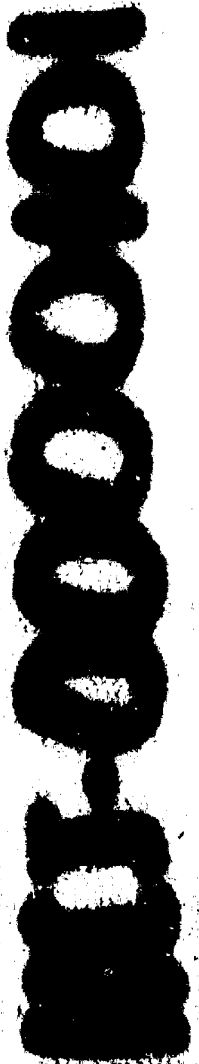


091

F I N A L R E P O R T

GRANT NUMBER

091



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## INTRODUCTION

The Des Moines Police Department is experiencing great difficulty in recruiting qualified personnel to fill vacancies in the department. Research disclosed that many candidates for the position of patrolman were disqualified for a career in law enforcement due to illicite activities that had been engaged in as a juvenile, it was found also that one of the obstacles to good law enforcement, was the public attitude toward the police service and their own civil responsibilities.

From information gathered in this research it was found the schools had failed to make the individual aware of the opportunities for employment in law enforcement and although courses of instruction were offered in civil government and other social fields, they failed to make the individual aware of the needs and of their responsibility in respect to the enforcement of laws in the community.

Efforts were made to make the schools aware of this problem but the attempts were not received with a great deal of enthusiasm. The attitude seemed to be for this department to provide police service to the community and the educators would provide education for the student.

This department was of the opinion that the education system was educating students for careers in automobile mechanics, sheet metal work, cooks, hotel management and many other trades. It was the opinion of the department the educational system should consider preparing students for a career in law enforcement. Enough opposition to this thinking was advanced, that it was dropped at that time. When Congress enacted the Law Enforcement Assistance Act of 1965, the idea of the schools preparing students for a career in law enforcement was again advanced.

## PRELIMINARY PLANNING PHASE

Prior to applying for assistance from the Law Enforcement Act, it was known that approval to institute any type of course in the local high schools would have to be approved by the local school board. Therefore, it appeared the first need was to sell the program to the local school board. At this stage of planning, the thinking was of a more elaborate program than was finally adopted. The original plan or proposal was to select students whose interests, attitude and aptitude tests in junior high indicated that they possessed the desire and interest, along with other mental and physical qualities to enter the field of law enforcement. Students selected at that time would enter what is known as core area on entrance to high school as a sophomore and their education as a police officer would begin at this early stage, continuing until graduation from high school.

The student would then enter the cadet program established by the department or if the student had the opportunity and means would continue to college in some area of law enforcement. This plan was not acceptable to the school board and was dropped as being too elaborate with no immediate results. However, as the results of the experience with this project, the plan is now being prepared and it appears the program will be adopted by the local school board in the immediate future.

The final proposal made to the Des Moines Independent Community School District and agreed upon was that a course in law enforcement would be offered in the second semester of the 1966 - 1967 school year and the first semester of the 1967 - 1968 school year provided 100 percent reimbursement for the cost of offering the course would come from other sources than the Des Moines Independent Community School District.

With this agreement being reached with the Des Moines Independent Community School District it was also necessary to obtain the approval of the State of Iowa Department of Public Instruction so the students enrolled in the course would receive a unit of credit toward graduation. This approval was granted on May 13, 1966.

With the approval of the Des Moines Independent Community School District and the State of Iowa Department of Public Instruction, application for this grant was made to the United States Department of Justice Office of Law Enforcement Assistance. This grant was approved on October 11, 1966 and became known as Federal Grant 091. The stipulation in the grant stated that a minimum of 125 students would be involved in the course. At the end of the grant period, a total of 185 students have been involved in the course.



## INITIAL PLANNING PHASE

With approval of the Federal Grant, plans were initiated to obtain the proper instructor for the course. The choice of instructor was made by the administrator of the school in coordination with the project director.

The administrator of the school had first assigned a social studies teacher as instructor. The project director was aware of an instructor assigned to the high school where the course was to be offered, who was a former police officer on the Des Moines Police Department. This teacher was Dick Clemmons who had previously served on the Des Moines Department in the rank of Patrolman and Detective and resigned to enter the teaching profession. The administrator agreed to the change of instructor and assigned Mr. Clemmons. Mr. Clemmons served in this capacity with a great deal of enthusiasm and desire which had a great deal to do with the success of the course.

The early selection of instructor made him available for the planning of the course and in this phase the course outline was completed.

"See Annex A for course outline and objectives."

The project director is of the opinion in planning for a course of this type that it is imperative that the instructor must have previous experience in some area of law enforcement, to be fully effective and to properly instruct the course. Any individual planning such a course should be made aware of this and not accept a teacher just because he is a qualified social studies teacher. Past experience has indicated that many social studies teachers and sociologists have a negative attitude toward law enforcement and fail to understand the need and procedures of law enforcement agencies. In addition, by the end of the course it could be possible for the students to have more knowledge of police procedures than the instructor due to the students participation in field activities with the police department.

The selection of a text for the course presented many difficulties. Numerous texts were reviewed and it was found that they were written on too high a level for the average high school senior to comprehend. Other textbooks failed to cover all areas of police work which would necessitate having several different classroom texts.

The textbook selected as the basic text for the course is entitled Introduction to Police Science, by John L. Sullivan, an Assistant Professor and Co-ordinator of police Science Program at Pasedena City College, Pasedena, California. Professor Sullivan also contributed many suggestions and helpful hints in formulating the course. This textbook is not the final answer in this area and there is a dire need for a improved text for this particular course. Other reference books were purchased and placed in the school library to be used as reference material for research papers. Two police periodicals were also used as reference material.

Enough emphasis cannot be placed on the selection of the textbook. In the project director's opinion, this was one of the most difficult problems encountered in this project.

When planning for a course of this type in the public school system, the planner must remember that the average high school or public library contains very few books pertaining to law enforcement, therefore, the advanced planning arrangements must include a means for securing the proper reference books. This means an additional cost for the procurement of texts will be involved when this type of course is first inaugurated in the average high school. When final selection of the basic text was decided, enough copies were ordered for one per student. The additional reference texts were ordered and placed in the school library for use as reference books in the writing of term papers and for use in other research papers. The student did not retain the text but the texts were returned at the end of each semester for reissue.

In this phase of planning, coordination is a must between the project director, the school administrator and teacher. A problem that arose and was completed with much prior planning and coordination was - will the students be allowed to be excused from other classroom activities to participate during field trips to the police station, courts and to observe and have explained to them the activities of the various units and bureaus of the department. The problem of transportation arose and was solved through the use of city buses to transport students from the school to the police station. This however, would not have been possible had it not been for funds from the grant. The school administrator has lessened this requirement and is now allowing the students to report direct to the police station in the morning or afternoon of the scheduled trip.

The student is then allowed to return to school from the police station or to home if in the afternoon. Project director recommends that anyone planning a course of this type attempt to make the same arrangements with the school administrator.

Tests and other written requirements for students were completed during this phase of planning. All were done in coordination with the instructor and based on the text. Some revisions were made in these plans at the end of the first semester where experience indicated the need for the change.

"See Annex B for copies of tests, handout material and other written requirements for the course. In addition to material contained in Annex B, the text contained questions at the end of each chapter which the students were required to answer and present to the instructor for grading."

Many films were reviewed in this phase of planning and it was found the same problem existed in the selection of films as in the selection of the textbook. The use of films added considerable expense to the course; however, the project director is of the opinion that the films added enough to the

course the additional expense was warranted. It is interesting to note that with the end of the grant, the City of Des Moines and the school district have agreed to share the cost of the film rental.

"Annex A contained a list of the final films selected and used."

Another problem area was the question of liability of the City in the event a student was injured while participating in the field trips. The project director was particularly concerned in respect to students riding in squad cars, as it was felt this was the most dangerous portion of the instruction. After consulting with the City Legal Department a form was devised which each student and parent was required to sign and which released the City from any liability should a student be injured while riding in a squad car.

"Annex B contains a copy of the release of liability from used."

#### EXECUTION PHASE

Classes in the course were started with the beginning of the second semester on January 16, 1967 of the 1966-1967 school year. A total of 67 students enrolled for the second semester course. Two diff-

erent class sessions were involved with a total of 30 students in one class and 37 in the other class section. All five senior high schools of the city were represented in the classes, in addition to one student from Urbandale High School, a suburb of Des Moines.

The first semester of the 1967-1968 school year opened on August 28, 1967. A total of 120 students enrolled for this semester course. Four different class sessions were held with the classes ranging in size from 24 to 30 students. Experience indicated that this was as many students as could be properly handled in respect to the academic portion of the course. The problem in the field activities was the lack of squad cars for students to ride in during that phase of schooling and each student did not have the opportunity to ride and work with a patrolman as often as should have been possible. Thus, the experience factor in patrol cars was reduced considerably, in comparison to the previous semester.

All classes held in both sessions were 57 minutes in duration. The course is introduced to the student



by making him aware of the need and the opportunities for positions in the field of law enforcement. In addition, civic responsibilities of law enforcement are introduced at this time and then integrated throughout the entire semester.

In making the student aware of the opportunities in the various law enforcement agencies, representative speakers from all levels of law enforcement - Federal, County, and City - were provided to explain the qualifications for their agencies and to explain their work and areas of responsibility. A police woman and matron was also provided to alert the female students in the class of the opportunities for females in law enforcement. From all indications this method appears to be a very effective way of introducing the course to the students. It acquaints them with the various agencies and makes them aware of the work of the agencies when discussing a particular agencies' area of enforcement later in the semester. This also serves to motivate the student for the semesters work. During these sessions a question and answer period is held in the closing minutes of the class. This provides the student a opportunity to question the speaker in regard to any matters the

speaker may not have covered during his talk.

Each chapter of the text is discussed by the instructor and the student is expected to read the chapter prior to discussion in class. Appendix A shows course outline in the sequence chapters were presented. No set time limit was designated to be spent on each chapter, but the objective was to cover each chapter in the text by the end of the semester. Experience indicated that the student enjoyed and was more interested in some areas than others. Hence, more discussion was the result and this led to more time being spent on one chapter than on another one. Interesting to note, the history of law enforcement appeared to arouse the least interest of the student. A specialist from the Des Moines Police Department was normally used as a guest speaker during the period his specialty was being discussed in the text. In addition to the discussion and lectures on chapters in the textbook, films pertaining to the subject were shown as supplemental teaching aids. Students were required to take notes and a discussion of the films were held later. The use of films proved very helpful throughout the course. "Films" used are listed in Annex

A under course outline."

Other requirements were given the student such as presenting current events each day in regard to crime and law enforcement. This means served to keep the student aware of the problems in law enforcement and served as a very valuable teaching aid. The student soon was able to relate incidents in the discussion on the text and as the result of this learning many "Monday morning quarterbacks were developed." The project director's thinking was that this was good, as it proved the student was thinking in police terms and was being made aware of the problem areas in law enforcement; pointing out the need for qualified individuals and the need for assistance from the private citizen. In connection with current events, a week prior to the end of the semester the student was required to submit a notebook of current events pertaining to crime and law enforcement, and to comment about each event reported in the notebook.

Prior to the beginning of a chapter, the student was given a worksheet prepared by the instructor containing questions over the chapter. The student was authorized the use of his text in answering the questions

with questions and answers being presented in writing to the instructor one day prior to the completion of the chapter.

A test was presented weekly to the student on legal terms normally used in police work. ("Annex B contains copies of legal terms").

The average student was found to be very weak in spelling. To correct this, a weekly spelling test was devised on words most frequently misspelled in police work. ("Annex B contains a list of the spelling words.")

Each student was required to submit a term paper on some subject pertaining to law enforcement or crime. Subject matter of term paper was normally selected by the student. If the student failed to chose the subject by the end of the first four weeks, the instructor selected the subject. When a chapter in the text was completed, a written test was given over the chapter. In addition to the above mentioned academic tests and measurements, a mid-term and final examination was given.

It was found the students lacked knowledge of the Bill of Rights to the United Stated Constitution and due to recent Supreme Court decisions added emphasis

was placed on the Bill of Rights to make the student aware of how the Bill of Rights pertained not only to law enforcement but to the individual's liberties.

The instructor was held responsible for grading and evaluating all material and tests submitted by the student and for the individuals final grade in the course. The project director was of the opinion that this was the instructor's field due to the instructor being more familiar with the grading system used in the school and in evaluating each student's work.

Annex B contains copies of all tests and measurements used in addition to the handout material used throughout the course.

Field trips proved to be the most popular area of the course. This probably could be expected of any normal student. Field trips were handled in several different ways. Normally one class would be transported to the police station for either a four hour morning session or a four hour afternoon session.

Each visit to the station was proceeded by an orientation in the police academy covering the activities to be visited that particular day. The class was then divided into smaller groups and the groups

structor did not require the student to participate in this activity due to the fact many students had outside employment and were unable to participate; however, at all times there was a waiting list for students who did desire to participate.

Each student was required to present a verbal report to the class on the activities engaged in the following Monday.

In order to conduct this activity in an orderly manner and so the parents would approve of this activity, certain rules were adopted. Females rode in pairs, at first they were required to ride with a Sergeant, later this was changed to allow them to ride with a patrolman. Girls were taken directly home by the patrolmen just prior to the end of their tour of duty, Particularly stressed to the patrolman - girls were not allowed to be returned to any other place than home. Boys were required to have their properly cut and dressed neatly.

The students reported to roll call at which time they were assigned to a patrolman and then completed the tour of duty with their assigned patrolman. The student was allowed to participate in roll call

and to ask any questions that he or she might have at that time.

It should be pointed out at this time that the patrolmen participating in this activity must be properly orientated and believe in the program before having the students ride with them. It can easily be seen that a patrolman that did not approve of the program or was in disagreement with the program could present many problems.

Throughout the program the project director was quite concerned over the safety of the students participating in this activity. It was felt that the major danger to a student would be a motor vehicle accident. In other police activities engaged in the individual patrolman would protect and advise the student quite well. Students were involved in two traffic accidents which resulted in no injuries to the student. One was involving a high speed chase, the other a minor backing accident.

On two separate occasions citizens had complained about a patrolman's handling of a situation. The student observed the incident and served as a witness for the patrolman in verifying his side of the incident.

When faced with this, the complainants admitted they were not telling the truth about the incident. This activity was the outstanding phase of the entire program in the eyes of the student. The project director was amazed at the change of attitude of the individual student after participating with the patrolman in his work. This activity seemed to make them very much aware of the problems faced by the individual police officer, more than any other activity that was engaged in.

At this writing we still have former students who come to the police station to ride in squad cars at various times. The past summer, many students continued to participate in this activity. It is this type of student that will choose a career of law and enforcement when he reaches the proper age.

The evaluation of the course was made by Professor Wilber J. Williamson whose report is attached as the evaluation phase.

The project director desires to make the following comments in respect to evaluating the course from the police officer's view. There is no doubt that the course objectives were accomplished, and that of creating



and promoting a better understanding of not only police problems, but of the police department and the personnel. Interest in the individual student was stimulated to the extent that many are considering a career in law enforcement. In a poll conducted of the students it was found that 85% would be interested in participating in a police cadet program, with several students indicating they anticipated enrolling in a college that offered a degree in law enforcement.

The course was well received by the community and did much to improve community relations for the police department. One interesting observation was that the course accomplished something that was not anticipated in that it gave the individual police officer a better understanding of the teen ager.

FINAL EVALUATION REPORT ON THE COURSE IN POLICE SCIENCE  
AT DES MOINES TECHNICAL HIGH SCHOOL

With the completion of the Federal assistance phase of the project to establish a course in Police Science at Des Moines Technical High School, some final comments and judgments concerning the project are in order. To summarize these judgments the following statements are offered.

(a) The course has become a part of the regular curriculum at Tech High School because of the favorable reaction to and success of the pilot project.

(b) The course succeeded in meeting the first objective of the project, namely to improve the image and understanding of law enforcement agencies and personnel among high school students.

(c) The course succeeded also in increasing student knowledge of the problems and functions of law enforcement, a second objective of the project.

(d) The course appears to have stimulated some interest and desire to make a career in police work on the part of some of the students. This was the third objective.

(e) The course provided for a variety of inter-

esting experiences and activities, such as field trips and rides in squad cars, that were well received by the students.

(f) The course had study materials and films available that were adequate, but not always the most appropriate to the level and needs of high school students.

(g) The teaching and leadership in the course was good.

(h) The course suffered from the fact that the counseling and guidance service of the schools did not effectively screen or advise students in the enrollment of the course.

When this course in Police Science was first offered in the Spring semester, 1966-1967, at Des Moines Technical High School two class sections were made available for the students. The initial response to this course was so favorable and well received that the administration of the Des Moines Schools decided to offer four sections of this course during the fall semester of the 1967-68 school year. The results of the registration for this course last fall, although adequate in terms of numbers of enrollees, was disappointing in two respects. First, there

was a very small number of registrants from the other Des Moines High Schools, Recognizing the fact that there are difficulties in arranging schedules and transportation from the other schools in the city, it is, nevertheless, apparent that there was inadequate counseling and directing of interested students into the course. In conversation with some of the students from schools other than Tech some of them indicated that it was essentially a matter of chance that they had heard of the course and had the opportunity to enroll. Second, it appeared that there was a lack of adequate guidance in the registration of most of the students for the course. From the results of a questionnaire that was given to the students in the course, one student in six said he would not enroll in the course if he had the semester to do over again. On the other hand, the students in the course were unanimous in recommending the course to other high school students who might be interested in police work and law enforcement activities. When asked for the reason or reasons why they had enrolled in the course, approximately two students out of seven gave what might be considered unfavorable responses.

When considering the student responses to these questions, the conclusion is that the screening and selection of students for the course was inadequate.

The course in Police Science has become a regular part of the curriculum at Technical High School, and two sections are being offered during the spring semester, 1967-68. With only two sections of this course available the number of places open for students is more limited, and it is hoped that this limitation of numbers of students will have the effect of a more careful screening of these students in the counseling and guidance offices. With a more strongly motivated student in the area of Police Science, the learning experiences in the course should be improved.

Concerning student attitudes towards the Des Moines Police Department, the survey of the classes indicated a marked increase in a favorable attitude and better understanding of the policeman's position. Over 90% of the students said they had changed their attitudes towards the police. The least change in attitude came essentially from the Negro boys in the class. It is my understanding that no Negro boy rode in a police squad car for a tour of duty. This was

probably not due to a lack of interest or desire on the part of the student himself, but was rather, a reflection of a concern for the impression that such an activity would have in the Negro community.

There is no doubt that many of the students in the course had a genuine learning experience. The results of the testing done by the instructor indicated this. However, the course was handicapped to the extent that much of the published material in this field was not geared to the high school student. Much of this material is oriented toward the police recruit who is in an active training program. The instructor was able to maintain adequate interest and motivation with most of this material. Some of the films used in the course seem to have accomplished very little in terms of motivation or learning.

One of the more encouraging results of this project was that the course appears to have stimulated an interest and desire of many of the students to consider police work as a career. During this last semester, one-third of all the students enrolled said that they were interested in becoming a policeman. It is still several years before these students would be

old enough to become eligible for police recruit training and many things can intervene in the meantime. But if even a part of this group continues to maintain this interest and become police recruits one of the objectives of this project will have been realized. This course, together with the anticipated Cadet program, should help to solve the very serious problem of police recruitment.

It is anticipated that this course in Police Science as Des Moines Technical High School will remain a part of the curriculum of the school. It is anticipated that the instructors and administrators will continue to improve the course in content and learning experiences. And it is anticipated that the Des Moines Police Department will continue to cooperate with the presentation of the course. As these efforts continue one can say most sincerely that this project, as financed by a grant under the Law Enforcement Assistance Act of 1965, was most worthwhile.

