John P. Toney, New Mexico State Police, Gallup, 1 tuition and 1 subsistence scholarships

Sgt. Robert L. Schmerheim, New Mexico State Police, Gallup, 1 tuition and 1 subsistence scholarships

Oklahoma

Lt. James W. Clark, Tulsa, 1 tuition and 1 subsistence scholarships

Lt. Robert V. Wilder, Oklahoma City, 1 tuition and 1 subsistence scholarships

Investigator Melvin W. Sires, 23rd Judicial District, Shawnee, 1 tuition and 1 subsistence scholarships

Fay Kirkpatrick, McAlester, 1 tuition and 1 subsistence scholarships

Texas

Sgt. Kenneth James Landry, Port Arthur, 1 tuition and 1 subsistence scholarships

Detective William J. Long, El Paso, 1 tuition and 1 subsistence scholarships.

The Office of Law Enforcement Assistance made three additional tuition scholarships of \$200 each and three additional subsistence scholarships of \$287 each available to this session of the school. Under the original Grant, \$2,000 was allocated to use as travel expenses by the consultant-coordinator for the Southwestern Law Enforcement Institute. Only \$335.99 of that sum had been expended as travel expenses because of the limited need for travel resulting from the recognition accorded the Southwestern Law Enforcement Institute's educational programs. Since the number of applications from deserving candidates exceeded the number of available CLEA scholarships, permission was sought from and granted by the CLEA to transfer funds from travel expenses to scholarships. The additional scholarships required transfer of \$1,461, leaving a balance of \$203.01. With the approval of the CLEA, the balance was reallocated to Indirect Costs allotted by CLEA to granted tuition scholarships.

These additional scholarships were awarded as follows:

Oklahoma

Sheriff-elect James E. Knight, Pittsburgh County, McAlester,
1 tuition and 1 subsistence scholarships

Texas

Capt. M. E. Eudy, Odessa, 1 tuition and 1 subsistence scholarships
Sgt. Raul Pacillas, El Paso, 1 tuition and 1 subsistence scholarships.

Almost all registrants at the fall session of the school also attended the 2-day Institute on The Omnibus Crime Control and Safe Streets Act of 1968, offered November 18-19, 1968. Many other law enforcement officers from various parts of the Southwest were in the registration of 155 at the institute. The institute grew out of recognition of the high incidence of crime threatening the peace, safety, and general welfare of the Nation and its people. It was consonant with the aims of Congress in passing the Act, which were to coordinate and intensify efforts to prevent crime and insure more effective law enforcement at all levels of government. Notable lecturers, including the Assistant Attorney General, Office of Legal Counsel U.S. Department of Justice, were heard in discussions of major provisions of the Act, notably those sections found in Titles II, III, and IV relating to the admissibility of confessions, wire-tapping, and electronic surveillance, and to firearms control.

VII. SESSIONS, SOUTHWESTERN POLICE ACADEMY

The first session of the Southwestern Police Academy to benefit from the Office of Law Enforcement Assistance scholarship program was that held January 3-March 2, 1968. Five police officers from the four Southwestern states of Louisiana, New Mexico, Oklahoma, and Texas attending on CLEA scholarships were among the 27 registrants at this 12-week program held at The Southwestern Legal Foundation on the campus of Southern Methodist University.

Its program, as are all sessions of the Academy, was designed primarily to assist police executives in their continuing education. Thus, its curriculum covered the full range of supervisory and administrative responsibilities of police executives. Standards for assessing performance of both field and staff officers were enunciated in the course of study. The whole program of the Academy is aimed at promoting greater efficiency of law enforcement agencies of every size, since local agencies have few, if any, facilities for training in specialized techniques, after an officer progresses to an advanced level.

To carry out such a program of instruction, the Southwestern Law Enforcement Institute recruited an especially able faculty of university professors, law enforcement officers, attorneys,

physicians, technical experts, and government officials. Among these were four holders of the Ph.D. degree from such universities as Ohio State, Minnesota, Chicago, and Wisconsin; and holders of master's degrees from Northwestern, Southern Methodist, and Wisconsin Universities.

General subjects studied at the Academy began with three classroom hours of instruction on orientation of the student, including note-taking and study habits, given by the Deputy Chief of the Dallas Police Department, a graduate of Southern Methodist University who is also a graduate of the Northwestern University Traffic Institute and the F.B.I. National Academy. The Chairman of the Department of Speech in a major university, a member of the faculty of the Institute of Management, and a consultant in oral communications for governmental as well as industrial organizations, lectured on Police Writing and Public Speaking. In the first subject, he dealt with the handling of the written word in letters, reports, and memoranda, and the ways in which the structure of the writing, grammar, and style may be employed to attain clarity and conciseness in communications. The same instructor lectured on public speaking, outlining the general principles in the presentation of ideas and information in clear and persuasive ways. Means of developing the voice, enlarging

the vocabulary, organizing ideas, and overcoming stage fright in speaking before audiences were explained and demonstrated in practice in which students participated.

