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A STUDY OF THE DEVELOPMENT OF AND PROPOSAL FOR
A TWO YEAR CURRICULUM OF POLICE SCIENCE
FOR THE STATE OF SOUTH DAKOTA

by

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A Dissertation Submitted in Partial Fulfillment
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This dissertation for the Ed. D. Degree

by Michael J. McTeague

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composed of the following members:

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Chairman

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CHAPTER I

THE PROBLEM AND ITS BACKGROUND

One of the most undesirable ramifications of our ever expanding society is the incidence of increasing crime. That the rate of crime is on the increase is a matter of fact. That our society must make the appropriate adjustments to retard that rate of increase, is also a matter of fact.

Any adjustment to a situation of this nature requires competent and trained professionals. The President's Commission on Law Enforcement has emphasized that the education of police will play a major role in future attempts to combat crime rates.¹ At present police specialists are concerned about the dire need for better prepared professionals. Not only has the concern focused on police science but also on the general education aspects of a future officer's preparation. Certainly the dedicated and professionally educated police officer must be regarded as one of the major needs of our society today.

Police training varies from none to excellent. At one end of the scale are such cities as New York, where recruits spend four months in a rigorous academy course. At the other end is a small-town where a boy dons uniform and gun and

¹The President's Commission on Law Enforcement and Administration of Justice, Task Force Report: The Police (Washington: Government Printing Office, 1967), p. 124.

goes out to keep the peace after a brief lecture from his chief.²

Knebel then quotes the International Association of Chiefs of Police staffer, Norman Kassoff, who compares police preparation with selected other professions. Kassoff reports that the median minimum number of hours of training for physicians is 11,000 hours, for attorneys 9,000 hours, for teachers 7,000 hours, for embalmers 5,000 hours, for barbers 4,000 hours and for policemen 200 hours.³

Such an indictment of the quantitative preparation of policemen does not in and of itself afford substantial enough data to condemn police training. However, such a quantitative analysis does suggest the inadequacy of such training. Professionalism is not attained by the mere practice of an activity but rather is based on a realistic preparation for that profession. Adequate preparation can hardly be achieved in 200 hours.

William H. Hewitt, a consultant for new police science programs, contributes his thoughts on the matter of police preparation when he says:

It is not the role of the university or college to teach "how to" procedures. It is the role of the university to

²Fletcher Knebel, "Police in Crisis", *Look*, 32:16, February 2, 1968.

³*Ibid.*, p. 17.

provide a liberal education for the individual who plans a career in law enforcement. This liberal education will contribute more to his success than his specialized knowledge of procedures.⁴

The coordinator of the police science technology program at the Milwaukee Institute of Technology, Thomas Aaron, believes higher education for policemen serves a dual function. He says:

First, the complexities of modern civil life require sophisticated training for public servants. Second, higher education in the law enforcement training sequence of service techniques is the keystone of its professional image and status.⁵

The importance of a quantitative as well as a qualitative preparation for law enforcement personnel cannot be over-emphasized.

The future of law enforcement is an issue that confronts the citizenry of South Dakota daily. In a report published in 1967, by the University of South Dakota, the present status of employment practices for police in the State is revealed. Ninety-eight cities with a population of 500 or more responded to a questionnaire concerning these practices. Twenty-three cities required applicants to have at least a high school diploma. Sixteen cities required a minimum of a grade school certificate and the remaining fifty-nine cities did not

⁴William H. Hewitt, "The Objectives of a Formal Police Education," Police, 9:26, November-December, 1964.

⁵Thomas J. Aaron, "Education and Professionalism in American Law Enforcement," Police, 10:37, November-December, 1965.

require any formal education as a basic requirement for application. None of the cities reporting indicated that any higher education was a qualification for employment as a police officer in their communities.⁶

As an interested observer of the status of police preparatory requirements in South Dakota, the writer noted the following:

1. A program of police science preparation at the collegiate level did not exist in South Dakota;
2. State and local agencies within the State of South Dakota had expressed an interest and concern about the lack of higher educational preparation for police within the State;
3. State and local agencies had indicated a desire for the establishment of a two year police science program in South Dakota.

The writer believed that an intensive study which would provide a two year program of police science education at the collegiate level would not only benefit the law enforcement agencies of the State but benefit the entire State of South Dakota as a whole.

I. THE PROBLEM

This study was designed to develop, organize and recommend a framework and general guide for an educational program of police

⁶R. H. Noll, South Dakota Police Personnel Practices (Report #167, Vermillion, South Dakota: Extension Division, 1967), pp. 7-22.

science for the State of South Dakota. In order to achieve this end, it was necessary to:

1. secure a description of the existing programs of police training in South Dakota;
2. survey the existing police training programs in South Dakota;
3. analyze the practices and procedures of police training programs in South Dakota; and
4. obtain opinions and recommendations from police chiefs concerning their reactions to selected areas of their programs.

II. SIGNIFICANCE OF THE STUDY

Increased public concern over law enforcement practices has generated a related concern for the adequate preparation of law enforcement officers.

The increasing demands for better prepared police officers can better be met if some total program for such preparation can be developed and implemented.

The researcher believed that a current study relating to police preparatory practices in South Dakota would provide information which would:

1. determine the nature of existing police training programs

in South Dakota;

2. determine the necessary criteria for an effective program of instruction for law enforcement officers in South Dakota;
3. provide information for the development of a comprehensive curriculum for law enforcement training in South Dakota; and
4. provide information for use by other states and colleges interested in establishing police science programs.

III. SCOPE AND DELIMITATION

The study was concerned with selected law enforcement agencies in the State of South Dakota associated with cities with populations of over five-hundred. Through the Editorial and Research Office of the State-Wide Educational Services it was possible to secure a list of those cities with a population over five-hundred and the names of the chiefs of police for each of those cities. The list included a total of 141 cities and a questionnaire was distributed to each of these selected cities.

IV. DEFINITION OF TERMS

Curriculum. A body of prescribed educational experiences under school regulation and supervision designed to provide an individual with the optimum in experience and knowledge to qualify him for a specific trade or profession.

Terminal education. Two years of academic work beyond high school commencement in which specific preparations along vocational guidelines are administered.

General education. General education includes those liberal arts subjects within the police science program such as mathematics, history and English.

Police science. The totality of a program which encompasses all learning experiences provided by the institution for the purpose of preparing students for the profession.

Professional preparation. That preparation preceding and specifically related to the practice of a given profession is professional preparation. Professional courses or subjects in police science would include such courses as investigation techniques, police public relations, criminal law, law enforcement organization and law enforcement administration.

V. THE PROCEDURE

The literature, as it relates to police science programs, was examined. The following areas of the literature were reviewed to determine the factors involved in police science programs:

1. Recent trends in the development of police science programs;

2. Criteria of recognized effective programs in police science; and

3. Determination of present and future needs of law enforcement education.

The types of instruments used in the study were a questionnaire and a personal interview, both designed to gather information regarding:

1. the current police training practices in South Dakota;
2. the current attitude toward a two year program of police science training;
3. strengths and weaknesses of present programs; and
4. recommendations from police administrators for the improvement of their present training programs.

A list of 141 cities of over five-hundred population was compiled through the assistance of the Editorial and Research Office of the State-Wide Educational Service. The questionnaire was distributed to the police chiefs of these 141 cities. The personal interviews were conducted after the data from the returned questionnaires had been compiled and analyzed. The purpose of this interview was to clarify and amplify the answers of the chiefs of police on the returned questionnaires. Primarily, the questionnaire and personal interview served to identify characteristics, methods and techniques of police training programs as well as obtain suggestions for a proposed two year curriculum. Conclusions and recommendations were based on

these findings.

Because of the apparent concern across the State of South Dakota and the nation at large for the improved training of law enforcement officers, it is the opinion of the researcher that the study could be of value regarding a better understanding for the need of:

1. preparing law enforcement officers in fundamentals of professional police practices;
2. preparing law enforcement officers in the basic liberal arts; and
3. establishing a model for South Dakota and other states interested in two year police science programs.

Chapter I has stated the purpose of this study, the procedures of the study, the scope of the study and has defined relevant terms. The remaining chapters will consider the review of related literature and research, the analysis of the questionnaire, the proposed curriculum and appropriate conclusions and recommendations.

CHAPTER II

REVIEW OF LITERATURE AND RESEARCH

Formal education of policemen in institutions of higher learning has not existed for too many years. Research related to police education has not reached the quantity nor quality of the literature in other professional fields. This chapter will consider selected literature and research related to the history of police education and selection, as well as some of the special problems confronting law enforcement agencies and their personnel. Another area of concern in this chapter will be the status of police education in South Dakota.

I. POLICE EDUCATION AND SELECTION

The initial stages of police education. Early designs for police education programs originated in California. In fact, the first police academy in the United States was organized in California by August Vollmer in 1924. This enlightened attitude of the twenties has prevailed into the sixties so that California is still considered in the vanguard of professional police training practices.

Four years after the organization of the degree program at the University of California, the first degree was granted.¹ This degree

¹Jack E. Whitehouse, "The United States Police Academy: A Proposal," Police, 11:36, November-December, 1966.

came eleven years after the California Attorney General had authorized the formation of schools for the purpose of training peace officers.²

The Peace Officers Association of California and the California State Department of Education combined resources and efforts in 1935 to form a police training commission. George H. Brereton, the supervisor of the commission from 1936 to 1942 conducted schools for the training of law enforcement officers from small town departments. Brereton also initiated teacher preparation courses for those individuals planning to teach in police science programs. Another important event during this era was the graduation of the first class from the Los Angeles Police Department Academy in 1936.³

California was also intensely involved in the development of junior colleges throughout the state during this period. One of these junior colleges, the College of the Sequoias, provided a complete police science curriculum for both pre-employed and employed officers.⁴

California has sustained its position as a forerunner of police training techniques and programs up to the present date. Allen P. Bristow and Arthur Ruditsky attempted to research the background reasons

²John P. Peper, "Police Education and Training in California," California Education, 3:27-28, November, 1965.

³Whitehouse, op. cit., p.36.

⁴Peper, op. cit., p.27.

for California's success. They distributed a questionnaire to 344 law enforcement agencies in California, in an attempt to determine police attitudes toward education. In general they concluded that police officials in California had a high regard for education. Of the 257 agencies responding to the questionnaire, a majority required a college education as a minimum requirement for employment and/or promotion. Most of the departments responding also indicated they provided salary incentives for continued education as well as reimbursements for tuition, books and fees.⁵

Police education standards. California had also led the way in developing uniform standards for police education throughout a state. Since the establishment of the training commission, 7600 officers have completed course work allowing them to attain the minimum requirement level. Because of the imposition of these minimum standards, smaller departments have been able to keep pace with the rest of the state as far as the caliber of their personnel is concerned.⁶

On the national scene the situation is quite different. Nationally enforced minimum standards of educational preparation for

⁵Allen P. Bristow, "Educational Recognition by California Law Enforcement," Police, 11:30-32, July-August, 1967.

⁶Samual H. Jameson, "Quest for Quality Training in Police Work," Journal of Criminal Law, 57:213, June, 1966.

police do not exist. The Director of the Northwestern University Traffic Institute indicates that, "there is no single police agency or group at present that speaks with authority for the entire police field".⁷

Trimmer believes that the reasons for the lack of standardization focus on the absence of uniform terminology, inexact course titles and descriptions and a lack of agreement as to what subjects comprise a program in a given area.⁸

Even though the separate states have introduced commissions or councils to govern minimum preparatory requirements for police, there remains a lack of conformity among these states. Some states may require a minimum of 80 hours of training while other states may require 210 hours of preparation. These requirements are usually rendered effective by law but are nonetheless variant among the states.⁹

Three states reveal the divergence of approaches to the control of police education standards. California draws members for its commission from a cross section of those associated with law

⁷Albert Trimmer, "Police Training - Present Status...Future Requirements," Traffic Digest and Review, 13:12, February, 1965.

⁸Ibid.

⁹Norman C. Kassoff, "A Model Police Standards Council Act," The Police Chief, 34:18, August, 1967.

enforcement in the state. Educators, police administrators, administrators from local governments and the attorney general are all included as candidates for selection to the state commission. The California commission functions in all areas of police training and acts as an inspection agency of the various college programs in the state. On the other hand, Rhode Island does not have a state commission. Standards and requirements are set by the Superintendent of the State Police.¹⁰ Minnesota's 1967 legislature granted the Attorney General the authority to establish minimum requirements for the basic training of law enforcement officers.¹¹ To date he has complete authority in these matters.

As to the future of police education standards and requirements, E. W. Williams states:

The time is fast approaching when the profession of law enforcement will be recognized as one to which no one will be admitted without a specific certificate or license from the city or state. A certificate to be issued only after a period of preparation and education comparable to that now

¹⁰Norman C. Kassoff, "A Model Police Standards Council Act," The Police Chief, 34:18, August, 1967

¹¹Editorial in the Minneapolis Star, June 17, 1968.

required in such fields as law and medicine.¹²

Community college education for police. With the increasing expansion of urban populations the strain on higher educational facilities has propelled the community junior college into the forefront as an answer to some of the problems caused by this strain. Community colleges are providing an ever increasing selection of vocational programs and have supplemented their numbers at the rate of over fifty new such institutions a year in the last five years.¹³

Included in many of these vocational programs offered by community colleges is a two year program of police science. Among the vanguard of those states providing police education in the junior college are California, Florida, Michigan and Pennsylvania. The director of one such program, Charles Schildecker of Miami-Dade Junior College, believes the community college can play an important part in educating police officers. He maintains:

Law enforcement can only reach professionalism if officers in the field are competent, qualified and educated. The junior colleges, through their courses in police science, can render great service to their country, their communities

¹²E. W. Williams, Modern Law Enforcement and Police Science (Springfield, Illinois: Charles C. Thomas, 1967), p. 3.

¹³U. S. News and World Report, 62:90, February 5, 1968.

and to the law enforcement profession by providing a functional type of training on a college level for the police agencies they serve.¹⁴

Concern for police science programs at the community college level has been expressed in one state that does not have such programs. The Law Enforcement Committee of the Governor's Crime Commission in the State of Minnesota released a statement directly related to such a need. Their statement concluded:

A startling fact is that in Minnesota there are no college programs which lead to a bachelor's degree relating to police work. The University of Minnesota and the state's junior colleges should help establish programs leading to college degrees in police work.¹⁵

Similar statements could be attributed to several other states, including the State of South Dakota.

Age requirement. Uniform standards and curriculum programs do not pose the only problems for those concerned about police education. Another problem area is that of accepting the age of twenty-one as the minimum age for police recruitment. Not only does such requirement hinder recruitment in some instances it also complicates the issue of education objectives.

¹⁴Betty Garnett, "College for Cops," Junior College Journal, 32:29, May 1965.