Respectfully Submitted,

Wilber J. Williamson

DES MOINES TECHNICAL HIGH SCHOOL

1800 Grand Avenue

Des Moines, Iowa 50307

POLICE SCIENCE

DICK J. CLEMENS

INSTRUCTOR



## POLICE SCIENCE

### I. PURPOSE AND GOALS

- A. To study the history and development of police organization.
- B. To see how the police are organized, supervised, and trained, how the police handle public relations, and how police ethics are important to everyday police work.
- C. To give practical subject matter concerning the Constitution and Bill of Rights and how they are related to police performance.
- D. To enable the student to better understand some of the police vocabulary and terminology. (P.O.B., W.M.A., P.O.I., O.M.V.I.)
- E. To eliminate many falsehoods and misunderstandings by young people of the true nature and design of law enforcement.
- F. To give the student a revealing look into criminal behavior and criminal type.
- G. To see how law enforcement works against crime. (President Johnson in his State of the Union speech states "Crime is our greatest domestic problem.")
- H. To actually take the student through a step-by-step procedure of law enforcement from arrest to interrogation and trial.
- I. To point out what knowledge and standards are required to perform adequate police work.
- J. To give those who may not consider themselves qualified for the demands of police work a better comprehension and appreciation of the dedicated service that the law enforcement officer renders to the local, state, and federal community.

- K. To point out potential careers in law enforcement and related areas; for example, court reporting, police journalism, welfare, criminal law, juvenile court work, parole and probation work.
- L. To show the student his relationship and responsibility to society.

#### TENTATIVE PROCEDURE OF THE COURSE

##### A. Orientation, References, Films and Film Strips.

###### 1. Materials needed

- a. Hardback 3-ring notebook "8 x 12" (is recommended)
- b. Pen or Ball Point
- c. Flexible schedule by the student to allow time for visits to the police station and observations of police work in the evening and early morning hours.
- d. Text: Introduction to Police Science, by John L. Sullivan

###### 2. Instructors

- a. Mr. D. J. Clemens, graduate of Drake University, former patrol officer and detective.
- b. Mr. Thomas Teale (Captain), graduate of Simpson College, commanding Patrol Bureau, Des Moines, Police Department.
- c. Mr. B. B. Wallace (Lt.), graduate of Drake University, commanding Des Moines Police Academy.

Capt. Teale, Lt. Wallace, and liaison of other law enforcement agencies, will be teaching the practical aspect of law enforcement from the Des Moines police perception.

###### 3. References

- a. Teenagers and the Law, by John Hanna.

- b. Introduction to Law Enforcement, by A. C. Germann and others.
- c. "Police" magazine, covering professional interest of Law Enforcement Personnel.

4. Films available for supplementary use

- a. Des Moines Schools (Audio-Visual Library)
  - 1. "Every Hour Every Day" (From Des Moines Police Dept.) (Audio-Visual Library)
  - 2. "Day with the F.B.I."
  - 3. "Justice Department"
  - 4. "Why We Respect the Law"
  - 5. "The Constitution of the United States"
  - 6. "Law and Social Control"
- b. Indiana University (Film Library) Bloomington, Indiana 42405
  - 1. The Criminal Man (Series)
    - a) "Culture and Crime" NET 1501 P. 119
    - b) "Anthropomorphic" NET 1497 P. 118
    - c) "Born Criminal" NET 1496 P. 118
  - 2. "Brakes and Misbehavior" NET 1506 P. 119
  - 3. "Narcissus, Oedipus, and Crime" NET 1507 P. 119
  - 4. "The Roots of Criminality" NET 1508 P. 119
  - 5. "The True Criminal" NET 1508 P. 119
  - 6. "Sexuality and Crime" NET 1510 P. 119
  - 7. "Crime Under Twenty-One" NET 1511 P. 119
  - 8. "Emotions and Crime" NET 1512 P. 119
  - 9. "The Criminal and Punishment" NET 1513 P. 119

10. "The Criminal and How to Neutralize Him" NET 1514 P. 120
  11. "Natural Law" L. S.-122 P. 121
  12. "Man Made Laws" L. S.-124 P. 121
  13. "The Criminal" NET 1495 P. 118
  14. "Left Hands, Red Hair, and Crime" NET 1499 P. 119
  15. "Weather Maps, Calendar and Crime" NET 1500 P. 119
  16. "Culture and Crime" NET 1501 P. 119
  17. "The Alcoholic Criminal" NET 1502 P. 119
  18. "Tea, Horse, and Crime" NET 1503 P. 119
  19. "1, 2, and Crime" NET 1504 P. 119
  20. "Sick Minds and Crime Over for Others" NET 1515 P. 119
  21. "Crime in a Changing City" C. S.-1602 P. 39
  22. "Police Power" C. S.-1606 P. 56
- c. Iowa University (Division of Extension and Audio-Visual Center)
- Iowa City, Iowa 52240
1. "Inside the Federal Bureau of Invest." U. 1652-224
  2. "Night to Forget" 244-45633
  3. "No Iron Bars a Cage" 244-15150
  4. "Penology" 249-U/148
  5. "Right or Wrong" 258-U3335
  6. "Understanding the Law" 274-U3684
  7. "Why Vandalism" 280-U/248
  8. "Why We Respect the Law" 280-U/248
  9. "Drug Addiction" P. 50
  10. "Night to Forget" P. 50

11. "No Iron Bars a Cage" P. 50
12. "Why Vandalism" P. 50
13. "Juvenile Delinquency" P. 50
14. "Arrest and Search of Persons" P. 124
15. "Career Report L. E. Officer" P. 124
16. "The Cry for Help" (Prevent Suicide) P. 124

5. Film Strips (Tech High, Purchased through Federal Grant)

- a. "The War on Crime"
- b. "Crime and Police Methods to Deal with It"

B. Outline of Topic to be Covered from Text. (Time to be spent on the following topics will be given as the semester progresses.)

1. Note-taking in police work, Ch. 1.
2. Chapter three (3) Employment opportunities. (Supplemented on topic by representatives of the highway patrol, F.B.I., State Bureau of Investigation, Des Moines Police Department, and others.)
3. Historical background of English police, Ch. 6.
4. Historical background of United States police, Ch. 7.
5. Career Orientation, Ch. 2.
6. The purpose of criminal law, Ch. 5. (Supplemented by lectures and materials on recent court decisions relating to the Bill of Rights, and how they affect current police procedures.)
7. Criminal behavior and crime reporting, Ch. 4.
8. Orientation to Police Administration, Ch. 8.
9. Police morals and public policy, Ch. 9.
10. The status of the police officer, Ch. 10.

11. Police training, Ch. 11.
12. Police public relations, Ch. 12.
13. Police ethics, Ch. 13.

C. Lectures from the following topics, coordinated with field trips, directly related to the Des Moines Police Department. (You are expected to take notes on all lectures and be prepared for discussions and tests.)

1. Patrol organizations and procedure.
2. Detective Bureau
  - a. Pawn Shop
  - b. Check Squad
  - c. Robbery Squad
  - d. Larcency
  - e. Homicide Squad
  - f. Auto Theft
3. Vice Bureau
4. Juvenile Bureau
5. Traffic Bureau
6. Service Bureau
  - a. Communications
    1. Radio
    2. F.B.X.
  - b. Jail
  - c. Identifications
    1. Records
    2. Laboratory, etc.
  - d. Technical Services
7. Rules of Evidence
8. Search and Seizures
9. Law of Arrest
10. Des Moines Police Academy
11. Police arrest of suspect and procedure that follows:
  - a. Booking room
  - b. Fingerprints
  - c. Interrogation
  - d. Line-up witness identification
  - e. Formal charges

### III. RESUME

We will from time to time change the procedures of this course to fit with the time of the police instructors and outside speakers from the F.B.I., State Bureau, Courts, Attorneys, and Representatives from various other agencies. These men and women will contribute a large portion of knowledge and understanding attained from this course.

The students will partake in field trips which include watching policemen on the job, becoming an audience during a court session, taking tours of the Des Moines Police Station, and having other interesting and beneficial visits.

The student will learn how the police are organized, supervised, and trained. Several nights in a patrol car with a policeman on duty will give the students an insight on the importance of ethics and problems in everyday police work. With this information, it is hoped that the students realize the importance of law enforcement as a career and the many advantages such as:

- (1) Career advancement - there is much chance and room to advance in the vast field of law enforcement.
- (2) Career challenges - law enforcement provides stimulating, interesting, and rewarding work.
- (3) Service to Community, State, Nation - a chance for a good citizen to prove himself.
- (4) Local level needs - there are countless needs at the local level as well as the state and federal levels.
- (5) Affiliation with cause - the law enforcement officer derives a personal satisfaction from serving justice.

Classroom discussion and the textbook material will point out to the student the history, responsibility, objectives and scope of today's police profession.

It is hoped that through this course we can explain the mechanics of our laws and law enforcement; clarify the misunderstandings of what the police officer's position is in a "glass world", and whom he works for-- which seems to be a major stumbling block in dealing with the public.

From infancy to interment the entire population is directly affected by law enforcement. As child, adult, and senior citizen, life and property often depend upon the able operation of protective services; peaceful existence depends upon the maintenance of order; and the continuity of government depends upon the common good. As a result of this, this course was established to instill within the up-coming generation the importance of law enforcement.

In general, people receive the quality of law enforcement they deserve. If they are apathetic, vegetative, insensitive and ignorant, their law enforcement services will probably be instruments of power, rather than instruments of protection; and instruments of selfishness, rather than instruments of service. We hope the students studying this course become interested in the law enforcement agencies; thus providing the country with efficient protection and services.



Police Science  
Tech High School

GENERAL RULES FOR THE TERM PAPER

The due date will be announced during the first part of the course

The recommended length is from five to ten double-spaced typewritten pages. (a couple of pages longer if handwritten.)

Topics should be approved before writing.

A bibliography of at least three sources should be used and listed at conclusion of the paper.

The use of footnotes is recommended. A footnote should be supplied for each important statement of fact, for each quotation, and for each conclusion borrowed from another writer. Not only must the source of every direct quotation be given, but a footnote is just as necessary when a passage is paraphrased or its substance presented. The method of footnoting most acceptable is to collect at the bottom of the page all the footnotes for that page. Each footnote should be indented as a paragraph and single-spaced. When two or more footnotes appear at the bottom of the page, a double-space should be allowed between them. Footnotes should be numbered consecutively for each page. Footnotes at the bottom of the page are separated from the text by a line one and one-half inches long (fifteen Pica spaces on a typewriter or eighteen Elite spaces), drawn for the left-hand margin toward the center of the page and one double-space below the last line of the text on that page.

The entry for the bibliography follows a different form from that for footnotes. Following is a comparison of how the entry would be made as a footnote and how the entry would be shown in the bibliography.

Book with one author - Footnote

<sup>1</sup>John C. Almack, Research and Thesis Writing (Boston: Houghton Mifflin Company, 1930). p.219.

Book with one author - Bibliography

Almack, John C. Research and Thesis Writing. Boston: Houghton Mifflin Company, 1930.

Book with two or three authors - Footnote

<sup>2</sup>Witt Bowden Michael Karpovich, and Abbot Payson Usher, An Economic History of Europe Since 1740 (New York: American Book Company, 1937), p. 422.

Book with two or three authors - Bibliography

Bowden, Witt, Michael Karpovich, and Abbot Payson Usher. An Economic History of Europe Since 1740. New York: American Book Company, 1937.

Book with more than three authors - Footnote

<sup>3</sup>Charles H. Johnston and others, The Modern High School (New York: Charles Scribner's Sons, 1914), pp. 603-14.

Book with more than three authors - Bibliography

Johnston, Charles H. and others. The Modern High School. New York: Charles Scribner's Sons, 1914.

Magazine article Footnote

<sup>4</sup>William Hard, "The Fight at Niagara," The Reader's Digest. LXIII (August, 1953), 30.

Magazine article - Bibliography

Hard, William. "The Fight at Niagara," The Reader's Digest. LXIII (August, 1953), 27-32.

Signed encyclopedia article Footnote

<sup>5</sup>Edward Sapir, "Language," Encyclopedia of the Social Science (New York: The Macmillan Company, 1933), IX, 159-62.

Signed encyclopedia article Bibliography

Sapir, Edward. "Language," Encyclopedia of the Social Science. IX, 155-62.

New York: The Macmillan Company, 1933.

Unsigned encyclopedia article - Footnote

<sup>6</sup>"Vaccination," Encyclopedia Britannica (14th ed.), XXII, 921-23.

Unsigned encyclopedia article - Bibliography

"Vaccination," Encyclopedia Britannica (14th ed.), XXII, 921-23

Special forms in the interest of brevity are used in footnotes. In consecutive references to the same source. The Latin abbreviation ibid. is used to avoid repetition of as much of the preceding citation as is unchanged. If the page number is different, it must follow the abbreviation.

<sup>7</sup>Jon Kimche, Seven Fullen Pillar (London: Secker and Warburg, 1950), p. 130.

<sup>8</sup>Ibid. (This refers to page 130, not to any other.)

<sup>9</sup>Ibid., p. 152. (This still refers to Kimche, but to page 152.)

When references to the same work follow each other closely by not consecutively and when they are to different pages in that work, op. cit. may be used in place of the usual footnote. The author's last name is given, the words op. cit., and the page references.

<sup>10</sup>Bernard Berenson, Rumor and Reflection (New York: Simon and Schuster, 1952), pp. 16-24.

<sup>11</sup>Fred M. Fling, Writing of History (New Haven: Yale University Press, 1930), pp. 52-84.

<sup>12</sup>Berenson, op. cit., p. 312. (Note that the references to Berenson are not consecutive and that different pages are cited.)

<sup>13</sup>Fling op. cit., pp. 29-31.

~~14~~ <sup>14</sup>Ibid.

When a second but non-consecutive reference is made to the exact material (the same book and page) previously cited, loc. cit. is substituted for ibid. or op. cit. The author's last name must appear, but no page numbers must follow.

<sup>15</sup>Sisley Huddleston, Europe in Zigzags (Philadelphia: J. B. Lippincott Company, 1929), p. 350.

<sup>16</sup>William S. Sonnenschein, The Best Books (New York: G. P. Putnam's Sons, 1923), pp. 42-52.

<sup>17</sup>Huddleston, loc. cit. (This refers only to page 350. A need for any other page would have taken op. cit., with a page number.)

Name \_\_\_\_\_

Address \_\_\_\_\_

### QUESTIONNAIRE

1. Would you consider employment in the Police Department as a Cadet?  
\_\_\_\_\_
2. Would you be willing to work evenings or week-ends on a regular 40 hour a week basis if necessary?  
\_\_\_\_\_
3. What monthly salary do you feel would be necessary for you to accept a Cadet position?  
\_\_\_\_\_
4. At the present time do you have 20/30 vision without the aid of glasses?  
\_\_\_\_\_
5. Is your general health good?  
\_\_\_\_\_
6. Please feel free to make any comments here:

Return this sheet to:

Lt. B. B. Wallace  
Police Academy  
Des Moines Police Department  
East First and Court  
Des Moines, Iowa 50309

Mr. Clemens  
Instructor

### WHAT IS EXPECTED OF A POLICE OFFICER

1. A Police Officer Must Be a Diplomat. He must be able to settle differences between individuals to each person's satisfaction.
2. He must make instant decisions that an attorney will take weeks, or even months, to defeat in court.
3. He must be an expert in First Aid. He must arrive at the scene of an accident, make a diagnosis of victim's condition, start breathing, stop bleeding, apply splints to broken limbs and send the injured home with scarcely a limp.
4. He must be an Athlete. He must be able to subdue men twice his size and half his age, without damage to himself or uniform and without undue force.
5. He must be an expert with any kind of firearm, being able to run several blocks, then draw his weapon and pick the eye out of a pigeon on the dome of the courthouse.
6. He must be an expert driver, able to drive across town in congested traffic, arriving at the scene with never a scratch to the public's equipment.
7. He must know his city and be able to direct the young mother to where she can buy round cornered diapers for babies with square bottoms.
8. He must be pure, being thoroughly acquainted with sin, although never partaking of any.
9. He must be a Super Detective, being able to take a single hair or a particle of dirt and tell what crime was committed, how it was committed, who committed it, and where he can be found.
10. Last, but not least, he must be an Economist. He must be able to live on a Policeman's salary.

POLICE SCIENCE

THE BILL OF RIGHTS or

THE FIRST TEN AMENDMENTS TO THE UNITED STATES CONSTITUTION

The Bill of Rights contained in our Constitution derives its origin from the English Bill of Rights, which was a law adopted by Parliament in 1689, during the reign of William and Mary. It is one of the three guarantees of English liberty. The other two are the Magna Carta (1215) and the Petition of Rights (1628).

The Bill of Rights in the United States Constitution is due to a large extent to the efforts of a lawyer - the great George Mason of Virginia. This gentleman was a near neighbor and lifelong friend of George Washington, though in later years they disagreed in politics. He owned large estates and had much personal ability. He was a member of the Virginia House of Burgesses, 1759-60, and participated in preparing many of the important resolutions and legislation of Virginia. He held many other important public positions which time will not allow me to enumerate and discuss. In 1776 he drew up the Virginia Constitution and Bill of Rights.

When the United States Constitution was completed he joined with Patrick Henry in opposing its ratification in the Virginia Convention in 1788. Failing in this he suggested amendments, the substance of several of which was afterwards embodied in the present Bill of Rights, which I will now proceed to discuss.

The first Amendment reads as follows:

"Congress shall make no law respecting the establishment of religion, or prohibition the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances."

This Article of the Constitution, to my mind, is one of the finest paragraphs ever written in the English language; it covers everything that is fine - everything that is good - for man in the enforcement of enjoyment of his God-given freedom.

Now, what did the framers of the Constitution intend? It is clear that they intended to put an end forever to tyranny and oppression. They knew that they and their fathers had crossed the ocean to come to a new land where they would be free to pray, or speak, or print - rights which they had been denied in Europe - where they would have a right to be heard; where they could peaceably, profess their faith, and discuss topics and matters for the good and maintenance of their new land.

They wanted to keep this Government intact; to criticize their public officials when they merited criticism, and ensure that no official, high or petty, could prescribe what shall be orthodox in politics, nationalism, religion or other matters of opinion, or force citizens to confess by word or act their faith therein. This was held within the past few years by the late Supreme Court Associate

Justice Jackson in a West Virginia case before the United States Supreme Court.

It was not contemplated that their purpose was to give freedom of speech and of the press to those who would, by subversive or open activities, advocate the overthrow of or the doing away with our system of government or our way of life, and substitute the philosophies of themselves or their masters therefor.

It was never intended that 150 years later the terms of this Amendment would be stretched to give persons engaged in subversive or open activities the right to organize for the purpose of preaching treason and sedition, advocacy violence and a disregard of the Constitutional rights of others.

They never dreamed that there would first be organized in this Country Nazi Bunds, and Fascist and Communistic groups, many of whom advocated anti-Christian doctrines, and whose leaders, in their lust for power, would use this Amendment to formulate a doctrine of hatred toward that Constitution and the government it founded, at the same time hiding behind it to avoid prosecution for their acts.

When you attend a town hall assembly of citizens discussing community problems, or are part of a crowd of 80,000 persons at a football game, or take part in Easter sunrise services, then you witness the first Amendment or Article One of the Bill of Rights, in partial operation.

When you are listening to any radio or television program you care to, and say or write what you please on any subject, vote for whom you please, protest by petition, and read uncensored news, you are standing under the shelter of the First Amendment.

#### AMENDMENT II

Right to bear arms. - A well regulated militia, being necessary to the security of a free state, the right of the people to keep and bear arms, shall not be infringed.