A professor of government in the University of Texas at Arlington discussed pertinent phases of political science in thirty hours of classroom instruction. These included the constitutional and legal positions of cities, counties, and states in the federal system of government. Intergovernmental relationships were outlined, and the methods by which the great mass of people may participate in the governmental process were explained. The organization and control of administrative services were discussed, with a review of the standards of appraisal and measurement of administrative efficiency.

Psychiatric problems in the arrest and interviewing of criminal suspects were discussed in 18 hours of classroom study conducted by a member of the faculty of Southwestern Medical School of the University of Texas. He is also on the staff of a psychiatric clinic, psychologist for the Texas Prison System, and psychologist for the Children's Opportunity

Center for Retarded Children in Fort Worth. The lecturer in sociology for the session is a member of the faculty of Southern Methodist University. In a series of classroom lectures, he provided an examination of national, racial, class, and cultural conflicts and discussed methods of social control employed throughout the Nation.

The law as it affects the work of the law enforcement officer was discussed by a notable team of lecturers in 36 hours of assigned classroom consideration. The lectures constituted a basic course in law for the police officer. This meant it traversed the fields of constitutional law, civil rights, courts and jurisdictions, criminal law, the assembling of evidence, and the law enforcement officer's presentation of testimony in court. The team included the Chief Felony Prosecutor in the District Attorney's office, Dallas; the staff assistant to the Assistant Attorney General in charge of the Civil Rights Division of the Department of Justice; an attorney at law who is a former president of the Dallas County Criminal Bar Association and a member of the State

Bar Committee to Revise the Criminal Code; and a practitioner who is a former United States Attorney for a Federal District and a member of the Advisory Committee on Pre-Trial Proceedings for the American Bar Association's Criminal Justice Project.

Relations with the public figured prominently in the instruction of police executives. The Associate Professor and Director of the Law Enforcement Program, Chicago City College, discussed community relations and the police officer. An analysis and comparison of various types of public relations programs were offered, as were discussions of the projection of a public image for police officers, and the effect of changing social customs on the role of the police officer. Relations of a law enforcement agency with news media were examined by the deputy chief of a large city police department. The release of information concerning police incidents was discussed. The lecturer also spoke on the balance between the public's right to know and the rights of the accused to a fair trial free of bias and prejudice resulting

from premature release of information about the accused.

As might have been expected, emphasis was placed in the academy program upon various phases of personnel management. In all, 65 hours of classroom study and lectures were given to the subject. A large share of the instructional load was carried by the Dean and Professor of Industrial Relations, School of Business Administration, Southern Methodist University, who was heard in three hours of classroom instruction on the processing of complaints. Nine hours of lectures were devoted to the subject of Performance Evaluation, particularly the bases for evaluating the performance of subordinates. The history, nature, and limitations of merit rating received close attention.

The generation and maintenance of discipline in the operational forces of a law enforcement agency were described extensively by the same member of the faculty of the School of Business Administration. His fellow lecturer on the subject was a Special Agent of the Federal Bureau of Investigation. Starting with consideration of generally-accepted beliefs con-

cerning law enforcement, they assessed the proper and improper reasons for discipline and the place of self, as opposed to imposed, discipline. The role of discipline in achieving the mission of a law enforcement agency also came in for discussion, as did the function of an Internal Affairs Unit in the disciplinary process.

The administrative assistant to the chief of police of a large metropolitan city joined by the Dean of the school of business administration of Southern Methodist University teamed up to present 26 lectures on supervision. These brought out the basis for effective supervision, the characteristics of successful supervisors, including their insights, attitudes, values, and the techniques used by them to gain their ends. Responsibilities of various levels of police supervision were also outlined in detail.

The director of planning and development for the Department of Public Safety of a major Southwestern state was heard in 15 hours of classroom lectures on training methods and procedures. The development of curricula to

meet predetermined training needs and the various training methods available to the police administrator were discussed by the lecturer. Considerable attention was given to the use of training aids.