¹⁵News item in the St. Paul Dispatch, April 9, 1968

Potential applicants who have completed high school, but have not reached the age of twenty-one, are faced with a one to three year delay in the active pursuit of their chosen profession.¹⁶ The consequences of such a delay are obvious. Interested and motivated candidates under twenty-one may decide on some other course of training because of the time lapse involved.

Richard Blum maintains that the age requirement of twenty-one really compounds the difficulties of securing well prepared professionals. Blum indicates that, "background checks, interviews, psychiatric evaluations and psychological tests should be able to establish emotional maturity with considerable more certainty than a fixed age standard does."¹⁷

Under more realistic circumstances the degree of education required should be the premise upon which the age requirement is based. Germann believes that it would be much more reasonable to align age requirements with educational requirements. If, for instance, a high school education is the minimum educational requirement, then

¹⁶The President's Commission on Law Enforcement and Administration of Justice, Task Force Report: The Police (Washington:Government Printing Office, 1967), p. 131.

¹⁷Richard H. Blum (ed.) Police Selection (Springfield, Illinois: Charles C. Thomas, 1964), pp. 52-53.

an age requirement of seventeen or eighteen would be reasonable. If, in another situation, a junior college degree were the requirement, the age requirement would conceivably be nineteen or twenty.¹⁸

Several metropolitan departments have lowered their age requirements. Chicago, Dallas, Houston, Minneapolis and Oak Park, Michigan, have employed individuals under twenty-one for certain types of police work.¹⁹ However, such policies have not become a widespread practice throughout the country as of yet.

Education of police in the small department. The state supervisor for police training in California, John Peper, considers departmental training programs for small cities an impossibility. Large departments can afford the time, money and personnel for training programs because of the significant number of recruits they must train.²⁰

Another police educator, Thomas Frost, believes most small departments operate their training programs on a fallacious premise. Many small departments will train one officer in anticipation of his

¹⁸Richard H. Blum (ed.), Police Selection (Springfield, Illinois: Charles C. Thomas, 1964), pp. 52-53.

¹⁹The President's Commission on Law Enforcement and Administration of Justice, op. cit.

²⁰John P. Peper, A Recruit Asks Some Questions (Springfield, Illinois: Charles C. Thomas, 1954), p. 13.

being able to train the rest of the department personnel. But training does not necessarily endow the officer with teaching abilities. Nor does such training necessarily instill in the officer the motivation to share his experiences with others. Therefore, in most instances the desired ramifications of training one officer are rarely achieved.²¹

Small police forces cannot support full time educational programs nor does their personnel situation afford them the opportunity to conduct in-service projects. On the average, there are only eight men in a department in over 80 per cent of our cities with a population of less than 25,000. Local municipal officials should take the responsibility for funding the training of small town police officers in established police science programs.²²

Peper and Towler suggest one answer to the dilemma confronting the small city department. Centralization of a training program within a state would, in their minds, assist in remedying this dilemma. Thus, the small town would have one agency they could depend on for police education. In the more populous states this concept could be implemented on a regional or sectional scale.²³

²¹Thomas M. Frost, A Forward Look in Police Education (Springfield, Illinois: Charles C. Thomas, 1959), pp. 25-26.

²²Ibid.

²³Peper, op. cit.

Towler further considers self-directed education as another solution for the small town officer's need for training. Combined with a modified in-service program, directed readings and substantial motivation on the officer's part, self-directed education could prove quite successful.²⁴

Minnesota has decided that small town or large, the same educational requirements will be mandatory for all officers. The 1967 Minnesota Legislature enacted into law the following:

Every law officer in towns of more than 1,000 appointed after July 1, 1967, must complete 120 hours of training. The requirement goes up to 160 hours on September 1, 1968. Policemen, sheriffs and deputies, highway patrolmen and conservation officers are included under this regulation.²⁵

Further, the Law Enforcement Committee of the Governor's Crime Commission in Minnesota also discussed the needs of those under 1,000 in population. The Committee said:

There is a size community below which an effective law enforcement function cannot be locally maintained. Communities below 1,000 in population should not attempt to maintain their own police, rather they should contract for full or partial police protection with sheriff's departments.²⁶

²⁴Juby E. Towler, Practical Police Knowledge, (Springfield, Illinois: Charles C. Thomas, 1960), pp. 189-190.

²⁵Minneapolis Star, June 17, 1968, op. cit.

²⁶St. Paul Dispatch, April 9, 1968, op. cit.

While setting the standards for police training in most departments throughout the state, Minnesota has abrogated the need for training of very small town departments by suggesting that such departments themselves be abrogated.

Police selection. Whereas most states do not have minimum standards for police training, they usually have minimum standards for police selection. Indicative of such minimum standards are those employed by the State of California. Their requirements include the following: (1) United States citizenship; (2) minimum age of twenty-one; (3) check for any previous criminal record; (4) fingerprint identification; (5) good moral character; (6) education through the twelfth grade; (7) physical fitness as evidenced by a medical examination; and (8) an oral interview conducted by the hiring agency.²⁷

In 1916, Terman tested thirty applicants for police and fire positions in the city of San Jose, California.²⁸ Joseph Matarazzo conducted a similar study over a three year period between the years 1959-1962. His sample was drawn from those applicants taking the Civil Service examination for police and fire positions over that three

²⁷Kassoff, op. cit.

²⁸Richard W. Johnson, "Successful Policemen and Firemen Applicants: then and now," Journal of Applied Psychology, 49:299, August, 1965.

year period. Matarazzo evaluated the 243 candidates who passed the examination.²⁹

Matarazzo's study indicated a general increase in the intelligence characteristics of his group compared to the similar characteristics of Terman's group. Compared to the norm group of their era, Terman's candidates registered an average intelligence in the dull normal classification. The 1959-1962 group studied by Matarazzo received an overall intelligence ranking in the bright normal range. Terman's group was below the national average in number of years of schooling completed, while Matarazzo's group was just about at the national average for this same factor.³⁰

During the latter part of World War II, Naomi Stewart studied the relationship of Army General Classification Test scores to the type of civilian occupation previously held by soldiers tested. Some 81,553 white enlisted men, representing 227 civilian occupations, were included in her research. Police officers ranked 106 out of the

²⁹ Joseph D. Matarazzo and others, "Characteristics of Successful Policemen and Firemen Applicants," Journal of Applied Psychology, 48:123-124, April 1964.

³⁰ Johnson, op. cit.

227 occupations and had a median score of the AGCT of 111. This median score was just above the 108.3 median score for the entire group.³¹

Emotional maturity is another characteristic considered important for proper police selection. Because of the unique responsibilities associated with police work, Thomas Oglesby considers emotional maturity a very important personality trait. He conducted a research project in fourteen cities that had structured programs for psychiatric testing and emotional screening of police applicants. Since there were no standardized criteria for the instruments used for the testing, he made no specific conclusions about the appropriateness or the results of the tests. However, he did conclude more follow-up of this type of testing should have been employed by these departments.³²

Education and training. Due to semantical interpretations, the terms education and training are often used interchangeably. Basically, there are two types of professional preparation programs

³¹Naomi Stewart, "AGCT Scores of Army Personnel Grouped by Occupation," Occupations, 26:5-33, October 1947.

³²Thomas W. Oglesby, "Use of Emotional Screening in the Selection of Police Applicants," Public Personnel Review, 18:228-231, October, 1957.

for police officers. Higher education for the aspiring police applicant and in-service training for the employed officer.³³

Education, according to Arthur Pell, management professor at New York University, is induction training. Induction training in the sense that a wide range of topics and explanations of concepts are covered. In-service training he defines as job performance training, that is, subject matter developed and presented to insure or maintain competence in the profession.³⁴ Pell asserts that in-service training of police is necessary because men do not naturally remain trained. Ever expanding research and almost unlimited technological advances require that previous knowledge be continually updated.³⁵

Education and training are complementary activities. Education provides a broad framework of social reference, whereas, training provides a means for effective goal attainment or task performance. Police officers should not have to depend on training alone as the basis for successful job fulfillment nor should an education be their sole background for such a specialized profession.³⁶

³³Samuel G. Chapman and Donald Clark, A Forward Step (Springfield, Illinois: Charles C. Thomas, 1966), pp. 7-8.

³⁴Arthur Pell, Police Leadership (Springfield, Illinois: Charles C. Thomas, 1967), p. 91.

³⁵Ibid.

³⁶Chapman and Clark, op. cit.

Contemporary police educators hold varying viewpoints about the nature of the curriculum that should comprise the community college police science program. Questions arise concerning the relevance of general education subjects as opposed to strictly professional subjects as well as questions related to the sequence of course offerings.

Samuel Jameson states:

Preparation of the police force for today and tomorrow necessitates both training and education. Ability to read and write, physical health, skill in self defense, authority to subdue and to shoot, no matter how diligently executed, are not enough to protect a community against the hazards of crime and delinquency. Police need knowledge of themselves and of others they deal with.³⁷

Besides certain physical characteristics and common sense,

Mr. Quinn Tamm believes that:

It is nonsense to state or assume that the enforcement of the law is so simple that it can be done best by those encumbered by a study of the liberal arts. The man who goes into our streets in hopes of regulating, directing or controlling human behavior must be armed with more than a gun and the ability to perform mechanical movements in response to a situation.³⁸

³⁷Samuel H. Jameson, "Quest for Quality Training in Police Work," Journal of Criminal Law. 57:214, June, 1966.

³⁸Quinn Tamm, "A Change for the Better," The Police Chief, 29:5, June, 1962.

Another concern confronting those considering the establishment of police science programs is the type of personnel to be employed as instructors. Thomas Aaron does not think that police science programs must use only field trained personnel to teach, to the exclusion of others not so prepared. He also maintains that law enforcement is not so unique an endeavor that it cannot benefit from the knowledge and understanding of other social disciplines and at the same time accrue valuable information from specialists in those disciplines.³⁹

The college prepared officer may have an advantage on his colleague not so prepared, but not automatically. Orlando W. Wilson, Superintendent of Police in Chicago, subscribes to the position that a college education will not make a complete person out of an intellectually or socially inept individual. What the college education provides in new and variant experiences and social situations, however, the non-college individual rarely encounters. More realistic ideals, prudential judgment processes and clearer thinking should be the resultant effects of a college education. Hopefully, according to Wilson, these aspects of a college preparation should make for a better policeman.⁴⁰

³⁹ Thomas J. Aaron, "Education and Professionalism in American Law Enforcement," Police, 19:39, November-December, 1965.

⁴⁰ Orlando W. Wilson, Police Administration (New York: McGraw-Hill Book Company, Inc., 1963), pp. 138-139.

Professor William Hewitt, a law enforcement instructor at Kent State University, Kent, Ohio, concurs with Superintendent Wilson. He believes that:

A broad educational background develops the capacity to determine a mode of action in any crisis, the faculty to make an accurate and objective evaluation of any set of circumstances, and the aptitude to accept a mature person's responsibility for his thoughts and actions. A college degree is not a "union card" to intelligence, nor does it guarantee a royal road to success; but, it is an indication that the student has learned discrimination, critical independence and moral responsibility.⁴¹

II. POLICE PROBLEMS

Due to the ramifications of the nature of contemporary society, the mobility of our society and the increasing crime rate, today's policeman is confronted with a myriad of problem situations and experiences. Because of these factors, discretion along with good judgment and nonpartisanship are required of law enforcement officers.⁴²

The police occupation. More than ever, the demands imposed on police officers in the normal course of their duties, have injected hazards and frustrations into their work experienced in few, if any,

⁴¹William H. Hewitt, "The Objectives of a Formal Police Education," Police, 9:26, November-December, 1964.

⁴² Herman Goldstein, "Guidelines for Effective Use of Police Manpower," Public Management, 45:220, October 1963

other professions. Whitehouse considers such factors as overtime duty, physical threats, public imagery, and the nature of the temptations facing the police officer as elements making his occupation somewhat unique.⁴³ He also considers the police officer a valliant individual since he must continually risk life and limb daily in the normal course of performing his duties.⁴⁴

Community make-up also effects the role of the police. Frost considers such a problem as family disruption as one of the elements of community life that can eventually cause the police concern. He reasons that marriage problems contribute not only to the divorce rate but also contribute to juvenile delinquency, truancy and child abandonment. Racial tension, commercial and industrial density and traffic congestion are other community related problems confronting the police. In order to successfully assist the citizenry in coping with these varied aspects of daily life, the police officer must be familiar with the law and the nature and role of the sundried social agencies within the

⁴³ Jack E. Whitehouse, "A Preliminary Inquiry into the Occupational Disadvantages of Law Enforcement Officers," Police, 9:30-35, May-June, 1965.

⁴⁴ Jack E. Whitehouse, "A Preliminary Inquiry into the Occupational Disadvantages of Law Enforcement Officers," Police, 9:40, July-August, 1965.

community.⁴⁵

Rural crime. Urban crime rates have increased with the continued influx of people into the metropolitan centers of our country. This phenomenon of the 20th century has not necessarily changed the degree or nature of rural crime.

Crime in seven west north-central states, including Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota and South Dakota, was studied by Walter Lunden of Iowa State University. An increase of 74.3 per cent was noted in this area in the seven major categories of crime. Included in the categories studied were aggravated assault, auto theft, burglary, larceny, murder, rape and robbery. Lunden's research spanned the years 1958 to 1965. Although the crime rate increased by 74.3 per cent, the population of this section of the country rose only 3.1 per cent.⁴⁶

Rising crime rates have led law enforcement officials in sparsely populated states to more sophisticated detection and investigatory techniques. Improved technology has introduced the use of computers, teletype services, closed circuit television and state-

⁴⁵Thomas M. Frost, A Forward Look in Police Education (Springfield, Illinois: Charles C. Thomas, 1959), pp. 60-62.

⁴⁶Walter A. Lunden, "Crime on the Prairie: A Regional Analysis of Crime in Seven West North-Central States," Police, 11:46-52, January-February, 1967.

wide radio communication systems. Access to criminal records, fingerprints and laboratory information has been vastly accelerated for the rural law enforcement agency.⁴⁷

Nonetheless there are still problems. On May 10, 1968 the Minnesota Civil Liberties Union released a report criticizing the purported inadequate law enforcement for Indians in Northern Minnesota. Among the recommendations included in their eleven page report were two statements associated with police education and rural crime. Their recommendations noted:

1. Adequate police training is essential to fair law enforcement and to understanding the legal situation of the Indian.

2. Resources are needed to provide minimum law enforcement in rural areas in and near Indian reservations.⁴⁸

Public relations. Madison Avenue has brought the concept of public relations and the corporate image to the forefront of contemporary sales techniques. Police specialists have come to realize that public relations is also an important aspect of law enforcement. Two such specialists believe that public relations comprise about 90 per cent of

⁴⁷"Latest Moves Against Crime in Streets," U. S. News and World Report, 60:38-40, April 11, 1966.