Notwithstanding its clear wording, this Second Amendment does not confer upon the people the right to bear arms. It merely forbids Congress from infringing on that right of the people. A State law forbidding the carrying of concealed weapons about your person does not violate the words of this Amendment.

That is the interpretation which has been placed upon the Amendment by the Supreme Court of the United States.

In one of our States there was a statute passed, forbidding bodies of men to associate together as a military organization, or to drill or parade with arms in cities and towns unless authorized by law. The Supreme Court of the United States held that this law did not violate the right of the people to bear arms, and that the State had the right to pass such a law.

This was a good decision for it prevents the creation of bands of men similar to Nazi Bunds and Fascist groups which committed so much thuggery in Europe before World War II.

### AMENDMENT III

Quartering soldiers. - No soldier shall, in time of peace, be quartered in any house, without the consent of the owners, nor in time of war, but in a manner to be prescribed by law.

The Third Amendment protects the people against military intrusion in their homes, something so common in Europe even after the Amendment was incorporated into our Constitution.

Every commentator on the Constitution holds that this Amendment seems to have been thought necessary, which is a masterpiece in understatement. It does not appear to have been the subject of judicial exposition; and it is so thoroughly in accord with all of our American ideas, that further comment is unnecessary, except to ask you to use your imaginations for a moment as to what happened in Europe when a soldier or soldiers intruded in peace times into the family life of citizens, subjecting them and their womenfolk to certain acts of aggression, of which the least said about, the better.

### AMENDMENT IV

Unreasonable searches and seizures. - The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

The Fourth Amendment guarantees the security of the people in their persons, houses, papers and effects against unreasonable searches and seizures. Almost up to the hour of the Revolution, the American people had suffered from such injuries at the hands of the British Government; and they were determined that their own Government should not have power to invade their privacy by "writs of assistance", as general search warrants were called.

John Adams, speaking of James Otis' heroic protest against that practice, declared, "The child Independence was born on that occasion."

James Otis' protest came about this way: In colonial days, American judges, appointed at the pleasure of the King, were customarily Tories. Great pressure was put on them to bow to the Royal will. To their great credit, they refused. The record on independence which they wrote is part of our tradition. The attempt of the King to control them made firm the resolve to keep our courts free from the executive. A series of episodes relating to search warrants illustrates the point.

Customs officers wanted search warrants good for all times and all occasions, so that they could search any place day or night for



contraband goods. These were the general "writs of assistance" that James Otis protested against. Some judges issued the writs, notably in Massachusetts. Most of the judges in the other colonies refused. Prominent in the opposition was Chief Justice William Allen of Pennsylvania, who held that the applicant for a search warrant must make oath that he has information that goods or papers are in a particular place; that he would then grant a writ to search that particular place, but would not issue a general writ to search every house.

#### AMENDMENT V

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject to the same offense to be twice put in jeopardy of life or limb; nor shall he be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

Time will not allow me to discuss this Amendment fully.

The reason for not compelling anyone in a criminal case to testify or be a witness against himself, stems from many old abuses of power.

An example has been known as the oath ex officio which was introduced into England by Pope Gregory IX in 1236. It read, "You shall swear to answer all such interrogatories as shall be offered unto you, and declare your whole knowledge therein, so God help you." Refusal to take the oath was a contempt of court. Failure to answer was to confess. Thus the oath ex officio, like torture, became a means of making person accuse himself.

It was used by the clergy to inquire into the morals of people and to ferret out heresy. It was so abused that it was outlawed, only to be restored and then abolished again. When Queen Elizabeth I in 1559 established a national church, the oath ex officio became the instrument for oppressing Catholics and Puritans alike.

The defendant took the oath ex officio before he knew the charges against him and before he knew who the accusers were. The trial was based on the answers given by the defendant under oath in his preliminary examination. The oath preceded the formal accusation; the examination of the defendant preceded the trial.

This oath was used by what was then known as the High Commission, whose roots went back to 1535. The oath and the High Commission were both abolished by an act of Parliament in 1641. However, King James II restored them in 1686, but they were finally outlawed by the English Bill of Rights in 1689.

Depriving a person of life, liberty or property without due process of law has a broad significance. In substance it means that

everyone is entitled to his day in court, in an orderly, fair and just manner and method of procedure, and that all of his legal rights, both in civil and criminal cases, are scrupulously protected.

Private property when taken for public use, or expropriated, as it is legally defined, must be paid for at its then market value. Today, we find instances of this when a public road or bridge is built, and land is needed for the road or the approaches to the bridge, or when a Government Housing Project is erected.

#### AMENDMENT VI

Rights of the accused. - In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the state and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.

In olden times, persons accused of crime were kept in jail for years without being brought to trial, or even knowing what the charges against them were. They were also tried in what was known as Star Chamber proceedings. This so-called court was composed of Judges, clergy, lawyers and laymen, and existed about 150 years. Though it is remembered as an engine of tyranny, it was, in its early days, a useful instrument in restoring order and keeping all England quiet. The mid-fifteenth century was a turbulent one, the nobles warring with each other, and corruption among government officials was rife. The Star Chamber - which took its name from the room at Westminster where it sat - reduced that lawlessness.

But, as the years passed, its powers grew and the court commenced to act as a legislature and took unto itself almost unlimited jurisdiction. Moreover, it came to be used as an instrument to serve political ends. Authors who were critical of the Crown, political opponents of the regin, men who refused to submit to the Crown's illegal methods of raising revenue, all felt the vicious lash of the Star Chamber.

The Star Chamber trenched on freedom of speech and of the press, of the the rights of conscience, and of religious freedom.

Though it never applied the death sentence, its punishments were severe and barbarous. Staggering fines were imposed. Ears were cut off, cheeks branded; noses slit; tongues drilled and mutilated; bodies drawn and quartered, and other punishments too gruesome to mention. The pillory and whipping post were used. Convicts were paraded in public to show their offense. A man who objected on religious grounds to eating pork was put on a pork diet.

An accused could be arrested privately without any information charged against him and examined in private, without being confronted

with the witnesses against him and without the benefit of counsel or the right to summon his own witnesses. Torture was used to exact confessions, as well as the oath ex officio already discussed.

Juries were fined and imprisoned for giving verdicts contrary to the wishes of the court.

Thus the Star Chamber became synonymous with tyranny and oppression.

The Sixth Amendment has done away with this horrible practice.

#### AMENDMENT VII

Trial by jury in civil cases. In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law.

This is the foundation of the rights of citizens to have their civil cases tried before a jury.

#### AMENDMENT VIII

Bail Punishment - Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

If excessive bail is required, this would be tantamount to keeping a person in jail without the benefit of bail. The evils which this Amendment corrects have already been discussed. Examples of cruel and unusual punishments have just been submitted to you.

#### AMENDMENT IX

Rights retained by people - The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

The Ninth Amendment is a basic statement of and protects the in-born natural rights of the individual. On its face this Amendment states that there are certain unenumerated rights that are retained by the people as individuals.

The rights do not owe their origin to constitutions. They existed before constitutions were even thought of. They exist inherently in every man, by endowment of the Creator, and are merely re-affirmed in our Constitution. They are as broad as the sky is high. They are incapable of enumeration, but as they are infringed upon the individual has the right to apply to the courts for relief and redress.

There are many who possess a richer experience than your humble servant. And the best that I can do is give examples of some - only some - of the unenumerated inherent human rights contemplated by the Constitution in order that this discussion may have present practical value and purpose.

The right to establish justice, promote general welfare, secure the blessings of liberty, protect our persons and property from violence are examples.

A law that makes a man a judge in his own cause; or a law that takes property from A and gives it to B; a law that punishes a citizen for an act which when done, was in violation of no existing law - these are some examples of invasion of inherent rights.

The right "to be let alone" is one of our inherent rights which has been sustained by our courts; the right to privacy is inherent; the right to acquire and own property and to deal with it and use it as the owner chooses, so long as the use harms nobody, is a natural right.

The Declaration of Independence mentions rights to which 'the laws of nature and nature's God entitle all men, among these being life, liberty, and the pursuit of happiness.

The Declaration of Independence was a forerunner of the Ninth Amendment, and when it used the words "nature's God" and "among these", it purposely did not enumerate the rights. It was careful to state that liberties and human rights were not man made, and could not be enumerated.

Therefore, the door is wide open for the results of research, the proper construction of this Amendment, and enumeration of the rights with which the Government, or anyone, has no power to interfere.

Remember - in our own lifetime we have seen from the stream of history that human rights are the product of the growth of civilization. The automobile, airplane, radio and television, paved roads, transportation facilities, and industry generally being vastly improved - with their inherent human rights. I feel certain that the framers of the Bill of Rights looked into the future and anticipated this growth of civilization, - which, to say the least, is not short of being miraculous.

Now, my friends, it is apparent that the Ninth Amendment protects personal rights and liberties rather than public or collective rights.

Now, then, how are public or collective rights protected?

#### AMENDMENT X

We are now to the Tenth Amendment, which is also very short, and reads as follows:

"The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively or to the people."

This Amendment is also vitally important. While a citizen, as a member of the public, possesses his fundamental or inherent rights of natural endowment on the first hand, secondly, as a member of the public, he possesses public rights which he holds collectively with other citizens.

The Tenth Amendment preserves the powers of the states as well as the people against encroachment by Congress.

In observance of this Amendment the Supreme Court has halted attempts by Congress to invade the powers of the States, notably in the matter of commerce. The power of the States to regulate matters of internal police applies not only to the health, morals and safety of the public, but also to whatever promotes the public peace, comfort and convenience of the citizens of that State.

Therefore, it is well for us to keep before us the proper relationship between individual liberty and government. While this nation began with the cardinal principle that individual liberty is paramount, it can be limited by public necessity.

In conflicts between the individual and let us say a State Government, there is a presumption in favor of public necessity when weighed in the balance with the individual liberty.

The reason seems to be this: Government (and I refer to both State and Federal Government) - government has grown immense, and national and State planning covers immense projects with collective social results as the final goal. We have in a large measure lost sight of the individual except as he is carried along as a part of mass projects. An example is the taking of private property for public use, commonly called expropriation, provided for by Amendment V.

It has always been my personal opinion that the Constitution and the Bill of Rights has unified the American people.

There has never been a nation in history comparable to the United States of America.

Our Nation is unique and different because of the heterogeneous nature of our population. When we take time to think of it, this is a tremendous phenomenon. Assembled under one Flag and under one loyalty are millions of people from all the races, creeds and nations of the world. This is something new in history. It is one of the marvels of the world that a nation composed of such citizenship could remain united.

This flow of population began a little over 120 years ago, and yet there has been no ebb in our standard of loyalty and patriotism on the part of our people as a whole. I have already discussed the reason: most men come to this Country in search of freedom of one kind or other, and they found it here.

Our Constitution has made our land the land of golden opportunity and the meeting place of the world's finest ideas and ideals.

POLICE SCIENCE  
Chapter 4

UNIFORM CRIME CLASSIFICATION  
OF CASES

PART I. CASES

1. CRIMINAL HOMICIDE
  - a. Murder and non-negligent manslaughter
  - b. Manslaughter by negligence
2. RAPE
  - a. Forcible
  - b. See Sex Offenses
3. ROBBERY
  - a. Highway
  - b. Commercial House
  - c. Oil Station
  - d. Chain Store
  - e. Residence
  - f. Bank
  - g. Miscellaneous
4. AGGRAVATED ASSAULT
5. BURGLARY - BREAKING OR ENTERING
  - a. Residence (dwelling; apartment; hotels; etc.)
    1. Committed during night
    2. Committed during day
  - b. Nonresidence (Store; office; etc.)
    1. Committed during night
    2. Committed during day
6. LARCENY - THEFT
  - a. Pocket-picking
  - b. Purse-snatching
  - c. Shoplifting
  - d. Theft from autos (Auto accessories excluded)
  - e. Auto Accessories
  - f. Bicycles
  - g. All Others
    1. Apartment or Hotel
    2. Dwelling
    3. Store, Office or warehouse (Shoplifting excluded)
    4. Public Building
    5. Yard
    6. Livestock (Regardless of where stolen)
    7. Short Change
    8. Miscellaneous

UNIFORM CRIME CLASSIFICATION  
OF CASES

PART II. CASES

7. AUTO THEFT
  - a. Joy riding
  - b. All others
8. OTHER ASSAULTS
9. FORGERY AND COUNTERFEITING
  - a. Forgery (Except Checks)
  - b. Counterfeiting
  - c. Checks (forged or fictitious)
10. EMBEZZLEMENT AND FRAUD
  - a. Embezzlement and conversion
  - b. Confidence games
  - c. Checks (not sufficient funds or no account)
  - d. Other frauds (Obtaining Mdse. under false pretenses)
11. STOLEN PROPERTY (buying, receiving, possessing)
12. WEAPONS (Carrying, possessing, etc.)
13. PROSTITUTION (Commercialized vice)
14. SEX OFFENSES (except rape and prostitution)
  - a. Indecent exposure
  - b. Abnormal sex relations (buggery; sodomy; crime against nature)
  - c. Indecent liberties
  - d. Miscellaneous (all other)
15. OFFENSES AGAINST FAMILY AND CHILDREN
16. NARCOTIC DRUG LAWS
17. LIQUOR LAWS
18. DRUNKENNESS
19. DISORDERLY CONDUCT
20. VAGRANCY
  - a. Begging
  - b. Miscellaneous - Male
  - c. Miscellaneous - Female
21. GAMBLING
  - a. Gambling
  - b. Running Gambling game
  - c. Permitting gambling
  - d. Possession of gambling devices

UNIFORM CRIME CLASSIFICATION  
OF CASES

PART II CASES

22. DRIVING WHILE INTOXICATED
  23. VIOLATION OF ROAD AND DRIVING LAWS ( endangering public safety)
    - a. Speeding
    - b. Reckless Driving
    - c. Signs and signals
    - d. Right of way
    - e. Other violations
  24. PARKING VIOLATIONS
    - a. Overtime
    - b. Other illegal parking
  25. OTHER VIOLATIONS OF TRAFFIC AND MOTOR VEHICLE LAWS
    - a. Hit and run--Personal Injury
    - b. Hit and run--Property damage
    - c. All Other
  26. OTHER OFFENSES (Not Classified above)
    - a. Arson
    - b. Blackmail; extortion; kidnaping
    - c. Burglary tools (Possession, etc.)
    - d. Escape from jail
    - e. Malicious mischief (damage to property)
    - f. Obscene literature, pictures, etc. (Possession, etc.)
    - g. Parole Violation
  27. OTHER OFFENSES (Continued)
    - h. Public nuisances
    - i. Subversive activities, criminal syndicalism sabotage
    - j. Trespass
    - k. Miscellaneous (Not otherwise classified)
  28. SUSPICION
- PART 3 CASES (LOST AND FOUND)
29. LOST
    - a. Persons
    - b. Animals
    - c. Property
  30. FOUND
    - a. Persons
    - b. Animals
    - c. Property
- PART 4 CASES (CASUALTIES)
31. FATAL MOTOR VEHICLE TRAFFIC ACCIDENTS
    - a. Collision with pedestrian
    - b. Collision with another motor vehicle
    - c. Collision with railroad train
    - d. Collision with street car
    - e. Collision with animal-drawn vehicle
    - f. Collision with bicycle



UNIFORM CRIME CLASSIFICATION  
OF CASES

FATAL MOTOR VEHICLE TRAFFIC ACCIDENTS (Continued)

- g. Collision with animal
- h. Collision with fixed object
- i. Non-collision; Overturned on roadway
- j. Non-collision; Ran off roadway
- k. Other non-collision
- l. Miscellaneous

- 32. PERSONAL INJURY MOTOR VEHICLE TRAFFIC ACCIDENTS  
(Use same subdivisions as appear under Item 30)
- 33. PROPERTY DAMAGE MOTOR VEHICLE TRAFFIC ACCIDENTS  
(Use same subdivisions as appear under Item 30)
- 34. OTHER TRAFFIC ACCIDENTS (Except motor vehicle)
  - a. Railroad accidents
  - b. Street car accidents
  - c. Other traffic accidents
- 25. PUBLIC ACCIDENTS (except firearms and dog bite)
  - a. Drownings
  - b. Falls
  - c. Burns, conflagrations, explosions
  - d. Motor vehicle non-traffic
  - e. Other vehicular non-traffic
  - f. Other types

UNIFORM CRIME CLASSIFICATION  
OF CASES

PART 4

- 36. HOME ACCIDENTS (except Firearms and dog bite)
  - a. Falls
  - b. Burns, Scalds, Conglagnations, Explosions
  - c. Poisonous gas
  - d. Mechanical suffocation
  - e. Poison (except gas)
  - f. Motor vehicle
  - g. Cut or scratch
  - h. Other types
- 37. OCCUPATIONAL ACCIDENTS (except traffic and other public, firearms and dog bite)
  - a. Handling objects
  - b. Falls
  - c. Machinery
  - d. Motor Vehicles
  - e. Other vehicles
  - f. Falling objects
  - g. Using hand tools
  - h. Burns, Conflatrations, Explosions
  - i. Other types
- 38. FIREARMS ACCIDENTS (Not suicide)
  - a. Home
  - b. Occupational
  - c. Public
- 39. DOG BITES
  - a. Home
  - b. Occupations
  - c. Public
- 40. SUIDES
- 41. SUICIDE ATTEMPTS
- 42. SUDDEN DEATH AND BODIES FOUND
- 43. SICK & CARES FOR
- 44. MENSA, CASES

PART 5. CASES (MISCELLANEOUS)

- 45. MISCELLANEOUS OFFICERS
- 46. MISCELLANEOUS PUBLIC
- 47. SPECIAL ORDERS
- 48. GENERAL ORDERS
- 49. RULES AND REGULATIONS

POLICE SCIENCE

Chapter 2 Career Orientation

1. What is the Importance of a career orientation? How can one remove the element of chance from his selection of a career?
2. Why is there such a demand today for police personnel? Cite J. Edgar Hoover, and Chief William Parker. Give Des Moines as an example.
3. Explain briefly the following. Be sure to point out the importance of each. What part, if any des Des Moines use?
  - A. Prescreening
  - B. Personal History Data
  - C. Personal Appearance
4. Employment investigators believe that it is much better to be thorough than sorry. Describe some typical cases brought about through intestigations. From our guest speaker, give his example.
5. What are the general qualifications required for position as a peace officer. What are Des Moines qualifications?
6. Before one is appointed, what are some various examinations that must be passed? Can you list Des Moines?
7. Describe the meaning and procedure for becoming eligible for preservice college training.
8. Enumerate on physical requirements that must be met. How does this compare with Des Moines?
9. Why do many departments recommend a desired I.Q.? Does Des Moines P.D.?
10. Describe the values of the cadet programs now in operation in many police departments. Would you recommend this for Des Moines Police Department? If so why?
11. Why are the credit, criminal, and traffic records important?

POLICE SCIENCE

Chapter 3  
Positions in Law Enforcement  
and Closely Related Fields

Although the greatest need is for patrolmen for city police, sheriff departments, and the Iowa-Highway Patrol, there are many other positions available which require law enforcement duties. College training could lead to a career in one of the many law enforcement positions listed.

Local Positions: The following local positions require law enforcement duties:

City Police: All incorporated towns and cities  
County Sheriffs: 99 County sheriff's departments.

Command Positions:

Sheriff or Chief of Police; Undersheriff or Assistant Chief, Inspector, Captain, Lieutenant, and Sergeant

Operational Positions Within the Des Moines Police Department.

