



Carolen Bailey papers

Copyright Notice:

This material may be protected by copyright law (U.S. Code, Title 17). Researchers are liable for any infringement. For more information, visit

www.mnhs.org/copyright.



Partially Scanned Material

This page/item has not been digitized due to copyright considerations. The original can be viewed at the Minnesota Historical Society's Gale Family Library in Saint Paul, Minnesota. For more information, visit www.mnhs.org/library/.

“... the present promotional systems used by police departments ... are inadequate to allow blacks to rise to a level in their department's rank structure that will be representative of their percentage in the department's work force.”

The first part of this article discussed existing barriers that hinder efforts to increase the number of blacks in executive positions. The conclusion deals with available methods that could assist in rectifying this problem.

ALTERNATIVE METHODS

Present System

The major premise of this paper is that the present promotional systems used by police departments, which include a performance evaluation, a written test, and an oral interview, are inadequate to allow blacks to rise to a level in their department's rank structure that will be representative of their percentage in the department's work force. Many factors account for this dilemma. A review of the literature has indicated that blacks receive average performance rating scores regardless of their level of performance. This, coupled with low test scores of blacks and low seniority, gives one an understanding of why blacks have a low representation in higher ranks.

Planning Alternatives

In developing alternatives, there must be a well-planned and executed affirmative action program based upon present case law and problem identification. Alfred W. Blumrosen in his article, "Equal Employment Opportunities in the Eighties: The Bottom Line," stated that "just as the seventies were dominated by the *Griggs* decision, the eighties will be dominated by radiations from the decision in the *United Steelworkers of America v. Weber*,"³¹ which was handed down in 1979. That decision protects employers' programs that are geared toward increasing the proportion of minorities in skilled jobs through race-specific actions. Just as *Griggs* adopted a principle known as "adverse impact" to identify discriminatory practices, the *Weber* case supports another principle, the "bottom line," which is geared toward improving the employment position of minorities and women. This principle will permit a direct attack on social indicators of job discrimination, i.e., the higher em-

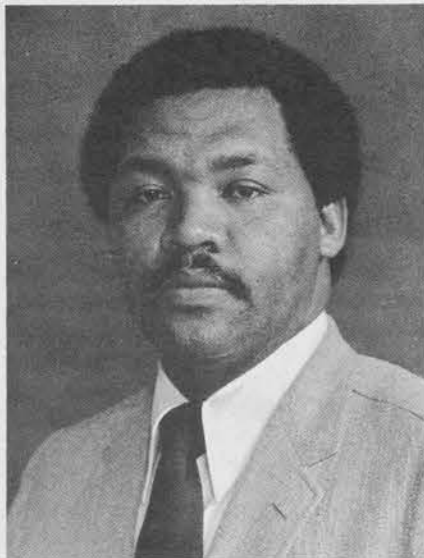
ployment rate, the lower occupational status, and the lower income levels of minorities and women.³² The premise behind the bottom line principle is that Congress intended to increase employment opportunities for minorities and women, thereby improving their economic and social status. The bottom line principle protects employers who improve employment opportunities from direct discrimination claims by minorities and reverse discrimination claims by white males.³³ This protection may take the form of: (1) A complete defense against discrimination claims; (2) a decision by administrative agencies not to proceed against such an employer; (3) a factor favorable to an employer, which is to be taken into account in a discrimination suit brought against the employer by a minority group member or female; or (4) a basis for denying injunctive relief.³⁴ A recent Supreme Court case, *Connecticut v. Teal*,³⁵ could remove this bottom line protection afforded by *Weber*.

Strategies for Increasing the Number of Black Police Executives

WOMEN

(Conclusion)

By
TROOPER ROBERT MOORE
*Illinois Department of
Law Enforcement
Springfield, Ill.*



Trooper Moore



Joe Ginter
Deputy Director

Optional Selection Systems

Some possible optional selection systems include expanding the rule of 3 to a rule of 10, assessment centers, exempt positions, lateral entry, rank-jumping, and banding of candidates.

The Illinois Department of Law Enforcement expanded its selection rate to a rule of 10 in 1980. This expansion resulted in 12 minorities and women being promoted in the first year of its implementation.³⁶

The assessment center approach has shown favorable results; however, the creation of exempt positions that will allow blacks to be appointed to executive-level positions seems to be the surest way to increase their numbers in higher ranking positions. Proposals for lateral entry have been met with stubborn resistance in most police departments; therefore, the likelihood of this being a successful alternative is not promising at this time.

Rank-jumping allows an officer to compete for a higher rank, normally two steps above his present position. Finally, banding candidates together is another option. This allows for a bottom line cutoff score, and all persons in the band are equally eligible for promotion. Under its pending consent order, for example, New Orleans has agreed to promote blacks and whites on a one-to-one basis using "bands" of candidates who pass the test.³⁷ This process will allow authorities to pick equal numbers of blacks and whites from among those in the band without picking anyone certified as having a lower score.

The military has distinguished between "fully" qualified and "best" qualified. This differentiation lies at the heart of moving blacks more rapidly into higher ranks.³⁸ Eli Ginzberg in his article, "EEO's Next Frontier: Training and Promotion," stated:

"Nobody should be promoted, in my view, who is not judged competent to perform at the level at which he or she is to be assigned. Such a promotion makes no sense for the individual, the individual's group, or the company. However, I think it does make sense to select minority candidates who are fully qualified for preference in promotion. There is no other way to achieve an improved balance in the higher ranks. Moreover, the justification for such a procedure lies not only in reducing past discrimination but also in recognizing that judgments about the 'best' qualified are likely to be more subjective than those about the 'fully' qualified who constitutes a larger group."³⁹

The question of how to increase blacks to positions of authority will long be debated; however, the options that have been discussed should serve as a starting point to enhance the process. The only safe policy for employers to follow in the future is to consider everyone who is hired in any open position to be in the pool of potential promotables.⁴⁰

SELF-DEVELOPING STRATEGIES

Understanding the Organization

Since the passage of the 1972 Equal Employment Act, many blacks have been recruited and hired for positions in police departments, sheriff's departments, and State police agen-



cies through the process of affirmative action. The entry of these officers into these departments has resulted in numerous changes. Many of these changes have resulted in blacks being promoted to firstline supervisory and executive positions. For example, both Washington, D.C., and Atlanta, Ga., police departments showed a 48-percent black representation among their sworn officers. Atlanta's black officer representation at the rank of captain and above represents 59 percent of its hierarchy, as compared to Washington, D.C.'s 33 percent. Detroit's highest civil service police rank, which is lieutenant, shows a 32-percent black representation.⁴¹ These data are not typical of the majority of police departments. It appears that

these particular departments have developed their own strategies for promoting blacks to executive positions. Black officers in other departments continue to face the same problems in their quest for upward mobility as they did in the hiring process. At the heart of the struggle for upward mobility in police departments is "power." The controlling majority do not want to share with blacks or be subject to the legitimate power that comes with upward mobility.

In developing strategies, blacks must understand what barriers they will face in their quest for upward mobility. If they are to succeed, they must understand the nature of organizations. The first obstacle that they should expect to face is resistance to

change and the political nature of the organization. In other words, the political power game is very real in today's organizations.⁴² Robert Miles stated that "conditions that threaten the status of the powerful or encourage the efforts of those wishing to increase their power will stimulate the intensity of organizational politics and increase the proportion of decision-making behaviors that can be classified as political as opposed to rational."⁴³ Affirmative action and the external political process have begun to erode the political power base of the majority in urban police departments. White administrators are mandated to develop policies that will reduce their own power base. This process causes a natural conflict, and blacks should recognize the dilemma of these administrators when developing their strategies.

Resistance to Change

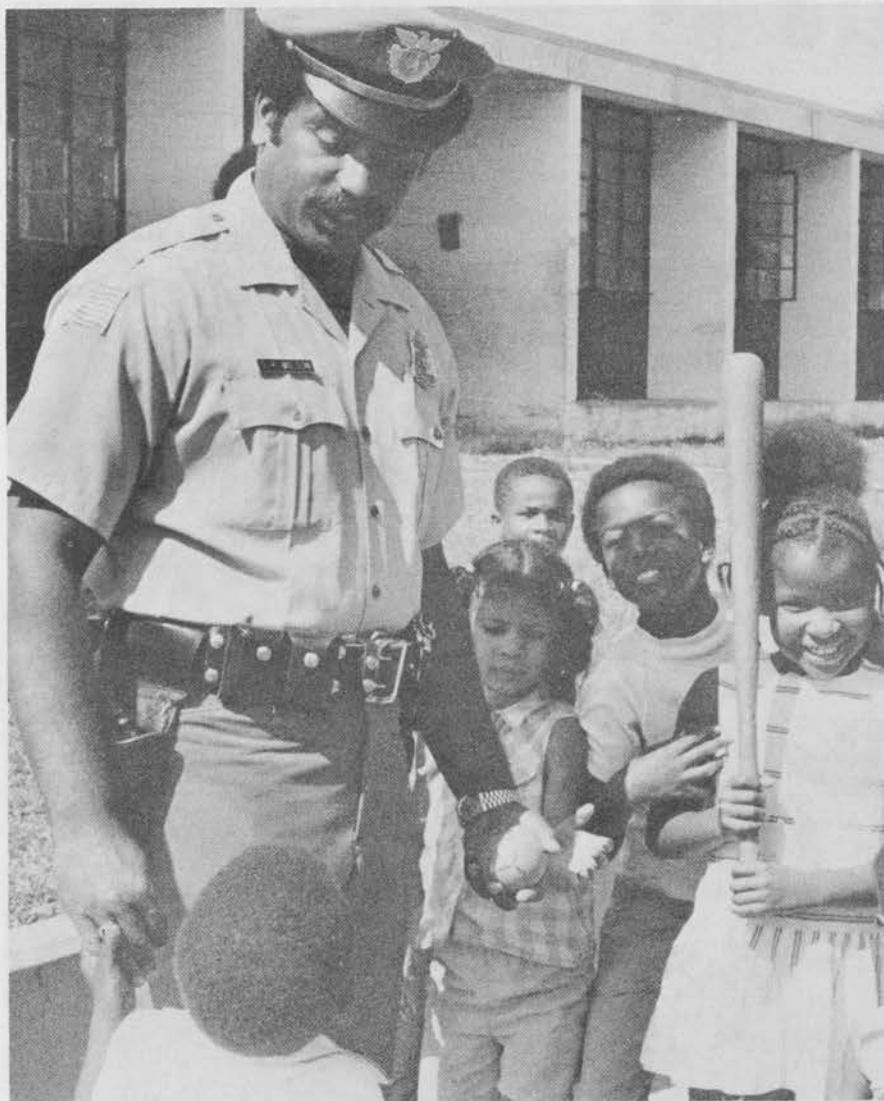
Proposals for change are almost certain to encounter internal and external obstacles for individuals and groups.⁴⁴ Rather than being attributable to personality characteristics, the course of resistance may be rooted in the past experiences of those facing change. It is not unreasonable to assume that a good deal of change in an organization is planned for the organization's benefit at the individual's expense. Secondly, lower-level members of organizations may have had direct experience which has led them to associate change with negative consequences.⁴⁵ Black officers must realize that no other group will look

out for their interests or advocate change for them. Therefore, black officers must form organizations to relay their message for them.

Building Specific Political Strategies

Once black officers understand and accept the theory that contemporary organizations are largely political systems, they can begin to develop specific strategies that can help them acquire the power to operate successfully as executives. One of the most comprehensive lists of strategies for modern managers came from Dubrin.⁴⁶ A look at several of these strategies may provide important insight into power and politics in modern organizations.⁴⁷

- 1) *Maintain alliance with powerful people.* This is critical to the acquisition of power in an organization. An obvious coalition would be with members of other important departments or with members of upper-level departments.
- 2) *Manipulation of classified information.* Observational studies by Henry Mintzberg and others have clearly demonstrated the importance of obtaining and disseminating information.
- 3) *Make a quick showing.* This is a strategy to look good on some project or task right away in order to get the right people's attention.
- 4) *Collect and use IOU's.* This strategy says that the power-seekers do other people favors, but it should be made clear that they owe something in return and are expected to "pay up" when asked.



- 5) *Fabianism.* This is a strategy of going slow and easy—an evolutionary rather than a revolutionary approach to change.
- 6) *Camel's head in the tent.* This strategy is one of going one step at a time instead of trying to push a whole major project or reorganization attempt. One small change can be a foothold that the powerseekers use as a basis to get other, more major things accomplished.

Obviously, the strategies discussed are only representative and not exhaustive of the possible strategies for developing one's career. The black officer must educate himself regarding these and other strategies if he is to reach and survive in the upper level of management.