⁴⁸News item in the St. Paul Dispatch, May 10, 1968.

the policeman's role in society.⁴⁹

According to Marx, sound public relations practices for police take on several modes of procedure. Such considerations as skillful public speaking, a grasp of community attitudes, the proper use of the various medias and mature off-duty decorum are essential characteristics of good police public relations.⁵⁰

An instructor of speech at St. Mary's College in California, Everett King, has prepared a public speaking manual specifically for police. Two of the basic skills a policeman must master are that of being able to speak to large groups and being able to ascertain the attitude and interest level of audiences. King regards public speaking as the avenue by which erroneous impressions about the police can be erased. He also considers public speaking an excellent way to afford community members an opportunity to have their point of view heard.⁵¹

⁴⁹Scott M. Cutlip and Allen H. Center, Effective Public Relations (Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1964), pp. 71-73.

⁵⁰Jerry Marx, Officer, Tell Your Story (Springfield, Illinois: Charles C. Thomas, 1967), pp. 54-56.

⁵¹Everett M. King, The Officer Speaks in Public (Springfield, Illinois: Charles C. Thomas, 1958), pp. 19-28.

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1 OF 4

Holmgren pursues the idea of what type of police actions constitute public relations. Whenever policemen are associated with the public under any circumstances, they are involved in public relations. Such contact reveals an overall image of the police to the average citizen. Patrol car conduct, telephone contacts and personal appearance are all opportunities for good public relations.⁵²

Effective public relations must be initiated within the department. The basic impression of police attitudes is exemplified through the manifestation of department spirit throughout the community. California's State Department of Education lists courtesy, compassion, impartiality, open-mindedness and tolerance as some of the attributes necessary in an officer if he is to relate capably with the public.⁵³

Courtesy ranks high as a requisite quality for successful public relations. As described by Olander, courtesy represents an attitude of desiring to please or serve. For the police officer such an attitude is usually rendered in the initial contact the officer makes with

⁵² Bruce Holmgren, Primary Police Functions (New York: William C. Jopp and Associates, 1960), pp. 19-22.

⁵³ John P. Peper, Public Relations for the Law Enforcement Officer (Sacramento: California State Department of Education, 1963), pp. 11-12.

any given citizen. That attitude may be revealed through facial expression, tone of voice or merely the manner of walk.⁵⁴

The acceptance of gifts or gratuities, an air of self-importance, engaging in controversial discussions or the loss of patience may be sufficient to blemish the image of the officer and/or his department. The use of inappropriate language by an officer usually engenders an unacceptable image in the mind of the citizen.⁵⁵

Edward Allen indicates the police must avoid any tinge of public resentment. Small courtesies and special services must be impartially rendered. The police must instill a dual image as it is, that of fear and that of respect. This duality must be kept in balance if the citizenry is not to develop an uneasy feeling about the police.⁵⁶

One study relating police public relations to the community was conducted by Henry Milander. Milander surveyed thirteen school districts in Illinois through questionnaires and personal interviews. He attempted to discover the relationship between the schools in these districts and the local police departments. Five areas of basic

⁵⁴Oscar G. Olander, Elements of Police Science (Chicago: Foundation Press, 1942), pp. 73-90.

⁵⁵Peper, op. cit.

⁵⁶Edward A. Allen, "The Police Chief of Tomorrow," The Police Chief, 25:8-10, March 1958.

concern brought the schools and the police together. These areas included: (1) the prevention, control and detection of juvenile delinquency; (2) traffic control near schools; (3) safety education; (4) control of crowds at large school functions; and (5) student or adult problems occurring on or near school property.⁵⁷

Such reasons for school and police cooperation leave considerable room for improved relations. Certain properties that are common to both of these community agencies afford the schools and police ample opportunity for cooperation. Both provide a service for the community and the individual concomitantly. Both serve the same public and should on that basis alone work together on the solution of common problems.⁵⁸

Marshall Jones discusses public relations in terms of human relations. He says:

Human relations, defined as all of our efforts directed toward establishing cooperative rather than antagonistic relationships among people, has become of increasing im-

⁵⁷ Henry M. Milander, "Local Police Department-School System Interaction and Cooperation," (unpublished doctoral dissertation, Illinois State University, Normal, 1967), 6-15.

⁵⁸ Henry M. Milander and Elwood F. Egelston, "The Secondary Principal, His Staff and the Local Police Department," The Illinois Association of Secondary School Principals Bulletin, 7:18, Spring 1966.

portance in police work because many of the situations common in our contemporary society tend towards non-cooperation and antagonism. There are two broad areas in which good human relations must be established: the area of relations between "the department" and the public; and the area of relations between "the officer" and the public.⁵⁹

Graham Watt, in describing the necessary steps for implementing good police community relations, suggests a seven step program for any department interested in establishing and retaining a good public image. The essential elements of his procedures include:

1. Formation of an Advisory Council on Police-Community Relations to advise the chief and his top commanders of areas of community tension and to provide assistance in the formulating of special community-relations programs.
2. Appointment of a Coordinator of Police-Community Relations who will head the Community Relations Unit in the office of the Chief of Police.
3. Introduction of new police-community relations programs involving every police officer and large groups of citizens.
4. Review and assessment of current training programs and the development of new training programs aimed at providing the police officer with needed skills to deal with sensitive social problems.
5. Appointment of a Citizens' Appeals Officer in the office of the City Manager to review citizen appeals from decisions of any agency of government and to advise the City Manager as to recommended action.

⁵⁹ Marshal E. Jones, "Police Leadership and Human Relations," Police, 11:20, May-June, 1966.

6. Experimentation with new police field procedures aimed at reducing the tension existing between some city residents and the police department.

7. Review and assessment of every process involved in the implementation of these programs and the utilization of this data in restructuring some parts of the programs as necessary.⁶⁰

Policewomen. Women law enforcement officers have participated in police work for some sixty years. Los Angeles appointed women officers during the early 1900's. Unfortunately their role as law enforcement personnel has not really grown since their first appointments. Women officers engage in activities related to female offenders of all ages. Such problem areas as child desertion, truancy, shoplifting, prostitution, narcotics addiction and similar offenses are often the responsibility of policewomen.⁶¹

Lois Higgins, in her Policewoman's Manual, recommends augmenting the policewoman's function in contemporary law enforcement practices. Present necessities involve further education, definite standards of selection and appointment and more specific job specifications. Women have proven to be valuable assets in such jobs as

⁶⁰Graham W. Watt, "Police and Community Relations" (paper read at a Seminar at Michigan State University, School of Police Administration, Lansing, Michigan, February 28, 1968), p. 17.

⁶¹Elmer D. Graper, American Police Administration (New York: MacMillan Company, 1921), pp. 225-226.

laboratory technicians, computer programmers, legal advisors and research assistants.⁶²

Women have sought an emancipated place in our society for many years. Their potential contribution to the field of law enforcement may require further emancipation if that potential is to be attained.

Criminal investigation. Because of the very nature of law enforcement itself, criminal investigation is one of the most important techniques policemen must be acquainted with. Criminal investigators, every police officer in effect, should realize the importance of stabilizing a cooperative spirit among state, local and federal agencies.⁶³

Rules of arrest, search and seizure must be second nature to all police. Recent Supreme Court decisions have emphasized the importance of every officer's having a complete understanding of these rules. As Howard Smith, a criminal investigator for the state of Maryland, points out, a patrolman will not be on duty very long before

⁶²Lois L. Higgins, Policewoman's Manual (Springfield, Illinois: Charles C. Thomas, 1961), pp. 13-18.

⁶³The Southwestern Law Enforcement Institute, Institute on Criminal Investigation (Springfield, Illinois: Charles C. Thomas, 1959), pp. 3-7.

he must arrest a suspect, search a premises or seize stolen property.⁶⁴

Charles O'Hara, who is a police science lecturer at Western Reserve University, has written one of the foremost texts on Criminal Investigation. This text covers the basic techniques of investigatory procedures and moves on to more sophisticated methods in later chapters. O'Hara regards information, interrogation and instrumentation as the three fundamental skills of criminal investigation.⁶⁵

Traffic. Problems relating to traffic control are usually assigned to state highway patrols. All states have some form of training experience for their highway patrolmen concerning traffic problems. Ohio's Patrolmen Academy provides their state highway personnel with a concentration of courses in traffic enforcement and accident investigation. Related subjects such as the use of radar, auto theft investigation, first aid and recreational safety are also stressed.⁶⁶

Associated with traffic control are those areas of leisure

⁶⁴Howard M. Smith, Arrest, Search and Seizure (Springfield, Illinois: Charles C. Thomas, 1959), pp. 3-7.

⁶⁵Charles E. O'Hara, Fundamentals of Criminal Investigation (Springfield, Illinois: Charles C. Thomas, 1967), p.5

⁶⁶Robert M. Chlaramonte, "The New State Highway Patrol Academy," Law and Order, 14:78-80, September, 1966.

activities that are becoming more a part of American Life. Crowd control, water and boat safety and life saving processes are now included in the highway patrolman's program as a part of traffic safety. Also, crowd control and information on crowd sizes and the nature of large crowds and mobs is being incorporated in these training programs. Local and state laws are applicable to crowds and entertainment events, parades, demonstrations and any other place that people tend to gather in large groups.⁶⁷

Juvenile delinquency. In 1963 the Federal Bureau of Investigation reported that approximately 1,200,000 persons under the age of eighteen were arrested in the United States. This figure does not embody traffic violators except for those under eighteen driving while intoxicated. Sex offenses and drug addiction, while receiving the most publicity, account for a minor percentage of juvenile offenses against the law. Rather, auto theft and petty burglary constitute the majority of criminal juvenile violations.⁶⁸

According to William Amos, rural juvenile crime has increased steadily since 1944. He asserts that in some years rural delinquency has been greater than urban delinquency. Negro and other non-white

⁶⁷Raymond E. Clift, Police and Public Safety (Cincinnati: The W. H. Anderson Company, 1963), pp. 224-231, 289-290.

⁶⁸William E. Amos, Action Programs for Delinquency Prevention (Springfield, Illinois: Charles C. Thomas, 1965), pp. 5-6.

groups comprise about 30 per cent of juvenile arrests in the United States. This is an astonishing figure since Negroes and other non-whites only account for about 15 per cent of the total population.⁶⁹

Another important factor in the problem of increasing juvenile crime is that of the intensification of female juvenile offenders. The significant consideration in this matter relates to the fact that almost all of the programs established to prevent crime within the juvenile age group are designed for boys only. Programs for girls, better parental guidance and formal education are among the top priorities to assist in reducing the crime rate among juveniles.⁷⁰

Narcotics. Many narcotics users turn to criminal activities in order to sustain their habit. Both petty and major crimes, such as shoplifting, small theft, forgery and prostitution have been associated with drug addicts. Police must be aware of the motivations of such individuals in order to properly handle their problems.

In the five years from 1945 to 1950, the number of people in the United States addicted to drugs rose from 20,000 to 60,000. In hopes of countering this rise, the Congress passed the Boggs Act

⁶⁹William E. Amos, Action Programs for Delinquency Prevention (Springfield, Illinois: Charles C. Thomas, 1965), pp. 5-6.

⁷⁰Editorial in Sloux Falls Argus-Leader, January 11, 1968.

of 1951 and the Narcotic Control Act of 1956. This legislation affected the population of drug addicts to the extent that in 1962 they numbered 45,000.⁷¹

Special Agent James Morgan of the Federal Bureau of Investigation, does not concur with those who consider drug addiction a medical problem. Morgan contends:

Those addicts who are a medical problem will not be harmed by treating the general problem as a criminal one. However, if the problem is treated in a medical vein, only a minority will truly benefit initially, while the criminal element, both the addict and pusher, will remain relative free. If an addict is given all the in-patient treatment available and even sustained out-patient care and supervision, but is returned to an atmosphere where drugs are available as a result of either public apathy or the outright condoning of the use of drugs by labeling the problem as a medical one, chances are very good that the addict will once again succumb to his old habit.⁷²

Alcoholism. If drug addiction is regarded by many as strictly a criminal offense, that circumstance is no longer true of alcoholism. The chronic alcoholic of today is usually regarded as an individual suffering from a mental disease. Every year the Federal Bureau of Investigation reports that a high percentage of the arrests across the country are for public intoxication. Therefore, the law enforcement official must have a thorough understanding and appreciation of the

⁷¹James P. Morgan, Jr., "Drug Addiction: Criminal or Medical Problem," Police, 9:8, July-August, 1965.

⁷²Ibid., p. 9.

manifestations and effect of alcoholism. Police must possess the ability to discriminate between the one time drunk and the alcoholic.⁷³

James Aaron and Albert Shafter view alcoholism as a matter for community concern. Certainly, continual arrest and confinement are not the answer to solving the problem or problems confronting the alcoholic. Programs for the solution of such problems should be organized and carried forth on a community-wide scale. Physicians, social workers, ministers, judges and the police must work in harmony to assist the alcoholics of their community.⁷⁴

The mentally ill. The National Association of Mental Health offers all citizens, including the police, valuable information concerning sound reactions to individuals who are mentally ill, violent, depressed or suffering from amnesia. Police often encounter the sex offender, the individual contemplating suicide, the mental disorders of the aged and the alcoholic.⁷⁵ Their reactions to such persons can

⁷³The Correctional Association of New York, Alcohol and Alcoholism (New York: The Christopher D. Smithers Foundation, Inc., 1966), pp. 3-24.

⁷⁴James E. Aaron and Albert J. Shafter, The Police Officer and Alcoholism (Springfield, Illinois: Charles C. Thomas, 1963), pp. 4-6, 61-62.

⁷⁵Robert A. Matthews and Lloyd W. Rowland, How to Recognize and Handle Abnormal People (New York: The National Association for Mental Health, Inc., 1966) pp. 1-4.

help to alleviate the problem or intensify the problem.

Mental conditions differ extensively in their causes, symptoms and severity. As indicated by Naher, a psychiatrist for the Menninger Foundation, there are vast varieties of mental and emotional ailments.

They range from the over active, excited, destructive patient to one who apparently responds to nothing and who stands, sits or lies rigidly and will not talk, move or even eat. They range from the patient who thinks he is God to the patient whose only apparent symptom is the overpowering need to wash his hands every time he touches money.⁷⁶ Each patient is an individual and must be treated as such.

This section of chapter II has attempted to review those problems intimately related to law enforcement and police education. The problem areas have by no means been exhaustively and completely reviewed. Nonetheless, a general overview of the prevailing issues facing today's policemen has been presented. The following section will review the present status of police education in South Dakota.