Patrolman, Police Officer or Traffic Officer

Detective

Civil Officer (sheriff department only)

Polygraph Examiner

Criminalist

Crime Lab Technician

Identification Officer

Training Officer

Records Officer

Radio Operator

Police Clerk

County Attorneys: Not all Iowa County Attorneys Maintain These.  
Criminal Investigator  
Welfare Investigator

State Positions: At the state level, a number of specific jobs that involve investigational or law enforcement duties are listed as follows:

Department of Alcoholic Beverage Control:

Supervising Special Investigator

Enforcement Supervisor

Special Agent

Department of Employment:

Chief Special Investigator

Supervising Special Investigator II

Supervising Special Investigator I

Senior Special Investigator

Special Investigator

Investigator Trainee

Department of Fish and Game:

Chief, Wildlife Protection Branch

Patrol Inspector

Patrol Captain  
Fish and Game Patrol Boat Captain  
Fish and Game Patrol Boat Lieutenant  
Fish and Game Warden

Franchise Tax Board:  
Income Tax Agent

Department of General Services:  
Police Security Inspector  
State Police Captain  
State Police Lieutenant  
State Police Sergeant  
State Policeman

Department of Investment:  
Chief Investigator  
Supervising Special Investigator III  
Supervising Special Investigator II  
Supervising Special Investigator I  
Senior Special Investigator  
Special Investigator

Department of Justice: (Division of Criminal Law & Enforcement)

Bureau of Criminal Identification and Investigation:

Chief of the Bureau  
Assistant Chief of the Bureau  
Supervising Special Agent  
Special Agent II (Polygraph Examiner)  
Special Agent I  
Supervising Criminalist  
Criminalist  
Forensic Chemist  
Questioned Document Examiner  
Supervising Photographer  
Photographer I  
Supervising Modus Operandi Analyst  
Assistant Supervising Modus Operandi Analyst  
Senior Modus Operandi Analyst  
Intermediate Modus Operandi Analyst  
Junior Modus Operandi Analyst  
Supervising Fingerprint Examiner  
Latent Fingerprint Examiner  
Fingerprint Examiner Grade II  
Fingerprint Examiner Grade I  
Fingerprint Examiner Assistant  
Supervisor of Records  
Supervising Records Clerk I and II

Bureau of Narcotic Enforcement:  
Chief of the Bureau  
Assistant chief of the Bureau  
Narcotic Chemist Agent  
Narcotic Supervising Agent II  
Narcotic Supervising Agent I  
Narcotic Field Supervisor

Senior Narcotic Agent  
Narcotic Specialist Agent  
Narcotic Agent  
Narcotic Agent Trainee

Commission on Peace Officer Standards and Training:  
Executive Officer  
Field Representative

Department of Motor Vehicles:

Chief Investigator  
Supervising Special Investigator II  
Supervising Special Investigator  
Special Investigator  
Motor Vehicle Investigator I  
Investigator Trainee

Department of Professional and Vocational Standards:

Senior Special Investigator  
Special Investigator  
Inspector

State Colleges:

Supervisor  
Campus Security Officer

In addition to the many thousands of persons directly charged with a policing and investigational function, as indicated in the foregoing, we must consider and important utilization of courses in the law enforcement training curriculum for those persons engaged in civil capacities as aids in the foregoing agencies or functions such as the following:

Harbor Policeman  
Port Security Police  
School District Security Police  
Insurance Investigators and Adjuster

Positions in Federal Law Enforcement  
and Closely Related Fields

Agencies which have positions requiring law enforcement duties:

Department of Justice  
U.S. Post Office  
Treasury Department  
Bureau of Internal Revenue  
U.S. Secret Service  
Bureau of Narcotics  
Federal Bureau of Investigation  
U.S. Marshal  
Bureau of Prisons  
U.S. Army  
U.S. Navy  
U.S. Air Force  
U.S. Park Police

LAW ENFORCEMENT

Test Chapter 2 & 3

1. Define a felony?
2. What public institution would a person be convicted of a misdemeanor be sentenced?
3. Where would one go to obtain job information about a city Police Department?
4. List the basic requirement for apposition of patrolman on city and state level?
5. Criminalist work includes laboratory analyses of samples of A \_\_\_\_\_, B \_\_\_\_\_, C \_\_\_\_\_ D \_\_\_\_\_  
E \_\_\_\_\_
6. The qualifications for criminalist specify a graduation from \_\_\_\_\_, with a major in the field of A \_\_\_\_\_  
B \_\_\_\_\_ C \_\_\_\_\_
7. Solouis of a Criminalist world start at about, A. 450  
B. 550 C. 650 D. 750
8. How does the U.S. goverment select most of their employees in the field of law enforcement?
9. Name the oldest federal law enforcement agency in the U.S.?
10. Bureau of Customs has charge of the suppression of the \_\_\_\_\_ of all types of articles.
11. The position of U.S. Marshal is filled by the \_\_\_\_\_, and approved by the \_\_\_\_\_, for a period \_\_\_\_\_ years.
12. The greatest responsibility of the secret service is to \_\_\_\_\_.
13. The first city to employe police matrons was \_\_\_\_\_.
14. At the present time there are about, A. 1,095 B. 3,500  
C. 5,150 D. 9,700 women employed in police law enforcement in the U.S.
15. Women usually are assigned to the \_\_\_\_\_ division of a police department.
16. A large part of the bureau of narcotics time is spent suppressing traffic in \_\_\_\_\_ and \_\_\_\_\_.
17. The \_\_\_\_\_ officer usually conducts the entire background investigation in processing an application.
18. A police cadet is a \_\_\_\_\_ police trainee.

19. The minimum I.Q. required on most police departments is \_\_\_\_\_.
20. The psychiatrist will interview prospective officers primary to eliminate applicants who are\_\_\_\_\_.
21. The\_\_\_\_\_ agency, founded in 1850, is one of the oldest private police agencies in the U.S.
22. Many large companies have an elite corps of investigators known as\_\_\_\_\_.
23. Private security police are paid with\_\_\_\_\_ funds.
24. Public police officers are paid with\_\_\_\_\_ funds obtained from\_\_\_\_\_.
25. The public officer is on duty\_\_\_\_\_ hours a day.
26. Public police are hired by the state, or city government, but receive authority from the\_\_\_\_\_ as "peace officers"
27. The private police (have) (have not) the same authority to make an arrest as that of a public officer.
28. Security officers (can) (cannot) carry concealed weapons.
29. The matter of\_\_\_\_\_ is crucial to the person seeking a career.
30. There are three basic kinds of understanding which can greatly assist in planning the right career. List the three



LAW ENFORCEMENT  
Work Sheet

Chapter 3 Employment Opportunities

- I. Explain how one would go about getting job information on the City, County, and State levels? Be sure to include the following information.
- A. Education requirements?
  - B. Physical requirements?
  - C. Age?
  - D. Any other requirements that may be of value?
  - E. What is the trend for pay and working conditions?
- II. In addition to the traditional local law enforcement positions of police officer, deputy sheriff, highway patrolman, there are others. List and describe briefly the duties of the following:
- A. Fingerprint examiner
  - B. Correction officer
  - C. District attorney investigator
  - D. Criminologist

III. Federal law enforcement jobs are opening in great magnitude. List the qualifications and duties in general, how appointments are made, and what are the various working conditions.

A. Describe briefly the duties, job qualifications and demands of the following U.S. Department of Justice job opportunities.

1. Federal Bureau of Investigation
2. United States Immigration and Naturalization Service
3. United States Marshal

B. Elaborate on the duties, job qualifications and demands of the following U.S. Treasury Department jobs.

1. Bureau of Customs
2. United States Coast Guard
3. Federal Bureau of Narcotics
4. Secret Service
5. Internal Revenue Service

Chapter 3 Continued

- C. Describe briefly the duties, job qualifications, and opportunities in Federal Prison Administration work.
- IV. There are many new opportunities for women in all levels of government. Briefly write out some duties, qualifications, and demands.
- V. List and describe Probation and Parole jobs for women.
- VI. Since WWII, there has been a growing demand for Private security forces. Write about their beginnings, opportunities, and restrictions. Explain the differences between public police and private police in the following areas:
1. Authority of arrest
  2. Use of uniforms and badges.
  3. Authority to carry weapons
  4. Source of authority
  5. To whom each are responsible
  6. Hours of employment

What value can a course like this be in the field of private police?

### LAW ENFORCEMENT, Chapter 3 Test

1. A felony is any crime that one may be punished by death or imprisonment in a state or federal prison.
2. A person seeking job information on the city level would receive information from any county court building.
3. The basic requirement for most city police department is 5'11", weight of not less than 170 pounds and a college graduate.
4. Criminalist work with laboratory analyses such as soil, glass, and blood.
5. A criminalist only works with local police authorities.
6. A criminalist does not need a college education.
7. Most positions by the federal government are selected through civil service examinations.
8. The F.B.I. job requirements state that a person should have no criminal record.
9. The F.B.I. job requirements state that a person should have no adverse, reckless traffic record.
10. In applying for a position with the F.B.I., the persons scholastic record has little importance.
11. The oldest federal law enforcement agency is the F.B.I.
12. The Bureau of Customs has charge of suppression of smuggling.
13. The oldest federal law enforcement agency in the U.S. is the office of Marshal.
14. The greatest responsibility of the Secret Service is to protect the governor.
15. Applicants for the position of Secret Service must be a graduate from college with a major in law.
16. The U.S. Marshal is appointed by the president and approved by the House of Representatives.
17. The principal responsibilities of the Border Patrol is to prevent smuggling and illegal entry of aliens.
18. The Bureau of Narcotics on the federal level is a branch of the F.B.I.
19. Al Capone and Micher Cohen were imprisoned for the murder of three federal agents in 1939.
20. New York City has the distinction of employing in 1845, the first police matron.
21. Most women are assigned to the juvenile divisions in local police departments.

22. The basic requirement for women applicants is that they possess at least a college degree.
23. A person released on probation has usually served time in some correctional institution.
24. The Pinkerton Detective Agency, founded in 1925, is one of the oldest private agencies of its kind in the U.S.
25. List the names of the speakers, and what are their titles or position.

Hr. Clemens  
Instructor

POLICE SCIENCE EXAMINATION  
CHAPTER 4

1. What is the meaning of the word "psychology"?
2. Explain why knowledge of psychology is important to police.
3. Which has the greater effect on one's development - heredity or environment?
4. Explain how thwarting and frustration can lead a person to crime.
5. How can emotions involve a person in crime?
6. What are the basic motives of man?
7. Name and explain the defensive behavior patterns.
8. What is the secret of getting along with people?
9. What is the difference in following: moral, immoral, unmoral?
10. Why is 75% of police work suggestibility? Example: Dissuading suicides

POLICE SCIENCE TEST

NAME \_\_\_\_\_

UNIT: PSYCHOLOGY IN  
POLICE WORK

TOTAL POSSIBLE \_\_\_\_\_ GRADE \_\_\_\_\_

NUMBER WRONG \_\_\_\_\_

NUMBER RIGHT \_\_\_\_\_ X 4 = \_\_\_\_\_

1. The Secret Service is a branch of the \_\_\_\_\_ Department.
2. Its duties are defined by law and include the following:
  - a. Protection of the \_\_\_\_\_ of the United States and his family.
  - b. Suppression of the \_\_\_\_\_ of the coinage currency, and other obligations and securities of the United States.
  - c. Investigations pertaining to thefts of government property under control of the \_\_\_\_\_ Department of the United States.
3. Name two of the duties of the Secret Service  
\_\_\_\_\_  
\_\_\_\_\_
4. Secret Service Agents must qualify for, and pass the examination given by the United States \_\_\_\_\_ Service Commission.
5. A Secret Service man is called a \_\_\_\_\_ Agent.
6. T F Psychology comes from the Greek and means, translated literally, "mind" "logic".
7. T F Freud's theory was that everything we do is related to something that we have done before and called it the "stream of living".
8. T F According to Freud, the difference between a "neurotic" and an "insane person" is degree.
9. T F It is unimportant for a policeman to remember that his actions may have a good or bad psychological effect upon the public.
10. T F There is no need to handle prisoners in jail intelligently, as they are not emotionally unbalanced.
11. T F Knowledge of the society in which a person has lived was included in the psychological principles in control of people.
12. T F Freud says that "There is no normal person."

13. T F Psychologists recognize the "statistically normal person".
14. T F Personality is the sum of one's qualities of body, mind and character.
15. Dale \_\_\_\_\_, in his book, "How to Win Friends and Influence People," listed six golden rules." They are:
- a. Become genuinely \_\_\_\_\_ in other people.
  - b. Smile
  - c. Remembering a man's \_\_\_\_\_ is to him the sweetest and most important sound in the English language.
  - d. Be a good \_\_\_\_\_. Encourage others to talk about themselves.
  - e. Talk in terms of the other man's interests.
  - f. Make the other person feel important and do it \_\_\_\_\_
16. There has long been an argument as to whether heredity or \_\_\_\_\_ is the most important.
17. We are creatures of \_\_\_\_\_. What we do, eat, etc. changes us.
18. T F Many like to consider themselves experts in diagnosing human nature, yet hesitate to call themselves psychologists.



TEST-POLICE SCIENCE  
Chapter 5

1. (?) (F) A chief difference in today's police operations is the great emphasis on miscellaneous public service.
2. (T) (F) Protection of life and property is probably the most important duty the police perform.
3. (T) (F) The most important work done by the police in preserving quiet and good order, however, results simply from the police being in existence.
4. The text lists five major categories for the best understanding of officer's duties. Broadly, these five duties are:
  - a. \_\_\_\_\_.
  - b. \_\_\_\_\_.
  - c. \_\_\_\_\_.
  - d. \_\_\_\_\_.
  - e. \_\_\_\_\_.
5. (T) (F) Crime prevention has traditionally always been considered a basic police function.
6. (T) (F) The recovery of property is equal in importance to the arresting of the offender, at least in the eyes of the victim.
7. (T) (F) Some of the greatest strides in policing have been made in the fields of scientific detection and apprehension of criminals.
8. (T) (F) The multiplicity of the law itself is not considered one of the difficulties in law enforcement.
9. (T) (F) One reason that all laws are not enforced is that the public does not want them enforced.
10. Every officer should be thoroughly grounded in the law, and especially in the \_\_\_\_\_ of it.
11. (T) (F) Civil laws are non-criminal.
12. State Police are relatively new in the police picture. One reason for their development was the increased \_\_\_\_\_ of the criminal.
13. Not all state police agencies join full \_\_\_\_\_ power.

TEST-POLICE SCIENCE  
Chapter 5 continued

14. The 6th Responsibility of police is \_\_\_\_\_.
15. A constitutional form of government is made up of three departments:  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.
16. A person who is released from serving sentence under conditions prescribed by the court is placed on \_\_\_\_\_.
17. \_\_\_\_\_ occurs after a convicted person has been placed in a correctional institution.
18. The first amendment to our Constitution reads as follows: "Congress shall make no law respecting the establishment of \_\_\_\_\_, or prohibiting the free exercise thereof; or abridging the freedom of \_\_\_\_\_, or the \_\_\_\_\_; or the right of the people peaceably to \_\_\_\_\_, and to \_\_\_\_\_ the government for a redress of grievances."
19. The third amendment protects the people against \_\_\_\_\_ intrusion in their homes.
20. The fourth amendment protects the people from \_\_\_\_\_.
21. The fifth amendment states that no person shall be compelled in any criminal case to be a \_\_\_\_\_ against himself.
22. The tenth amendment preserves the powers of the \_\_\_\_\_ as well as the people against encroachment by Congress.

LAW ENFORCEMENT WORK SHEET  
CHAPTER 6

1. Describe some of the earliest forms of law enforcement and written codes. Include the following:
  - a. Dungi and Hammurabi
  - b. Magna Carta
2. Why is the eighth to the nineteenth century in English history important to the police science student? Can you give an example how these are related to our present day law enforcement?
3. How is the "hue and cry" system related to present day law enforcement?
4. What was some of the primitive methods used in ascertaining innocence or guilt?
5. What was the watch and word system? Was this effective?
6. What was the difference between the Anglo-Saxon and Norman form of government?

7. What importance did the Magna Carta have in England and America?
8. Briefly explain about the origin of:
  - a. bailiff
  - b. Justice of the Peace
9. What conditions existed in England during the 1500's to warrant commercial police?
10. How did Oliver Cromwell cope with the increase in crime? Would you cite Cromwell as a leader in law enforcement?
11. What was Henry Fielding's contributions to modern law enforcement?
12. In what way did Anthony Cooper improve upon the iniquities and unethical conduct of police?
13. The name Robert Peel is considered the father of modern law enforcement. Elaborate upon his contributions? You may have to do some outside reading on this.
14. Describe the authority and restrictions of Scotland Yard?

POLICE SCIENCE TEST  
Chapters 6 & 7

History and Development of English-American Police

1. The term "police" is relatively new, historically speaking, and is a derivation of: (check the best answer.)
  - a. Latin - politia, meaning government, administration
  - b. Greek - politia, polites - citizen
  - c. French - policer, power of the people
  - d. All of the above
  
2. T\_\_F\_\_ "Police power" is the power of the citizen delegated to law enforcement or "peace" officers to enable them to enforce public laws, keep the peace, and to protect life and property.
  
3. T\_\_F\_\_ An important item in the Anglo-Saxon period, 600 A.D. to 1066 A.D. and one that had an impact on policing was their fundamental belief in self government.
  
4. The alerting of friends and neighbors when a criminal offense occurred, calling for the pursuit and capture of the offender was called the \_\_\_\_\_ and \_\_\_\_\_ technique. (It is still a principle of criminal law today in deciding upon the issuance of a complaint for a prosecution. How soon should the person (victim) complain and demand apprehension and prosecution of the offender?)

---
  
5. T\_\_F\_\_ The Anglo-Saxon believed in capital punishment?
  
6. T\_\_F\_\_ Persons suspected of crimes were submitted to trial by ordeal, branding, and were imprisoned for debts in the Anglo-Saxon period. During the Norman period there were new practices adopted.
  
7. The Salisbury Oath was allegiance to the \_\_\_\_\_. Our pledge of allegiance to the flag is said to be a derivation of this oath.
  
8. The chief enforcement officer in the county was called the Reeve, and the area designated shire, counterpart to our county today. From it was formed the name used today for the chief county law enforcement officer, or \_\_\_\_\_. His assistants, keepers of the stable, were called \_\_\_\_\_.

9. An important thing to come out of the Norman period was interpretations of law violations. Crime against the \_\_\_\_\_ were given first priority. Enumerated were certain crimes prescribed as \_\_\_\_\_ the more serious crimes. They included arson, murder, robbery, crimes of violence, etc.
10. T \_\_\_ F \_\_\_ It was not new to have a criminal punished by the state, rather than by the victim of the crime(s)
11. T \_\_\_ F \_\_\_ It was during this period that the Grand Jury was introduced, and the idea of an inquest.
12. Legal rights were relatively unknown during the period. Because of the abuses of King John, noblemen and commoners joined in the signing of the \_\_\_\_\_, a forerunner of our Constitution of today.
13. It restored the right of self government to cities and villages and established "that no man shall be deprived of life and liberty or property except by \_\_\_\_\_, a principle we closely guard today.
14. Another development of this period was itinerant judges, the forerunner of our \_\_\_\_\_ courts of today.
15. During the Westminster Period of policing, the true beginning of the "rule of the people" began.
- The \_\_\_\_\_ was essentially a law enforcement officer whose duty it was to know the identity of the Villagers and to check on strangers.
  - He had assistants called \_\_\_\_\_ who were "great scrutinizers" and who are found on police departments now in the first level of supervision.
  - The justice of peace had its origin in this period; one of the duties was to free the accused on \_\_\_\_\_.
16. A great shortcoming of the Westminster Period was the institution of the Courts of the Star Chamber, or courts of the King. Grave abuses arose such as the third degree, flogging and torture to obtain confessions. From this grew two of the greatest safeguards or guarantees. One was no self \_\_\_\_\_ and freedom of \_\_\_\_\_ the other.
17. Next came the period of Watch and \_\_\_\_\_. The \_\_\_\_\_ Street Runners, and the Parochial and \_\_\_\_\_ Police.
18. T \_\_\_ F \_\_\_ In times of social upheaval, crime increases sharply.
19. The Bow Street Runners were established by Henry \_\_\_\_\_ after he had written an exhaustive inquiry into the cause of crime.