Promotional Strategies

In the not-too-distant past, the black community showed concern over the lack of black executives in police departments. Police administrators responded by saying they "would promote blacks to these positions, but they can't pass the examination, or they don't pass high enough to be reached on the promotional register. If

they pass the exams, they will be promoted." 48 In an article on policies for increasing the number of black police executives, it was noted that:

"Service in specialized units or special training has a significant effect on an officer's 'suitability for promotion' and his place on the promotional roster. The opportunity for assignment and training for favored staff functions has been systematically denied blacks. Lack of knowledge and experience in these critical functional areas have been an effective bar to promotion. Discriminatory assignment and promotional practices largely account for the demise of black executives in staff and command positions.

"When blacks do penetrate specialized units, they are often denied opportunities to attend seminars, workshops, or advanced study courses, dubious reasons are often cited; for example, budgetary limitations, availability of slots, or the irrelevance of the program to one's present assignment." 49

According to the author of the article, the promotional problems that blacks faced in Washington, D.C., led him to form a promotional study group in 1959 that challenged and overcame departmental barriers to promotion. He further stated that "all nine officers that attended the study session were promoted" and concluded by saying that supervisors may continue to give bad performance ratings, but fortunately, "we can overcome this handicap." 50 However, to do so he stated, "blacks must assume the attitude that you might beat me with the rating system, but I'll beat you with the books." Unfortunately, the author is right, and until we have a more

equitable promotional system, we must accept this reality. However, organizations must realize that qualified blacks should not have to bear the burden of overcoming low performance ratings in order to be promoted.

Using a Mentor

The term "mentor" dates back to Greek mythology—Mentor having been the wise counselor and friend to whom Ulysses entrusted his own son while he was on a 10-year odyssey.⁵¹

Other words, such as "sponsor," "coach," and "senior advisor," have been used to describe this type of relationship. When applied to modern-day organizations, the term conveys the image of a senior executive who can counsel and guide younger individuals as they move ahead in their careers.

The existence of mentor relationships in the private sector has been documented. One recent survey of over 1,200 top officials of the Nation's largest companies, for example, indicated that two-thirds of the executives had informal mentors or sponsors at some point in their careers.⁵² The obvious conclusion from these studies is that if white males need mentors to succeed in organizations, it is also essential for blacks to have mentors if they are to succeed.

The black officer cannot negotiate the barriers alone; however, these suggested strategies, coupled with organizational efforts, can be a beginning for increasing the number of blacks to executive positions in police departments.

ROLE OF HIGHER EDUCATION

Education and Law Enforcement

A major relationship has evolved during the past decade between the police and institutions of higher education. Hundreds of colleges and universities have established programs to educate police officers, and thousands of police officers and individuals aspiring to careers in law enforcement have enrolled in these programs. Few efforts to improve police operations in recent years have received such enthusiastic and widespread support as the general notion that police officers should be educated.⁵³

It is recognized that it makes little sense to train students exclusively for administrative positions that are not available to them until they have served for years at the operating level in a police agency. It is a recognized fact that future police leaders have a greater need for a broad education that acquaints them with critical issues in the profession than they have for courses on how to run a police agency. The biggest shift is an acceptance of the idea that police personnel at the operating level should have a higher education.⁵⁴ Several prominent schools have now established a curriculum to provide police administrators with needed skills to operate efficiently and professionally. Among those offering law enforcement-related courses is the Southern Police Institute, the idea of which originated with a Swedish economist, Gunnar Myrdal. In 1944, Mr. Myrdal, author of *An American Dilemma*, wrote:

"It is my conviction that one of the most potent strategic measures to improve the Southern Interracial

"Once black officers understand and accept the theory that contemporary organizations are largely political systems, they can begin to develop specific strategies that can help them acquire the power to operate successfully as executives."

situation would be the opening of a pioneering modern police college in the south, which would give a thorough social and pedagogical training as well as technical police training."⁵⁵

Mr. Myrdal's conviction was one of prophecy, for "The Southern Police Institute was established at the University of Louisville in 1951 to provide education and training for public police administrators from Southern and bordering states."⁵⁶ The university has graduated more than 2,500 persons from its Administrative Officers Course; Northwestern had graduated more than 2,100 officers as of 1979.⁵⁷

Role Universities Play in Career Development

As a member of the 68th Administrative Officers Course at the University of Louisville, I was 1 of 5 black officers enrolled in a class of 48. This representation is a growing trend of blacks that are attaining executive and managerial positions in departments that use higher education for training.

It is apparent that black managers face additional problems that Caucasian managers do not face, including the social interaction dilemma, credibility due to affirmative action, black cultural values vs. corporate or organizational norms, isolation, overcoming paranoia and defensiveness, and how to incorporate one's black identity into effective management styles.⁵⁸

With the Southern Police Institute being founded on the principle of helping to solve southern interracial problems through training, it would seem appropriate that this school would research the training needs of the black police manager and provide

seminars or other training to help them overcome barriers to upward mobility.

The American Management Association has recognized these needs for black managers in private industry and has developed seminars for these managers.⁵⁹ The success of the program is being evaluated; however, it is my opinion that every black police manager would benefit from such a program.

Summary

With the influx of black police officers into police departments, and with their desire to become a part of the management team, the best possible training must be afforded these officers. The officers, the organization, and educational institutions must recognize that the problems of the black officer, due to past historical practices and the environmental obstacles he will face once he becomes an executive, must be addressed.

The black officers must take it upon themselves to prepare for the role of executive.⁶⁰ Once the barriers are removed by the organizations, they can no longer depend on affirmative action for their upward mobility. They must become politically astute, use mentors, form study groups, and use educational institutions to gain upward mobility.

The educational institutions must play a major role in the process of increasing the number of black police executives. They must use research to measure the discriminatory environment of organizations and develop methods for eliminating its effects. Research must also be conducted for the purpose of determining the type of training black supervisors and executives need to become effective managers. Universities must take the lead

in fighting the obvious backlash that occurs due to blacks being promoted. Finally, these universities must expose their classes to black lecturers and black police executives. The Southern Police Institute was founded for the purpose of education and improving interracial relations. It appears that this concept must be revisited to deal with the internal racial problems in today's modern organizations. **FBI**

Footnotes

⁵¹ Alfred W. Blumrosen, "Equal Opportunities in the Eighties: The Bottom Line," *Employee Relations Journal*, vol. 6, No. 4, Spring 1981, p. 34.

⁵² *Ibid.*

⁵³ *Ibid.*

⁵⁴ *Ibid.*

⁵⁵ 29 FEP Case 1, 1982.

⁵⁶ Robert Moore, *FY-83 Affirmative Action Plan*, Springfield, Ill., FY 83, p. 27.

⁵⁷ *Supra* note 15, p. 38.

⁵⁸ *Supra* note 1.

⁵⁹ *Ibid.*, p. 35.

⁶⁰ *Ibid.*, p. 36.

⁴¹ Peggy E. Tripplett in a letter to the author, September 30, 1982.

⁴² Fred Luthans, *Organizational Behavior* (New York: McGraw-Hill, Inc. 1981), p. 405.

⁴³ *Ibid.*

⁴⁴ Leonard Territo, "Planning and Implementing Organization Change" *Journal of Police Science and Administration*, vol. 8, No. 4, 1980, p. 396.

⁴⁵ *Ibid.*

⁴⁶ *Supra* note 42, p. 404.

⁴⁷ *Ibid.*, p. 407.

⁴⁸ Burtell Jefferson, "Policies for Increasing the Number of Black Police Executives," Illinois Department of Law Enforcement, *National Institute of Law Enforcement and Criminal Justice Publications*, Washington, D.C., October 1977, p. 129.

⁴⁹ *Ibid.*

⁵⁰ *Ibid.*

⁵¹ Rudi Klaus, "Formalized Mentor Relationships for Management and Executive Development Programs in the Federal Government," *Public Administration Review*, July/August 1981, p. 490.

⁵² *Ibid.*

⁵³ Herman Goldstein, *Policing a Free Society* (Boston: Ballinger Publishing Company, 1977), p. 33.

⁵⁴ *Ibid.*, p. 333.

⁵⁵ George D. Eastment and James A. McCain, "Education, Professionalism, and Law Enforcement in Historical Perspective," *Journal of Police Science and Administration*, vol. 9, No. 2, 1981, p. 128.

⁵⁶ *Ibid.*, p. 285.

⁵⁷ *Ibid.*, p. 128.

⁵⁸ Floyd Dickens, Jr., and Jacqueline B. Dickens, *The Black Manager* (New York: Amaco, 1982), p. 3.

⁵⁹ William Regional, "Self-Development Strategies for Black Managers," *American Management Association*, Chicago, Ill., March 22 to 25, 1982.

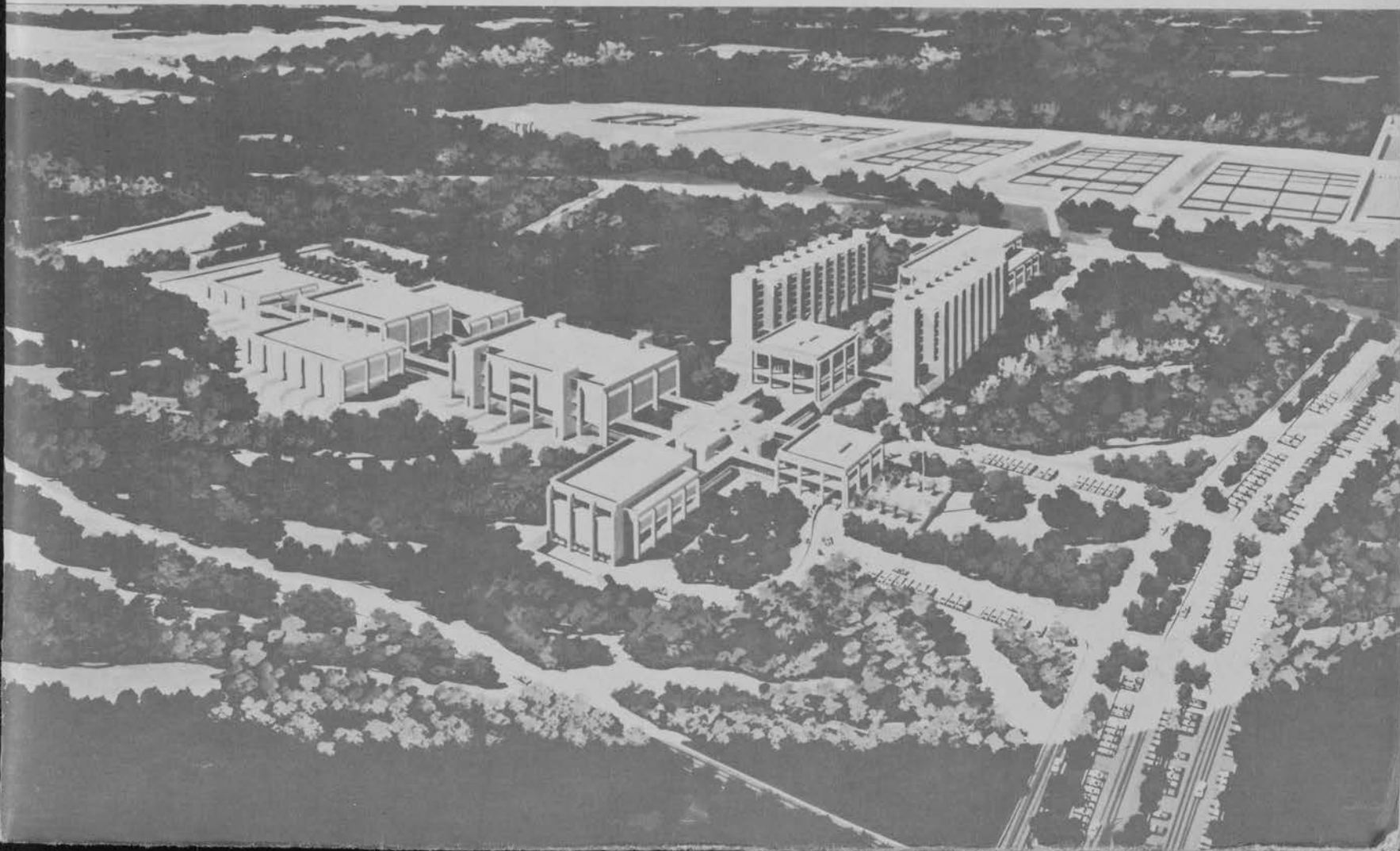
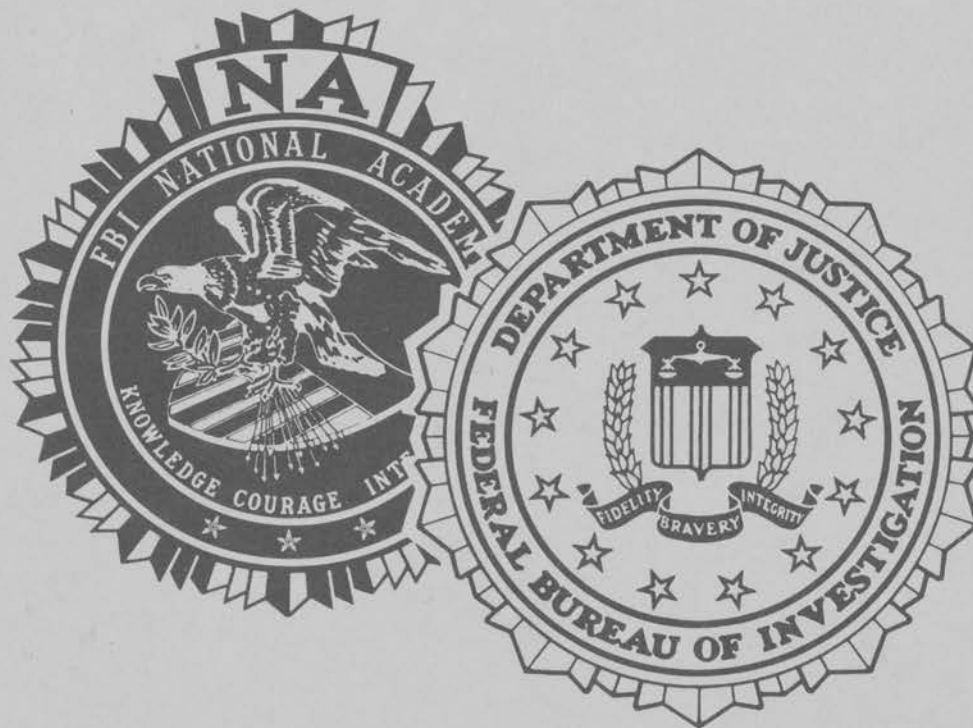
⁶⁰ *Supra* note 58.