III. POLICE EDUCATION IN SOUTH DAKOTA

Historical perspective. Prior to 1960 the State of South Dakota had no organized state-wide police training program. Since 1960 an annual two week school was conducted by the Department of Criminal

⁷⁶Ronald Averyt and Michael Grove, Peace Officers Training School (Lawrence, Kansas: University of Kansas Press, 1960), pp. 100-101.

Investigation, "D.C.I.", at the University of South Dakota. In the seven year period in which these two week schools were operated, 293 South Dakota law enforcement officers completed the program. Approximately 80 per cent of the participants are still active in law enforcement in the State.⁷⁷

In the same proposal, Licht, D.C.I. training coordinator, mentions two serious problems confronting South Dakota law enforcement. One of the problems concerns the training of officers from small departments. Licht indicates:

Most of the men who attended this course are from the larger departments in the State. Inquiries reveal that men from the small (1 to 3 men) departments have not been attending because of the distance to the University campus and because they cannot be spared from their respective departments for very long periods of time. These are major obstacles of training programs in South Dakota.⁷⁸

The other problem, according to Licht, concerns the fact that there is a, "lack of uniformity in procedures and understanding of the duties and responsibilities by the various officers and departments."⁷⁹ South Dakota is currently facing two of the problems prevalent in most states; how to reach the small department member and a need for uniformity in

⁷⁷ Donald Licht, Proposal for Police Training in South Dakota, A Report Prepared by the Department of Criminal Investigation (Pierre, South Dakota: Attorney General's Office, February, 1967), p. 5a.

⁷⁸ Ibid.

⁷⁹ Ibid., p. 6.

standards.

Legislation affecting police education. Two important strides were taken in 1966 by the South Dakota legislature to improve the state of law enforcement training. During the 1966 session, the legislature amended Subsection (6) of the South Dakota Code, 55.1603, to the effect that the Department of Criminal Investigation became the State Agency responsible for developing and administering a training program for law enforcement officers.⁸⁰ Such a provision finally placed the authority for police education in South Dakota in the hands of one State bureau. No longer could division of authority and responsibility be blamed for the absence of a state-wide training program.

Besides the aforementioned designation, another provision was included in the 1966 amendment. To assist the D.C.I. in developing a police training program, a Training Advisory Commission was instituted.⁸¹ Several meetings of the Commission have been held since its formation to discuss the design for a training program. The Commission now meets on a regularly scheduled quarterly basis.

⁸⁰ Rol Kebach, Training Memorandum, A Report Prepared by the Department of Criminal Investigation (Pierre, South Dakota: Attorney General's Office, March 13, 1967), p. 1.

⁸¹ Ibid.

In the spring of 1968 the Legislative Research Council, a standing committee of the South Dakota Legislature, instructed the D.C.I. to establish recommendations for a mandatory police training program in South Dakota. Licht had asked the Research Council to perform such a study. But the Council decided to review the D.C.I. report of such a study and propose recommendations to the 1969 legislature on the basis of that report.⁸² At the time of this statement by the Research Council, Licht pointed out that many states have moved in recent years to require certain training for police, but South Dakota is still operating their program on a voluntary basis.⁸³

Training programs in South Dakota. The Training Advisory Commission recommended that the D.C.I. pursue five steps to improve law enforcement training in South Dakota. In essence those five steps included the following:

1. That two week training schools, similar to the annual session held at the University of South Dakota since 1960, be conducted in at least three different locations during the next year, (i.e. 1967-68).
2. At least three Advanced and Specialized courses should be developed and conducted during the year, for those officers

⁸² News Item in Sioux Falls Argus-Leader, April 2, 1968.

⁸³ Ibid.

who have completed the basic course, or who are assigned to duties that require a particular type of training.

3. That a minimum of six, two day firearms schools, be conducted during the year, in areas where suitable ranges are located. These schools will be designed to meet the requirements of the basic course and to re-qualify officers who have already had firearms training.

4. Attendance at all schools will be limited to regularly employed officers of a branch of government, or organizations whose members have police authority in South Dakota.

5. That the Division explore all areas of cooperation and assistance from the University of South Dakota in developing new course material, new training methods, and in writing and publishing a manual or handbook for police officers in the State.⁸⁴

The Training Commission also recommended that the completion of the Standard Red Cross First Aid Course be included in the above requirements before the Basic Training Certificate be awarded. The Commission also recommended a list of fifteen subjects that should be covered during these two week basic training courses.⁸⁵

In a preliminary report issued on April 1, 1968, the D.C.I. presented an account of its accomplishments in police training to that date. Among those accomplishments were a list of the training sessions actually carried out from May 8, 1967 to March 22, 1968. Three two week general training schools had been conducted at Webster, Sioux

⁸⁴Kebach, op. cit., p.2.

⁸⁵Ibid.

Falls and Rapid City. Ninety-two officers attended these sessions held in May, September and October, respectively. Seven two day firearms sessions were held with a total of 197 officers in attendance. Three one week Advanced and Specialized Schools were conducted and a total of seventy officers participated. In the month of January, 1968, four one day sessions on civil disturbances were also conducted and 166 officers were in attendance.⁸⁶

Early in 1967 the D.C.I. submitted a proposal to the Justice Department and requested funds for police training programs under the provisions of the Law Enforcement Assistance Act of 1965. Under the auspices of that Act the D.C.I. received \$18,242 for a one year program dating from April 1, 1967 to March 31, 1968. The training schools conducted by the D.C.I., as described in their preliminary report of April 1, were financed in the main by this grant.⁸⁷ At present the D.C.I. plans to continue their 1967-1968 program schedule, during the period June 1, 1968 to June 1, 1969.

The history of state-wide police education in South Dakota has spanned a brief period of only eight years. The past two years

⁸⁶Rol Kebach, Training Memorandum, A Report Prepared by the Department of Criminal Investigation (Pierre, South Dakota: Attorney General's Office, March 13, 1967), p. 2.

⁸⁷ibid., p. 3.

have proven to be the most vital and far reaching as far as a state-wide effort is concerned. Federal funding has provided an inestimable impetus to law enforcement training in South Dakota. Further study of the needs and the types of applicable programs for South Dakota was necessary if that impetus was to be sustained. Chapter III will present an analysis of such a study.

CHAPTER III

ANALYSIS OF QUESTIONNAIRE AND INTERVIEWS

This chapter will cover an analysis of the data involved in the survey of police chiefs in the State of South Dakota. Section one of this chapter will treat the data collected from the questionnaires. Section two of the chapter will provide the information gathered from the personal interviews with selected South Dakota chiefs of police. Appropriate tables will be found throughout this chapter to further emphasize and clarify the more important data.

I. ANALYSIS OF THE QUESTIONNAIRES

Questionnaires were mailed to the police chiefs of the 141 first and second class cities in South Dakota. The names of the chiefs were obtained from the Education and Research Office of the State-Wide Educational Services through their 1968 Directory of Municipal Officials. The questionnaire itself can be found in Appendix B on page 141.

The questionnaire was initially mailed on June 28, 1968. As of August 1, 1968, fifty-nine (41.84 per cent) of the initial mailing had been returned. On August 1, 1968 a follow-up duplicate of the questionnaire was mailed to the eighty-two chiefs who had not responded as of that date. The follow-up rendered a response of forty-two

questionnaires (29.79 per cent of 141 chiefs). One hundred and one questionnaires were finally returned, (71.63 per cent of the 141 chiefs). For purpose of clarity the division of initial and follow-up returns is shown below.

	<u>Number</u>	<u>Per cent*</u>
Initial mailing	59	41.84
Follow-up mailing	<u>42</u>	<u>29.79</u>
Totals	101	71.63

Population, personnel and salary range of police departments surveyed. First and second class cities in South Dakota are distinguished on a population basis. Those cities between 500 and 5,000 in population are classified as second class cities. Any city with more than 5,000 population, of which there are twelve in South Dakota, is regarded as a first class city. For purposes of further delineating the size of the city represented by the chiefs responding to the questionnaires, five categories of population range were included in question one of the questionnaire. These five categories included the ranges: (1) 500-1,499; (2) 1,500-2,499; (3) 2,500-3,499; (4) 3,500-4,999; and (5) above 5,000.

*It should be noted that computer analysis led to a rounding of each percentage to two decimal places. All percentages reported in this and subsequent chapters will be rounded to two decimal places.

These population ranges were established on an arbitrary basis by the writer.

Table I reveals the number and per cent of chiefs responding in the various population range categories. Fifty-nine (58.42 per cent) of the chiefs responding were from cities in the population range of 500 to 1,499. Nineteen respondents (18.81 per cent) were from cities between 1,500 and 2,499 in population, while nine (8.91 per cent), three (2.97 per cent) and eleven (10.89 per cent) were from cities ranging from 2,500 to 3,499, 3,500 to 4,999 and 5,000 and above population ranges respectively.

As to the number of full time police officers in the departments responding, again five ranges were established. Eighty-two (81.19 per cent) of the departments employ between one and five officers. Between six and ten officers are employed in nine departments (8.91 per cent). In the eleven to fifteen officer range, four (3.96 per cent) departments responded. Two (1.98 per cent) and four (3.96 per cent) departments respectively reported in the sixteen to twenty and the twenty-one and above ranges. Table II (page 54) indicates these figures in a more precise form.

The number of part time police officers employed by the 101 departments responding was also secured. Forty-nine (48.51 per cent) of the departments reported that they did not employ any part time police officers. One department (.99 per cent) in each of the ranges four to

TABLE I
NUMBER OF SOUTH DAKOTA POLICE CHIEFS RESPONDING
TO QUESTIONNAIRE BASED ON POPULATION
RANGE OF CITIES SURVEYED

Population range	Number of cities in range	Number returned	Per cent of total returned
500 - 1,499	84	59	58.42
1,500 - 2,499	21	19	18.81
2,500 - 3,499	12	9	8.91
3,500 - 4,999	12	3	2.97
5,000 and above	12	11	10.89
Total	141	101	100.00

TABLE II
 RANGES OF FULL TIME POLICE OFFICERS, INCLUDING CHIEF OF
 POLICE, EMPLOYED IN SOUTH DAKOTA
 MUNICIPAL DEPARTMENTS

Full time officers	Number of departments	Per cent of departments
1 - 5	82	81.19
6 - 10	9	8.91
11 - 15	4	3.96
16 - 20	2	1.98
21 and above	4	3.96
Total	101	100.00

six and seven to nine, employ part time officers and two (1.98 per cent) employ ten or more part time officers. Table III reveals this data in summary form.

Table IV (page 57) reports the average salary ranges of full time police officers. Seventeen (16.83 per cent) departments pay full time officers between \$3,000 and \$3,999. Sixty-one (60.40 per cent) of the departments pay full time officers between \$4,000 and \$4,999. Between \$5,000 and \$5,999 is paid to full time officers in twenty-one (20.79 per cent) of the departments. Two (1.98 per cent) departments report paying between \$6,000 and \$6,999 to full time officers. None of the departments reporting indicated paying an average salary of \$7,000 or more to full time officers.

The average salary range of part time officers is reported in Table V (page 58). Fifty-nine (58.42 per cent) departments report that part time officers are paid below \$1,000 for their services. Forty-one (40.59 per cent) indicated they paid their part time officers between \$1,000 and \$1,999 per year. One (.99 per cent) department reported paying part time officers between \$3,000 and \$3,999. None of the departments indicated part time police officers were paid in either of the ranges \$2,000 to \$2,999 or \$4,000 or more.

Education and training requirements of departments. One essential factor in determining the need for further training is the necessity for determining the present status of education and training

TABLE III
 RANGES OF PART TIME POLICE OFFICERS EMPLOYED
 IN SOUTH DAKOTA MUNICIPAL DEPARTMENTS

Part time officers	Number of departments	Per cent of departments
None	49	48.51
1 - 3	48	47.52
4 - 6	1	.99
7 - 9	1	.99
10 and above	2	1.98
Total	101	100.00

TABLE IV
 AVERAGE SALARY RANGES OF FULL TIME POLICE OFFICERS EMPLOYED IN
 SOUTH DAKOTA MUNICIPAL DEPARTMENTS

Population range	Salary ranges								Total	
	\$3,000- 3,999	Per cent	\$4,000- 4,999	Per cent	\$5,000- 5,999	Per cent	\$6,000- 6,999	Per cent	Number	Per cent
500 - 1,499	16	15.84	40	39.60	3	2.97			59	58.42
1,500 - 2,499			14	13.86	5	4.95			19	18.81
2,500 - 3,499	1	.99	6	5.94	2	1.98			9	8.91
3,500 - 4,999			1	.99	2	1.98			3	2.97
5,000 and above					9	8.91	2	1.98	11	10.89
Total	17	16.83	61	60.40	21	20.79	2	1.98	101	100.00

TABLE V
AVERAGE SALARY RANGES OF PART TIME POLICE
OFFICERS EMPLOYED IN SOUTH DAKOTA
MUNICIPAL DEPARTMENTS

Salary range	Number of departments	Per cent of departments
None	59	58.42
\$1,000 - 1,999	41	40.59
2,000 - 2,999		
3,000 - 3,999	1	.99
4,000 and above		
Total	101	100.00

programs for law enforcement officers. Therefore, the police chiefs were asked to respond to five questions related to the present requirements for applicants as well as the type of training and courses involved in present programs.

The first question in this section of the questionnaire concerned itself with the minimum education requirement demanded of applicants for police positions. As reported in Table VI, sixty (59.41 per cent) of the departments revealed that they have no minimum education requirement for applicants to their police forces. Fifteen (14.85 per cent) departments require the completion of eighth grade as a minimum level of education for employment. About one quarter of the departments, twenty-five in number, require a high school education of their applicants. One department, less than one per cent of the total reporting, requires two years of college for employment. None of the departments reporting require four years of college or more of their applicants.

Chiefs were also queried as to whether any specific professional training was required of applicants. Four (3.95 per cent) chiefs from cities ranging in population from 500 to 1,499 indicated some professional training was required of applicants. Less than 2 per cent responded in the affirmative in each category of 1,500 to 2,499 and 2,500 to 3,499 population. No specific professional training was

TABLE VI
 MINIMUM EDUCATION REQUIREMENTS FOR EMPLOYMENT AS A POLICE OFFICER IN A
 SOUTH DAKOTA MUNICIPAL DEPARTMENT

Population range	Minimum education requirement								Total	
	None	Per cent	Eighth grade	Per cent	High School	Per cent	Two years of college	Per cent	Number	Per cent
500 - 1,499	39	38.61	10	9.90	10	9.90			59	58.42
1,500 - 2,499	12	11.88	2	1.98	5	4.95			19	18.81
2,500 - 3,499	7	6.93			2	1.98			9	8.91
3,500 - 4,999	2	1.98			1	.99			3	2.97
5,000 and above			3	2.97	7	6.93	1	.99	11	10.89
Total	60	59.41	15	14.85	25	24.75	1	.99	101	100.00

required in either of the population ranges over 3,500 people. Table VII compares the sizes of the cities responding to their status as to the requirement of professional training for their applicants. The table shows that fifty-five (54.46 per cent), seventeen (16.83 per cent), seven (6.93 per cent), three (2.97 per cent) and eleven (10.89 per cent) in their respective population ranges do not require any professional training of applicants.