20. Two of his theories regarding the ineffective and inadequate police forces of that time were that they were not properly \_\_\_\_\_ nor adequately \_\_\_\_\_. Both are considerations in modern day police administration.
21. Another important development of this period was the \_\_\_\_\_ Corpus Act.
- a. A prisoner could demand to know \_\_\_\_\_
- b. Also in regard to individual rights, excessive \_\_\_\_\_ could not be required for release and \_\_\_\_\_ and \_\_\_\_\_ punishments were prohibited.
22. The period of modern policing, from 1800 to the present date, came into existence for a number of reasons, but primarily because of the \_\_\_\_\_ Revolution.
- Sir Robert \_\_\_\_\_ was a farsighted Englishman who saw a solution to the crime problem. His principles are just as important today as they were one hundred or more years ago.
23. The night watch system prevailed in the majority of towns until:  
a. 1650    b. 1750    c. 1800
24. \_\_\_\_\_ willed large sums of money to the city of Philadelphia to create a competent police department:  
a. Bryon    b. Smith    c. Albert    d. DeBonis    e. Stephen Girord
25. The first city to use uniforms was:  
a. Boston    b. Chicago    c. New York
26. The Civil Service Act was passed by Congress in 1883. The name of the act was:  
a. Thompson Act    b. Reform Act    c. Pendleton Act
27. How is the position of sheriff in Polk County filled?  
a. Appointed by the Governor    b. Appointed by Board of Supervisors    c. Election by the people.
28. The Secret Service was organized in 1865 primarily to:  
a. Protect the President    b. Check on Foreign Agents    c. Fight counterfeiting
29. In 1908 President (a. Jackson b. Taft c. Roosevelt d. Harding) recognized the need for investigators. On July 26, 1908, his Attorney General (a. Charles J. Johnson b. Henry A. Dillon c. Charles J. Bonaparte) organized the Bureau of Investigations.
30. During the reorganization of the Bureau in 1924, \_\_\_\_\_ was appointed Director. On July 1, 1935, the present official name of \_\_\_\_\_ came into being.
31. The name of the lecturer was \_\_\_\_\_ and his topic was on \_\_\_\_\_.

- ... The U. I. A. comes under the jurisdiction of the:  
a. Department of Justice b. Department of Treasury c. Office  
of the President
33. The philosophy favoring local police over national police has  
been upheld consistently by:  
a. John Foster Dulles b. Henry A. Morgan c. J. Edgar Hoover
34. List the Bertillon system of identification. (three means)
35. The Chinese used fingerprints on legal documents in the:  
a. 8th Century B.C. b. 1st Century A.D. c. 8th Century B.C.
36. The U.S. penitentiary at Leavenworth, Kansas organized a finger-  
print bureau in:  
a. 1865 b. 1890 c. 1904 d. 1936
37. Fingerprints experts estimate that there is only one chance in:  
a. 1 million b. 100 million c. 64 billion d. 102 billion  
for two pairs of fingerprints to be alike.



## PUBLIC RELATIONS

### Chapter 12

#### Police Science

#### PUBLIC AND HUMAN RELATIONS

#### POLICE PUBLIC RELATIONS

Many people have asked why a Public Relations Program is so important to a Police Department.

Among the factors which have made public relations an important aspect to police work are: (1) the responsibilities of the police departments as a public agency; (2) the emotional interest of the public in crime; (3) the traditional unpopularity of the police.

In the long run the most effective method of securing good public relations is through a high quality of services rendered. Most public administrators regard public approval (or absence of complaints) of the service as an important indicator; but since police service involves the interference with the liberty of individuals, public approval may not always be a reliable guide. For the same service may be both approved and denounced by different persons according to the way it affects their personal interest.

One of the important responsibilities of any public agency is that of keeping the public informed of its operations. The low esteem sometimes held of public services is perhaps, in part, due to the tendency of the public administrators to avoid publicity. Annual reports may be required by law, but they are rarely used as an instrumentality for the interpretation of agency function; in fact, many citizens may be unaware that such reports exist.

Few government reports are of sufficient interest to warrant publication in newspapers of general circulation. Crime reports are of the exception, for they constitute one of the important sources of news. Criminal data is also an important source of material in fiction, radio, and motion picture entertainment. Though it is difficult to explain the basis for this universal interest in crime, it is apparent that it satisfies a basic emotional need.

In a country such as ours where a high value is placed upon the individual freedom, the public is inclined to regard the efficient police department with suspicion, fearing that in the hands of an unscrupulous chief it may be made to serve despotic purposes. At the same time, the police must expect to receive criticism from some of the individuals they arrest. A present Chief of Police may also have to contend with a public cynicism toward the police which developed under some previous administration when corrupt practices prevailed. It may be that police authority has been used arbitrarily or in a non-partisan manner so that resentment has developed among important groups of people in the community;

When all of these unfavorable factors are considered, the importance of which is sometimes attached to a public relations program by the police department is easy to understand.

Two very important mediums for developing good public relations on the part of the police department are through (1) press relations; and (2) educational and recreational programs.

Press relations have been a difficult problem in the police departments. The police have been faced with the dilemma of maintaining favorable press relations without interfering with enforcement operations or of injuring the status of the offender in the community. At the same time newspapers have been very useful and a great assistance in locating missing persons, wanted persons and in advertising certain programs which are attempting to be developed.

Educational and recreational projects of the police may have an important function. Informal speeches of police officers before school classes or assemblies have been effective in reducing hostility toward police officers. Contacts of a police officer with a youngster, as well as adults, may serve to correct false impressions regarding the police. It is very important that a high standard of relationship be carried on between the police and civic organizations and other adult groups of the community, as their support is the success or failure of any educational or recreational program to be developed by a police department.

While there may be other factors of more positive nature to be taken into account in evaluating the services of the police department, the recognition of individual rights and public needs seem basic to the establishment of good public relations.

## PUBLIC RELATIONS

### INTRODUCTION:

We of the present day law enforcement bodies have learned from experience that it is to our mutual benefit, as well as it is our sworn duty, to serve the public to the best of our ability and how we can do this through the promoting and maintaining of "Good Public Relations" is going to be pointed out to you in this course.

It is our hope by this course to develop a set of standards on official and personal conduct which, if followed, will bring credit to the officer and his department, and raise the feeling of the public toward the police to a higher level.

The word "POLICE" is defined as: "The function of the administrative machinery of the government which is charged with the preservation of public order and tranquility, the promotion of public health, safety and morals, and the prevention, detection, and punishment of crimes."

It would appear that a man capable of performing all of these tasks should rightfully be termed a man of professional standing. However, the same book defines a "POLICEMAN or a POLICE OFFICER," as, "One of the staff of men employed for preserving the peace and good order of the community."

Under the above definitions we consider ourselves as public officials; we demand the respect of the people of the community and we should, by our efforts and behavior, set an example for the conduct of others in the community.

As public officials, we are paid by taxation and, in reality, we are employed by each individual taxpayer who, as our employer, has the right to request our services and in turn, to suffer the consequences when he has broken the law. The word "PUBLIC" is defined as "Pertaining to the nation, state or community, belonging to the people." We might say under this definition, we are actually PUBLIC SERVANTS, and though we dislike hearing this reference, it is a fact.

It is our duty then, to serve the public, our employer; and to do it in such a way that we gain their respect and cooperation, so they will assist us in every way to better our conditions and make our duties more pleasant and more effective.

There has been a general tendency on the part of some new officers to be overbearing and tactless in their contacts with the public. Had these officers been employed by private industry, do you believe that their actions toward their employer would be similar to their actions toward the public? Why is it that these men feel that they are entitled to special privileges, gratuities, etc., that no other person expects? These things we cannot understand and it is our plan to point out to you that the day of the hard-boiled flatfoot is past, and law enforcement through its own efforts has raised itself above such tactics and is rapidly approaching the professional status.

In law enforcement, we deal with people as a normal function, but varying circumstances. The effectiveness and efficiency with which we handle these contacts is the basis upon which good public relations is founded. In many cases, our contacts are made with people who have committed minor infractions of the law, to them it may seem serious; to us it is routine, but the manner in which the first contact is made is the governing factor of public opinion. It is imperative then, that we strive to make all contacts with the public in the same manner in which we would like to be contacted.

#### PRESENTATION:

##### I - PERSONAL APPEARANCE

There are many phases to this subject of public relations, and no one phase is more important than the other. But we feel that first impressions are the most lasting, so let's take, as the first phase to be discussed, that of your "PERSONAL APPEARANCE". This can be broken down into two sub-titles, "UNIFORM," and "PERSONAL CLEANLINESS."

How many times have you heard the expression, "The clothes make the man"? True, but not entirely so, though they do help. In this case, the man inside the uniform is the controlling factor, but his appearance must be such that he commands respect.

Departmental policy will dictate the type of uniform to be worn by you while on duty; its color, style, accessories, etc., but it is the duty of each individual officer to be sure that his appearance is the best that can be expected and does credit to the uniform. The following factors should be considered:

#### A - UNIFORM

1. Does the uniform fit you properly?
2. Is it free from tears and rips?
3. Are all buttons in place and secure?
4. Is the uniform clean?
5. Are the shirt and tie clean? (soup stains, etc.)
6. Are all leather accessories clean and polished?
7. Are your shoes shined?
8. Are your badge and ornaments polished?
9. Does your appearance in uniform command respect?

#### B - PERSONAL CLEANLINESS

In addition to the appearance factors listed above regarding the uniform, the following additional points regarding personal cleanliness should be considered.

1. Is your face clean?
2. Did you shave before reporting for duty?
3. Is your hair properly trimmed and combed?
4. Are your hands clean and free from grease and grime?
5. Are your fingernails clean?
6. Is your body clean? (free from B.O.)
7. Are your teeth clean?
8. Are you free from halitosis?

For those of you who may work in civilian clothes, all of the foregoing suggestions would definitely apply with the added point that, "You should always dress conservatively," etc.

## II - COURTESY AND CONDUCT

- A - COURTESY is the watchword in personal contacts and it should be implied by the quiet, unassuming behavior on the part of the officer, based on his sincere consideration for the feelings of others. It is defined as, "the outward sign of respect for other peoples' beliefs, time, comfort, pride, and convenience".
- B - CONDUCT is defined as, "personal behavior or practice". It is the manner in which we conduct ourselves, our general demeanor, the control of our general habits.

The uniform officer on patrol is under nearly constant observation by the people, his every contact is a factor in promoting good public relations. This is equally true of other men in the department, but the uniform men and the traffic men will make far more contacts and be more closely observed than others. Regardless of your position or assignment, the following rules for courtesy and conduct should be observed.

1. The officer must use good judgment in approaching the offender.
2. The officer must control his voice, be courteous and use good manners in all contacts. "Courtesy is the only oil for the wheels of human contact that always retains its lubricating quality." Contact creates friction - friction produces heat and oil reduces friction.
3. He must be polite, refined in manner and obliging.
4. He must have patience and tolerance.
5. He must be calm and understanding.
6. He must be a salesman, selling himself, his department, and its services in all contacts.
7. His personal conduct, on or off duty, should be above reproach.
8. He must never break a promise.
9. He must be fair and impartial in all contacts.
10. He must be kind but firm in his dealing.
11. His appearance and attitude must reflect authority.
12. He must refrain from the use of profanity.
13. He must not become a prosecutor, or a persecutor. (His duty is completed when he has made an arrest or issued a citation.)
14. He must not talk too much.
15. He must not discuss departmental problems or policies with outsiders. Be loyal.
16. He must not be a KOOCHEE or CHISELER.
17. He must not be hard-boiled.

18. He must not be a playboy.
19. He must not be badge happy.

Badge happiness is considered as the number one reason for the failure of officers. Officers are easily flattered by the fairer sex and feel that they are the answer to a maiden's prayer, only to realize too late that they have gone too far, often destroying a happy home and losing a great deal of respect of their superior officers and the public they serve. The new officer is prone to override his authority, making himself overbearing in his dealings, to expect special favors because of his position, to accept gratuities, etc., thus putting himself in a position where he must reciprocate in some way. You should remember that you very seldom find a person who gives things away just for the pleasure they get out of it, beneath many other things you will find that they have a motive for their actions and you may be the goat. Be cautious and wise by gracefully refusing gifts and other offers that may be tempting.

THE EYES OF THE PUBLIC ARE ALWAYS ON THE OFFICER OF THE LAW, on duty or off, and his behavior is a contributing factor in the formation of good impression for his department and its personnel.

### III PERSONAL CONDUCT

Some departments in their investigations of a recruit try to find out what his neighbors think of him; is he quarrelsome, intemperate, lazy, extravagant, or a braggart? What does his home look like? How does his yard look? All of these tend to influence his neighbors' opinion of him.

You must realize that you are an officer of the law, and as such you must, by your habits and demeanor, set an example for others of your community.

You may feel that we are making an effort to control your habits and behavior while you are off duty; as a matter of fact, we are doing just that. Little do you realize just how many people in the community will know you as a peace officer, even though you do not know the people by either sight or name, and these people will watch your moves, in your off duty hours, quite ready to comment should you do something they are not allowed to do.

The following points should be considered in regulation of your every day conduct:

1. Always be a gentleman.
2. You must be of good character and reputation.
3. You must be temperate in your habits.
4. You should not hang around bars.

5. You should never appear in an intoxicated condition.
6. You should refrain from political or religious discussions
7. You must be free from indebtedness.
8. Never discuss your domestic affairs.

#### IV OFFICIAL CONDUCT

Here again the officer must be careful as to his conduct on duty, appearing to be alert and attentive at all times. The following points bear on your official conduct:

1. Be observing and attentive to your official duties.
2. Don't loiter around bars or doubtful establishments unless you are there on a special detail.
3. If inspecting bars, make the contact impersonal and do not prolong the visit.
4. Don't loiter in the lobby of a theater for the purpose of watching the performance.
5. Locate the places on your beat where lavatory facilities are conveniently located and make your visits short.
6. Don't enter the back rooms of bars or kitchens of restaurants for a place to grab a smoke.
7. Don't take advantage of the official car for fast driving, you should obey all traffic laws except when on emergency calls.
8. If parking facilities are available the car should be properly parked if the nature of the call will permit.
9. Don't use the red light or siren on the car for anything other than an emergency or in making an arrest.
10. Never have liquor on your breath.
11. Refrain from the use of cigars or cigarettes in VIEW OF OTHERS.
12. While in public view, don't lean against a building or a post, stand on your feet and look alive.
13. Don't use your badge or uniform to gain admittance to places of amusement or to gain favors.
14. Never accept gifts or gratuities, it may prevent future embarrassment.
15. Exercise the common courtesies.
16. Do not show discrimination or bias toward race, creed, or color.
17. Never manhandle or use unnecessary roughness in handling prisoners, especially drunks. (Control of temper.)

#### A - COURT ROOM DEFEANOR

The actions of an officer in the court room are considered a very important factor in the building of good public relations. It is felt that this topic is too broad and important to be properly covered with the scope of this subject and a special course has been prepared to cover this subject, which will be given during this school, as a special course of study.

## V - PRESS RELATIONS

Departmental policy will in most cases dictate your actions in dealing with the press. It has been suggested that all releases to the press be made through the department head or at least the commanding officer to which all information from the field will be transmitted. If such is the case in your department, you will have little difficulty in overcoming the insistence of some representatives of the press. You can refer the reporter to the person who issues the releases, explaining to him that you have a certain function to perform and are not authorized to give such information. We must consider that the press is a business which depends on the obtaining of interesting information for its readers. Their business depends on the material they can produce which has reader appeal and it is the duty of the reporter to make an effort to gather such information, but we should not overlook the fact that an investigation is in progress and the withholding of certain information is necessary for the proper performance of that duty. It is often embarrassing and disheartening to an older officer, who has been assigned to a case, to find that certain information he was retaining for investigative purposes has been released to the press by a younger officer. The best policy is to say nothing, referring the matter to the officer in charge of the investigation or the proper person within the department.

## VI - TELEPHONE MANNER

Too little attention has been given this subject by most departments or divisions of a department, resulting in a mixture of greetings from the gruff impersonal to the charm school type.

Oftentimes an officer develops a feeling of superiority or over-confidence when he is talking with a complainant over a telephone. This he would not do in a personal contact, but that feeling sometimes comes over one when he is not able to see the person to whom he is speaking. It is much like the meek, mild man whose personality changes when he gets behind the steering wheel of an automobile. There is a definite need for education in the use of telephone, not only in police work, but in all lines. When you pick up the telephone, you at once divest yourself of every part of your personality except that of your voice.

In personal contact with the person opposite you, you have so many things to attract them that your voice is not the dominating factor. Not so on the telephone. Take a lecture, for instance, where the speaker held you spell-bound, where you actually regretted when he was through. Put that same lecture in writing, word for word; and probably you wouldn't even read it. His personality, his magnetism, his expression, and his gestures are gone. It becomes an inanimate group of words, of little or no interest to you.



So it is with telephone conversations. Train yourself for them. Learn to modulate your voice. Try to inject into your words a tone of sincerity and feeling.

Telephone company statistics gathered from tests show that even when a person is making an honest effort to make himself heard and understood by another over a telephone, only about 85% of the conversation is actually heard, but this part is usually sufficient to carry the other 15% by connection with the continuity of the conversation. We should therefore strive to make ourselves clearly heard so that there are no misconceptions or misunderstandings.

We do not have any idea just how our voice sounds to the person on the other end of the line and in some cases it may sound gruff and disinterested to a person who is calling for advice on a personal problem or when calling for assistance, some people speak with far more certainty and gruffness than they realize.

The impressions made by an officer in a telephone conversation are just as important from a good public relations standpoint as those made by personal contacts and the following points should be borne in mind by all personnel who have contact with the public through the medium of the telephone.

1. He should answer all calls promptly.
2. He should give the name of the department, or division and his own name when answering.
3. He should speak clearly and in a normal tone of voice.
4. He should enunciate clearly to make himself easily understood.
5. He should give his entire attention to the caller to insure proper receipt of the message.
6. He should be prepared with pencil and paper to record the information received.
7. If police service is requested he should ask the caller to hold the line, after basic information is received, until the patrol or other service is dispatched, and then return to the caller to obtain additional information and to check the information previously received.
8. He should be equipped with proper forms to insure the receipt of complete information on police matters.
9. He should have available, lists of numbers which might be necessary for the information of callers and he should furnish these numbers to callers if they are referred to another agency for information.
10. He should not ridicule or discredit a complainant even though he has heard the entire complaint; he should make every effort to understand the matter from the complainant's point of view and cooperate in every way possible.
11. He should be a good listener and be agreeable and sympathetic to the caller's problem.

12. He should conscientiously follow up any case to be sure that departmental policy is carried out and to see that the complainant is contacted if such service is promised.
13. He should have the ability to impress the public of the interest of the department in matters brought to its attention.
14. He should never make a false promise for public service in order to get rid of a caller, and promised service should be produced.
15. Tracing broken connections.

And now, men, we have reached the end of our six-hour course on "Public Relations".

Let's go back for a few minutes and check the points we have covered:

- Personal Appearance
- Courtesy and Conduct
- Personal Conduct
- Official Conduct
- Press Relations
- Telephone Manner

No one of can say which is the most important, so we say that every point stressed should be actually applied in each personal contact you make in the performance of your duty. It is suggested that after your first official contacts are made, you review your actions - then go over your notes on this subject and try to determine if you have applied all the suggestions.

And, finally, under all circumstances and conditions, you men, as officers of the law, should conduct yourselves like gentlemen. Use good common sense and intelligence in the performance of your duties. Be courteous, be kind, firm, honest, and in so doing we know you are going to bring honor to yourself, credit to your department and the best of relations with your public.