FBI ACADEMY

CAROLEN BAILEY
NAME

Women in Policing
COURSE

3/29-4/2/76
DATE



Personnel Department
City of Los Angeles

Police Officer Examination
Test of Physical Agility

Important - Read This

General Information

You will be required to pass a test of physical agility prior to entering the Police Academy. You will be notified later of the time, date, and location of your test. The test will take approximately 2 hours.

What Should I Wear?

Wear gym clothes or work clothes that do not restrict movement of your arms and legs. Tennis shoes will be the most suitable footwear because you will be required to run on grass, gravel, and a track. You will not be tested barefoot. Come dressed for the test; dressing rooms are not available. Do not bring valuables.

What Does the Physical Agility Test Involve?

You will be required to pass the physical agility test which consists of five events designed to measure endurance, strength, and agility. Each event is worth from 0-100 points depending upon your performance. You must earn a minimum of 350 total points (70.0 average per event) in the physical agility test to qualify. The minimum performance required to achieve a score of 70.00 in each event is:

1. Wall Scale - Run a total of 50 yards then scale a smooth wall, six-feet high. (17 seconds)
2. Maintain Grip - Run a total of 50 yards then take an overhand grip on a chinning bar. Maintain grip for one minute. (16 seconds run plus 60 seconds on the bar)
3. Weight Drag - Run 50 feet then drag a dead weight of 140 pounds for 50 feet. (16 seconds)
4. Tremor Test - Run a total of 50 yards then hold a stylus steady for 17 seconds. (17 seconds run plus 100 points on the stylus)
5. Endurance Run - Run as many laps as possible in 12 minutes on a 1/8 mile track (10 laps).

Training:

How can the training programs be modified, if modification is in order, to more adequately prepare female candidates for their job duties?

Group Discussion Responses:

Firstly: Inplace of HOW --?
Possibly should be CAN --?

Training should be Un-Sex.

Training should be conducted in proper facilities accommodating both male and female.

Physical Training - Uni-Sex with modifications on *certain exceptions due to body structure of Male/Female.

- AND -

Modify with Job Related needs in mind which each department establishes as it's needs.

*(give defense instructions to females that are suitable for female body structure)

Firearm Training - Uni-Sex thru out

Training Staff should have a female as a full staff member.

During the training, counseling should be available to recruits.

There should be group discussion set up during training as a type of sensitivity/attitude in regard toward females. (Part of which at some point to include the recruits spouses)

A must in the department:
Administrative Climate

Patrol

Identify major obstacles the patrol commander may encounter upon integrating women into the patrol units.

Advantages:

1. creates a different attitude within the community in their regard for law enforcement "soft touch."
2. women have upgraded the appearance of the uniform and also having women officers around has caused the men to improve their appearance.
3. female officers "tender loving care" with victims and citizens has a better effect.
4. complaints re: treatment of females by male officers has fallen because female officers available.
5. females are better at the report writing and necessary paper work
6. no nurses, waitresses and etc. to search for - creates an incestuous in-house forum.

Disadvantages:

1. complaints from police officers wives
2. small physical stature of female - but also males have the same problem
3. overprotectiveness of female officers by males - can also work vice versa
4. more intensive training may be needed by females - cost?
5. might be hesitant to move on an in/view violation in one-man car
6. pregnancy - loss of service - cannot fill position in her absence

Recommendations:

1. better training - especially more physical training for females and small males
2. better screening of all applicants
3. better evaluation processes and documentation
4. wives attitudes can be overcome by department training
5. each department should consider their own needs in regard to the qualifications of applicants

In the discussions it appeared numerous times that the advantages and disadvantages encountered were with individuals rather than male and female officers per se.

GROUP DISCUSSION

SUBJECT: TRAINING

GROUP

CORBIN
COSTANTINO
HOLSCLAW
SCHWARZ
SEGEAR
SHAW
WEIRMAN

I. AGILITY TESTS (PRE-ENTRY):

Those departments represented on the panel using Agility Tests favor only slight modification for female applicants (EXAMPLE: pull ups for women v chin ups for men; requiring only a change of the hand position on the bar). Agreement that any Agility Test used should be a valid measure of those areas which are actually sub-related.

II. GENERAL:

It was agreed that the purpose of police training is to prepare officers to do the job. Therefore, consensus reached on the following:

- A. There should be no difference in academic training for females and no major differences in physical education programs for females.
- B. To an extent women (and those males who need it) should be given the opportunity of prior aid in physical training area, or have the opportunity for additional physical training beyond that required.
- C. Both males and females having problems qualifying with firearms should have the opportunity (to an extent) to participate in additional preparation to qualify.
- D. Training should be extended beyond the formal Academy program by placing the Academy graduate with a specially trained/qualified Field Training Officer.

FBI ACADEMY STUDENT
HANDBOOK

11/10/75

FBI Academy Student Handbook
Table of Contents

I.	Registration-----	1
II.	Dormitories-----	1
	Maid Service & Linens-----	2
	Rules-----	2
	Maintenance-----	2
	Visitors-----	2
III.	Food Service-----	3
	Cafeteria-----	3
	Snack Bar-----	3
	Vending Machines-----	4
IV.	Clothing-----	4
	Firearms Range-----	4
	Classroom & Evening Dress-----	4
	Gym-----	5
V.	Use of FBI Property-----	5
	Typewriters & Textbooks-----	5
	Firearms-----	5
VI.	Health Service-----	6
VII.	Academic Matters-----	6
	National Academy-----	6
	Class Attendance - Academic Integrity-----	6
	Assignments, Examinations & Grades-----	7
	Learning Resource Center-----	7
VIII.	Special Regulations-----	8
	Security-----	8
	Fire Precautions-----	8
	Personal Firearms-----	8
	Alcohol-----	8
	Gambling-----	9
	Automobiles-----	9
	Visitors-----	9
	Guard Force-----	9
	Relationship with U. S. Marine Corps-----	9

IX.	Special Facilities-----	9
	Laundry & Dry Cleaning-----	10
	Bank-----	10
	PX-----	10
	Barbershop-----	10
	Post Office-----	11
	Newspapers-----	11
	Religious Services-----	11
X.	Recreation-----	11
	Gym & Pool-----	11
	Movies-----	12
	Other Activities-----	12
XI.	Map of Academy	

FBI Academy Student Handbook

The following handbook is intended to provide each student with a basic understanding of the rules and regulations of the FBI Academy as well as to acquaint him with the facilities available. To insure a pleasant and rewarding stay at the Academy each student should be familiar with its contents.

I. Registration

Upon arriving at the FBI Academy, each student must register. The National Academy will report to the Administration Building. Students attending short specialized classes will be escorted to the Gun Vault in the Dining Hall Building. At this time, room assignments will be made and each student will be issued an identification badge.

For purposes of identification and security, identification badges are to be worn at all times. Academy Staff and security guards will stop and question anyone not displaying an identification badge.

These badges are also necessary to obtain meals in the cafeteria, to charge out books from the Learning Resource Center, and to participate in various recreational activities.

A lost identification badge must be reported to your counselor immediately. Badges are collected at the time of departure.

Before a student leaves the Academy complex, he must sign out on the special registers maintained at the reception desk in the Administration Building. Upon returning, he must sign in on the same register.

II. Dormitories

All students attending the FBI Academy must live in the dormitories.

Since daily maid service is not possible, the cleanliness of the dormitory rooms is the responsibility of the students. Cleaning supplies and soap are supplied on each floor. Clean linens and towels are available for exchange on a daily basis. All soiled linen and towels must be returned to the linen room on the day of departure.

To help insure cleanliness, food and beverage are not permitted in the dormitory rooms. This will also help in controlling any rodent or other pest problems.

Students are also responsible for keeping the TV lounges, located on the first floor of each dormitory, as clean as possible. Candy wrappers and other refuse are to be placed in the trash cans and not in the ash trays. Beverages are not permitted in the dormitory lounges or in the classrooms.

Electrical appliances such as coffeepots and hot plates are not permitted in the dormitory rooms. Photographs or posters may not be placed on the dormitory walls.

Windows are not to be opened by anyone other than authorized maintenance personnel. Please turn off all lights when the room is not in use.

Students should not attempt to "fix" anything in the dormitories, especially anything electrical. Students should notify their counselor if repairs are necessary. Should a maintenance problem occur at night, an operating engineer supervisor is on duty and can be reached at extension 2231.

Visitors, male or female, must remain in the lounge area of the dormitories. Under no circumstances are visitors permitted above the lounge floor.

On departing from the Academy, students are expected to clean their rooms and empty the trash. The room key must be turned in at the laundry room.

I. Food Service
Cafeteria

The Academy cafeteria makes every effort to provide nutritional, balanced, and appetizing meals. Any comments concerning the quality of the food or service should be directed to the Administration and Operations Office, Administration Building.

Second helpings are available at all meals, but to insure an equal selection for everyone, students are asked to take only one selection at a time. For seconds, students may return to the serving line and go through again.

Identification badges are necessary to obtain meals. If you do not have your badge you will be required to pay cash.

Please do not ask the cashier to make change, as this only delays service for those behind you. A bank is available for change and cashing checks.

Students must bus their own trays. Carts for this purpose are located in the dining room. If others are waiting to be seated, students are asked not to tie up tables.

In order to control the lines and keep delays to a minimum students are requested to eat during scheduled times. Lunch is reserved from 11:30 a.m. to noon for the staff, as their lunch break is shorter and they must get back to work.

The cafeteria serves according to the following schedule:

Monday - Friday

Breakfast - 6:30 a.m. - 8:00 a.m.
Lunch - 11:30 a.m. - 1:30 p.m.
Dinner - 4:30 p.m. - 6:30 p.m.

Saturday

Breakfast - 6:30 a.m. - 9:00 a.m.
Lunch - 11:30 a.m. - 1:30 p.m.
Dinner - 4:30 p.m. - 6:30 p.m.

Sunday

Breakfast - 7:30 a.m. - 9:00 a.m.
Lunch - 12:00 noon - 2:00 p.m.
Dinner - 4:30 p.m. - 6:30 p.m.

Snack Bar

The Snack Bar, located near the cafeteria, offers a wide variety of "snack" items, including coffee, sweet rolls, and sandwiches. Beer is available in the evenings after 5:00 p.m. Beer must not be removed from the Snack Bar - Cafeteria area.

The Snack Bar is open as follows:

Monday - Friday - Daytime Hours

8:00 a.m. - 4:00 p.m.

Monday - Thursday - Evening Hours

5:00 p.m. - 11:00 p.m.