Table VIII on page 63 also relates to the matter of professional training for applicants. However, in this table the comparison is between the ranges of full time officers and the requirement or lack of requirement for professional training for applicants. The smaller departments, seventy-seven in number and just over 76 per cent of the 101 respondents, do not have any professional training requirements for applicants. Only two ranges of full time officers, those of one to five and six to ten full time officers, require applicants to have some professional training.

Another related area of training is the type of training the officer receives once he has been employed by a particular department. The chiefs were asked if their departments required any specific type of training once an officer was employed. Just over 40 per cent indicated that they did not have such a training requirement. Almost 20 per cent reported requiring training in the State law enforcement

TABLE VII
REQUIREMENT OF PROFESSIONAL TRAINING OF APPLICANTS FOR POLICE EMPLOYMENT
IN MUNICIPAL DEPARTMENTS OF SOUTH DAKOTA RELATED TO THE RANGES
OF POPULATION IN CITIES SURVEYED

Population range	Training required		Training not required		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
500 - 1,499	4	3.96	55	54.46	59	58.42
1,500 - 2,499	2	1.98	17	16.83	19	18.81
2,500 - 3,499	2	1.98	7	6.93	9	8.91
3,500 - 4,999			3	2.97	3	2.97
5,000 and above			11	10.89	11	10.89
Total	8	7.92	93	92.08	101	100.00

TABLE VIII
REQUIREMENT OF PROFESSIONAL TRAINING OF APPLICANTS FOR POLICE EMPLOYMENT
IN MUNICIPAL DEPARTMENTS OF SOUTH DAKOTA RELATED TO THE
RANGES OF FULL TIME OFFICERS IN
DEPARTMENTS SURVEYED

Full time officers	Training required		Training not required		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
1 - 5	5	4.95	77	76.24	82	81.19
6 - 10	3	2.97	6	5.94	9	8.91
11 - 15			4	3.96	4	3.96
16 - 20			2	1.98	2	1.98
21 and above			4	3.96	4	3.96
Total	8	7.92	93	92.08	101	100.00

schools, while nineteen (18.81 per cent) reported their required training came from the chief of the department. Another fifteen (14.85 per cent) require that new officers receive their training from an experienced department member. Table IX lists the types of required training and the number and per cent of departments requiring that type of training.

The last two questions in this section of the questionnaire concerned the types of police science and general education courses included in the professional training of officers. Fourteen courses in police science were listed and the chiefs were asked to indicate which of these courses were included in their training programs. Table X (page 66) tabulates the incidence of the number and per cent of these courses. The per cents included in the table are related to the number of times a particular course was listed out of the 101 possible chances of selection. Therefore, when 52.48 per cent of the departments designated that none of the listed courses were included in their program, fifty-three of the 101 respondents were included in this category. The same would be true of the rest of the courses listed.

The general education courses associated with the professional training of officers are listed in Table XI on page 67. Political science, science, sociology and business are all mentioned once and English twice. Ninety-seven (96.04 per cent) of the

TABLE IX
 TYPE OF REQUIRED TRAINING OFFICERS IN SOUTH
 DAKOTA MUNICIPAL DEPARTMENTS RECEIVE
 ONCE THEY HAVE BEEN EMPLOYED

Type of required training	Number of departments	Per cent of departments
No specific training required	41	40.59
Trained in State law enforcement schools	20	19.80
Trained by chiefs of the departments	19	18.81
Trained by department member	15	14.85
Trained in F. B. I. school	3	2.97
Other	3	2.97
Total	101	100.00

TABLE X
POLICE SCIENCE COURSES INCLUDED IN PRESENT
TRAINING OF OFFICERS IN SOUTH DAKOTA
MUNICIPAL DEPARTMENTS

Police science courses	Number of departments	Per cent of departments
First aid	36	35.64
Police patrol	36	35.64
Community relations	34	33.66
Juvenile procedures	29	28.71
Police report writing	29	28.71
Criminal investigation	28	27.72
Traffic control	26	25.74
Criminal evidence	25	24.75
Defense tactics	24	23.76
Criminal law	20	19.80
Police interrogation	19	18.81
Police supervision	12	11.88
Police administration	9	8.91
None of these courses	53	52.48

TABLE XI
 GENERAL EDUCATION COURSES INCLUDED IN PRESENT
 TRAINING OF OFFICERS IN SOUTH DAKOTA
 MUNICIPAL DEPARTMENTS

General education courses	Number of departments	Per cent of departments
English	2	1.98
History		
Foreign Language		
Mathematics		
Political Science	1	.99
Psychology		
Science	1	.99
Sociology	1	.99
Business	1	.99
None of these courses	97	96.04

departments require none of the nine general education courses listed in the questionnaire.

Opinions related to curriculum and two year police science program. Eight questions in the questionnaire afforded the chiefs the opportunity to express their opinions concerning the relevance of police science and general education courses and their opinions of two year police science programs. Four of the questions referred to the present and future status of their training programs. The remaining four questions were associated with the potential for, and general characteristics of, a two year police science program.

All of these questions have been compared with questions one and two of the questionnaire. Question one covered the population ranges of the cities from which questionnaires were returned. Question two identified the range of full time officers in each of the departments responding. The percentages in these tables reflect the per cent each number of responses is of the total 101 questionnaires returned.

When the chiefs were asked which they thought was more important, police science or general education, the overwhelming answer was police science. Seventy-five (74.25 per cent) indicated police science was the more important aspect of their present training program. As Table XII and XIII (page 70) reveal, only twenty-six (25.74 per cent) believe general education to be more important than

TABLE XII

OPINIONS OF CHIEFS AS TO WHETHER POLICE SCIENCE OR GENERAL EDUCATION COURSES ARE MORE IMPORTANT IN THE TRAINING OF POLICE OFFICERS RELATED TO RANGES OF POPULATION IN THEIR CITIES

Population range	Police science more important		General education more important		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
500 - 1,499	38	37.62	21	20.79	59	58.41
1,500 - 2,499	18	17.82	1	.99	19	18.81
2,500 - 3,499	9	8.91			9	8.91
3,500 - 4,999	3	2.97			3	2.97
5,000 and above	7	6.93	4	3.96	11	10.89
Total	75	74.25	26	25.74	101	100.00

TABLE XIII

OPINIONS OF CHIEFS AS TO WHETHER POLICE SCIENCE OR GENERAL EDUCATION COURSES ARE MORE IMPORTANT IN THE TRAINING OF POLICE OFFICERS RELATED TO RANGES OF FULL TIME OFFICERS IN THEIR DEPARTMENTS

Full time officers	Police science more important		General education more important		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
1 - 5	61	60.40	21	20.79	82	81.19
6 - 10	6	5.94	3	2.97	9	8.91
11 - 15	4	3.96			4	3.96
16 - 20	2	1.98			2	1.98
21 and above	2	1.98	2	1.98	4	3.96
Total	75	74.25	26	25.74	101	100.00

police science. Table XII and XIII respectively, on pages 69 and 70, also impart the data comparing the size of the city and the number of full time officers with the opinions concerning this question.

As to the adequacy of present training programs, Tables XIV and XV (page 73) disclose that the opinion overwhelmingly favors further training. Ninety-eight chiefs believe further training of their officers would prove beneficial. This figure represents 97.03 per cent of the total number of respondents. Only three (2.97 per cent of the chiefs considered their present programs adequate. All three of these chiefs were from towns of 500 to 1,499 in population and employed between one and five full time officers.

The question complementing the question above on the adequacy of present programs was one which asked for the kind of courses the chiefs would add to their present programs. Once again a three to one split in their responses is evidenced. As noted in Table XII on page 69, seventy-five chiefs believed police science was the most important aspect of their present programs. When asked what they would add to their present programs, seventy-seven (76.23 per cent) of the chiefs chose police science courses. Tables XVI and XVII on pages 74 and 75, clearly point out that large and small cities and police departments favor the addition of police science courses to their present training programs.

TABLE XIV
OPINIONS OF CHIEFS CONCERNING THE ADEQUACY OF PRESENT
TRAINING PROGRAMS RELATED TO RANGES OF POPULATION
IN THEIR CITIES

Population range	Program adequate		Further training beneficial		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
500 - 1,499	3	2.97	56	55.45	59	58.42
1,500 - 2,499			19	18.81	19	18.81
2,500 - 3,499			9	8.91	9	8.91
3,500 - 4,999			3	2.97	3	2.97
5,000 and above			11	10.89	11	10.89
Total	3	2.97	98	97.03	101	100.00

TABLE XV
OPINIONS OF CHIEFS CONCERNING THE ADEQUACY OF PRESENT
TRAINING PROGRAMS RELATED TO RANGES OF FULL TIME
OFFICERS IN THEIR DEPARTMENTS

Full time officers	Program adequate		Further training beneficial		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
1 - 5	3	2.97	79	78.22	82	81.19
6 - 10			9	8.91	9	8.91
11 - 15			4	3.96	4	3.96
16 - 20			2	1.98	2	1.98
21 and above			4	3.96	4	3.96
Total	3	2.97	98	97.03	101	100.00

TABLE XVI
PREFERENCES OF CHIEFS FOR THE ADDITION OF POLICE SCIENCE OR
GENERAL EDUCATION COURSES TO THEIR PRESENT PROGRAMS
RELATED TO THE RANGES OF POPULATION
IN THEIR CITIES

Population range	Add police science		Add general education		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
500 - 1,499	42	41.58	17	16.83	59	58.41
1,500 - 2,499	18	17.82	1	.99	19	18.81
2,500 - 3,499	6	5.94	3	2.97	9	8.91
3,500 - 4,999	3	2.97			3	2.97
5,000 and above	8	7.92	3	2.97	11	10.89
Total	77	76.23	24	23.76	101	100.00

TABLE XVII

PREFERENCES OF CHIEFS FOR THE ADDITION OF POLICE SCIENCE OR
 GENERAL EDUCATION COURSES TO THEIR PRESENT PROGRAMS
 RELATED TO RANGES OF FULL TIME OFFICERS
 IN THEIR DEPARTMENTS

Full time officers	Add police science		Add general education		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
1 - 5	63	62.38	19	18.81	82	81.19
6 - 10	6	5.94	3	2.97	9	8.91
11 - 15	4	3.96			4	3.96
16 - 20	2	1.98			2	1.98
21 and above	2	1.98	2	1.98	4	3.96
Total	77	76.24	24	23.76	101	100.00

An even greater number of the chiefs, ninety-six, responded in the affirmative to the question regarding professional training prior to employment. These ninety-six accounted for 95.05 per cent of those responding. Five chiefs (4.95 per cent) believe that professional training prior to employment would not necessarily better prepare officers for their jobs. Tables XVIII and XIX (page 78) disclose that the five chiefs answering no to this question are from the smaller cities and departments.

Eighty-six (85.15 per cent) respondents believed a two year police training program would better prepare officers than do the present training programs. Tables XX and XXI on pages 79 and 80 reveal that this impression is shared by chiefs of police from all ranges of population and sizes of departments. The majority of the negative responses are from chiefs in small towns and small departments. This negative response concurs with the data in Tables XVIII and XIX on pages 77 and 78, where it is noted that the small town and small department chiefs do not believe professional training before employment would better prepare policemen. Six (5.94 per cent) of the negative responses in Table XX (page 79) represent towns of 1,500 or more in population. This number varies from the previous question where there were no negative responses beyond the first population range.

The division of responses associated with the question

TABLE XVIII
OPINIONS OF CHIEFS ON THE EFFECT OF PRE-EMPLOYMENT PROFESSIONAL
TRAINING OF OFFICERS RELATED TO THE RANGES OF
POPULATION IN THEIR CITIES

Population range	Better prepare officers		Not necessarily better prepared		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
500 - 1,499	54	53.47	5	4.95	59	58.02
1,500 - 2,499	19	18.81			19	18.81
2,500 - 3,499	9	8.91			9	8.91
3,500 - 4,999	3	2.97			3	2.97
5,000 and above	11	10.89			11	10.89
Total	96	95.05	5	4.95	101	100.00

TABLE XIX

OPINIONS OF CHIEFS ON THE EFFECT OF PRE-EMPLOYMENT PROFESSIONAL
TRAINING OF OFFICERS RELATED TO THE RANGES OF
FULL TIME OFFICERS IN THEIR DEPARTMENTS

Full time officers	Better prepare officers		Not necessarily better prepared		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
1 - 5	77	76.24	5	4.95	82	81.19
6 - 10	9	8.91			9	8.91
11 - 15	4	3.96			4	3.96
16 - 20	2	1.98			2	1.98
21 and above	4	3.96			4	3.96
Total	96	95.05	5	4.95	101	100.00

TABLE XX

OPINIONS OF CHIEFS AS TO WHETHER A TWO YEAR POLICE TRAINING PROGRAM
WOULD BETTER PREPARE OFFICERS RELATED TO THE RANGES OF
POPULATION IN THEIR CITIES

Population range	Better prepare officers		Would not better prepare officers		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
500 - 1,499	50	49.50	9	8.91	59	58.41
1,500 - 2,499	17	16.83	2	1.98	19	18.81
2,500 - 3,499	7	6.93	2	1.98	9	8.91
3,500 - 4,999	2	1.98	1	.99	3	2.97
5,000 and above	10	9.90	1	.99	11	10.89
Total	86	85.15	15	14.85	101	100.00

CONTINUED

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TABLE XXI

OPINIONS OF CHIEFS AS TO WHETHER A TWO YEAR POLICE TRAINING PROGRAM
WOULD BETTER PREPARE OFFICERS RELATED TO THE RANGES OF
FULL TIME OFFICERS IN THEIR DEPARTMENTS

Full time officers	Better prepare officers		Would not better prepare officers		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
1 - 5	70	69.31	12	11.88	82	81.19
6 - 10	6	5.94	3	2.97	9	8.91
11 - 15	4	3.96			4	3.96
16 - 20	2	1.98			2	1.98
21 and above	4	3.96			4	3.96
Total	86	85.15	15	14.85	101	100.00

regarding a mandatory two year police training program for all police officers in South Dakota is not as great as was that division for most of the previous questions. In fact, there is a two to one ratio in favor of making such a training program mandatory. While eighty-six (85.15 per cent) chiefs, in Tables XX and XXI on pages 79 and 80, think a two year program would better prepare their officers, only sixty-four (63.37 per cent) believe that a two year program should be made mandatory. Further, fifteen chiefs (14.85 per cent) believed that a two year program would not prepare an officer any better than present programs. (See Tables XX and XXI). But, when asked if a two year program should be made mandatory, thirty-seven (36.63 per cent) of the chiefs responded in the negative. Tables XXII and XXIII (page 83) compare the chiefs responses with reference to a mandatory program and the size of the cities and departments respectively.