LAW ENFORCEMENT ETHICS  
Test Chapter 13

1. Which of the following is law enforcement most dependent upon:
  1. Traffic Revenue
  2. Legislation
  3. Public Support
  4. Political Influence
2. The reputation of a Police Dept. is greatly influenced by:
  1. Officers Arrest Record
  2. Policeman's Personality
  3. Officer's Typing Ability
  4. Policemen's Formal Schooling
3. The stupid dis-couteous action of one officer caused:
  1. A General Public Reaction
  2. Individual Resentment
  3. Time Off for the Officer Involved
  4. Criteria by which the Dept. is judged
4. Favorable Public Relation is assured when the Dept. has:
  1. Plenty of Manpower
  2. Ideal Working Conditions
  3. Internal Strength
  4. High Salaries
5. The Police Officers conduct as a public servant is bound to:
  1. Same code as any other citizen
  2. Less exacting code than that of others
  3. More exacting code than other civil servants
  4. Code similar to that of firemen
6. The general public will usually excuse:
  1. Policemen engaged in on-duty stealing
  2. protection "pay-offs"
  3. verbal abuse from officers
  4. Human mistake on part of officer
7. Inherent prejudices are present in everyone so a good policeman should:
  1. Go along with the majority
  2. Control his own prejudices
  3. Convert others to his outlook
  4. Ignore the prejudices of others
8. Since the Policeman has the authority of the law on his side he can:
  1. Overstep his bounds and no one will know
  2. Justify the means by arresting a criminal
  3. Keep within the concept of the law
  4. Play safe and do as little as possible

9. Discount prices to policemen will:

1. Do no harm and help him out financially
2. Build better relations with merchants
3. Create unfavorable public relations
4. Eliminate need for higher demands

10. Gossip among law enforcement personnel is:

1. A good morale builder
2. Easy form of communicating Dept. Orders
3. No problem
4. A sure way to destroy "Esprit De Corps"

## LAW ENFORCEMENT

### WORDS FREQUENTLY MISSPELLED IN POLICE REPORTS

Indicate the column containing correct spelled word in the blanks below column D.

<u>A</u>	<u>B</u>	<u>C</u>	
acident	accidnt	accident	_____
acknoledge	acknowledge	acknowledg	_____
acknowledgment	acknoledgement	acknowledgement	_____
adress	address	adrese	_____
adjustment	adjusment	adjustent	_____
adminstration	administration	administrotion	_____
alcohol	alchol	alchohol	_____
alkali	alkai	akali	_____
amunition	ammunition	amnumition	_____
annual	anual	annaul	_____
antisetic	anticeptic	antiseptic	_____
appliction	application	aplication	_____
arraignment	arrainment	arainment	_____
arest	arrast	arrest	_____
artary	artery	atery	_____
artificial	arificial	artificial	_____
asistance	assistance	assistence	_____
authorize	authorise	athorize	_____
auxiliary	auxiliary	axiliary	_____
beyond	boond	beyand	_____
bikloride	biklaride	bichloride	_____

## LAW ENFORCEMENT

### WORDS FREQUENTLY MISPELLED IN POLICE REPORTS

Indicate the column containing correct spelled word in the blanks below column D.

<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>
boulevard	boulvard	voulebard	_____
boundery	bondary	boundary	_____
bruse	bruise	bruisse	_____
bureu	burea	bureau	_____
busness	business	buness	_____
canceled	cancelled	concelled	_____
capilary	capilery	capillary	_____
careful	carful	carefull	_____
certficate	certifcate	certificate	_____
chaffeur	chauffeur	chaufer	_____
cheif	chaif	chief	_____
comerical	commerical	comercial	_____
commissioner	comisioner	comissitioner	_____
compansetion	compensation	compinsition	_____
complant	compliant	ceplaint	_____
compress	comprese	campress	_____
concent	consent	conscent	_____
constible	consteble	constable	_____
convictation	conviction	convition	_____
coner	corone	coroner	_____
damage	damnage	damege	_____

## LAW ENFORCEMENT

### WORDS FREQUENTLY MISSPELLED IN POLICE REPORTS

Indicate the column containing the correct spelled word in the blanks below column D.

<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>
dazling	dazzling	døzzling	_____
delinquent	dalinkent	dolenquint	_____
desinated	desinoted	designated	_____
devise	divice	device	_____
dixel	diesel	disel	_____
discipline	dissiplin	dicciplene	_____
disloctoin	dislocation	diclokaton	_____
district	dictrect	distric	_____
divsion	diveision	division	_____
duplcate	deplicate	duplicate	_____
embezzled	embezled	embessled	_____
emergensy	emergency	emirgensy	_____
emploiyee	employee	employoy	_____
equipment	equipement	iquipment	_____
evedonce	evidense	evidence	_____
feleny	felony	pholony	_____
fiscial	ficcal	fiscal	_____
foreign	foren	forein	_____
forfioture	forfioure	forfeituro	_____
frature	freture	fracture	_____
guest	geat	guesst	_____

## LAW ENFORCEMENT

### WORDS FREQUENTLY MISSPELLED IN POLICE REPORTS

Indicate the column containing the correct spelled word in the blanks below column D.

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>
1.	Mercreurochrom	Mercreurochrome	Mecurochrome	_____
2.	miner	minor	menor	_____
3.	miscellaneous	micellaneous	mescellaneous	_____
4.	midemeanor	misdemenor	misdemeanor	_____
5.	mobile	mobil	mobille	_____
6.	motrcycle	motorcicle	motorcyclo	_____
7.	municiple	municipal	muncipal	_____
8.	mucslc	muslc	muscle	_____
9.	narcotics	narcotecs	narcottics	_____
10.	negligence	niglegence	neglegance	_____
11.	knight	nihgt	night	_____
12.	obstructtd	obstrucked	obstructed	_____
13.	ocasion	occasion	occassion	_____
14.	operator	opperator	oparator	_____
15.	pasenger	passanger	passenger	_____
16.	petrol	patrol	pattrol	_____
17.	pedistrian	pedestrain	pedestrian	_____
18.	pelvis	pelves	pilvis	_____
19.	penilty	penalty	pinalty	_____
20.	personnal	personol	personal	_____
21.	physician	phisician	physicain	_____
22.	peumatic	pnuematic	pneumatic	_____
23.	poison	pioson	poision	_____



## LAW ENFORCEMENT

### WORDS FREQUENTLY MISSPELLED IN POLICE REPORTS

Indicate the column containing the correct spelled word in the blanks below column D.

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>
1.	posession	possession	possession	_____
2.	prohebit	prohibit	prohibet	_____
3.	propelled	propeled	proppeded	_____
4.	prosecuttin	prosecution	prosecuttion	_____
5.	prosecutor	prosscuter	prosscutor	_____
6.	reckliss	reckles	reckless	_____
7.	registration	regestration	registrattion	_____
8.	renewel	renewall	renewal	_____
9.	report	reperit	riport	_____
10.	resedence	residance	residence	_____
11.	resedent	resident	risident	_____
12.	resperation	respiration	respirationn	_____
13.	revocation	reocation	revocation	_____
14.	revokko	rivoke	revoke	_____
15.	right	rihgt	rieght	_____
16.	sherrif	sherriff	sheriff	_____
17.	signel	signal	segnal	_____
18.	siren	seren	siran	_____
19.	skiliton	skeliton	skeleton	_____
20.	specefy	specify	spicify	_____
21.	spinne	spigne	spine	_____
22.	sprain	sprian	spraine	_____
23.	statestics	statistics	stetistics	_____
24.	strengthe	streanth	strength	_____

## LAW ENFORCEMENT

### WORDS FREQUENTLY MISSPELLED IN POLICE REPORTS

Indicate the column containing the correct spelled word in the blanks below column D.

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>
1.	striped	stripped	striepped	_____
2.	suples	supplies	supplies	_____
3.	surfacco	surface	serface	_____
4.	suspend	susppend	suspennd	_____
5.	symptim	simpton	symptem	_____
6.	temperary	temporary	temperari	_____
7.	testimony	tistimony	testemony	_____
8.	tetnus	tetanis	tetanus	_____
9.	through	throgth	throughe	_____
10.	tourniket	torniquet	tourniquet	_____
11.	traffic	trafic	traffice	_____
12.	transferr	transfer	transfer	_____
13.	valed	valid	vallid	_____
14.	vehicla	vehickle	vehecle	_____
15.	vaen	vien	vein	_____
16.	violattion	violation	voilation	_____
17.	whiech	whiche	which	_____
18.	width	widthe	wiedth	_____
19.	wounde	wound	wonds	_____
20.	wreck	wrek	wrec	_____



Mr. Clemens  
Instructor

TEST - POLICE SCIENCE

\_\_\_ affray

\_\_\_ alias

\_\_\_ alibi

\_\_\_ alienist

\_\_\_ amend

\_\_\_ appeal

\_\_\_ arraignment

\_\_\_ arrest

\_\_\_ arson

\_\_\_ asportation

- A. The malicious and intentional burning of property specified in the statute.
- B. A complaint in a superior court of an injustice or error committed by an inferior court. The superior court above is called upon to correct or reverse the judgment or decision of the inferior court.
- C. The fighting of two or more persons in a public place, to the terror of others.
- D. A legal procedure whereby a court informs a defendant of the charges against him, ascertains if defendant is the person wanted, advises defendant of his legal rights, and asks for his plea.
- E. An excuse in which the accused insists that he was in another place at the time an alleged crime was committed.
- F. The taking of a person into custody in a manner authorized by law.
- G. A name used instead of the real name of the person.
- H. The carrying away of goods. This is one of the conditions required to constitute the crime of larceny.
- I. A specialist in the treating of diseases of the mind.
- J. To correct an error or deficiency.

TEST - POLICE SCIENCE

\_\_\_ assault

A. The act of witnessing the signature or execution of a deed or other instrument and of subscribing the name of the witness in testimony of such fact.

\_\_\_ attempt

B. An attorney or a lawyer admitted to practice law. In England, a common word used to describe a lawyer who can practice in any court.

\_\_\_ attestation

C. The carrying away of goods. This is one of the conditions required to constitute the crime of larceny.

\_\_\_ autopsy

D. The science of projectiles. The use of guns, shells, powder marks, and bullets in tests as a means of criminal identification.

\_\_\_ axiom

E. An unlawful attempt coupled with the present ability to commit violent injury on the person of another.

\_\_\_ bail

F. The person who originally furnishes the bail.

\_\_\_ bailee

G. A try to commit a crime. Often, the attempt alone is punishable by law.

\_\_\_ bailor

H. The dissection of a dead human body by authorized person in order to determine the cause of death.

\_\_\_ ballistics

I. In logic, a self-evident truth.

\_\_\_ barrister

J. Security required to guarantee appearance of a person for trial at a later date so that he can be released from prison.

K. The person for whom bail is given.

TEST - POLICE SCIENCE

\_\_\_ battery

A. Act of giving or taking a favor with a view to corrupting the conduct of a person in a position of trust.

\_\_\_ bench warrant

B. The unlawful use of force by one person upon another; this includes beating, wounding, and touching, no matter how trifling, of another's person or clothes in an angry, insolent, or hostile manner. Legally the offense may be civil wrong, a tort, or a criminal offense.

\_\_\_ bequeath

C. In good faith or with good faith.

\_\_\_ bias

D. A warrant issued by a court of law. A process for the arrest of the party against whom an indictment has been found. Generally issued by the judge when an individual fails to appear in answer to a court request.

\_\_\_ bigamy

E. False; not genuine.

\_\_\_ blackmail

F. forcible entry into any house, store, or building with intent to commit larceny or felony. The intent does not have to be executed.

\_\_\_ bogus

G. To leave or to give personal property by will..

\_\_\_ bona fide

H. To foster prejudice; also the tendency to favor and support a certain point of view.

\_\_\_ bribery

I. The act of marrying one person while married to another.

\_\_\_ burglary

J. To extort money by threats of exposure to public accusation, censure, or disgrace; also money extorted from one by threats of exposure, force, and fear.

POLICE SCIENCE

\_\_\_ direct examination

\_\_\_ dirk

\_\_\_ disorderly conduct

\_\_\_ docket

\_\_\_ double jeopardy

\_\_\_ duress

\_\_\_ embezzlement

\_\_\_ entrapment

\_\_\_ evidence

\_\_\_ execution

\_\_\_ ex post facto

\_\_\_ extradition

- A. The act by police of inducing a person to commit a crime not contemplated by him for the purpose of prosecuting him. The idea of the crime originates with the police.
- B. The taking by a person of money or other property entrusted to him.
- C. Restraint by force on a person to do something against his will.
- D. The danger which a person is exposed to when being tried the second time for the same offense.
- E. The examination of a witness by the party producing the witness.
- F. A book kept by the clerk of court containing a list of the cases to be tried.
- G. A party in whose hands money or property is attached by the creditor of another and who has had warning of garnishment not to pay or deliver it to the defendant.
- H. Unlawful sexual intercourse on the part of an unmarried person.
- I. The study of origins. In biology, the study of the transmission of characteristics of organisms by heredity.
- J. A contract between persons by which they gamble with dice, cards, or other contrivances.
- K. The act of one who murders or kills one's brother or sister.
- L. All the means by which an alleged fact is established or disproved. Evidence consists of testimony of witnesses, documents, and other physical matter that can be seen. Evidence may be direct, real, and circumstantial.

POLICE SCIENCE

- \_\_\_ false imprisonment
- \_\_\_ false pretense
- \_\_\_ felony
- \_\_\_ fence
- \_\_\_ fiduciary
- \_\_\_ fine
- \_\_\_ forfeiture
- \_\_\_ forgery
- \_\_\_ fornication
- \_\_\_ fratricide
- \_\_\_ gaming
- \_\_\_ garnishee
- \_\_\_ garnishment
- \_\_\_ genetics
- M. A warning to a person who holds the attached property or money of another not to pay or deliver it to the defendant but to appear and answer the plaintiff's suit.
- N. The act of complying with court orders against a person or his property. Also, the death of a person by the state for a capital offense.
- O. The false making or altering of a writing such as a check or other instrument, with intent to defraud.
- P. After the fact; pertains to a law that is designed to punish acts that were committed before the passage of the law.
- Q. The process of returning an accused or convicted person to a state in which he is wanted by another state.
- R. The loss of goods or other property as a punishment for a criminal act.
- S. A money penalty for committing an unlawful act, such as a traffic violation.
- T. Any unlawful violation of the personal liberty or freedom of another.
- U. A kind of dagger.
- V. Conduct offensive to and incompatible with good morals and public decency.
- W. A deceitful and fraudulent act used to gain money or other property owned by another unlawfully.
- X. A major crime that is punishable by death or imprisonment in a state or Federal prison.
- Y. A person who knowingly receives stolen property to aid in its disposition.
- Z. One who holds property or goods in trust for another.



POLICE SCIENCE  
Texas

- \_\_\_ grand jury
- \_\_\_ gross negligence
- \_\_\_ habeas corpus
- \_\_\_ habitual criminal
- \_\_\_ hearsay
- \_\_\_ homicide
- \_\_\_ incest
- \_\_\_ indictment
- \_\_\_ information
- \_\_\_ inquest
- \_\_\_ judgment
- \_\_\_ judicial notice
- A. The sentence or final order of a court in a civil or criminal proceeding. The official declaration by a court of the result of a lawsuit.
- B. An indictment is a formal charge of crime based on legal testimony of witnesses and the concurring judgment of the grand jury. If approved by the grand jury, it is presented to the court as a "true bill."
- C. A body of persons sworn to inquire into crimes and bring accusations, known as indictments, against suspected criminals.
- D. An accusation or complaint of a crime, presented by the district attorney to the court. The grand jury is not involved.
- E. Obvious failure to exercise care demanded by circumstances.
- F. A judicial inquiry by a court or coroner into the cause of sudden or unusual death.
- G. A writ commanding a person having another in his custody to produce the detained person before a court.
- H. An order by a judge to an officer directing him to take a person to a jail.
- I. The notice a judge takes of facts of common knowledge which it is not necessary to prove, such as existence and boundaries of a city.
- J. A malicious defamation expressed in writing or by signs or pictures tending to blacken the memory of a dead person or the reputation of a living person.
- K. The forcible stealing, taking, enticing, or carrying away of a human being for the purpose of extorting money or property.
- L. The concealment of a crime, especially a treason or a felony.

- \_\_\_\_\_ kidnapping
- \_\_\_\_\_ kleptomaniac
- \_\_\_\_\_ larceny
- \_\_\_\_\_ libel
- \_\_\_\_\_ lottery
- \_\_\_\_\_ lynching
- \_\_\_\_\_ magistrate
- \_\_\_\_\_ malice
- \_\_\_\_\_ malicious mischief
- \_\_\_\_\_ manslaughter
- \_\_\_\_\_ mayhem
- \_\_\_\_\_ misdemeanor
- \_\_\_\_\_ misprision
- \_\_\_\_\_ Mitimus
- M. The maiming of a person by maliciously and willfully depriving him of the use of a part of his body, such as putting out an eye.
- N. Maliciously injuring or destroying any real or personal property.
- O. The unlawful killing of a person without malice; usually through negligence or in heat of passion.
- P. A person with an uncontrollable, morbid impulse to steal.
- Q. The crime of intentionally taking and carrying the property of another person against his will.
- R. A scheme or device for the distribution of prizes by chance among the buyers of the chances.
- S. The taking, by a mob, of any person from the lawful custody of a peace officer. (Legal def.).
- T. Any crime not a felony is a misdemeanor. This is a lesser crime, usually punishable by county jail sentence or a money fine.
- U. A judge, usually of a lower court. A justice of the peace is a magistrate.
- V. A wish to vex, annoy, or injure another. An evil state of mind leading to the intentional performance of a wrongful act.
- W. A person sentenced to prison for a long term or for life because of two or more previous convictions.
- X. Information received indirectly such as evidence which a witness had heard from others but which did not originate with him.
- Y. The killing of a human being by another human being.
- Z. The crime of intermarriage or sexual relations between persons related within the degrees of consanguinity in which marriage is prohibited by law.

— res adjudicata

37. A hearing before a magistrate to decide if an accused person should be held on a criminal charge and whether or not a crime was actually committed.

— res gestae

38. The inference of a fact. It is assumed that an act is so until proved to the contrary. The presumption of innocence is an example.

— restitution

39. One who settles on another's land without title or authority.

— rigor mortis

40. Interest in excess of a legal rate established by law.

— riot

41. At first view; the evidence which, unless contradicted, is enough to establish a fact.

— robbery

42. Conversation that may not be introduced in evidence, as communication between husband and wife or with a priest, doctor, or lawyer.

— rout

43. Any person involved in the criminal act, whether it be a felony or a misdemeanor.

— sabotage

44. A writ directed to a sheriff requiring him to summon a defendant to appear in court to answer a plaintiff's actions.

— search warrant

45. A method of permitting a convicted person to stay out of jail, instead of imprisoning him on condition that he observe specific terms.

— secrete

46. Describes the way in which a person purposefully and willingly commits an act or an omission. Having intent to violate the law or injure another is not required.