Friday - Sunday - Evening Hours

5:00 p.m. - 12:00 midnight

Vending Machines

Vending machines are strategically located throughout the Academy complex for the convenience of both students and staff. Requests for refunds should be made at the office of the PX manager. Food and beverages are not to be taken into the dormitory rooms or classrooms. Students are expected to dispose of all trash properly. Please do not carry coffee in open containers.

IV. Clothing

Firearms Range

Gray fatigue clothing (matching shirt and trousers) and a blue baseball-type cap are required apparel for the Firearms Range. This apparel is usually available through the Academy PX for those students unable to obtain it elsewhere.

Classroom and Evening Dress

Only civilian clothes are to be worn by students attending the Academy. For class, sports shirts and slacks are appropriate for men, and women should dress accordingly. Blue jeans, T-shirts and bermuda shorts and sandals are not acceptable attire in the complex.

Gym

Clothing suitable for athletic activity is required for use in the gym. Hard-soled shoes may not be worn on the gym floor.

V. Use of FBI Property

Students are responsible for all FBI property issued to them and such property must be returned before the student leaves the Academy. Identification badges are considered to be FBI property and must be turned in upon departure. In addition, no copies of badges may be made.

Students must not remove any Academy property from its assigned place without authorization.

Typewriters and Textbooks

Officers attending the National Academy will find textbooks and typewriters in their dormitory rooms when they arrive. These must not be removed from the Academy.

Other students may charge out typewriters from the Supply Room, located in the basement of the Dining Hall. Defective typewriters should be returned to the Supply Room where the student will be issued a replacement.

Firearms

Each student will be issued an FBI firearm for use on the Firearms Range. Each weapon is recorded by its serial number, and is to be kept in an assigned, numbered space in the Gun Vault when not in use. A system of numbered tabs is used to keep track of these firearms, so it is important not to lose these tabs.

All firearms must be turned in at the Gun Vault immediately upon arrival. These can be checked out on weekends, if necessary, but no student is allowed to carry a weapon anywhere in the Academy complex other than to, from, and at the Firearms Range, and while in the Gun Cleaning/Indoor Range/ Gun Vault area. All weapons must be turned in at the Gun Vault before entering any other part of the complex.

In-Service classes are requested to bring their own firearms even though they may not be scheduled for firearms training. This is necessary so that these firearms can be checked, cleaned, and repaired if needed.

VI. Health Services

If you become ill or are injured while at the Academy, law enforcement officers should notify the National Academy Office and Special Agents should contact New Agent's Office.

The Academy Health Service, located in the basement of the Dining Hall is open Monday through Friday, 8:00 a.m. to 4:30 p.m. The nurse on duty can refer you to a doctor if necessary.

Students who become ill or are injured during hours when the Health Service is closed should contact the Duty Agent through the switchboard operator. Emergency facilities are available at the Naval Hospital, but this service is for definite life or death emergencies only. The nurse or the Duty Agent will determine whether the situation is classified as an "emergency."

VII. Academic Matters

Enrollment at the FBI Academy includes police officers attending the National Academy, New Agents, Special Agents In-Service training, and various special groups. Each class has a counselor who will answer questions and help to solve any problems which may arise.

National Academy

Through the Academy's affiliation with the University of Virginia, National Academy students may receive from 14 to 16 hours of college credit for work completed while attending the Academy. Upon written request of the officer, National Academy students may receive a transcript of courses taken and grades and credit received by writing the Registrar, University of Virginia, Charlottesville, Virginia 22903.

Any questions concerning University of Virginia credits may be directed to the University of Virginia Center Director's Office located in the Academy Administration Building, Room 201.

Class Attendance - Academic Integrity

All students are required to attend all classes for which they are scheduled. No "cuts" are allowed. The only acceptable excuse for non-attendance is illness or unexpected emergencies. Your counselor must be notified in advance of such absences.

All students are expected to do their own original work. Dishonesty in the pursuit of academic excellence is totally unacceptable. Violations of these rules will result in disciplinary action on the part of the offender and could result in dismissal from the Academy.

Classes are scheduled between 8:00 a.m. and 5:00 p.m. In most cases a ten-minute break is given every hour.

Assignments, Examinations, and Grades

Special assignments and the number and type of examinations are decided by the individual instructor. National Academy students receive letter grades for their work in accordance with the standards established by the University of Virginia.

Students in New Agents' training are graded on a numerical scale, with 85 or above considered passing.

The Learning Resource Center

The Learning Resource Center is centrally located in the Academy complex, and contains over 30,000 volumes, including a complete law collection. "Light" reading is also available.

The Learning Resource Center also has a dial-access system through which students can listen to taped lectures and special programs.

Books are charged out in the central area of the first floor, and the identification badge, which must be inserted into a card reader, is necessary. Students may charge books out for one week. Law books, periodicals, and government documents cannot be charged out and must not be removed from the Learning Resource Center.

The Learning Resource Center is open on the following schedule:

Monday - Thursday:	8:00 a.m. - 9:00 p.m.
Friday - Saturday:	8:00 a.m. - 4:30 p.m.
Sundays:	Closed.

VIII. Special Regulations

Security

Due to the nature of the Academy complex, it is necessary to secure the outside entrances to all buildings at dusk so that the guard force can properly perform its duties. After dark, please enter through the Administration Building.

Fire Precautions

Smoking is permitted anywhere in the Academy complex except classrooms, gymnasium, auditorium, the PX, while in bed, or in the food serving area of the cafeteria line. If you do smoke, please use receptacles and ash trays placed throughout the complex. Do not throw butts on the floor.

If a fire is spotted, the nearest fire alarm pull station (located on each floor) should be pulled. If this is not possible, call the Academy operator. If the escape routes - stairwells, elevators -- are blocked, try to reach the roof. A helicopter is on standby at the Marine Air Station for rescue operation.

Fire extinguishers are located throughout the complex. The large, red CO₂ extinguishers are for use on mechanical and electrical fires. The chrome-colored water extinguishers are to be used for paper and cloth fires only.

Personal Firearms

As stated earlier, all firearms, both personally owned and service, must be checked in at the Gun Vault upon arrival at the Academy. Students may not carry firearms anywhere in the Academy complex other than the Range and Gun Vault areas.

Alcohol

Students may not bring alcoholic beverages of any kind onto the Academy site. Any student, who in the judgment of a counselor, or fellow students, is intoxicated and causes a disturbance, or damages Academy property is subject to immediate dismissal from the Academy.

Gambling

By Federal Statute, Title 18, Section 13, United States Code and Code of Virginia, Title 18.1, Section 316, gambling on a Government Reservation is prohibited.

Automobiles

All students and staff members must register their automobiles. Forms for this purpose can be obtained from the reception desk.

Visitors

Students are asked to notify their appropriate offices of the date and identity of contemplated visitors. All guests must register at the reception desk and will be issued a special guest identification badge. As stated earlier, visitors may not be taken above the lounge floor of the dormitories.

All meals for guests must be paid for by the student at the cash register in the cafeteria.

The reception desk must be advised of the departure of the visitor and the identification badge must be turned in.

Guard Force

The guard force is charged with the security of the Academy complex. They are professional officers and should be treated as such. Students are expected to cooperate with them at all times.

Relationship with U. S. Marine Corps

The FBI has an extremely cordial relationship with the USMC and students are expected to uphold this. Please observe all posted speed regulations, exercise courtesy and judgment when dealing with USMC personnel, and respect restricted areas. Many of these areas contain unexploded ordnance, so when posted as off-limits, please act accordingly.

IX. Special Facilities

Each dormitory room is equipped with a telephone which may be used only for calls within the Academy. Pay phones are located throughout the complex for making outgoing calls.

Incoming calls are handled by the operator and can be transferred to individual dormitory rooms. Incoming collect calls cannot be accepted. The Academy phone number is 640-6131, area code 703.

Laundry and Dry Cleaning

Laundry and dry cleaning services are provided for students free of charge. Students should allow for four-day service and should therefore deposit their laundry so that no conflicts occur.

The Laundry Room, located near the Gun Vault in the Dining Hall, is open Monday through Saturday from 7:00 a.m. to 3:30 p.m. and 12:00 noon to 8:00 p.m. on Sunday.

Washers and dryers for student use are located behind the elevator banks on the first and second floors of each dormitory building. Free soap is provided.

Bank

A branch of the Virginia National Bank is located near the cafeteria to provide full banking service. Business hours are 9:00 a.m. to 11:00 a.m. and 11:30 a.m. to 2:00 p.m., Monday through Friday.

PX

Located next to the bank, The Marine Corps Exchange operates a well-stocked PX with a complete line of merchandise to accommodate Academy students. The PX is closed Saturday and Sunday.

Smoking is not permitted in the PX by order of the Fire Marshal. If cashing checks, PX regulations require the cashier obtains certain information which is time consuming and slows up the line. It would be more expeditious if you cash checks at the bank. It is also requested that you not bring food and beverages in the PX and that you read and follow the signs in the area.

Hours of operation are as follows:

Monday - Friday - 10:00 a.m. to 6:00 p.m.

Barbershop

The barbershop is located in the bank/PX area. A haircut costs \$1.50. The hours vary. Please call #2374.

Post Office

The Post Office is located near the lounge area of the Dining Hall. All mail should be addressed as follows:

NATIONAL ACADEMY

Student's Name
FBI Academy
Box (Same as Room #)
Quantico, Virginia 22135

ALL OTHER STUDENTS

Student's Name
Title of Course (Example: New Agents)
FBI Academy
Quantico, Virginia 22135

The Post Office is open Monday through Friday, 10:30 a.m. to 2:00 p.m.

Newspapers

A newspaper rack is located in the main lounge area of the Dining Hall. Please deposit the proper amount when taking a paper as they are operated by a private concession.

Newspapers and magazines are also available in the Learning Resource Center but are not to be removed from the building.

Newspapers are not to be brought into the Classroom Building.

Religious Services

Religious services are held in the Meditation Room of the Student Services Building. Catholic Mass is held at 5:00 p.m., Saturday evening, and the Protestant service is at 11:15 a.m., Sunday.

X. Recreation

A wide variety of recreational activities is available to students of the Academy. Color television sets are provided in the lounge area of each dormitory, and the main lounge area of the Dining Hall offers pool and ping-pong tables.

Gym and Pool

The Gymnasium is open for use on the following schedule:

Monday - Thursday	-	8:00 a.m. - 9:00 p.m.
Friday	-	8:00 a.m. - 6:00 p.m.
Saturday, Sunday & Holidays	-	10:00 a.m. - 6:00 p.m.

The Gymnasium may be used during these hours except when scheduled for class use. Activities include basketball, volleyball, jogging, and calisthenics.

The Special Exercise Room, located near the Gymnasium, is also available during the same hours as the gym facilities. It is equipped with various types of exercise apparatus.

Equipment is available for such outdoor activities as softball, touch football, soccer, and horseshoes.

The Training Pool is open for use in accordance with the following schedule and may be used except when a training class is in session:

Monday - Thursday	-	8:00 a.m. - 9:00 p.m.
Friday	-	8:00 a.m. - 6:00 p.m.
Saturday, Sunday & Holidays	-	10:00 a.m. - 6:00 p.m.

Use of the pool is permitted only when a life-guard is on duty and is restricted to students and Academy staff members.

Movies

Movies are shown each evening, Monday through Saturday, in the Auditorium beginning at 7:00 p.m. Sunday's movie will commence at 6:30 p.m. A list of the movies playing will be posted. Students may attend free of charge, but must show their identification badges.

Other Activities

Certain Marine Corps facilities are also available to Academy students. The golf course (640-2424) may be used upon displaying the identification badge and paying a green fee of \$8.00 on weekends and \$4.00 on weekdays. A \$20.00 monthly membership may be purchased.

Boats and canoes can be rented at Lunga Reservoir for a fee of \$2.00 for half a day. For weekend rentals reservations must be made by Thursday. (640-5270).

For students who wish to hunt or fish, a Virginia State License and a special base permit are required. The base permit is available at the game warden shack at Ponderosa (the intersection of Russell Road and MCB Route 1) for a fee of \$2.00 (640-5321).

Hunters must check in and out with the game warden daily.



THE
FBI NATIONAL ACADEMY



FEDERAL BUREAU OF INVESTIGATION
UNITED STATES DEPARTMENT OF JUSTICE

INTRODUCTION

Better law enforcement is built upon advanced training and education. Without a firm foundation of knowledge, the police officer is ill-prepared to handle the heavy and increasingly complex responsibilities that face him.

The FBI National Academy exists to provide the finest professional training possible to carefully selected career law enforcement officers. Those chosen to attend have shown the dedication, competence, and professionalism needed to derive the maximum benefits from this intensive training program. Officers with these exceptional qualities have traditionally been identified with the National Academy. By their achievements and devotion to the highest principles of law enforcement, graduates of the National Academy have demonstrated throughout the world the worth of this training.