The final two opinion questions were introduced with a statement indicating that a two year police science program was being considered for the State of South Dakota. With that thought in mind the chiefs were asked to consider whether the emphasis in a two year program should be on police science or general education. They were also given a third choice of selection, that of an equal balance in a two year program between police science and general education. Tables XXIV and XXV on pages 84 and 85, reveal that thirty-nine (38.61 per cent)

TABLE XXII

PREFERENCES OF CHIEFS AS TO WHETHER A TWO YEAR POLICE SCIENCE PROGRAM
SHOULD BE MANDATORY RELATED TO THE RANGES OF
POPULATION IN THEIR CITIES

Population range	Prefer mandatory program		Do not prefer mandatory program		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
500 - 1,499	37	36.63	22	21.78	59	58.41
1,500 - 2,499	12	11.88	7	6.93	19	18.81
2,500 - 3,499	4	3.96	5	4.95	9	8.91
3,500 - 4,999	2	1.98	1	.99	3	2.97
5,000 and above	9	8.91	2	1.98	11	10.89
Total	64	63.37	37	36.63	101	100.00

TABLE XXIII

PREFERENCES OF CHIEFS AS TO WHETHER A TWO YEAR POLICE SCIENCE PROGRAM
SHOULD BE MANDATORY RELATED TO THE RANGES OF
FULL TIME OFFICERS IN THEIR DEPARTMENTS

Full time officers	Prefer mandatory program		Do not prefer mandatory program		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
1 - 5	54	53.47	28	27.72	82	81.19
6 - 10	3	2.97	6	5.94	9	8.91
11 - 15	2	1.98	2	1.98	4	3.96
16 - 20	2	1.98			2	1.98
21 and above	3	2.97	1	.99	4	3.96
Total	64	63.37	37	36.63	101	100.00

TABLE XXIV

PREFERENCES OF CHIEFS FOR AN EMPHASIS ON POLICE SCIENCE OR
GENERAL EDUCATION COURSES RELATED TO THE RANGES
OF POPULATION IN THEIR CITIES

Population range	Police science		General education		Equal balance		Total	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
500 - 1,499	20	19.80	3	2.97	36	35.64	59	58.41
1,500 - 2,499	11	10.98			8	7.92	19	18.90
2,500 - 3,499	2	1.98			7	6.93	9	8.91
3,500 - 4,999	1	.99			2	1.98	3	2.97
5,000 and above	5	4.95	2	1.98	4	3.96	11	10.98
Total	39	38.61	5	4.95	57	56.43	101	100.00

TABLE XXV

PREFERENCES OF CHIEFS FOR AN EMPHASIS ON POLICE SCIENCE OR
 GENERAL EDUCATION COURSES RELATED TO THE RANGES
 OF FULL TIME OFFICERS IN THEIR DEPARTMENTS

Full time officers	Police science		General education		Equal balance		Total	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
1 - 5	33	32.67	3	2.97	46	45.54	82	81.19
6 - 10	1	.99	1	.99	7	6.93	9	8.91
11 - 15	2	1.98			2	1.98	4	3.96
16 - 20	2	1.98					2	1.98
21 and above	1	.99	1	.99	2	1.98	4	3.96
Total	39	38.61	5	4.96	57	56.43	101	100.00

believed police science should be emphasized, five (4.96 per cent) chose general education and fifty-seven (56.43 per cent) selected an equal balance between police science and general education as the best distribution of courses in a two year curricular program.

In both small towns and small departments a vast majority of the chiefs (96 or 95.05 per cent) queried desire an intern program. The same is true of those chiefs in middle size and large cities and departments. None of the chiefs from cities over 2,500 in population rejected the idea of an intern program, as did none of the chiefs in departments with six or more full time officers. Tables XXVI and XXVII (page 88) evidence the incidence of response by the chiefs as the responses respectively compare to population range and range of full time officers.

Selection of courses for two year police science program.

The final part of the questionnaire asked the chiefs of police to select the police science and general education courses for each semester of a potential two year police science training program. The chiefs were given a list of courses, selected from a national survey conducted by Dr. Carl Vaupel, for each area and were asked to select three police science and three general education courses for each semester. They were not allowed to select a police science course for more than one semester. Once a police science course had been selected for a specific semester, it would then be eliminated from

TABLE XXVI
 PREFERENCES OF CHIEFS FOR AN INTERN PROGRAM RELATED
 TO THE RANGES OF THE POPULATION
 IN THEIR CITIES

Population range	Desire intern program		Do not desire intern program		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
500 - 1,499	55	54.46	4	3.96	59	58.42
1,500 - 2,499	18	17.82	1	.95	19	18.81
2,500 - 3,499	9	8.91			9	8.91
3,500 - 4,999	3	2.97			3	2.97
5,000 and above	11	10.89			11	10.89
Total	96	95.05	5	4.95	101	100.00

TABLE XXVII
 PREFERENCES OF CHIEFS FOR AN INTERN PROGRAM RELATED
 TO THE RANGES OF FULL TIME OFFICERS
 IN THEIR DEPARTMENTS

Full time officers	Desire intern program		Do not desire intern program		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
1 - 5	77	76.24	5	4.95	82	81.19
6 - 10	9	8.91			9	8.91
11 - 15	4	3.96			4	3.96
16 - 20	2	1.98			2	1.98
21 and above	4	3.96			4	3.96
Total	96	95.05	5	4.95	101	100.00

further consideration for any other semester in the program. Therefore, the potential selection of police science courses varied for each semester. General education courses could be selected for more than one semester. Nonetheless, the possible selections for general education courses also varied from semester to semester. (See Appendix B, pages 46 and 47, for the instructions and lists of courses for this part of the questionnaire. These are pages 4 and 5 of the actual questionnaire.)

For purposes of clarity, the number and per cent of the courses selected for each semester have been listed in order of greatest incidence. Also, the reader should keep in mind that the per cent that each number represents is the per cent that number is of the total possible times the course could have been selected, i.e., the per cent of 101.

Table XXVIII shows the selection of police science courses by the chiefs for the first semester of the first year of the two year program. Table XXIX (page 91) lists the selection of general education courses for that same year and semester. In order of greatest number of times selected the police science courses for the first semester are: (1) introduction to law; (2) traffic control; (3) first aid; (4) and (5) police patrol and criminal investigation; (6) and (7) police administration and criminal law; and (8) criminal evidence. In the order of greatest

TABLE XXVIII
 SELECTION BY CHIEFS OF POLICE SCIENCE COURSES FOR
 THE FIRST SEMESTER OF THE FIRST YEAR OF A
 TWO YEAR POLICE SCIENCE PROGRAM

Courses	Number of chiefs	Per cent of chiefs
Introduction to law	71	70.30
Traffic control	50	49.50
First aid	49	48.51
Police patrol	44	43.56
Criminal investigation	44	43.56
Police administration	16	15.84
Criminal law	16	15.84
Criminal evidence	13	12.87

TABLE XXIX
SELECTION BY CHIEFS OF GENERAL EDUCATION COURSES
FOR THE FIRST SEMESTER OF THE FIRST YEAR OF A
TWO YEAR POLICE SCIENCE PROGRAM

Courses	Number of chiefs	Per cent of chiefs
Physical education	72	71.28
English	55	54.46
Psychology	50	49.50
Speech	47	46.53
Sociology	30	29.70
Mathematics	21	20.79
History	17	16.83
Political Science	11	10.89

incidence the general education courses for the first semester of the first year are: (1) physical education; (2) English; (3) psychology; (4) speech; (5) sociology; (6) mathematics; (7) history; and (8) political science.

The second semester of the first year finds juvenile procedures as the number one selection of police chiefs. Criminal law, criminal investigation and criminal evidence are the next three elections in order of incidence. The fifth highest selection for this semester was administration of justice followed by police administration, traffic control and police patrol. The incidence and per cent of each course is found in Table XXX. As for the general education selections for the second semester of the first year, their number and per cent can be found in Table XXXI (page 94). Physical education once again was selected the greatest number of times. English, speech, psychology, sociology, history, political science and mathematics were selected in that order by the chiefs.

Tables XXXII and XXXIII on pages 95 and 96 respectively, relate the police science and general education courses chosen by the chiefs for the first semester of the second year. Among the courses receiving the greatest selection in police science were: (1) defense tactics; (2) police report writing; (3) police interrogation; and (4) police supervision. The next four courses in order of selection from

TABLE XXX
 SELECTION BY CHIEFS OF POLICE SCIENCE COURSES FOR
 THE SECOND SEMESTER OF THE FIRST YEAR OF A
 TWO YEAR POLICE SCIENCE PROGRAM

Courses	Number of chiefs	Per cent of chiefs
Juvenile procedures	82	81.18
Criminal law	48	47.52
Criminal investigation	39	38.61
Criminal evidence	36	35.64
Administration of justice	27	26.73
Police administration	26	25.74
Traffic control	24	23.76
Police patrol	21	20.73

TABLE XXXI
SELECTION BY CHIEFS OF GENERAL EDUCATION COURSES FOR
THE SECOND SEMESTER OF THE FIRST YEAR OF A
TWO YEAR POLICE SCIENCE PROGRAM

Courses	Number of chiefs	Per cent of chiefs
Physical Education	59	58.41
English	51	50.50
Speech	49	48.51
Psychology	35	34.65
Sociology	29	28.71
History	28	27.72
Political Science	27	26.73
Mathematics	25	24.75

TABLE XXXII
SELECTION BY CHIEFS OF POLICE SCIENCE COURSES FOR
THE FIRST SEMESTER OF THE SECOND YEAR OF A
TWO YEAR POLICE SCIENCE PROGRAM

Courses	Number of chiefs	Per cent of chiefs
Defense tactics	64	63.36
Police report writing	63	62.37
Police interrogation	61	60.39
Police supervision	29	28.71
Police patrol	28	27.72
Juvenile procedures	23	22.77
Police administration	20	19.80
Traffic control	15	14.85

TABLE XXXIII
 SELECTION BY CHIEFS OF GENERAL EDUCATION COURSES FOR
 THE FIRST SEMESTER OF THE SECOND YEAR OF A
 TWO YEAR POLICE SCIENCE PROGRAM

Courses	Number of chiefs	Per cent of chiefs
Typing	62	61.39
Physical education	51	50.49
Psychology	45	44.55
Science	39	38.61
English	37	36.63
Political science	30	29.70
Sociology	21	20.79
History	18	17.82

fifth place through eighth were police patrol, juvenile procedure, police administration and traffic control. Police chiefs selected typing as the general education course that should receive top priority during the first semester of the second year. Physical education, psychology, science and English were ranked second, third, fourth and fifth by the chiefs. Political science, sociology and history were regarded as the lowest three, in that order, among the potential general education courses for this semester.

Tables XXXIV and XXXV (page 99) report the selections of the respondents for the police science and general education courses for the second semester of the second year. Eighty-one chiefs selected a community relations course to give that course number one ranking among the eight possible selections. The second course selected with the greatest incidence was the police internship followed very closely by first aid. The fourth through eighth selections respectively included: (4) defense tactics; (5) police interrogation; (6) police supervision; (7) police report writing; and forensic science. Among the general education courses physical education again heads the list, with accounting, psychology and political science and English following very closely in that order. Sociology, history and science followed in the sixth, seventh and eighth places.

The questionnaire provided the researcher with the basic

TABLE XXXIV
SELECTION BY CHIEFS OF POLICE SCIENCE COURSES FOR
THE SECOND SEMESTER OF THE SECOND YEAR
OF A TWO YEAR POLICE SCIENCE PROGRAM

Courses	Number of chiefs	Per cent of chiefs
Community relations	81	80.20
Police internship	46	45.54
First aid	45	44.55
Defense tactics	32	31.68
Police interrogation	31	30.69
Police supervision	30	29.70
Police report writing	27	26.73
Forensic science	11	10.89

TABLE XXXV
SELECTION BY CHIEFS OF GENERAL EDUCATION COURSES FOR
THE SECOND SEMESTER OF THE SECOND YEAR OF A
TWO YEAR POLICE SCIENCE PROGRAM

Courses	Number of chiefs	Per cent of chiefs
Physical education	54	53.46
Accounting	44	43.56
Psychology	44	43.56
Political science	40	39.60
English	40	39.60
Sociology	38	37.62
History	24	23.76
Science	19	18.81

data on the populations of the cities responding as well as the range of full and part time officers and their salaries. Also, data was collected on the status of present training programs in South Dakota. Police chiefs also submitted their opinions on the ramifications of a two year program for the future of South Dakota law enforcement. Finally, the questionnaire afforded police chiefs in South Dakota the opportunity to actually select police science and general education courses they would like to have in a two year police science curriculum. The following section of this chapter will include an analysis of the personal interviews with selected chiefs of police in South Dakota.

II. ANALYSIS OF INTERVIEWS

The police chiefs surveyed were not able to comment on any of the questions included in the questionnaire. Therefore, the writer pursued a schedule of interviews with twelve selected chiefs from the State. Three of these chiefs were from cities with over 5,000 in population and the other nine from cities with less than 5,000 people.

The primary purpose of the interviews was to give the chiefs an opportunity to comment at length on some of the more important aspects of the questionnaire. Four basic areas were emphasized in the interviews. These areas were: (1) the ramifications of the potential

two year police training program in South Dakota; (2) the status and improvement of present training programs; (3) the types of police science courses that officers should have; and (4) the types of general education courses officers should have in their professional preparation.

Rather than report specifically what each chief personally said, a consensus on the various topics discussed will be submitted here. Eight of the chiefs interviewed believed a two year program of police science would be very helpful in upgrading the caliber of law enforcement in South Dakota. However, only three of them thought such a program should become immediately mandatory upon inception. The other five suggested that some type of an interim period should be operative between the initiation of the program and the establishment of a mandatory regulation for employment. Four of the chiefs interviewed remained non-committal or at least expressed an undecided viewpoint about a two year program.

To a man, all of the chiefs interviewed believed their present required training program could be improved. Several indicated that at present released time from scheduled responsibilities was a major drawback to allowing officers an opportunity to participate in further training. Only the larger departments have sufficient manpower to rotate shifts and release officers from their jobs for extended periods

of time. Most of the chiefs claimed that in-service training was almost impossible because of the demands already placed on limited personnel.

Police science courses should be kept on a very basic level until an officer has several years of experience. This was the consensus of all the chiefs interviewed. Traffic control, report writing, criminal evidence and investigation and patrol procedures were included as basic courses. Courses such as supervision, administration and forensic science were regarded as specialized areas and should be taught only to the experienced officer. The consensus was that police science courses should primarily prepare the novice policeman for his day-to-day duties as a law enforcement officer. Specialization should come after the officer has proven himself a capable policeman.