— sedition

47. An open act from which intent to commit a crime can be implied.

— squatter

48. The willful giving of false testimony while under oath.

— statute

49. Geographical location. The place or county in which an injury is declared to have been done.

— subornation of perjury

50. The offense of willfully procuring another person to commit perjury.

- \_\_\_ subpoena
- \_\_\_ subpoena duces tecum
- \_\_\_ subrogation
- \_\_\_ summons
- \_\_\_ theft
- \_\_\_ tort
- \_\_\_ trespass
- \_\_\_ usury
- \_\_\_ utter
- \_\_\_ venue
- \_\_\_ verdict
- \_\_\_ void
- \_\_\_ willfully
- \_\_\_ writ
51. A habitual criminal; one who has been convicted more than once of a crime, misdemeanor, or delinquency; most aptly describes a confirmed criminal such as a repeater.
52. The finding of a jury in favor of one or the other party to an action at law.
53. To publish; to circulate; to express publicly.
54. The willful obstruction of and interference with the normal processes of government and industry.
55. Of no force or effect; absolutely null; unable to be confirmed or made effectual.
56. To reject; to refuse to acknowledge or to pay.
57. The substitution of one person in the place of another as a creditor with the new creditor succeeding to the rights of the other.
58. A case that has been tried in a court of law. The matter has been legally adjudicated.
59. Proceedings in court conducted by the district attorney.
60. A person who loses adequate contact with reality and must be institutionalized.
61. The act of restoring and returning a thing or its value to the lawful owner.
62. A writ commanding the attendance or appearance of a witness or party in court, or before a judicial officer, under a penalty in case of disobedience.
63. A writ commanding a person to produce legal papers in court.
64. Invasion of another person's rights or territory; also to enter unlawfully upon another person's land.

TEST POLICE SCIENCE

MATCHING (After each situation or definition in column 2, write the number of the most appropriate word given in column 1 )

COLUMN 1  
 Corruption  
 Non-pros  
 Damages  
 Intimidate  
 Culprit  
 Surrogate  
 Hearsay Evidence  
 Barrister  
 Battery  
 Petition  
 Affirmation  
 Non-ability  
 Intent  
 Toxicologist  
 Confession  
 Caveat  
 Quack Nostrum  
 Alibi  
 Circumstantial evidence  
 Detainer  
 Accessory  
 Direct Evidence  
 Motive.  
 Metallurgist  
 Illegitimate  
 Malicious Mischief  
 Tangible  
 Habeas corpus  
 Calendar  
 Pathologist  
 Process  
 Autopsy  
 Notary Public  
 Statute  
 Competency  
 Inmate  
 Malice  
 Tort  
 Probation Officer  
 Parole Evidence  
 Summons  
 Assault  
 Bail  
 Non compos mentis  
 Contempt of Court

- COLUMN 2
1. Kind of evidence given in a statement (written or oral) by Jones that he saw Brown shoot Smith. \_\_\_\_\_
  2. That which leads or tempts a person to commit a crime. \_\_\_\_\_
  3. Statement of a person not called as a witness. \_\_\_\_\_
  4. Lack of legal ground to commence a suit \_\_\_\_\_
  5. A paper signed by one or more persons requesting court action. \_\_\_\_\_
  6. An officer who supervises the conduct of persons suspended sentence. \_\_\_\_\_
  7. Kind of evidence given in a statement (written or oral) by Jones that he saw Smith shortly before Smith's body was found. \_\_\_\_\_
  8. Oral testimony \_\_\_\_\_
  9. A notice temporarily restraining an officer from acting. \_\_\_\_\_
  10. Refusal to give another person his belongings \_\_\_\_\_
  11. Surety furnished as a guarantee that the Defendant will appear in court. \_\_\_\_\_
  12. Attorney \_\_\_\_\_
  13. Fake medicine used for defrauding people \_\_\_\_\_
  14. Reparation \_\_\_\_\_
  15. Kind of evidence constituted by photographs of fingerprints found at the scene of a crime. \_\_\_\_\_
  16. Mentally unsound \_\_\_\_\_
  17. Fitness to act as a witness. \_\_\_\_\_
  18. A list of cases and the impending dates of trial \_\_\_\_\_
  19. A statement that a party will prosecute \_\_\_\_\_

TEST 5-POLICE SCIENCE

1. \_\_\_\_\_ catalepsy

2. \_\_\_\_\_ circumstantial  
evidence

3. \_\_\_\_\_ Coercion

4. \_\_\_\_\_ collusion

5. \_\_\_\_\_ commitment

6. \_\_\_\_\_ common law

7. \_\_\_\_\_ complaint

8. \_\_\_\_\_ compounding

9. \_\_\_\_\_ concussion

10. \_\_\_\_\_ confession

11. \_\_\_\_\_ conspiracy

12. \_\_\_\_\_ contempt

13. \_\_\_\_\_ contraband

- A. Merchandise which the law forbids to be sold or purchased, imported or exported.
- B. A carrier such as a taxi, bus, or private vehicle. Also, in law, an instrument in writing by which property or title to property is transferred from one person to another.
- C. A seizure in which consciousness is lost and the muscles become rigid.
- D. A violent shock to some part of the human body caused by a heavy blow.
- E. A court order that officially directs the taking of a person to a jail, prison, or institution.
- F. A criminal partnership wherein two or more persons agree to commit a crime. An act of preparation will suffice.
- G. The questioning of a previously examined witness in the same matter by the side that did not produce him as a witness.
- H. A ruling by a court that a person is guilty of the crime alleged.
- I. The basic facts necessary to prove the commission of a crime.
- J. A written statement signed and sworn to obtained through questions and answers.
- K. A reply to an accusation. Although not a denial, the reply states that the accusation itself is defective or legally faulty.
- L. A bruise on some part of the human body.
- M. Willful disregard of the order or process of the court. It is an act against the dignity of the court.

14. \_\_\_\_\_ contusion
15. \_\_\_\_\_ conveyance
16. \_\_\_\_\_ conviction
17. \_\_\_\_\_ coroner
18. \_\_\_\_\_ coroner's jury
19. \_\_\_\_\_ corpus delicti
20. \_\_\_\_\_ corroboration
21. \_\_\_\_\_ counterfeit
22. \_\_\_\_\_ credibility
23. \_\_\_\_\_ crime
24. \_\_\_\_\_ cross examination
25. \_\_\_\_\_ demurrer
26. \_\_\_\_\_ deposition

- W. Conditions and surroundings from which the existence of the main fact may be inferred logically and reasonably.
- O. The act of forcing someone to commit a crime..
- P. A deceitful agreement or compact between two or more persons for one party to bring an action against another for some evil purpose or to defraud a third person of his rights
- Q. Unwritten law as derived chiefly from the laws of England. The common law has been superseded by statute in most of our states.
- R. A charge made to a court of law that a crime has been committed.
- S. A public offense against the state, punishable upon conviction.
- T. The extent of worthiness of belief.
- U. To make an imitation of something genuine such as a coin without lawful authority and with intent to deceive.
- V. Additional evidence to confirm or support the testimony of a witness.
- W. A jury appointed by a coroner to determine the cause of death.
- X. An officer whose duty is to determine the cause of violent or unusual death
- Y. A voluntary statement by an accused person acknowledging that he committed a crime.
- Z. An act by which a person having knowledge of the actual commission of a crime takes some reward or forbears to assist in the prosecution of a criminal or allows him to escape.

Mr. Clemens  
Instructor

EXAMINATION ON FIELD TRIP

POLICE SCIENCE

Introduction to Law Enforcement  
Examination dated

Name \_\_\_\_\_  
Score \_\_\_\_\_ Correct \_\_\_\_\_ Wrong \_\_\_\_\_

Value 5 1. Name two of the great instructors, the name of his Department and his topic on

Value 10 2. Enumerate and describe briefly the various types of equipment that a patrolman wears on his person.

- |          |           |
|----------|-----------|
| 1. _____ | 7. _____  |
| 2. _____ | 8. _____  |
| 3. _____ | 9. _____  |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | 12. _____ |

Value 10 3. Name the various types of equipment needed in a radio car for purposes of patrol.

- |          |           |
|----------|-----------|
| 1. _____ | 6. _____  |
| 2. _____ | 7. _____  |
| 3. _____ | 8. _____  |
| 4. _____ | 9. _____  |
| 5. _____ | 10. _____ |

Value 5 4. Some radio cars are also equipped with a \_\_\_\_\_  
\_\_\_\_\_ made by Motorola for means of communication



Value 5

T F

5. The shotgun displayed was a .12 gauge shotgun and this is the type usually used by police departments.

Value 5

T F

6. The shotgun displayed was capable of using and firing 00 buckshot ammo in which there are nine (9) .33 caliber pellets.

Value 5

T F

7. The shotgun displayed had an effective range of 30 yards with a 5' pattern.

Value 5

T F

8. The machine gun displayed was a .45 caliber, one of the Reising make.

Value 5

T F

9. Tear gas guns may shoot projectiles 300 yards with an effective range of 100 yards.

Value 5

T F

10. Tear gas also comes in cannisters and may be thrown or rolled effectively when the wind is blowing in the direction of the thrower.

Value 30 11.

Name the basic duties and responsibilities of a patrolman, also described in our text as the purposes of law enforcement.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

MID TERM EXAM  
POLICE SCIENCE

Instructor  
Mr. Clemens

1. Experiments in hypnosis reveal that the subconscious mind absorbs and retains about what percentage it receives thru the 5 senses of taste, touch, smell, sound and sight?
  - a. 75%
  - b. 25%
  - c. 50%
  - d. 100%
2. If you were to witness an accident but did not take any notes, how much of the event would you remember after six months have elapsed?
  - a. 75%
  - b. 50%
  - c. 2 to 5%
  - d. 25%
3. Suppose you took copious notes at a crime scene. Six months later you were called as a witness. Before you took the witness stand you reviewed your notes. How much do you think you might remember of the crime scene?
  - a. 100%
  - b. 75%
  - c. 50%
  - d. 25%
4. The purpose of the course in Classroom Notetaking is to help the student to:
  - a. Develop an important skill
  - b. Determine the success of the class
  - c. Furnish students with information
  - d. Gauge a students ability to learn what is being taught
5. T F The pencil is better than a pen for taking notes.
6. T F A person with a good memory should be excused from taking notes.
7. There are 3 basic kinds of understanding which can greatly assist in planning the right career. One of the following is NOT correct. Which one is it?
  - a. Understanding of self
  - b. Understanding of jobs
  - c. Understanding the other person
  - d. Correlating understanding of self and jobs

8. Which of the following best describes orientation as it applies to careers in law enforcement?
- Becoming acquainted with the functions of law enforcement
  - Finding out about the opportunities in law enforcement as well as the duties of an officer.
  - Both of the above
  - None of the above.
9. Who made the following statement: "The greatest man in the world is not the man who accumulates the most money or the man who takes the most out of life; it is the man who gives the most to life."
- J. Edgar Hoover
  - William H. Parker
  - Dwight Eisenhower
  - Abraham Lincoln
10. T F The cadet and internship programs in law enforcement are the same, except cadets are not paid.
11. T F The polygraph is used by some departments as one of the tests to probe the applicant's background. The courts have not fully accepted its findings as yet, but many executives consider the polygraph a good investigative aid.
12. All documents must be LEGIBLE
- printable
  - readable
  - verified
  - filed
13. The crowd DISPERSED rapidly
- gathered
  - scattered
  - grew
  - reacted
14. The right of the governed to do whatever they think best for their general welfare is known in law as:
- Social behavior
  - Police power
  - Retaliation
  - Police function
15. The actual originator of a system of classification of body features in criminology was:
- Bertillon
  - Gross
  - Lombroso
  - Reiss

16. Each state has the right to make and enforce its own laws, however:
- The laws must closely conform to the laws of all other states.
  - The laws must not conflict in any way with the laws of adjoining states.
  - The laws enforced during political administration must conform to the opinions of the leaders of the majority party.
  - The laws cannot violate any of the principles established by the Federal Constitution.
17. Laws:
- Are self enforcing.
  - Must be enforced if they are to be effective.
  - Need not be enforced as long as they are known and understood by everyone.
  - Are most effective when enforced sporadically but with great vigor.
18. Which of the following is NOT one of the "basic" functions of police.
- Protection of life and property.
  - Apprehension of criminals and recovery of property.
  - Enactment and enforcement of local ordinances.
  - Prevention of crime.
19. T F The duties of police today have become so varied and diverse that a good policeman is a "Jack of All Trades."
20. The formal accusation of a crime presented to the Court and which acts as the formal commencement of a criminal prosecution, is the definition of a:
- |                   |                    |
|-------------------|--------------------|
| a. Corpus Delicti | c. Criminal Action |
| b. Demurrer       | d. Complaint       |
21. He FEIGNED illness for several days -
- pretended
  - fought
  - ignored
  - hid
22. A line in one of the most important documents had been OBLITERATED.
- authenticated
  - erased
  - forged
  - overlooked
23. The cashier was accused of PILFERING.
- drinking
  - loafing
  - stealing
  - miscounting

24. Counterfeiting of U. S. money is investigated by the
- a. F. B. I.
  - b. Secret Service
  - c. Justice Department
  - d. U. S. Mint
25. All material must be REQUISITIONED on the regular forms
- a. Checked off
  - b. Purchased
  - c. Returned
  - d. Asked for
26. The price FLUCTUATED
- a. changed
  - b. rose
  - c. fell
  - d. jumped
27. The act of placing a person on trial a second time for a crime for which he has already been tried once, is known as
- a. Conspiracy
  - b. Contempt of court
  - c. Double jeopardy
  - d. Extradition
28. It is estimated that there are how many separate police agencies in the U. S.?
- a. 1,500
  - b. 40,000
  - c. 4,500
  - d. 88,000
29. T. F. The office of sheriff is very much the same across the entire United States with similar function in all parts of the country.
30. The science of the study of bullets and firearms is best defined by:
- a. Ordnance
  - b. Ballistics
  - c. Criminology
  - d. Asceticsim
31. A characteristic of the federal enforcement agencies is:
- a. Wide geographic authority - narrow legal authority
  - b. Wide legal authority - narrow geographic authority
  - c. Wide geographic and legal authority
  - d. Narrow geographic and legal authority
32. Which of the following is not an enforcement agency under the Treasury Department?
- a. Customs
  - b. Narcotics
  - c. Secret Service
  - d. Border Patrol

33. The decision of the jury with respect to facts in a trial. \_\_\_\_\_ a. Jurisdiction
34. A proceeding brought by one person against another. \_\_\_\_\_ b. Testimony
35. The one who brings legal action against another. \_\_\_\_\_ c. Plaintiff
36. Oral statements of witnesses. \_\_\_\_\_ d. Civil Action
37. The power of court to hear controversies. \_\_\_\_\_ e. Verdict
38. Justice in law means:
- a. Expediency d. Each receives what is due him.  
 b. Tolerance e. All of the above  
 c. Might makes right.
39. Modus operandi means:
- a. Medical operation c. Police methods  
 b. Method of operation d. Operation police
40. One of the following is not a criteria used in selecting recruits for law.
- a. Competency b. character c. political influence  
 d. emotional stability
41. The Federal Bureau of Narcotics is a part of the:
- a. Department of treasury d. Department of Labor  
 b. Department of State e. Department of Interior  
 c. Department of Justice
42. In the American system of government, the responsibility for enforcing laws governing commercialized vice is primarily that of:
- a. F.B.I. d. City and County  
 b. State officials law enforcement  
 c. Federal Grand Jury
43. T F The F. B. I. exercises wide jurisdiction over both Federal and state laws.

44. T F Private police in Iowa are granted the same authority to make an arrest as a regular peace officer.
45. T F A private person has the right to make an arrest under certain circumstances.
46. T F A private person has the same right to carry a concealed weapon as a peace officer.
47. T F The County Attorney is a city official.

In the following questions match the criminal type in the question with the appropriate definition.

DEFINITIONS

48. Criminal by accident            \_\_\_ a. Sadistic criminal
49. Hot tempered                    \_\_\_ b. Professional criminal
50. Pyromaniacs                    \_\_\_ c. Criminals by circumstance
51. Product of definite developmental process            \_\_\_ d. Passion criminals
52. One who inflicts pain            \_\_\_ e. Fire bug criminal
53. A purpose of the law as we see it today is to:
- |                                      |  |
|--------------------------------------|--|
| a. Obtain convictions                | c. Modify and understand human conduct |
| b. Secure retribution for the victim | d. Vindicate society                   |
54. Uniform Crime Reports are published by:
- |  |
|--|
| a. F. B. I., Washington, D. C.             |
| b. C. I. I., Sacramento, California        |
| c. U. S. Army, Pentagon, Washington, D. C. |
55. The average number of policemen per 1000 population thru the U. S. is about:
- |                  |               |
|------------------|---------------|
| a. 2 per 1000    | c. 1 per 1000 |
| b. 1.65 per 1000 | d. 3 per 1000 |

56. The Des Moines Police Department has the following requirements for new officers:
- Must be at least six feet tall.
  - Must have an IQ of at least 120.
  - Must have completed a correspondence detective training course.
  - Should have military experience, and high school education.
57. The Federal Department having the main responsibility for preventing the illegal immigration of "wetbacks" (aliens) and for finding and arresting those who are illegally in this country is the department of:
- Justice
  - Interior
  - Commerce
  - Customs
  - Treasury
  - F.B.I.
58. Which of the federal police agencies provides the widest service to the local police?
- Coast Guard
  - Postal Inspectors
  - Secret Service
  - Customs
  - F.B.I.
  - Treasury Dept.
59. Which one of the following Federal Systems has the largest number of law enforcement systems operating under its jurisdiction:
- Department of Justice
  - Department of National Defense
  - Department of Labor
  - Department of Treasury
60. A person in a penal institution who, because of his conduct is released under the direction of an officer of the State Parole agency, is said to be:
- On Probation
  - Pardoned
  - Discharged
  - Paroled
  - Acquitted
61. Amateur criminals fall into the category of non-professionals. Which one of the following is not an amateur criminal?
- Petty violator
  - Passion criminals
  - Blue collar criminals
  - White collar criminals
  - Accidental criminals
62. T F Cesare Lombroso was a great Italian Physician and scholar. He adhered to the "free will" theory of criminology.
63. T F Criminologists have the same jurisdiction, duties and sphere of endeavor and research as the criminalists.