Men and women chosen to attend the FBI National Academy join the ranks of an outstanding body of law enforcement officers who, since 1935, have carried forward the National Academy's motto of "Knowledge - Courage - Integrity" with distinction.



Clarence M. Kelley
Director

HISTORY OF THE FBI NATIONAL ACADEMY

The importance of professional preparation for the practice of law enforcement cannot be overly stressed. Training, in the words of the late Director of the FBI and founder of the National Academy, J. Edgar Hoover, is "truly indispensable to good law enforcement."

The FBI's role in advancing the cause of professionalism goes back many decades. The origin of the FBI National Academy can be traced to the early 1930's when public alarm over a rise of lawlessness prompted President Franklin D. Roosevelt to request a national conference on crime. This conference called for the establishment in Washington, D. C., of a national scientific and educational center for training police officers.

As a result, a 12-week training program, designated the "National Police Academy," was developed. The curriculum dealt with basic law enforcement functions and problems, and Special Agents of the FBI, together with specialists from outside the Bureau, served as instructors. The first session of the "National Police Academy," attended by 23 officers, commenced on July 29, 1935.

Over the years, this training program - later to be identified as the FBI National Academy - has expanded both in enrollment and instructional scope. In 1962, at the specific request of President John F. Kennedy, officers from friendly foreign countries began attending the National Academy. In June, 1972, nearly 38 years after its birth, the FBI National Academy marked a significant milestone in its development when the 90th Session began training in newly expanded facilities at Quantico, Virginia. During the following year, more officers were graduated than had attended the National Academy during the previous five years.

CURRICULUM

Officers attending the FBI National Academy are offered, on a cost-free basis, a comprehensive and balanced 12-week program of advanced professional instruction. Throughout this training, particular emphasis is placed on leadership development. The impressive number of graduates who have achieved top executive positions in their respective agencies is a continuing source of pride to the National Academy.

Since the opening of the new FBI training complex at Quantico, Virginia, the National Academy program has undergone substantial revision, and presently offers a highly flexible and varied curriculum. Through an affiliation with the University of Virginia, National Academy students are able to earn substantial college credit for the academic portion of the curriculum, which includes a number of elective courses. A wide range of vocational subjects further complements a program designed to serve the needs of the National Academy's diverse student body.

The National Academy curriculum consists of courses relating to Management Science, Behavioral Science, Law, Education and Communication Arts, Forensic Science, and Law Enforcement Arts.

Courses essential for effective administration in law enforcement are offered by the Management Science Department, and include instruction in management concepts and theories as applied to police work, organizational behavior and development, budgeting for law enforcement, police unions, electronic data processing, problem solving and decision making, and other advanced management topics.

An understanding of human behavior and the factors influencing it is essential to progressive law enforcement. To prepare the officer in this regard, the Behavioral Science Department draws upon the fields of psychology, sociology, criminology, and political science as applied to current problems of police-community relations and crime.

Basic to any law enforcement educational program is a knowledge of the legal aspects of police work. The Law Department provides the student a grounding in Constitutional law and the rules governing investigative techniques, including arrests, search and seizure, evidence, confessions, evidence and theories of proof, eyewitness identification, entrapment, civil liability, and the system of juvenile justice. The major institutions and processes of the criminal justice system as they relate to the police function are also explored.

The Department of Education and Communication Arts offers course work relating to the role of education and training in law enforcement from an organizational and administrative standpoint. Instruction is also provided in the fields of effective communications and instructional technology.

Instruction provided by the Forensic Science Department concerns the use of science and technology in the law enforcement system. Procedures to be used in collecting and preserving physical evidence for submission to the forensic laboratory are emphasized. Technical aspects of laboratory examinations are discussed to show the importance of such procedures.

In the Law Enforcement Arts area, a wide range of courses dealing with the vocational aspects of law enforcement is offered. These courses cover such topics as firearms training, defensive tactics, anti-sniper and survival training, crime scene investigation, police arms and maintenance, bombing problems, interviewing, latent fingerprinting photography, and police patrol, to name a few.

ADMINISTRATION AND STAFF

The National Academy's instructional staff is primarily composed of experienced FBI Special Agents holding graduate degrees. These highly qualified instructors bring to the classroom advanced knowledge and expertise from a practical

law enforcement perspective. In addition to the regular faculty, a number of Special Agents are assigned as counselors to each Session of the National Academy and stand ready to assist each student, on a personal basis, in any way possible.

The FBI National Academy's affiliation with the University of Virginia involves more than course accreditation by the University's School of Continuing Education. The research and instructional resources of the various schools at the University lend deep academic support to the National Academy program. A full-time liaison representative of the University maintains an office at the Academy facility and is available for student consultation in such matters as educational benefits for military veterans, transfer of credits, and other academic matters of an administrative nature.

To further enrich the National Academy program, lecturers from the University of Virginia and other educational institutions, together with outstanding speakers and experts from the criminal justice field and related areas, are used extensively.

FACILITIES

All National Academy instruction is conducted at the newly constructed FBI Academy located some 40 miles south of Washington, D. C. Situated on the United States Marine Corps Base at Quantico, Virginia, amid rolling woodlands, this ultramodern training complex consists of spacious, superbly equipped living and instructional facilities.

Uniquely designed classrooms, incorporating advanced educational technology, such as closed-circuit television and an automated informational storage and retrieval system, permit great instructional flexibility. A highly sophisticated student response system allows the instructor to immediately

assess the student's comprehension of the material presented.

Conference rooms and special-purpose classrooms, constructed and equipped to handle such technical subjects as fingerprinting, photography, and crime-scene investigations, fully complement these facilities.

Conveniently located within the Academy complex is the Library, a total learning resource center which contains a balanced collection of reading material, including an extensive legal section, and a wide selection of visual study aids. A dial-access system makes available to the student other forms of instructional material, such as audio and video tape recordings, as well as actual classroom presentations.

Two seven-story dormitories comfortably house all resident students at the FBI Academy. Double-occupancy rooms are fully furnished with individual study desks and shared bathroom facilities. Comfortable lounge and recreational areas are situated in the dormitories for use of residents.

Adjacent to the dormitories is a large dining area with prompt and efficient cafeteria service. Refreshment bar, banking facilities, mail room, post exchange, and other personal service accommodations are nearby. In addition to all meals, dry cleaning and laundry services are provided the National Academy student on a cost-free basis. Any other personal expenses must be absorbed by the student or his agency.

A complete physical training center is available for student use after regular class hours. A special exercise room, training pool, and basketball and volleyball courts allow a full range of athletic activities.

A 1,000-seat auditorium provides an impressive setting for graduation exercises and appearances by noted speakers. During evening hours, the auditorium is used as a movie theater for those at the Academy.

A number of firearms ranges, indoor as well as outdoor, fully extend the Academy's instructional facilities and permit use of all standard police weapons.

REQUIREMENTS FOR NATIONAL ACADEMY CANDIDATES

The primary purpose of the National Academy has always been to train outstanding officers as instructors and administrators. It is therefore essential that only promising career officers who can use to maximum benefit their National Academy training, both in terms of their own performance and that of their fellow officers, be selected for candidacy. Although candidates are chosen without regard to race, creed, color, sex, or national origin, certain qualifications must be met.

1. The candidate must be a full-time officer employed by a duly established law enforcement agency serving a municipality, county, or state, with at least five years of substantially continuous experience in law enforcement.

2. The candidate must be at least 25 years of age and shall not have reached his or her 51st birthday.

3. The candidate must be in excellent physical condition, and a physician must certify that the candidate is capable of sustained, strenuous physical exertion and regular participation in firearms and defensive tactics training. Weight requirements are maintained and are based on height and build.

4. The candidate must possess outstanding character and reputation, and must have demonstrated unimpeachable moral conduct and integrity. To insure that these standards are met, the FBI will conduct an investigation of each officer nominated.

5. The candidate must have a serious commitment to law enforcement as a public service. He must possess leadership qualities and enjoy the confidence and respect of fellow officers.

6. The candidate must possess at least a high school diploma or equivalency certificate. Although this minimal educational background is deemed sufficient to insure that the candidate will be successful in his studies at the Nation-

al Academy, the program is an intensive one and requires a high level of performance. Accordingly, the candidate should show aptitude and interest in academic achievement.

7. The candidate must be nominated by the head of his agency. If the candidate is the agency head, the nomination may be made by his mayor, city manager or other superior, or he may nominate himself.

8. The candidate must be willing to certify to the nominating official or entity that he will remain in law enforcement for a minimum of three years following graduation from the National Academy.

APPLICATION PROCEDURE

Officers who believe they qualify for National Academy candidacy should request that their agency secure the necessary application forms from the nearest FBI Field Office. When completed and properly endorsed by their superior or appropriate official, these forms should be forwarded to the Special Agent in Charge of the FBI Field Office covering the area of employment.

TRANSPORTATION

Transportation from place of assignment to the National Academy will be provided attending officers from local, county, and state law enforcement agencies of the United States.

CLOTHING AND EQUIPMENT

The FBI furnishes, free of charge, most of the equipment and essentials required to participate in the National Academy program. Among the items provided are classroom supplies, including textbooks and a typewriter, and such personal necessities as linen, soap, and towels. A .38 Special revolver for firearms training is issued to each student.

Civilian-type apparel, suitable for the classroom and the Outdoor Firearms Range, is worn by the student during his period of attendance. A detailed list of clothing requirements is sent to candidates upon acceptance.

AFTER GRADUATION

The National Academy seeks to provide maximum benefit to the law enforcement community by training only career officers of demonstrated ability and promise. It is expected that these officers will, by virtue of their National Academy experience, be prepared to assume even greater responsibilities and pass on to others the benefits of their advanced training.

FBI NATIONAL ACADEMY ASSOCIATES

The FBI National Academy relationship does not end with successful completion of the 12-week training program. Graduation brings automatic membership to the FBI National Academy Associates. This organization has active chapters throughout the country, and periodically sponsors retraining sessions.

In addition to membership in the FBI National Academy Associates, the graduating officer is eligible to receive the bimonthly "NA Newsletter" which keeps him informed on matters relating to the National Academy and its Associates. He is also sent the "FBI Law Enforcement Bulletin" and other material of professional value.

REFRESHER TRAINING

As a further means of insuring that professional preparation does not cease with graduation, but rather remains an ongoing process, the FBI National Academy offers a Refresher Training program at Quantico. Graduates invited to attend one of the week-long Refresher courses receive special training to help them keep abreast of current changes in the law enforcement field.

The pursuit of professional excellence has always characterized FBI National Academy training and, in the years ahead, this commitment to the highest ideals of law enforcement will not diminish.



REFRESHING TRAINING

As a further phase of training for law enforcement officers, the FBI National Academy provides a comprehensive program of continuing education. The program is designed to refresh and update the knowledge and skills of law enforcement officers and to provide them with the latest information and techniques available in the field of law enforcement.

The program of instruction is designed to provide law enforcement officers with the latest information and techniques available in the field of law enforcement. The program is designed to refresh and update the knowledge and skills of law enforcement officers and to provide them with the latest information and techniques available in the field of law enforcement.

CAROLEN BAILEY --

RE: WOMEN IN POLICING SEMINAR
FBI ACADEMY, QUANTICO, VIRGINIA
MARCH 29 - APRIL 2, 1976

March 28, 1976 (Sunday):

Leave Minneapolis 12:20 P.M.

(Northwest Flight #336 -- non-stop; dinner served)

Arrive Washington, D.C. 3:24 P.M.

Take a taxi to the automobile entrance, 9th Street side of the Justice Building (the building directly across the street from the new J. Edgar Hoover Building). The taxi ride usually takes 10 to 15 minutes. A bus will depart from the Justice Building at 6:00 P.M. and will arrive at the FBI Academy around 7:00 P.M. Dinner will not be available at the Academy on Sunday evening so you may want to get something to eat at National Airport before going to the Justice Building.

While at the Academy, you will probably be most comfortable wearing slacks and pant suits.

Class will be dismissed at 1:00 P.M., Friday, April 2nd, and bus transportation provided to National Airport.

Keep a record of any expenses you may have (taxi fares) and you will be reimbursed after your return.

April 2, 1976 (Friday):

Leave Washington, D.C. 4:30 P.M.

(Northwest Flight #369 -- non-stop; dinner served)

Arrive Minneapolis 5:55 P.M.

You will probably want to get in touch with Frank Sass concerning your April seminar in Minneapolis. I'm sure he'd enjoy meeting you. You can give him an idea as to what topics you're most interested in and this should help him in planning his lecture. I haven't made any hotel reservations for him as yet. You may want to check and see if he wants to stay at the Sheraton.