There was some doubt on the part of a half dozen of those chiefs interviewed as to the value or need for general education courses in a professional preparatory program. Their perspective was that if an applicant is accepted for employment in a particular department, then he should already have developed the required communication skills and sophisticated insights required of a policeman. The remaining six chiefs did not concur with this point of view. They expressed opinions concerning the need of officers to better understand people and why

they break the law. They also thought that every police officer could improve certain skills he has developed whether they be physical, social or mental.

In general the chiefs were receptive to the possibility of a two year police science training program for South Dakota. They are not satisfied with the minimum training most officers receive but believe they are too severely encumbered by financial and staff needs to possibly expand their present programs. These interviews provided the researcher with some insights into the real problems confronting present day law enforcement agencies in the State of South Dakota.

Chapter III has provided an analysis of the data secured from 101 chiefs of police through a questionnaire submitted to 141 police chiefs in South Dakota. This chapter also summarized the information gathered during personal interviews with selected chiefs throughout the State. Chapter IV will provide the proposed curriculum for a two year police science program for the State of South Dakota.

CHAPTER IV

RECOMMENDED TWO YEAR POLICE SCIENCE CURRICULUM

Because of the unique character of South Dakota, it is fitting that the program to train future police officers should be primarily based on the recommendations of police chiefs from the State. However, in several instances the chiefs' recommendations have not been followed to the letter. Based on the review of present national and state needs, the writer has made several changes in course sequence but has substantially retained the course organization as recommended by the chiefs.

I. GENERAL CONSIDERATIONS REGARDING THE PROPOSED TWO YEAR POLICE SCIENCE CURRICULUM

Due to the intensive nature of the proposed two year program and due to the type of responses received from 101 chiefs surveyed, there will be an equal balance between police science and general education courses.

Each of the semesters of the two year program will include a minimum of three police science courses and three general education courses. The one notable exception will be the final semester. Due to the inclusion of an internship, the number of courses requiring

formal class attendance will be reduced in the last semester.

Another important consideration concerns the substance of the courses. Both the police science and general education courses recommended will be of a basic nature. The consensus among the chiefs surveyed was that any specialization should take place after several years of service as a law enforcement officer. Therefore, the courses suggested are to be regarded as rudimentary and primarily for the purpose of a general preparation.

The following sections will describe in detail the program of studies for each semester of the proposed curriculum including course descriptions for the police science and general education courses.

II. FIRST YEAR OF THE PROPOSED CURRICULUM

This section will be divided into two parts. First, the program of studies and course descriptions for the first semester. Second, the program of studies and course descriptions for the second semester.

Recommended for the first semester of the first year are three police science courses that are fundamental to law enforcement practices. Two of these courses are specifically related to the law. They are introduction to law and criminal law. The third police science course, first aid, will provide officers with the minimum training necessary to

cope with most emergency situations. All three of these courses will carry three semester credits each.

Physical education, English and speech are the three recommended courses for the first semester. English and speech will be offered for three semester credits each while physical education will be a required non-credit course. No credit will be attached to the physical education courses since the courses will be required in each of the first three semesters of the proposed program. Credit for the course would only become superfluous for the three semesters.

Table XXXVI reveals the title and credit for each of the police science and general education courses for the first semester of the first year. Also included in this section are the descriptions for each of these courses. The following descriptions shall be applied to the police science and general education courses for the purpose of clarifying the program of studies for the first semester students.

The police science course descriptions for the first semester of the first year are as follows:

1. Introduction to Law. This course will include a history and philosophy of law enforcement; an overview of crime and police problems; the organization and jurisdiction of local, state and federal law enforcement agencies; and, a survey of professional career opportunities and requisite

TABLE XXXVI
PROPOSED POLICE SCIENCE AND GENERAL EDUCATION
COURSES FOR THE FIRST SEMESTER
OF THE FIRST YEAR

Course title	Number of semester credits
Introduction to law	3
Criminal law	3
First aid	3
English	3
Speech	3
Physical education	no credit
Total credits	15

qualifications for employment.

2. Criminal Law. The structure, definitions, and most frequently used sections of the State Penal Code and other criminal statutes will be explained and discussed in this course.

3. First Aid. Preparation in those techniques and practices leading to qualification for the Standard Red Cross First Aid Certificate.

The general education course descriptions for the first semester of the first year are as follows:

1. English. A practical course consisting of the study and frequent exercises in the skills of writing, reading and listening. Attention will also be devoted to mechanical correctness with an emphasis upon the organization and effective expression of ideas.

2. Speech. Basic skill development in appropriate speech techniques as well as the consideration of speech patterns and practice of various types of speeches.

3. Physical Education. Fundamentally this first course is designed as a health problems and practices course. Consideration will be given to physical and mental well being, effects of exercise and fatigue, proper selection of foods,

means of avoiding infection and other characteristics of good personal hygiene.

All of the courses in the first semester are essentially basic courses. Certainly, the subject matter of these courses would allow the student ample opportunity to consider his future in the program. They also provide the student with a basic frame of reference for the remainder of his professional preparation.

In the second semester of the first year, the police science courses will become more specific in their orientation to the preparation of a police officer. However, the general education courses will sustain their general orientation in this semester as they will throughout the entire two year program.

Table XXXVII indicates the police science and general education courses for the second semester of the first year. The following descriptions provide a further delineation of the subject matter of the courses for this semester.

Police science course descriptions for the second semester of the first year:

1. Juvenile Procedures. The statutes and court procedures governing juveniles as well as the organization, function and jurisdiction of juvenile agencies will be covered in this course. Also, the processing and detention of juveniles and

TABLE XXXVII
PROPOSED POLICE SCIENCE AND GENERAL EDUCATION
COURSES FOR THE SECOND SEMESTER
OF THE FIRST YEAR

Course title	Number of semester credits
Juvenile procedures	3
Traffic control	3
Criminal investigation	3
English	3
Psychology	3
Physical education	no credit
Total credits	15

juvenile case disposition will be discussed.

2. Traffic Control. The State Vehicle Code will be considered along with traffic law enforcement, regulation and control. Fundamentals of traffic accident investigation as well as those special problems related to traffic control will also be given consideration.

3. Criminal Investigation. Fundamental principles of investigation; crime scene search and recording; collection and preservation of physical evidence; scientific aids; sources of information; follow-up and case preparation; and, methodology in the police laboratories will be discussed in this course.

General education course descriptions for the second semester of the first year:

1. English. This second semester course will continue to emphasize the skill development of the first semester English course. Additionally, critical reading and effective writing will be emphasized and students will be required to prepare various types of expository themes and a full length research paper.

2. Psychology. An introduction to the field of psychology wherein the student becomes better acquainted with human behavior. Topics covered will include: history of psychological

development, scientific methods in psychology, the interaction of heredity and environment, intelligence, motivation, learning and personality adjustment.

3. Physical Education. An activities course consisting of physical conditioning and pretesting and retesting for basic motorability skills such as running, jumping, throwing, etc. Also activities designed to assist the student in developing an on-going physical fitness program.

In responding to the survey the chiefs of South Dakota suggested that the police science courses treat problem areas that are considered basic to law enforcement practices. Thus, the three police science courses in this semester, i.e., juvenile procedures, traffic control and criminal investigation were included at this stage of the proposed program because they very specifically relate to the fundamental role of the police officer. English appears in the second semester of the first year as a complementary course to the English course offered in the first semester. Psychology was included in this semester so that the discussion of the juvenile and subsequent course content related to human behavior might appear more relevant to the student. Providing for a continuous program of physical development sustains the rationale of the physical education course in this semester.

Having suggested the reasons for, and descriptions of, courses

for the first and second semester of the first year of the two year proposed curriculum, the following section will provide comparable information for the second year of the program.

III. SECOND YEAR OF THE PROPOSED CURRICULUM

This section will consist of two divisions related respectively to the first and second semester course offerings for the second year of the two year program.

Two of the recommended police science courses for the first semester of the second year concern themselves with topics associated to the law enforcement officer's immediate relationship to the citizenry. These two courses are defense tactics and police interrogation. Police report writing an exacting and necessary part of any policeman's responsibilities, is the third recommended course. Table XXXVIII lists both the police science and general education courses and the semester credits for each of the courses in this semester.

In terms of orienting the police officer to the basic foundation of the society in which he will practice his profession, two general education courses providing such an orientation are recommended. History and political science should provide future officers with a better grasp of the characteristics of the past and present institutions of our society. Physical education in this semester will provide

TABLE XXXVIII
PROPOSED POLICE SCIENCE AND GENERAL EDUCATION
COURSES FOR THE FIRST SEMESTER
OF THE SECOND YEAR

Course title	Number of semester credits
Defense tactics	3
Police interrogation	3
Police report writing	3
History	3
Political science	3
Physical education	no credit
Total credits	15

activities for the development of skills related to the implementation of defense tactics.

For the first semester of the second year the police science course descriptions are as follows:

1. Defense Tactics. Protection against persons armed with dangerous and deadly weapons; demonstration and drill in a number of holds and come-alongs; restraint of prisoners; fundamental use of the baton; and, the use of proper types of weapons will be included in the content of the course. Basic fire arms use and proficiency tests will be administered during this course.
2. Police Interrogation. Content of this course will include techniques of interrogation, the detection of deception as studied from a historical, physiological and psychological point of view. Also, the laws pertaining to confessions and admissions will be given thorough consideration.
3. Police Report Writing. The collection and analysis of information; determination of report content; the application of writing skills to report writing with an emphasis on strict factual documentation, brevity and clarity, will be considered in terms of basic police reporting.

Course description for the general education courses in the first semester of the second year follow:

1. History. This course will survey the significant phases of United States History and the basic issues confronting the country from the 1900's to the present. Particular attention will be given to the political, economic and social aspects of major events of the 20th century.

2. Political Science. The historical, social and legal basis of state and local government in the United States as well as an examination of the administrative methods and machinery of state and local government systems will be considered in this course. Special emphasis will be given to the study of state and local government operations in the State of South Dakota.

3. Physical Education. Physical education during this semester will consist of an activities course related to stunts, tumbling, apparatus activities and combatives (i.e., boxing and wrestling).

During the first semester of the second year the police science courses are designed to provide the future officer with some specific skills related to his professional expertise. The relevance of the general education courses is noted in that they prepare the officer in

the areas of social and political understanding. The physical education course will prepare the officer in the area of specific physical developmental skills.

Because of the need for some practical experience before employment, the second semester will include a police internship. Ninety-six of the 101 chiefs surveyed in South Dakota expressed an interest in having an internship in a two year police science program. The internship will be described in detail below. Since the internship will require a major percentage of the students time during this semester, only one other police science course is recommended. That course would be a police community relations course.

Although the student would be engaged in an internship during this semester, general education courses, history and sociology, will be offered. Table XXXIX indicates the course titles and number of semester credits for each course, police science and general education.

Description of police science courses for the second semester of the second year are as follows:

1. Police Community Relations. This course will explore the role and function of the police in inter-group relations, human relations and minority group relations. Emphasis will be placed on the responsibilities of police in their dealings with public and private agencies and the individual citizen.

TABLE XXXIX
PROPOSED POLICE SCIENCE AND GENERAL EDUCATION
COURSES FOR THE SECOND SEMESTER
OF THE SECOND YEAR

Course title	Number of semester credits
Community relations	3
Police internship	6
History	3
Sociology	3
Total credits	15

2. Police Internship. The Internship will consist of on-the-job experience with selected cooperating departments. The intern will be responsible to the chief department administrator for his activities. This practical experience should include: (1) familiarization with basic operation of department; (2) actual experience of law enforcement implementation under the aegis of a department member; and, (3) involvement in activities related to law enforcement activities (i.e. report writing, accident investigation, traffic control, etc.).

General education course description for the second semester of the second year:

1. History. The history of the growth of South Dakota including recent political, economic and social developments will be the subject matter for this course.

2. Sociology. An introduction to the systematic study of human relations and social structures which emphasizes the interaction between personality, culture and society. Special consideration will be given to an understanding of group behavior, personality formation, social organization and social change.

Of necessity the program of studies during the second semester of the second year will have to be scheduled somewhat differently than the other semesters due to the inclusion of the internship. This final

semester not only affords the student the advantage of some practical experience but also gives the student an opportunity to familiarize himself with the State of South Dakota in greater depth through the recommended history course for this semester. The community relations and sociology course should produce a significant impact on students during this semester due to their internship experience.

This chapter has presented the proposed two year curriculum for future law enforcement officers in the State of South Dakota. Necessarily several other recommendations relative to admission requirements, training of present officers, the mandatory nature of the program and several other matters must be considered. Chapter V will provide a summary of the dissertation and several recommendations related to the proposal for a two year police science curriculum in South Dakota.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

I. SUMMARY

Statement of the problem. The major purpose of this study was to develop and recommend a framework and general guide for a two year police science program for the State of South Dakota. Opinions concerning the present and future status of police education were also attained through a survey of 101 chiefs of police in South Dakota.

Definition of terms. Specific definitions were assigned to certain of the terms employed throughout the study. The terms requiring specificity of definition and their definitions are included below. "Curriculum" referred in all instances to a body of prescribed educational experiences under school regulation and supervision designed to provide an individual with the optimum in experience and knowledge to qualify him for a specific trade or profession. Two years of academic work beyond high school commencement in which specific preparations along vocational guidelines are administered, referred to the term "terminal education". "General education" included those liberal arts subjects within the police science program

such as mathematics, history, and English. "Police science" pertained to the totality of a program which encompasses all learning experiences provided by the institution for the purpose of preparing students for the police profession. That preparation preceding and specifically related to the practice of a given profession is "professional preparation". Professional courses or subjects in police science would include such courses as investigation techniques, police public relations, criminal law, law enforcement and law enforcement administration.

Delimitations. The study was limited to the development of a two year police science curriculum for the State of South Dakota.

Also considered was the survey of 141 police chiefs from the first and second class cities of the State of South Dakota. These cities were considered on the basis of having a population of over 500.

Procedures of the study. For the purpose of understanding the problem confronting law enforcement agencies and officers, a review of literature was pursued in the following areas: (1) the history of police education and selection; (2) the special problems confronting law enforcement agencies and their personnel; and (3) the present status of police education in South Dakota.

Further to determine the opinions of law enforcement officers in South Dakota, a questionnaire was submitted to 141 chiefs in the State. The questionnaire was designed to assist in determining the present status of police education in South Dakota and the chiefs opinions regarding a proposed two year police science curriculum.

Personal interviews were also conducted with a selected group of twelve chiefs in order to afford them the opportunity to express whatever further comments they might have had on police education and the proposed program.