64. In a criminal trial, the burden of proof is always upon
- Arresting officers
  - Defendant's attorney
  - Defendant in all cases
  - Judge
  - None of these
65. The Amendment to the Constitution of the U.S. which gives every citizen freedom of speech, religion, press and right of assembly is:
- First Amendment
  - Second Amendment
  - Sixth Amendment
  - Fourteenth Amendment
  - Fifth Amendment
66. When has an officer the right to use force?
- In making an arrest
  - When encountering resistance to arrest
  - When questioning a witness
  - In serving a subpoena
67. A policeman should pride himself most on his:
- neatness in uniform
  - shooting accuracy
  - physical build
  - reputation and efficiency in law enforcement
  - ability to express himself
68. The writ commanding a person to appear before a court to give evidence is called:
- copias
  - mandamus
  - habeas corpus
  - subpoena
69. The usual attitude of a policeman toward the public should be:
- suspicious
  - helpful
  - domineering
  - commanding
70. The Common Law is the:
- Statutory Law
  - Law usually unwritten, established by long usage
  - Law made by the State Legislature
  - Federal Law
71. Criminalistics is:
- The science of interrogation
  - The use of the sciences insofar as they are applied to crime detection
  - The science of crime investigation
  - The study of criminals
72. One who assists in the perpetration of a crime, before or after the fact is called an:
- accessory
  - principal
  - correspondent
  - associate

Mr. Clemens  
Instructor

POLICE SCIENCE

FINAL EXAMINATION

1. Military policing has never been attempted in England.
2. The London Metropolitan Police have their headquarters at New Scotland Yard and are the only police force in London.
3. The Bow Street Runners were:
  - a. a political party
  - b. a police organization
  - c. a group of organized criminals
  - d. a group of minor court officials
4. The earliest period of policing in England was known as:
  - a. Anglo-Saxon period
  - b. Norman Period
  - c. Parish-Constable period
  - d. Watch and Ward period
5. The basic difference between the Watch and Ward and the Standing Watch was:
  - a. use of uniforms and badges by the standing watch
  - b. use of paid watchmen in the standing watch
  - c. the city-wide use of the standing watch
  - d. the use of distinguishing uniforms in the Watch and Ward
6. During their early history, the English people were noted for:
  - a. dependence on a strong, well established, national police system
  - b. the early establishment of professional law enforcement organizations
  - c. a strong desire for personal liberty coupled with a fear of strong, organized police
  - d. strong feelings of local pride but a desire for a national police
7. In the days of the Norman Rule the duties of the Constable were those of:
  - a. serving court orders
  - b. collecting taxes
  - c. keeping of horses
  - d. the Magistrate
8. Anthony Cooper introduced a bill in Parliament whereby a prisoner could demand to know why he was being held. This was known as the bill for:
  - a. ex post facto
  - b. duces tacum
  - c. right of redress
  - d. habeas corpus
9. According to the author of the text, the term "Police" was coined around 600 AD and was taken from the \_\_\_\_\_ word "policior".
  - a. Anglo-Saxon
  - b. German
  - c. French
  - d. Scottish

10. Iowa has the right to make and enforce its own laws, however:
- the laws must closely conform to the laws of all other states
  - the laws must not conflict in any way with the laws of adjoining states
  - the laws enforced during any political administration must conform to the opinions of the leaders of the majority party
  - the laws cannot violate any of the principles established by the Federal Constitution.
11. Although the Anglo-Saxon did not believe in capital punishment, they did use trial by ordeal which resulted in those found guilty beings:
- decapitated
  - emaciated
  - branded
  - sentenced to the stock
12. William the Conqueror, established a national government in England in 1066 A. D. This required tax support. To insure the collection of taxes, William created a records system of taxable property and the owners thereof. This records system was known as:
- The Collectors' Manual
  - The Mark System
  - The Salisbury Book
  - The Doomday Book
13. The words "VERE DICTUM" mean most nearly:
- speak more clearly
  - where did you put it?
  - very talkative
  - truth saying
14. The offices of "BALIFF and JUSTICE OF THE PEACE" were established in England in the:
- Anglo-Saxon period
  - Norman period
  - Westminster Period
  - Watch and Ward Period
15. Under William the Conqueror, English government was:
- established on a national scale
  - much more loosely organized than before
  - turned over to the tribal chieftains
  - changed to a democracy
16. The control system established by William the Conqueror under which England was divided into groups of 10 and 100 families, was known as:
- Frankpledge system
  - Begildan system
  - Tything system
  - Norman system

17. \_\_\_\_\_ established the "Bow Street Runners," in 1719

- a. Charles Rowan
- b. Robert Peel
- c. Richard Mayne
- d. Henry Fielding

18. \_\_\_\_\_ was British Home Secretary in 1829.

- a. Charles Rowan
- b. Robert Peel
- c. Richard Mayne
- d. Henry Fielding

19. The principle that "The Police must be stable, efficient and militarily organized under government control." is attributed to:

- a. Peel
- b. Fielding
- c. Cromwell
- d. Haynes

20. The present day word "sheriff" is derived from the early English term Shire-Reeve. The term Shire-Reeve was first used in what period?

- a. prior to 800 A.D.
- b. approximately 1100 A.D.
- c. Shortly after 1500 A.D.
- d. In the early part of the 19th century

T F 21. Most countries of the world have the same type of police system as the United States.

T F 22. An affidavit is a written statement made under oath.

23. A law which attempts to punish acts which were committed before the law was passed is called:

- a. an et al law
- b. a double jeopardy law
- c. an accessory law
- d. an ex post facto law

24. A search warrant is valid:

- a. for 24 hours
- b. for 10 days
- c. indefinitely
- d. for one month

T F 25. All Private detectives are required by law to carry a regulation weapon with them at all times.

26. Chain of Command is best described as:
- the number of employees that any person can supervise at a given time
  - the number of intermediary officers between the lowest and highest man on the department
  - the organization of a police department into units and divisions
  - the graphic coordination of services and operations in a sheriff's office
27. An organizational Chart is defined as:
- the proper utilization of the Span of Control
  - the wise use of the Chain of Command
  - a graphic presentation of the arrangement and inter-relationship of divisions and units of an organization
  - coordinated team work in a well organized department
28. The foremost objective in training in the Des Moines police department is to:
- obtain better salary
  - increase retirement benefits
  - pass examinations
  - discover and develop latent abilities
29. The general public is particularly critical of the officer who:
- Makes a mistake on a citation
  - is too officious
  - is rude and discourteous
  - loses a violator in heavy traffic
30. The reputation of a police department is influenced by:
- conduct of each officer
  - display of manpower
  - use of modern equipment
  - promptness in responding to calls
31. Every officer in police service should realize that he is on duty as far as the public is concerned:
- 8 hours per day
  - 10 hours per day, except on holidays
  - 12 hours per day, less vacations
  - 24 hours per day
32. Which of the following words are misspelled?
- suspicious
  - occurrence
  - misdemeanor
  - miscellaneous

33. The Department of Alcoholic Beverage Control is a:
- a. State agency
  - b. Federal agency
  - c. County agency
  - d. City agency
34. The backbone of the police department is the:
- a. Traffic Division
  - b. Patrol Division
  - c. Juvenile Bureau
  - d. Identification Division
  - e. Communications Division
35. A father and his son who is 19 years old stop at a licensed bar in Des Moines. The father orders 2 bottles of beer which are served to father and son. The father pays for the beer. A misdemeanor has been committed by:
- a. bartender
  - b. father
  - c. son
  - d. all of above
36. The first line supervisor in a police department would be a:
- a. sergeant
  - b. lieutenant
  - c. patrolman
  - d. chief of police
37. A police officer, according to the Canons of Police Ethics, may take and accept gratuities:
- a. only at Christmas time
  - b. only when he does special favors for a citizen
  - c. whenever he is heroic beyond the call of duty
  - d. never
38. A police officer's attitude toward his profession should be all but one of the following:
- a. regard his duties as a public trust
  - b. should strive for the professional attitude
  - c. should help create a good image of the police in public
  - d. should feel that the public owes him something because he is making many sacrifices as a police officer and might be killed on the job.
39. In the Bill of Rights what amendment insures the right of the people to be secure in their persons, houses, papers and effects against unreasonable searches and seizures:
- a. Amendment I
  - b. Amendment II
  - c. Amendment IV
  - d. Amendment V
  - e. none of the above

40. Which one of the following police services is in the service bureau as opposed to a line service:
- a. investigation
  - b. prevention
  - c. traffic
  - d. communications
41. When a police officer answers the telephone he should first say:
- a. "Hello"
  - b. Teale, Patrol Bureau
  - c. "Academy, Wallace."
  - d. Das Moines Police Department, Sgt. Ramirez
42. In regard to newspaper relations which of the following is true:
- a. usually one officer at a crime scene should talk to the press
  - b. the press should be given complete freedom of a crime scene
  - c. only the chief can release news to the paper.
43. Of the following which will have the greatest effect on the public relations program of any police department:
- a. policy as set by the department head
  - b. the degree of cooperation between the press and the department
  - c. personal contacts by individual police officers
  - d. the manner in which the department handles its correspondence
44. "One who bears the blame for others" best describes the term:
- a. bigot
  - b. stereotype
  - c. aggressor
  - d. scapegoat
45. Personal appearance of officers is important to good public relations. The only time an officer may be justified in appearing other than "sharp" would be:
- a. when he is a detective
  - b. when appearing in court while off duty
  - c. when working as an undercover operator
  - d. when he is doing inside officer type work
46. Sociological problems (race relations) is considered:
- a. strictly a local problem
  - b. one of the greatest domestic problems of our time
  - c. a serious problem, but one that we will overcome in the near future
  - d. a serious problem, but not a problem for the police



47. In regard to race relations, your department wants you to do all of the following, except one. Which is the exception?
- know your job well
  - treat all people fairly, honestly and impartially
  - Base your actions on the type of person, regardless of the problem
  - make your uniform a symbol of impartial authority
48. The most influential person in determining your department's public relations is:
- the Chief of Police or Sheriff
  - the individual officer
  - the personnel officer
  - the press or public relation officer
49. Which one of the following four attitudes does the public consider most important in police work:
- cooperation if needed
  - sympathy if you think it would help
  - courtesy
  - helpful if called upon
50. One of the best ways of improving police public relations is through:
- planned publicity programs
  - the local newspaper
  - efficient law enforcement
  - service club activities
51. By far the one most important thing for a law enforcement officer to practice when dealing with minority group members is:
- equitable law enforcement in spite of personal prejudices
  - less strict law enforcement against certain races
  - variation of the degree of enforcement depending on race
  - keeping certain groups "in their place"
52. Which of the following is law enforcement most dependent upon:
- traffic revenue
  - public support
  - legislation
  - political influence
53. The stupid discourteous action of one officer causes:
- a general public reaction
  - time off for the officer involved
  - individual resentment
  - criteria by which the dept. is judged
54. The general public will usually excuse:
- policemen engaged in on-duty stealing
  - protection "pay-offs"
  - verbal abuse from officers
  - human mistake on part of officer

55. Inherent prejudices are present in everyone so a good policeman should:
- go along with the majority
  - convert others to his outlook
  - control his own prejudices
  - ignore the prejudices of others
56. Since the policeman has the authority of the law on his side he is expected to:
- overstep his bounds and no one will know
  - justify the means by arresting a criminal
  - keep within the concept of the law
  - play safe and do as little as possible
57. Discount prices to policemen will:
- do no harm and help him out financially
  - build better relations with merchants
  - create unfavorable public relations
  - eliminate need for higher pay demands
58. Gossip among law enforcement personnel is:
- a good morale builder
  - easy form of communicating department orders
  - no problem
  - a sure way to destroy "esprit de corps"
59. The Watch and Ward system of policing can be best described as:
- the beginning of professional law enforcement
  - the first use of paid city police officers
  - a theory of criminal punishment attempted in England
  - a system of untrained citizen watchmen chosen at random
60. Scotland Yard in England performs three police functions. Which one of the following is not one of these functions?
- houses the National collection of fingerprints
  - protects the royal family at home and if they go abroad
  - assists small departments faced with serious crime and requests assistance
  - officially trains all police departments in England at their police academy.
61. Which one of the amendments to our U. S. Constitution states substantially that excessive bail shall not be imposed nor cruel and unusual punishment be inflicted?
- 8th
  - 4th
  - 1st
  - 5th
62. Which one of the following is not a crime against property:
- burglary
  - robbery
  - arson
  - embezzlement

63. The Bill of Rights is contained in:
- Civil Code
  - Code of Civil Procedure
  - Penal Code
  - None of foregoing
64. As far as public relations is concerned in a police department when is a police officer off duty?
- as soon as he is off duty
  - never
  - when he is on vacation
  - during his days off
65. When has an officer the right to use force?
- in serving a subpoena
  - in making an arrest
  - in questioning a witness
  - when officer is insulted
66. An example of white collar crime would be:
- theft by a long shoreman
  - assault
  - rape
  - swindle by a respected businessman
67. Penology is the study of:
- crime
  - delinquency
  - prisons
  - behavior
  - punishment
68. A crime against a person is one of the following:
- assault & battery
  - gambling
  - arson
  - trespassing
69. The Common Law is the:
- Statutory Law
  - Federal Law
  - law usually unwritten, established by long usage
  - law made by State legislature
- T F 70. Local police and the FBI may have concurrent jurisdiction in a criminal case.
71. A polygraph is an instrument used:
- to measure motions of earthquakes
  - to make traffic count
  - to analyze fingerprints
  - as a lie detector
  - to compare blood types
72. Some people cite the 5th Amendment mainly because it provides:
- a person is entitled to a trial by jury
  - cannot be compelled in a criminal action to testify against himself
  - a writ of habeas corpus shall not be suspended
  - the right of freedom of speech cannot be suspended
73. A defendant is always a:
- person seeking advice from a lawyer
  - person who sues another person
  - person against whom legal action is brought
  - prisoner confined in a federal jail
  - person suspected of breaking the law on numerous occasions

74. To say that a policeman is zealous means that he is:

- a. enthusiastic
- b. patient
- c. heedless
- d. casual
- e. courteous

75. Testimony of a witness which is corroborated by another witness is:

- a. unquestioned
- b. confirmed
- c. contradicted
- d. exaggerated
- e. truthful

76. To say that a person is INDICTED means that he is:

- a. charged with violation of a law
- b. found guilty of crime
- c. subjected to trial on the basis of circumstantial evidence only
- d. sworn into office
- e. called before the grand jury

77. To say that a policeman is NEGLIGENT in the performance of his duties means that he is:

- a. slow
- b. efficient
- c. unintelligent
- d. careless
- e. enthusiastic

78. To say that a man's behavior is IRRATIONAL means most nearly that it was:

- a. unsystematic
- b. rational
- c. unreasonable
- d. understandable
- e. unexpected

79. In the United States, which of the following grants all persons the basic guarantee of the freedom of speech?

- a. Magna Charta
- b. Common Law
- c. Declaration of Independence
- d. Constitution
- e. the presidential veto

Questions 80 thru 86 consist of groups of four words, only one of which is spelled correctly. Choose the correctly spelled word for each group.

80. a. guilty b. guilly c. guiolty d. guiollty
81. a. accident b. accedent c. accidant d. accadent
82. a. assistance b. assistence c. assistaræ d. asistence
83. a. ordirance b. ordinnance c. ordinanse d. ordinance
84. a. plaintiff b. plaintif c. playntif d. plainteff
85. a. arrèignment b. araignement c. arrinement d. arraiynement
86. a. address b. adress c. address d. addressè
87. Larceny is a term used in:
- a. medicine b. theology c. law d. pedagogy
88. A policeman's mental attitude is of vital importance because:
- a. he must keep calm in order to think clearly in emergencies  
b. law enforcement often calls for executive ability  
c. intelligence as well as physical stamina is needed  
d. his efficiency on the job is always visible to the public
89. In training a police force where proper action is especially important during emergencies, discipline should be:
- a. very strict c. unrelenting and ever-present  
b. harsh
90. Clemency means most nearly:
- a. silence b. freedom c. mercy d. severity
91. T F Police are on a quota basis in making arrests and traffic citations in Des Moines.
92. T F Police are charged with the prosecution of criminals.
93. T F The Des Moines Police Department is now operating at full authorized strength.
94. T F Capt. Toale of the Des Moines police department has been in command of the traffic bureau the last five years.
95. T F The Des Moines police department has Civil Service positions from Sgt. to and including one assistant chief.
96. T F The Des Moines police department states that an applicant must have 20/20 vision without the aid of glasses.

97. T F The Des Moines Juvenile bureau functions within the detective bureau.
98. T F The Des Moines police department employs three criminalist in their identification bureau.
99. T F The organizational chart of the Des Moines police department calls for three assistant chiefs at the present time.

POLICE SCIENCE  
Final

- \_\_\_ Modus operandi
- \_\_\_ moulage
- \_\_\_ murder
- \_\_\_ nolle prosequi
- \_\_\_ nolo contendere
- \_\_\_ non compos mentis
- \_\_\_ nuisance
- \_\_\_ obstructing justice
- \_\_\_ ordinance
- \_\_\_ overt act
- \_\_\_ parole
- \_\_\_ penal
1. After death; pertains to an expert examination, called an autopsy, to determine the cause of death.
  2. The method of operation of a criminal.
  3. A word pertaining to punishment for crime, e.g., penal institution or penal code.
  4. The broad power under which the state can restrain private rights for the general welfare of the people. Authority delegated to the police by the people.
  5. A plaster cast used to preserve physical evidence such as a tire track or footprint.
  6. A force of men called by a sheriff to assist him in pursuing a criminal, quelling a riot, or making an arrest.
  7. To conceal or hide away.
  8. A written order by a justice or magistrate authorizing an officer of the law to search a specific area for certain unlawful goods concealed in a house, store, or other premises. The recovered personal property, if any, is brought before the court for legal disposition.
  9. The recovery of goods claimed to have been wrongfully seized. The owner gets the property back by a writ or court order.
  10. A judicial instrument by which a court commands some act to be done by the person to whom it is directed.
  11. The crime of interfering with the activities of those who seek justice in a court or of those who have the power or duty of administering justice or enforcing the law.
  12. A trial jury. It is not a grand jury.

- \_\_\_\_\_ perjury
- \_\_\_\_\_ petit jury
- \_\_\_\_\_ plea
- \_\_\_\_\_ police power
- \_\_\_\_\_ posse
- \_\_\_\_\_ post mortem
- \_\_\_\_\_ preliminary examination
- \_\_\_\_\_ presentment
- \_\_\_\_\_ presumption
- \_\_\_\_\_ prima facie
13. A judicial writ or order issued by a court, such as a summons, citation, or subpoena.
14. The felonious taking of personal property in the possession of another, from his person or immediate presence, and against his will. Accomplished by means of force and fear.
15. The stiffening of the muscles of the body after death.
16. A person who knowingly buys or receives stolen merchandise from a thief.
17. Disturbance of the peace by two or more persons acting together and without the authority of law. More specifically, in criminal law, the violent disturbance of the peace, actually executed in a wild and turbulent manner, by three or more persons assembled without the authority of the law and with the intent mutually to assist each other in accomplishing a private objective.
18. A civil wrong independent of a contract.
19. An offense against the government of a country, not capital and not amounting to treason, consisting of attempts made by meetings, speeches, or publications to disturb the tranquility of the state or excite discontent against the government.
20. The wrongful or fraudulent taking and carrying away by any person of the personal goods of another from any place, without any right to deprive the owner of his property permanently.
21. An act of the Legislature of a state declaring, commanding, or prohibiting something. Statute law is the express written will of the Legislature, rendered authentic by certain prescribed forms.
22. Act of sexual intercourse with a female, not the wife of the perpetrator accomplished by force, fear, or deceit; or with a person under 18 or mentally ill.



- \_\_\_\_ principal
- \_\_\_\_ privileged communication
- \_\_\_\_ probation
- \_\_\_\_ process
- \_\_\_\_ prosecution
- \_\_\_\_ psychotic
- \_\_\_\_ rape
- \_\_\_\_ receiver
- \_\_\_\_ recidivist
- \_\_\_\_ relevant
- \_\_\_\_ replevin
- \_\_\_\_ repression
- \_\_\_\_ reprove
- \_\_\_\_ repudiate
23. In the law of evidence, relevant means relating to the case at hand; pertinent, meaningful, and having to do with the matter before the court.
24. The unlawful killing of a human being with malice aforethought.
25. An allegation made by either party in a case. The defendant may plead guilty or not guilty.
26. A formal statement by a district attorney that he will not prosecute a criminal charge.
27. The act of rechecking or keeping under restraint or control.
28. Two or more persons, assembled and acting together, making any attempt or advance toward the commission of an act which would be a riot if actually committed.
29. A plea by a defendant in a criminal action that he will not contest the accusation. It is not an admission of guilt.
30. Mentally unsound
31. The conditional release from prison of a person who has served part of his sentence in an institution.
32. A delay in the execution of a sentence.
33. A report made by a grand jury and presented to the court concerning some wrongdoing.
34. A condition which annoys, vexes, or interferes with the use of property by others, such as smell, noise, or a health hazard.
35. A law, order, or decree of a municipal body such as a city or county.
36. Things done; refers to the entire transaction or event. Includes words and acts done immediately after the incident which are usually spontaneous and are considered to be part of the act or event.



11

KATZ DRUG COMPANY 1130 WALNUT • KANSAS CITY • MISSOURI • 64106 • PHONE 816 HA 1 0008

OPERATING

June 15, 1967

Des Moines Police Department  
c/o Police Academy  
East First and Court Avenue  
Des Moines, Iowa 50309

Dear Sir:

Would appreciate the use of your sound film "The Shoplifter", serial #16499, 800 foot sound color film. Would pay the necessary rental and expenses. Want to show this to a group of Store Managers, as I understand, it is expressive and representative.

Yours Very Truly,

KATZ DRUG COMPANY

*Bill Troupe*

Bill Troupe,  
District Manager

BT:aw