If you have any questions, give me a call. Have a FANTASTIC time and I'll talk to you when you get back.

Becky Smith

MINNEAPOLIS FBI

RE: SPECIALIZED LAW ENFORCEMENT TRAINING
WOMEN IN POLICING SEMINAR
FBI ACADEMY, QUANTICO, VIRGINIA
MARCH 29 - APRIL 2, 1976

As previously noted, participants will be expected to share their knowledge and experience in issues concerning the utilization of female personnel. The program will feature discussions on promotion and advancement policies; maternity leave policies; physical testing; height requirements; wearing apparel; and other related matters.

A Government Transportation Request (GTR) will be issued to cover the cost of air-coach transportation from Minneapolis to Washington, D. C., and return. All meals and lodging will also be furnished.

A bus will depart from the automobile entrance, 9th Street side of the Justice Building, Washington, D. C., for the FBI Academy, Quantico, Virginia, at 6:00 P.M. on Sunday, March 28, 1976. It should be noted that dinner will not be available on Sunday evening at the Academy. Class will be dismissed at 1:00 P.M., Friday, April 2, 1976, and bus transportation will be provided to Washington, D. C. (National Airport).

Ms. Bailey --

You will be contacted later regarding transportation arrangements.

If you have any questions, please call Becky Smith, Training Technician, #339-7861.

'69

YEAR

Chev. (Impala) (yellow)

MAKE OF VEHICLE

Md. BXU 937

LICENSE NUMBER

Time

5:30 p.m.

Date

3-28-76

Location

Firelane F Bldg. 7

CRIME PREVENTION WARNING:

(Not a traffic citation.)

In the interest of crime prevention, your vehicle was checked by SECURITY GUARD and the conditions noted

which are checked below:

Unlocked and unattended

Personal property in view

Keys in vehicle

No FBI Registration

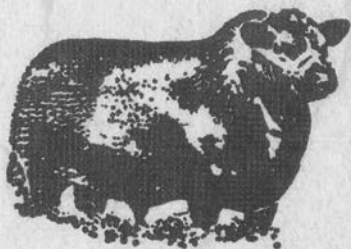
Other

Please don't park in Fire lane, and register vehicle at Admin. Bldg.

Jay L. Johnson

Signature of Patrolman

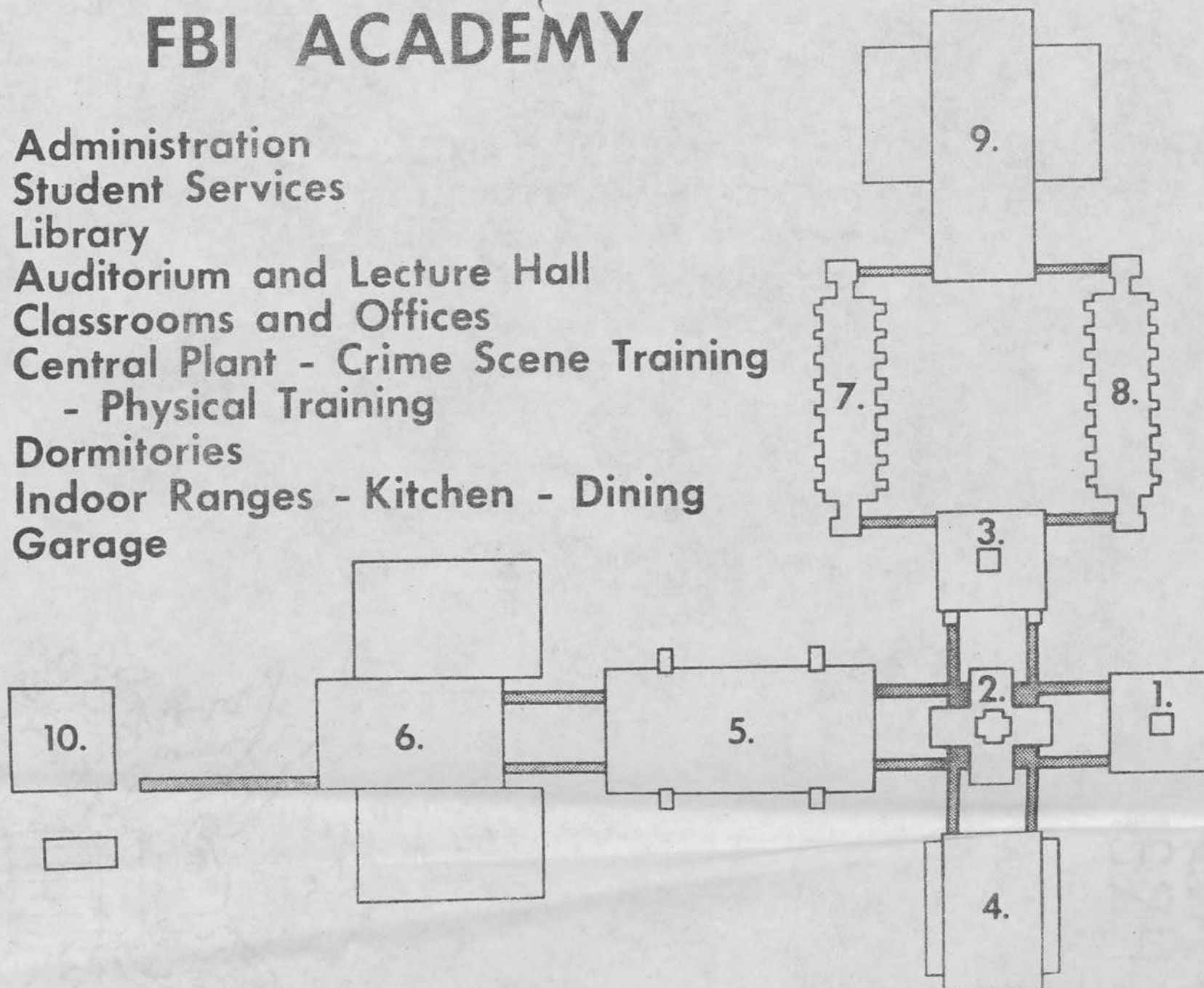
THE HOLIDAY HOUSE RESTAURANT



DUMFRIES, VA.

FBI ACADEMY

1. Administration
2. Student Services
3. Library
4. Auditorium and Lecture Hall
5. Classrooms and Offices
6. Central Plant - Crime Scene Training
- Physical Training
7. Dormitories
8. Dormitories
9. Indoor Ranges - Kitchen - Dining
10. Garage



COOPERATION

THE
BACKBONE
OF
EFFECTIVE
LAW
ENFORCEMENT





INTRODUCTION

The most effective weapon against crime is cooperation--a combining of the efforts of all law enforcement agencies with the support and understanding of the American people. No police agency is so big or so small that it does not need the assistance of another.

Through the years the FBI has received the wholehearted cooperation and support of law enforcement organizations throughout the Nation. The help rendered has been unselfish and unstinting, and officers often have accompanied Agents on dangerous assignments when their aid was needed.

Many cases which have been successfully investigated by the FBI originated from information supplied by city, county, state, or other Federal officers. Likewise, we have passed on information to other agencies which frequently has contributed materially to the identification and apprehension of dangerous criminals who have violated city, state, or Federal laws over which we have no jurisdiction.

Certainly, it would be unforgivable for a representative of the FBI or any other law enforcement agency to refuse to accept information about a crime merely because the violation is not within the jurisdiction of his particular department. The average citizen cannot be expected to know in each instance the proper place to report a crime. To him, any police officer or Federal agent is the "proper" authority. The fact that his information is accepted and immediately passed on to the correct department is a tribute to the men and women in our Nation's law enforcement agencies.

It is imperative that those of us who have taken an oath to enforce our laws, from the patrolman on the beat to the top officials, never lose sight of our primary objective of protecting our fellow citizens from the criminal world. Too, each citizen must realize that unless he reports information he has about a crime, it is very possible, even probable, that the act will go undetected. Cooperation among the various police agencies--the backbone of effective law enforcement--is a working reality, and if the American people will give unswerving support and assistance, great progress can and will be made in the fight against all types of crime.

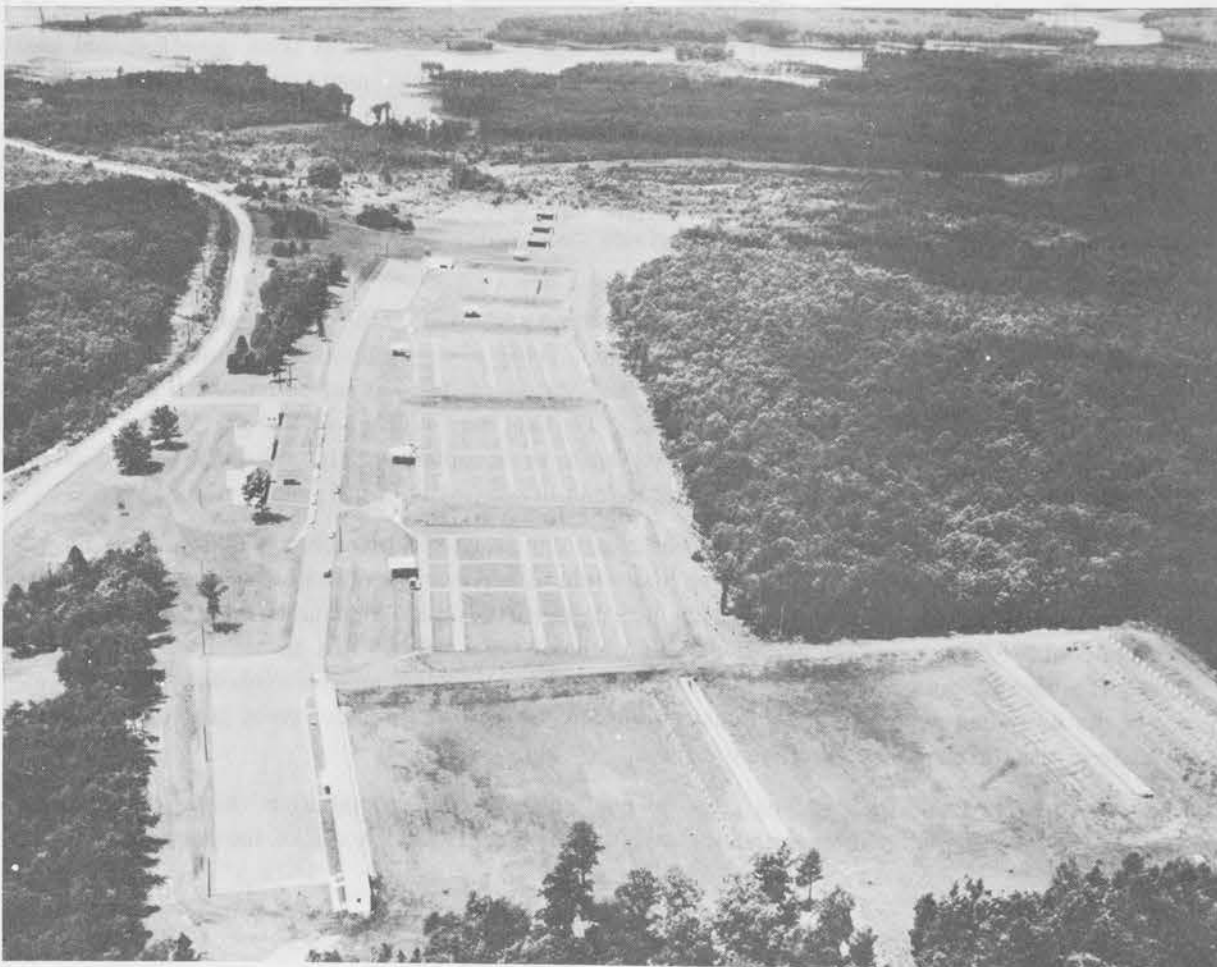
This booklet will give you some idea of the extent of cooperation among law enforcement groups. It also explains in part the jurisdiction of the FBI and some of the services this Bureau renders.

FBI Academy



The FBI Academy located on the Marine Corps Base, Quantico, Virginia, is used for training both FBI Agents and police officers attending the FBI National Academy.

FBI Firearms Ranges



The FBI firearms ranges at Quantico, Virginia, consist of a rifle range, three pistol and machine gun ranges, two electronic target ranges, and four skeet fields. These are used in training Agents and students attending the FBI National Academy.