The chief of the police department of a Western city, who is a guest lecturer at the F.B.I. National Academy and the Southern Police Institute, spoke on proper budgeting in police management. The basic organization of budgets, together with their purpose, was given. The advantages and disadvantages of major types of budgets were revealed. Techniques of budget administration when plans must be adjusted to permit the distribution of personnel occupied much of the lecturer's attention. The budget as a planning tool and an instrument to review and evaluate programs was explained. The Director of the Institute of Management of a Southwestern university lectured on the coordination of efforts as a prerequisite to accomplishing goals. He also spoke on the direction and control of group behavior and individual performance.

A member of the faculty of the Institute of Management of Southern Methodist University described modern theories of basic communication in the structure of management today. This included the nature of feedback, the elements of semantic thought, and the role of the police officer in relation to personnel and the general public.

Organization within a law enforcement agency was discussed by two other lecturers in a series of 21 classroom discussions. They were the chairman of the department of management in a collegiate school of business administration and the commissioner of police in a large Eastern city. A former director of public safety for cities in two other states, the commissioner has also served on the staff of the International Association of Police Chiefs.

Broad principles of planning in police management were discussed in 20 hours of classroom study conducted by the deputy chief of the police department of a large city. Types of plans and the analytical approach to planning were emphasized in these lectures.

The important place of police records in the management of a police agency was analyzed in another of 27 hours of classroom instruction. A principal lecturer was the chief of the Uniform Crime Reporting Section, Crime Records Division, Federal Bureau of Investigation. He included a comprehensive description of the National Crime Information Center . Three other lectures were devoted to the uniform reporting of crime, with a description of the procedure and its purpose, method, and use. Police statistics naturally commanded much of the attention of the academy participants in their study of police records. The vital place of statistics in achieving police efficiency was the reason why stress was placed upon the use of mathematical averages and the means of computing them. Remedial mathematics were drawn upon to refresh the officer-student's ability to make percentage comparisons. The principles of record keeping were also related. Traffic records, crime records, personnel records, and field activity records were reviewed, as well as the meaning of graphs, charts, and tables.

As indicated above, the 1968 session of the Southwestern Police Academy, held January 3-March 22, was the first to reflect the effect of the Office of Law Enforcement Assistance Scholarship Grant in furthering the regionalization of the academy. The 1967 session of the academy did not have the benefit of such scholarships as a stimulus for attendance. The attendance that year represented 11 communities in only two states - Texas and New Mexico. Attendance at the 1968 session, on the other hand, represented 12 communities in the five Southwestern states of Arizona, Louisiana, New Mexico, Oklahoma, and Texas. With the exception of Arizona, all participants from Louisiana, New Mexico, and Oklahoma, as well as some students from Texas, were assisted in attending the academy by scholarships made available by the Office of Law Enforcement Assistance.

The 1967 session of the academy had a total registration of 32 students. The 1968 session had a total of 27 participants. The reduction by five registrants resulted from the fact that the police departments of Dallas and Fort Worth were undergoing reorganizations at the time, with the

result that the Dallas Police Department enrolled only five officer -students in the 1968 session, compared with 11 in 1967. Similarly, the Fort Worth Police Department enrolled six officers in the 1968 session compared with eight in 1967.

The Scholarship Committee, at its December 19, 1967, meeting, awarded CLEA scholarships to the 1968 session of the academy as follows:

Louisiana

Paul L. Dupre, New Orleans, 1 tuition and 1 subsistence scholarships

New Mexico

Duane Peters, Hobbs, 1 tuition and 1 subsistence scholarships

George S. Metarelis, Roswell, 1 tuition and 1 subsistence scholarships.

Oklahoma

Joe Duca, Tulsa, 1 tuition and 1 subsistence scholarships

Texas

C. M. Ricketts, Tyler, 1 tuition and 1 subsistence scholarships

It should be noted that no application had been received

from any resident of the State of Arkansas for the 1 tuition and 1 subsistence scholarships available to that state. The Director of the Southwestern Law Enforcement Institute reported that he had received authorization by telephone from the CLEA to reallocate these, which the Committee did by awarding 1 tuition and 1 subsistence scholarships to Capt. Duane Peters of Hobbs, New Mexico.

During the course of the 1968 session of the academy, a two-day Institute on Juvenile Delinquency was held at Southwestern Law Enforcement Institute headquarters. It was attended by 149 registrants, among whom were the 27 students attending the academy session in progress. The institute brought together an array of experts as lecturers on the problems of young persons committing serious offenses. Superior Court Judge Robert Gardner of Crange County, Santa Ana, California, spoke on social and psychological factors contributing to juvenile delinquency. He threw additional light on the social beliefs which lead to delinquent behavior, the psychology of the youthful offender, and the accountability of the delinquent for his acts.