Summary. Only the more significant findings from the review of literature and the survey questionnaire are included in this section. Those findings are summarized as follows:

1. There is considerable evidence to indicate that there is a lack of uniformity among the fifty states in the requisites for police training.
2. The necessity for professionally preparing future police officers cannot be avoided if contemporary law enforcement needs are to be adequately met.
3. Smaller law enforcement agencies, usually in municipalities of small population, cannot afford in-service or released time for continued professional growth of officers.

4. Selection procedures for employment have become more sophisticated but still require standardization for more uniform practices.

5. Many police specialists believe that some education beyond high school would provide potential officers with a mature attitude and preparation for their future responsibilities as policemen.

6. Community relations on the part of police agencies and their personnel should become a more integral aspect of present police operations.

7. Police preparatory programs should include some course work which relates to contemporary social problems. In particular the problems associated with the juvenile should be given special consideration.

8. Sixty departments out of the 101 responding to the questionnaire indicated that they had no minimum education requirement for employment.

9. Forty-one departments out of 101 responding to the questionnaire revealed that there was no specific training required once an officer had been hired.

10. Seventy-five chiefs of the 101 respondents said that they believed police science courses were more

important in the professional preparation of officers than general education courses.

11. When asked if further training would benefit their present personnel, ninety-eight chiefs responded in the affirmative.

12. With reference to the type of courses chiefs would prefer to add to their present training programs, seventy-seven suggested they preferred police science courses.

13. In the opinion of ninety-six chiefs, preemployment professional training would better prepare officers for their on-the-job responsibilities.

14. Eighty-six chiefs indicated they believed a two year police training program would better prepare officers for their future police roles.

15. Two thirds, or sixty-four chiefs, preferred making a two year police science program mandatory for employment in South Dakota.

16. Preference was stated for an equal balance between police science and general education courses in a two year program by fifty-seven chiefs of the 101 responding.

17. Ninety-six chiefs indicated they would desire an internship as part of any two year program of police training.

II. RECOMMENDATIONS

The ensuing recommendations are submitted as they relate to the implementation of the proposed two year police science curriculum for the State of South Dakota. Several of the recommendations will also impinge on the status of present law enforcement personnel in South Dakota.

1. The Department of Criminal Investigation, presently responsible for State-wide training of police, should consider a reevaluation of their role in light of the proposal for a two year police science program to avoid potential duplication of effort.

2. Since the University of South Dakota has the advantage of the Law School, the expertise of a distinguished graduate faculty and an intensive interest in law enforcement, it would appear practical to implement the proposed curriculum at the University.

3. Because of the financial, facility and personnel ramifications of such a program, the legislature of the

State of South Dakota should be requested to enact appropriate legislation for the purpose of initiating the proposed curriculum as soon as possible.

4. Initially admission requirements should remain flexible. However, at a minimum every applicant should have a high school degree or its equivalency, be of sound mind and body and demonstrate the potential to sustain his achievement at a level comparable to that of at least the average student.

5. Recruitment of applicants should be state-wide and open to all males who express an interest and willingness to participate in such a program.

6. The public should be informed of the rationale for the scope of and the requirements for admission to the proposed program through a sustained public information campaign conducted by the Department of Criminal Investigation, the University of South Dakota and local police agencies.

7. The most competent and experienced instructors available, throughout the nation and state should be recruited for the purpose of staffing the faculty. Also, interested and competent personnel should be recommended for further education to continually improve the caliber of

CONTINUED

3 OF 4

the faculty.

8. Because of the semester schedule arrangement at the University of South Dakota, the inclusion of an internship in the final semester poses somewhat of a problem. However, if the internship were carried on for a period of six to eight weeks, full time, the other recommended courses for the final semester could be offered prior to or subsequent to the intern experience. Obviously this would require a more intensive class schedule for the student during this semester, but the student in his final semester should be able to cope satisfactorily with this situation.

9. Consideration should be given to the establishment of an interim period between the first and second semester of each year of the two year program. Such an interim would alleviate the scheduling problems associated with the internship and afford the student two separate opportunities for practical experience.

10. Initially, the proposed program would offer students a general preparation for the law enforcement profession. Within a reasonable time such preparation should become mandatory for all South Dakota police officers. Therefore, the various law enforcement agencies in South Dakota,

State, county and municipal, should give thoughtful consideration to establishing uniform standards for employment in terms of professional preparation.

11. Since the present training programs in South Dakota at all levels of law enforcement are not complete in their basic preparation of officers, present personnel should be granted leaves of absence, with pay, to participate in as much of the two year program as possible.

12. More extensive in-service and professional growth programs should be given serious consideration by the law enforcement agencies of South Dakota to not only improve the caliber of expertise demonstrated by present personnel but to also supplement the preparation that future officers would receive in the proposed two year curriculum.

13. The University of South Dakota, the State Legislature, the Department of Criminal Investigation and local law enforcement agencies should employ every resource at their command to secure from the Federal Government whatever funds are available to assist in further planning and implementing the proposed curriculum.

Chapter V has provided for the summary of the significant findings of this study and those recommendations pertinent to the

future planning and implementation of the proposed two year police science program.

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APPENDIXES

APPENDIX A

June 28, 1968

Dear Sir:

In cooperation with the authorities at the University of South Dakota, the Division of Criminal Investigation and the South Dakota Sheriffs and Peace Officers Association, we are exploring the possibility of instituting a two year program of police training for the State of South Dakota.

We are asking that you complete the enclosed questionnaire concerning certain aspects of your training program. Also included in the questionnaire are some opinion type questions asking for your ideas on several aspects of a future two year training program for South Dakota. Please return the questionnaire in the enclosed self addressed envelope.

You will note that there are only twenty-two questions on the questionnaire. The unusual numbering system appears only because the tabulation of the data from all the questionnaires will be done on the computer.

Please remember to include yourself in answering any questions regarding department personnel. Thank you for your cooperation.

Very truly yours,

Pete G. Karabatsos
Associate Professor

Michael J. McTeague

APPENDIX B

QUESTIONNAIRE
POLICE CHIEFS ---- STATE OF SOUTH DAKOTA
JUNE, 1968

Please answer all questions by placing an "x" in the appropriate space for your answer. If more than one answer is required, again place an "x" in the appropriate spaces for each answer.

Include all police officers, and yourself, in questions related to department personnel. Include police officers only, do not include secretarial help, maintenance staff or other auxiliary personnel for these questions.

Please answer all the questions since the data from the questionnaire will be analyzed by a computer. Each questionnaire is numbered for purposes of follow-up study. All data will be reported in general terms and neither persons nor places will be reported in any specific terms. You need not sign the questionnaire.

I ask your cooperation in returning the questionnaire at your earliest convenience.

1. Please mark the appropriate population range of your city.

(1) ___ 500-1,499 (2) ___ 1,500-2,499 (3) ___ 2,500-3,499
(4) ___ 3,500-4,999 (5) ___ above 5,000.

2. Including yourself, how many full time police officers are employed by your department?

(1) ___ 1-5 (2) ___ 6-10 (3) ___ 11-15 (4) ___ 16-20
(5) ___ above 20 (list number ___)

3. How many part time police officers are employed by your department?

(1) ___ None (2) ___ 1-3 (3) ___ 4-6 (4) ___ 7-9
(5) ___ above 9 (list number ___)

4. Please mark the appropriate average salary range of the full time police officers in your department.

(1) ___ \$3,000-\$3,999 (2) ___ \$4,000-\$4,999 (3) ___ \$5,000-\$5,999 (4) ___ \$6,000-\$6,999 (5) ___ above \$7,000 (list average)

5. Please mark the appropriate average salary range of the part time police officers in your department.
- (1) None (2) \$1,000-\$1,999 (3) \$2,000-\$2,999
 (4) \$3,000-\$3,999 (5) above \$4,000 (list average)
6. Please mark the appropriate blank indicating the minimum education requirement for employment as a police officer in your department. Mark NONE if you do not have such a requirement. Mark one answer only.
- (1) None
 (2) Completion of eighth grade
 (3) Completion of high school
 (4) Completion of two years of college
 (5) Completion of four years of college
 (6) Completion of more than four years of college
7. Do you require any specific professional training of applicants for your department before they are eligible for employment?
- (1) Yes (2) No
8. What type of required training do your officers receive once they have been hired by your department? Mark one answer only.
- (1) No specific training required
 (2) Trained by department members
 (3) Trained by chiefs of department
 (4) Trained in State Law Enforcement program
 (5) Trained in F.B.I. school
 (6) Other _____

Some of the following questions deal with police science courses and general education courses. For our purposes please apply the following definitions:

Police Science: those courses specifically related to police training, such as: Criminal Investigation, Juvenile Procedures, Criminal Evidence, etc.

General Education: those courses usually referred to as the "liberal arts," such as: English, Political Science, History, Psychology, etc.

9-23. Please mark the police science courses included in the professional training of your officers.

- (1) _____ Administration of Justice
- (2) _____ Community Relations
- (3) _____ Criminal Evidence
- (4) _____ Criminal Investigation
- (5) _____ Criminal Law
- (6) _____ Defense Tactics
- (7) _____ First Aid
- (8) _____ Juvenile Procedures
- (9) _____ Police Administration
- (10) _____ Police Interrogation
- (11) _____ Police Patrol
- (12) _____ Police Report Writing
- (13) _____ Police Supervision
- (14) _____ Traffic Control
- (15) _____ None of these courses

24-33. Please mark the general education courses included in the professional training of your officers.

- | | |
|-----------------------------|--------------------------------------|
| (1) _____ English | (6) _____ Psychology |
| (2) _____ History | (7) _____ Science |
| (3) _____ Foreign Language | (8) _____ Sociology |
| (4) _____ Mathematics | (9) _____ Business
(typing, etc.) |
| (5) _____ Political Science | (10) _____ None of these
courses |

34. Which do you believe is more important in the present training of your officers, police science or general education? Please mark one.

- (1) _____ Police Science (2) _____ General Education

35. Do you believe your present training program adequately prepares your officers or do you think they could benefit from further training?

- (1) _____ Adequately prepared by present training program.
 (2) _____ Could benefit from further training.

36. If you could add some courses to your police training program, would you add police science courses or general education courses? Please mark one.

- (1) _____ police science courses (2) _____ general education courses

37. Do you believe your officers would be better prepared for their profession if they were trained professionally before being employed by your department?

- (1) _____ Yes (2) _____ No

38. Do you think a two year police training program would better prepare officers than present programs do?

- (1) _____ Yes (2) _____ No

39. Would you like to have a two year police training program made mandatory for all police officers in South Dakota?

- (1) _____ Yes (2) _____ No

Please answer the following questions with the idea in mind that a two year police training program is being planned for South Dakota.

40. Would you like to have the emphasis (over 60 per cent) in a two year program on police science or general education? Or, would you like to have an equal balance (50-50) between police science and general education? Mark one answer only.

- (1) _____ Emphasis on police science
 (2) _____ Emphasis on general education
 (3) _____ Equal balance between police science and general education.

41. Would you like to have an Intern program included in a two year program? That is, have students get some on-the-job experience while they are still in school.

(1) _____ Yes (2) _____ No

The following four questions are designed to afford you the opportunity of selecting the courses for a two year police training program. Each question will have two parts. You are to select three police science and three general education courses for each semester. Some police science courses will appear in more than one list, please select such courses for only one semester. Some general education courses will appear in more than one list, you may select them as often as you wish.

- 42-47. Please select three police science and three general education courses from the lists below for the first semester of the first year.

Police Science

- (1) ___ Introduction to Law
 (2) ___ Criminal Law I
 (3) ___ Criminal Investigation
 (4) ___ Traffic Control
 (5) ___ Criminal Evidence
 (6) ___ Police Patrol
 (7) ___ Police Administration
 (8) ___ First Aid

General Education

- (1) ___ English
 (2) ___ History
 (3) ___ Sociology
 (4) ___ Psychology
 (5) ___ Political Science
 (6) ___ Physical Education
 (7) ___ Speech
 (8) ___ Mathematics

- 48-53. Please select three police science and three general education courses from the lists below for the second semester of the first year. Do not select any of the police science courses you selected in the previous question. You may select the same general education courses if you wish.

Police Science

- (1) ___ Criminal Law
 (2) ___ Criminal Investigation
 (3) ___ Criminal Evidence
 (4) ___ Juvenile Procedures
 (5) ___ Police Patrol
 (6) ___ Police Administration
 (7) ___ Administration of Justice
 (8) ___ Traffic Control

General Education

- (1) ___ English
 (2) ___ History
 (3) ___ Mathematics
 (4) ___ Physical Education
 (5) ___ Political Science
 (6) ___ Psychology
 (7) ___ Sociology
 (8) ___ Speech

54-59. Please select three police science and three general education courses from the lists below for the first semester of the second year. Do not select any of the police science courses you selected in the previous two questions. You may select the same general education courses if you wish.

- | <u>Police Science</u> | <u>General Education</u> |
|-------------------------------|----------------------------|
| (1) ___ Juvenile Procedures | (1) ___ English |
| (2) ___ Police Patrol | (2) ___ History |
| (3) ___ Traffic Control | (3) ___ Physical Education |
| (4) ___ Police Administration | (4) ___ Psychology |
| (5) ___ Defense Tactics | (5) ___ Political Science |
| (6) ___ Police Report Writing | (6) ___ Science |
| (7) ___ Police Interrogation | (7) ___ Sociology |
| (8) ___ Police Supervision | (8) ___ Typing |

60-65. Please select three police science and three general education courses from the lists below for the second semester of the second year. Do not select any of the police science courses you selected in the previous three questions. You may select the same general education courses if you wish.

- | <u>Police Science</u> | <u>General Education</u> |
|-------------------------------|----------------------------|
| (1) ___ Defense Tactics | (1) ___ English |
| (2) ___ Police Report Writing | (2) ___ History |
| (3) ___ Police Interrogation | (3) ___ Physical Education |
| (4) ___ Police Supervision | (4) ___ Political Science |
| (5) ___ Forensic Science | (5) ___ Psychology |
| (6) ___ Police Internship | (6) ___ Science |
| (7) ___ First Aid | (7) ___ Sociology |
| (8) ___ Community Relations | (8) ___ Accounting |

Thank you for your cooperation,

Michael J. McTeague

APPENDIX C

August 1, 1968

Dear Sir:

We need your assistance very much!

We are in the final stages of collecting the questionnaires related to police training in South Dakota. If we could receive a questionnaire from you it would mean that we could include your assessment of police training in our survey.

Please take several minutes to fill out the enclosed questionnaire. We wish to thank you for your assistance in completing this study. If you have already mailed your questionnaire, please disregard this request.

Very truly yours,

Pete G. Karabatsos
Associate Professor

Michael J. McTeague

END