Contents

HOW COOPERATION WORKS	2
THE EXTENT OF COOPERATION	3
THE FLEEING FELON	4
THE TEN MOST WANTED FUGITIVES	5
WORKING TOGETHER	5
WHO GETS THE CRIMINAL?	6
FBI NATIONAL CRIME INFORMATION CENTER	8
SERVICES OF THE FBI	9
THE FBI LABORATORY	9
THE IDENTIFICATION DIVISION	13
TRAINING	15
FBI NATIONAL ACADEMY	16
PUBLICATIONS	16
JURISDICTION	17
HOW TO REACH THE FBI (Inside Back Cover)	

HOW COOPERATION WORKS



The ringing telephone in the FBI office of an eastern city was answered by a Special Agent. A man hurriedly related that he had just passed a certain supermarket in the northern part of town and observed activity which led him to believe the store was being burglarized.

Making notes of what was told him, the Agent thanked the caller and explained that burglaries are not within the jurisdiction of the FBI. "I'll relay this information to the local police," he stated, "but you should call them also."

The man, who declined to identify himself, said he would do so and broke the connection. The Agent immediately called the central police station and related the information he had received. The newspaper of that city the next morning reported the arrest of two burglars, captured by police in the act of attempting to open a safe in the supermarket.

The unknown man had not called the police as he promised. Why? Perhaps he did not have another dime, or, more likely, he felt he had done his duty by reporting what he had seen to one law enforcement agency—and he had.

About the same time that the above call was received, an Agent in another FBI office in a different part of the country was talking to a deputy sheriff. The deputy had called to report that a man who had just been arrested on a minor charge was in possession of an automobile with out-of-state license plates, and he could not prove ownership. A check revealed the car had been stolen by the suspect who drove it interstate. He was tried and convicted in Federal court on a charge of interstate transportation of a stolen motor vehicle and sentenced to prison.

Recently, an elderly lady in her seventies was found at the foot of the basement steps in her residence in Sioux City, Iowa, with an arrow protruding from her chest. Near her on the basement floor was a second arrow. Both arrows were processed by the police department and a partial latent print was developed on the shaft of the arrow, which was only 5/16 of an inch in diameter, found on the floor. The latent print was covered with transparent tape and forwarded to the Identification Division's Latent Fingerprint Section, together with the inked prints of a suspect. Upon removal of the tape and after additional processing and photographing, the latent print expert was able to determine that the latent print was a portion of a palm print and identified the latent print as a palm print of the suspect who subsequently pleaded guilty and is serving thirty years in the penitentiary.

About the same time, experts in the FBI Laboratory were diligently working on evidence submitted by the Louisville, Kentucky, Police Department which had been found during a burglary investigation. The evidence included samples of paint from vending machines and a window sill, fragments of broken glass, and the tip of a screwdriver, all found at the crime scene, plus tiny particles of glass and paint found in the trousers of three suspects and a broken screwdriver located in their car. The paint and glass chips found in the trousers proved to be identical with the known samples from the crime scene, and the screwdriver tip was matched with the screwdriver. Two of the burglars pleaded guilty while the third stood trial in state court. The testimony given by the FBI Laboratory expert helped to convict him. All three were sentenced to prison for three years.

THE EXTENT OF COOPERATION



The FBI is an investigative branch of the United States Department of Justice. Its responsibilities are fixed by Federal statutes, and it has no authority to enter into investigations of violations of city, county, or state laws. In matters of concurrent jurisdiction, the FBI works closely with other investigative agencies, and if Department officials or United States Attorneys decline Federal prosecution in favor of trial in state courts, the FBI makes available to the proper authorities any and all evidence which it may possess.

But what about the great amount of information which comes to the attention of the FBI through its investigations, sources, and contacts with the general public which does not relate to a matter within the FBI's jurisdiction? Monthly, the FBI receives and immediately passes on to the proper city, county, state, or other Federal agency several thousand items of information which are of interest to these groups.

This information ranges from allegations of very minor violations to tips and actual evidence concerning individual and organized criminal activities in matters such as gambling, prostitution, burglary, robbery, murder, rape, narcotics, illegal liquor, counterfeiting, tax evasion, and many others. During the late 1960's and early 1970's, for example, organized crime data from FBI sources which was supplied to other law enforcement agencies resulted in some 5,000 raids by these agencies, leading to more than 26,000 arrests; the confiscation of approximately \$10,000,000 worth of cash, property, weapons,

and gambling paraphernalia; the seizure of over \$110,000,000 worth of illicit drugs and narcotics; and the confiscation of, or assessment of liens against, almost \$15,000,000 worth of property by the Internal Revenue Service.

The FBI makes no attempt to evaluate the information it passes along. When an individual furnishing information requests that his identity be protected, this is done, and the FBI advises the receiving agency only of the degree of reliability of the source if this is known. No "follow-up" is made to determine what action is taken with respect to alleged violations since to do so would place the FBI in the role of "watch-dog" or supervising agency over other investigative groups.

Frequently, however, tips from the FBI result in action which makes front-page news. Such a case occurred in Washington, D. C. Late one afternoon an FBI Agent received a tip that four men planned to force their way into the home of a Washington businessman to rob him and his family. This information was relayed immediately to the Metropolitan Police Department of Washington. Police officers were dispatched to the residence where they concealed themselves and waited.

At about 11 p.m. the four men arrived and pushed their way into the house. A gun battle broke out during which one of the robbers was killed and two were wounded. The intended victim also was slightly wounded. The fourth bandit escaped but was captured a short time later.

Is this flow of information all one way? By no means. Literally thousands of bits of information pertinent to FBI investigations pour into FBI offices each month from police officers and other Federal agents. For example, during fiscal year 1973, the FBI handled more than 39,800 cases involving the interstate transportation of stolen automobiles, a large percentage of these cases originated from information supplied by city, county, or state police agencies. Tips and evidence of great value in all types of investigations conducted by the FBI have come from other law enforcement groups.

The Fleeing Felon



Gone are the days when the local sheriff needed only a fast horse and the ability to follow tracks to capture a fleeing criminal. Now, even the high-powered modern police cars often are not sufficient to cope with the organized gangs which strike and run. State lines mean nothing to criminals, but they are a barrier to local and state police officers.

It is impractical for each police department to attempt to track down the criminals who "pull a job" and run. Not only would the expense of such an operation be prohibitive, but in a relatively short time many departments would find themselves with more men on the road than available for regular duties at home. Too, a man unfamiliar with an area is at a distinct disadvantage in conducting an investigation, and even if he located his man in another state he would

have to call on law enforcement officers of that state to make the arrest.

But the FBI is not restricted by state boundaries. It has either a field office or a resident agency in every major city in the United States and its Agents are familiar with the various locales and the people who live there. Too, an FBI Agent has the authority to make arrests anywhere in the Nation.

A fleeing fugitive, wanted by the FBI, cannot feel safe even if he gets on a fast plane headed for a distant city. Many have learned this when the first person to greet them at the end of a 3,000-mile flight was an FBI Agent whose greeting was, "You're under arrest."

In 1934, Congress took positive action to nullify the advantage criminals enjoyed by committing a serious crime in one state and then fleeing to the relative safety of another. The Fugitive Felon Act, also referred to as the Unlawful Flight Statute, was passed.

This act, as amended in 1961, makes it a Federal offense to flee across state lines to avoid prosecution, custody, or confinement for an offense punishable by death or which is a felony. The unlawful flight to avoid giving testimony in a felony proceeding also is a Federal violation. The FBI was assigned the responsibility of investigating violations under this statute.

Before the FBI can enter such a case, however, there must be indication that the fugitive has left the state, and local authorities must agree to extradite the criminal when he is located. While the Fugitive Felon Act does provide for Federal prosecution, this rarely occurs, since the primary purpose of the Act is to locate and return to local or state custody those individuals who have committed serious crimes.

The effects of the statute have been tremendous. In fiscal year 1973 the number of unlawful flight fugitives located was 3,156.

The Ten Most Wanted Fugitives



The Ten Most Wanted Fugitives Program, started in March, 1950, is the apex of cooperation in law enforcement. The criminals chosen to be added to the "Top Ten List" usually are those who have selected crime as their way of life and have generally acquired a substantial prior criminal record. They have demonstrated through their acts of violence that they have no concern or compassion for their fellow man, and their every minute of freedom is a definite threat to each citizen who happens to come in contact with them.

This program, through intensive publicity in every news medium, in effect has brought every man, woman, and child interested in good law enforcement into the search for the Nation's most dangerous criminals. In 24 years, 322 persons have been added to the list (four men were on the list twice). Of this number 299 have been located and process against 13 has been dismissed. One hundred and one of those arrests were the direct result of tips from alert citizens who recognized the criminals from publicity through wanted circulars, newspapers, magazines, and radio and television programs. One of the persons placed on the list committed suicide and 12 others surrendered rather than attempt to hide once they realized every American had been alerted. FBI Agents apprehended 178, local authorities arrested 70, and 38 were picked up by a combined force of FBI Agents and police officers.

Seventy of these vicious criminals who have been members of the FBI's "Top Ten" were being sought for murder.

Sixty-eight of these "Top Tennes" have

been brought to justice after they were located without incident. However, two such incidents occurred when the fugitive was killed during the time of attempted apprehension. Warren Cleveland Osborne, who was being sought for the murder of his former landlady, was killed in an automobile accident near Mount Washington, Kentucky, on September 9, 1965, after a high-speed chase by local police officers. Osborne had \$22,000 in his possession. Mace Brown was killed during a bank robbery attempt in New York City. Brown and two alleged accomplices reportedly took hostages before the gun battle ensued. Brown, a convicted killer, escaped from a District of Columbia jail in a daring eight-man breakout. He had been sentenced to death after being convicted of killing a witness in a major narcotics case.

The "Ten Most Wanted Fugitives" Program affords nationwide publicity to these dangerous criminals by providing a widespread and continuous dissemination of their photographs and descriptions, together with a full background of their criminal activities. This cooperative enterprise on the part of the FBI, the Nation's press, and other public information media has proved of exceptional value in combating one of law enforcement's most perplexing problems--the fast-moving, far-ranging criminal fugitive.

Working Together



As previously stated, the FBI has no authority to participate in actual investigations of purely local crimes. To do so, in effect, would place the FBI in the role of a national police force. Now, as always, the FBI is opposed to

any movement or organization which will infringe on the sovereignty of local law enforcement and serve as a precedent for a national police agency.

As a matter of practice, however, FBI Agents frequently canvass their sources of criminal information seeking tips which will aid local police in their efforts to solve a major crime. Information thus received often has been of tremendous help in the successful conclusion of a local case. There are many other services which the FBI can and does render to local and state authorities. These are described later in this booklet.

But there is no restriction against Federal, state, and local law enforcement officers working together in matters of mutual interest. Local and state officers, who are sworn to uphold the laws of the United States as well as state and local laws, often have accompanied FBI Agents to assist in the apprehension of dangerous criminals. FBI Agents frequently work alone, and it is not uncommon for one to locate a wanted man far from any assistance by his fellow Agents. In such instances, his task of making an arrest would be most hazardous without the wholehearted cooperation of the local police.

In practically every area of the country, FBI Agents, local, and state law enforcement agencies have jointly made plans which are put into effect immediately following the commission of a bank robbery or other major crime of mutual concern. This avoids duplication of effort and ensures the best possible use of available manpower. Many bank robbers have been captured during the commission of the crime or within minutes thereafter through such close cooperation. FBI Agents, other Federal agents, state, and local officers have worked side by side for hours, even days and weeks, in order to effectively bring about a solution of a vicious crime or to apprehend persons who pose a threat to the safety of all citizens. In such instances, there is no sense of competition, no petty jealousy—instead, there is a oneness of purpose, a united desire to get the job done.

Who Gets the Criminal?



Early on the morning of March 8, 1958, a young airman driving through southern Alabama with his wife and child stopped at a roadside park about a mile north of the Alabama-Florida line to allow his dog some exercise. The small animal dashed into the brush and was followed by his master who suddenly stopped in horror. There before him lay the severely hacked and battered body of a woman. The serviceman drove to a nearby establishment and called the Baldwin County, Alabama, Sheriff.

Within a short time the woman was identified as a practical nurse who had departed the day before from her sister's residence in St. Petersburg, Florida, en route by car to her home in Norfolk, Virginia. Her automobile was missing, and the FBI immediately joined local and state officers in efforts to solve the brutal murder since the possibility of kidnaping and interstate transportation of a stolen motor vehicle existed.

FBI Agents working in Florida determined the probable route the victim would have traveled and then began checking restaurants, taverns, service stations, and other establishments between St. Petersburg and the murder scene. On March 13, 1958, this technique paid off when two waitresses and an attendant at a Chiefland, Florida, restaurant and service station recalled having seen the murdered woman on March 7, 1958. They reported she was accompanied by a young man dressed in an Army khaki uniform.