Police responsibility in juvenile offenses was discussed by Michael J. Delaney, Director of the Youth Division, Chicago Police Department. The lecture included the offender's initial contact with the juvenile justice system, the involvement of the family in delinquency control, and the considerations of standards in determining referral to a probation department.

Louis W. McHardy, administrator of the Juvenile Division, Circuit Court, St. Louis, discussed prejudicial management of the juvenile delinquent. Utilization of the resources of the community in meeting problems of delinquency was outlined by Lawrence Higgins, director of the Louisiana Youth Commission, Baton Rouge. Clinton Kersey, director of Juvenile Parole, Texas Youth Council, lectured on juvenile correctional systems. He spoke of the use of satellite systems rather than central confinement, told of improvements in psychological and psychiatric services in reception centers, and discussed trends toward expansion of the juvenile parole system.

How and why schools, colleges, and law enforcement agencies should cooperate in facing juvenile delinquency was the subject of a lecture by Larry Harris, director of Urban Affairs for the Minneapolis Public Schools. Federal and state cooperation in dealing with juvenile crime was explained and evaluated by Philip Green, Director of Juvenile Delinquency Services, U. S. Children's Bureau, Washington. Panel discussions permitting audience participation in the program through questioning of speakers proved especially fruitful.

The last program to which CLEA scholarships were available under Grant No. 129 was the 1969 session of the Southwestern Police Academy, held January 6-March 28. Thirty-one persons registered for the session, or four more than the enrollment of the 1968 session. Six police officers representing five communities in Louisiana, New Mexico, and Texas attended on CLEA scholarships. The five tuition and five subsistence scholarships available to this session were awarded by the Scholarship Committee as follows:

Louisiana

Sgt. Charles Hinton, New Orleans, 1 tuition and 1 subsistence
scholarships

Sgt. Kenneth DeLyser, Shreveport, 1 tuition and 1 subsistence
scholarships

Oklahoma

Sgt. William S. Taylor, Oklahoma City, 1 tuition and 1 sub-
sistence scholarships

Texas

J.D. Jordan, Jr., Austin, Texas Department of Public Safety,
1 subsistence scholarship

Sgt. Floy M. Phillips, Port Arthur, 1 tuition scholarship

Sgt. Joseph Cuccia, Port Arthur, 1 tuition and 1 subsistence
scholarships

Graduation exercises were held Friday, March 28, when
all officer-students, having passed their weekly examinations
with an average grade of 70 or more, received certificates of
attendance. The graduation address was given by Henry E.

Petersen, Chief, Organized Crime and Racketeering Section,
Criminal Division, U.S. Department of Justice, Washington.

During the course of the academy session, an Institute on Police and Contemporary Social Problems was held February 17-18. This program, on which a number of outstanding authorities on the problems of youth appeared, drew an attendance of 170 persons from various parts of the Southwest, including the 31 registrants then at the Police Academy.

The causes and control of deviant behavior in youth constituted the subject of a lecture by Sherwood Norman of New York, Director of Youth Correction Services for the National Council on Crime and Delinquency. He emphasized the police image and the part it played in the prevention, control, and treatment of such behavior. He also discussed the use and misuse of courts and detention agencies, and he explored the inter-agency and community dialog on public youth services which he felt was essential in both the planning and the operation of public youth services. Barbara Johnson, Consultant, Special Projects, Chicago Board of Education, spoke on the need for a new public image of the law enforcement agent, and called for a new relationship based on respect, rapport, and relevance.

The "Officer Friendly" Program was described as one solution, but a number of innovations were added in programs to be used on the elementary and secondary school levels.

A broad but penetrating assay of organized crime in the United States today was given by Charles Siragusa, Executive Director, Illinois Crime Investigating Commission, Chicago. This included the evolution of traditional as well as new and sophisticated activities of an illicit nature.

Dr. Jean Paul Smith, Director, Bureau of Narcotics and Dangerous Drugs, U. S. Department of Justice, Washington, drew a comprehensive profile of modern drugs and their users. Included was the revelation of newer types of prohibitive drugs, such as the hallucinogenic compounds. Changes in the characteristics of the users of illicit drugs were also noted. The lecturer discussed the new approach in community relations for police officers.

A thorough and timely discussion of the "Campus Revolt" concluded the program of the institute. This was delineated by Charles D. Brennan, Chief, Internal Security Section, Domestic Intelligence Division, Federal Bureau of Investigation, Washington. The audience was told of the origin and development of the New Left movement as a caupos-oriented subversive force and of the threat it represents to the internal security of the Nation.