Five days later, a garage operator at Crystal River, Florida, reported he had towed in an abandoned car which had its motor burned out. Agents learned it had been abandoned on March 7. The vehicle bore Maryland license plates, but

the operator related a check through Florida police revealed it had not been reported stolen. The automobile contained an Army duffel bag which the garageman turned over to the Agents. On the bag was stamped the name "Henry A. Queor, Jr.," and an Army serial number. Queor, it was learned, was assigned at the Aberdeen Proving Ground of the U. S. Army at Aberdeen, Maryland. Photographs of him were obtained and from these the two waitresses and the service station attendant at Chiefland identified Queor as the man who had been with the murdered woman on March 7.

The only missing link in the case, the victim's car, was found by an FBI Agent in Aberdeen on March 19, 1958. It had been left in a parking lot at a railroad station. On the same date, Agents arrested Queor who furnished a signed statement to the effect that he had killed the practical nurse. He said she had picked him up while he was hitchhiking after his car broke down. He admitted that he beat and choked her after she hit him with a bottle and also told of driving her car over her body. He then drove her automobile to Aberdeen where he left it in the parking lot.

Although there was an admitted interstate transportation of a stolen motor vehicle, a Federal offense within the FBI's jurisdiction, there also was a far more serious charge—murder. Queor was turned over to Alabama authorities and returned to Baldwin County. On September 24, 1958, Queor pleaded guilty to the murder charge. He was sentenced to life imprisonment with a recommendation from the judge that he not be allowed parole.

Once again the FBI, acting under the Federal statute concerning the interstate transportation of stolen motor vehicles, solved a major crime not within its jurisdiction. It was this law which brought the FBI into the search for John Dillinger in 1934, a search which ended with his death when he attempted to resist arrest by FBI Agents. Crimes committed by hitchhikers are among the hardest to solve since the investigation usually spreads over several states as in the case out-

lined above. Through cooperation, the FBI has been able to solve a number of hitchhike crimes and return the perpetrators to local authorities to answer for their vicious acts.

Actually, the question of who gets the criminal is not answered by the investigative agency. Once the criminal is in custody and all evidence concerning the crime collected, the case moves to the hands of the prosecuting attorneys. When two or more charges in different jurisdictions are outstanding against the suspect, the interested prosecuting attorneys decide which charge is to take precedence. Usually, the decision is made in favor of the more serious charge.

Violations of Federal laws relating to the interstate transportation of stolen property must be preceded by a non-Federal crime—a theft. It is not uncommon for the FBI, through its coverage of known criminals, to learn of planned robberies or burglaries before they take place. Frequently, such information has made it possible for local police to capture the criminals in the act of committing a crime.

The famous Brink's robbery in Boston, the Weinberger kidnaping case, and the murder of 44 persons on an airliner in Colorado by Jack Gilbert Graham who placed a bomb on the plane are but a few of the many cases which have been solved by the FBI and later tried in state courts either because investigation showed no Federal violation had occurred or state charges were far more serious.



FBI NCIC

Throughout the years representatives of law enforcement have demonstrated a degree of cooperation and esprit de corps not generally found in other professions. It was precisely because of this willingness to work together that the complex computerized electronic data-exchange network known as the FBI National Crime Information Center (NCIC) became a reality.

The NCIC was developed to complement computerized systems in operation in local and state enforcement agencies. Since the inception of the NCIC, the FBI has stressed the need for the development of state-wide systems, for without them the national network could not function effectively.

All states, many major metropolitan areas and a number of Federal law enforcement agencies now have access to NCIC through the interfacing of their criminal justice computers, switching devices or manual terminals with the NCIC computer. These connections are over leased telecommunications lines paid for by the FBI. The ultimate system will link computerized criminal justice information systems in each state, the Commonwealth of Puerto Rico, and the District of Columbia with NCIC in Washington, D. C.

The management of the NCIC is shared jointly by the FBI and the National Crime Information Center Advisory Policy Board which meets periodically to propose changes and render advice regarding the operation of the system. The Board is composed of top-level management representatives of the criminal justice community in the United States.

Transactions are received and handled by the NCIC at the approximate rate of two per second. Although transactions with the NCIC computer have increased greatly since the program was initiated, long-range planning has made it possible to adjust the system so that each terminal is able to communicate directly and immediately with the control center.

Records on file in the NCIC concern wanted persons, computerized criminal histories, stolen

vehicles, vehicles used in the commission of felonies, stolen engines and transmissions, stolen or missing license plates when all plates issued for a specific vehicle are missing, stolen guns, stolen boats, and other items of stolen property which are serially identifiable.

Examples of the serialized stolen property now on file are bicycles, typewriters, business machines, securities, and money.

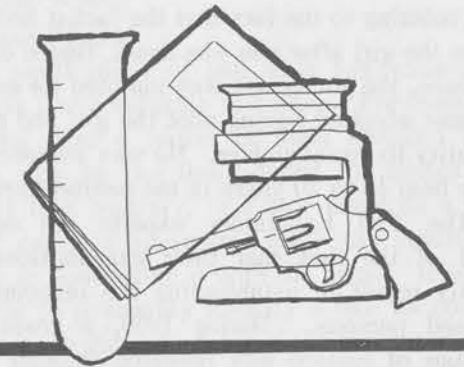
The newest file is the Computerized Criminal History (CCH) File which began operation in November, 1971. The CCH File is a documentation of an arrested individual's progress through the criminal justice system from arrest through ultimate discharge. All entries must be supported by the person's fingerprints following arrest to insure accuracy and integrity of the records.

The objective of NCIC is to improve the effectiveness of law enforcement through the more efficient handling and exchange of documented police information.

An NCIC inquiry on a gun by the Kansas City Police Department resulted in the arrest of six persons and the recovery of 137 guns taken in a burglary of a sporting goods store from which 2,198 guns were stolen. The New York City Police, utilizing the services of the NCIC, discovered that three individuals whom they had arrested on various local charges were all Federal fugitives. Baltimore police arrested an individual who was in possession of a car which had been stolen from a U. S. Congressman in Washington, D. C., because an alert officer made a routine NCIC inquiry after spotting the car in a downtown intersection. An NCIC response to a Chicago police inquiry concerning a New Jersey registered vehicle resulted in the recovery of a stolen car and the arrest of a man wanted in New Jersey on charges of rape and car theft.

The above examples demonstrate that every law enforcement officer in the United States can have vital crime information relayed to him in a matter of seconds. NCIC is representative of the spirit of cooperation existing among all levels of law enforcement—local, state, and Federal.

SERVICES OF THE FBI



The FBI Laboratory



The FBI Laboratory, established in 1932, is today one of the great bulwarks in the fight against crime. It is the largest and most effective criminal laboratory in the world, and its facilities are available without cost to any city, county, state, or Federal law enforcement agency in the United States. This means that a constable in the smallest hamlet in America has at his disposal in a criminal matter a million-dollar laboratory staffed by the Nation's leading scientific examiners of evidence. Not only will these experts examine evidence and report the results to the submitting agency, but they will testify free of charge in any court of law concerning their findings.

The only limitations on these services are that the evidence submitted must be in connection with an official investigation of a crime and no examination of the evidence in the same scientific field has been made by another laboratory or technician.

The work of the FBI Laboratory has increased tremendously, with a rise of over 100 percent during the past decade in the number of examinations conducted. In fiscal year 1973, a total of 531,471 examinations were made, and with the value of the Laboratory's work recognized throughout the country there is little doubt that this figure will continue to grow.

The importance of physical evidence in a criminal investigation cannot be over-emphasized. A chip of paint so small it can hardly be seen by the naked eye can lead to the identification of a car involved in a hit-and-run accident; a small quantity of sand in a suspect's shoe or trousers can place him at the scene of a murder; a few strands of hair clutched in the fingers of an assault victim can help to convict the attacker; a small stain on a suspect's clothing can be the deciding factor in tipping the scales of justice; and there are many in our Nation's prisons who have learned that a thing as common as handwriting can be the downfall of a criminal.

Murder or suicide is one of the most perplexing questions which a law enforcement officer will be called on to solve. Scientific examination often can supply a solution to the puzzle as it did in the case of a young Wyoming high school girl. She and her boy friend had a quarrel, and the girl went to his home to return his picture. A short time later the young man called police and related he had found the girl dead in her car parked in front of his house, a bullet from a .22 caliber revolver in her chest. The gun was beside her.

Examination of the girl's clothing in the FBI Laboratory revealed no powder residue, indicating the gun must have been held at least 36 inches from the victim when the shot was fired. It would have been impossible for the girl to hold the gun that far from herself and fire a bullet into her chest. The Laboratory expert also noted from photographs of the girl's body that she was wearing a jacket which had not been submitted with the other evidence. This was obtained and found to contain no powder residue or even a bullet

hole, pointing to the fact that the jacket had been put on the girl after she was dead. Based on this evidence, the young man was indicted for murder. He later admitted having shot the girl and pleaded guilty to manslaughter. He was sentenced to serve from 18 to 20 years in the penitentiary.

The FBI Laboratory experts are equally proud of the fact that their examinations frequently result in establishing the innocence of accused persons. During 1959, a gross miscarriage of justice was revealed through handwriting comparison. In a southern city a book of blank money orders was stolen, and two of them forged and cashed by an individual who used a driver's license to identify himself. While attempting to cash a third one, the man became excited, dropped the driver's license and fled. Police arrested the man whose name and address appeared on the license, and he was identified by the cashiers who had accepted the two forged money orders and by the one where the attempt was made to cash the third.

The man was tried, convicted, and sentenced to prison for four years. Later, however, 10 additional money orders were cashed by a man using a receipt for a duplicate driver's license showing the same name and address. The money orders and samples of the convicted man's handwriting were submitted to the FBI Laboratory where it was determined that he had not prepared or endorsed any of the money orders. He was released a short time later, and the charges against him were withdrawn.

Following are some of the services which the FBI Laboratory can perform for law enforcement agencies:

Ashes

The restoration and reading of printed material are possible if the paper ash is properly preserved. Various woods and other materials leave characteristic ashes which frequently can be analyzed.

Blood Examinations

Stains suspected of being human blood frequently are found during investigations of crimes. The FBI Laboratory can identify such stains and, if they are found to be blood, can determine whether the origin is human or animal. In the latter type of case, the animal family also can

be determined. In instances where the amount of stain is adequate, it is possible to classify the blood and compare it with specimens of known origin. It is not possible to identify blood as coming from a specific person, inasmuch as many individuals have body fluids falling into the same classification.

Bombs and Explosives

The Laboratory maintains a file containing vital information on the construction of various types of bombs. It also maintains a reference collection of dynamite wrappers, blasting caps, and fuses. No explosive material should be sent to the FBI Laboratory without first making detailed arrangements in advance.

Chemical Analysis

Accelerants from suspected arson debris, chemicals, chemicals from malicious mischief or sabotage cases, and materials from a variety of sources are recovered, classified, and often specifically identified by chromatographic and spectrophotometric procedures as well as classical chemical procedures.

Cryptanalysis

Various kinds of codes and ciphers examinations in criminal cases including, but not restricted to, messages between penitentiary prisoners, notes on burglary projects, cryptographic messages, and telephone/address books make up a significant portion of the work of the Cryptanalysis Unit. The analysis of other apparently meaningless coded evidence to help investigators "separate the wheat from the chaff" is a service of this Unit in the FBI Laboratory.

Document Examinations

In the FBI Laboratory there are experts trained in the comparison of handwriting, handprinting, typewriting, printed matter, and papers. They also detect erasures and obliterated writing and frequently are able to make faded writing visible and readable. A file of typewriter specimens enables the technician to identify the make and model of a typewriter from its typing; and large files of watermarks, paper samples, and styles of printing type are maintained on a current basis.

Electronic Equipment Examinations

Examinations are made of many items of

electronic equipment for information of significance associating equipment with suspects or with criminal activity. Determination of equipment alterations, functioning, operational characteristics and possible source of manufacture frequently are of value in solution of a case. Examinations are most generally made of, but not limited to, radio and telephone communications equipment, signalling devices, control devices, tape recorders, and associated equipment.

Firearms Identification

Bullets and cartridge cases frequently can be identified with the guns from which they have been fired. Valuable information is often secured from a bullet or cartridge case alone, even though no suspect weapon is recovered.

Fraudulent Checks

A file of worthless checks is maintained in the Document Section of the FBI Laboratory. Law enforcement agencies submitting bogus checks can have them searched against the thousands of checks already on file in order to identify the passer. Comparisons are based on handwriting and other distinguishing features. The file has been very helpful in tracking down the professional check passer who moves from one community to the other.

Gambling Paraphernalia

The Gambling Unit of the FBI Laboratory maintains a file of known gambling paraphernalia. The Unit performs examinations on related materials and physical evidence to determine the nature of such material and reports on the results for possible subsequent expert testimony.

Glass Fractures

The Laboratory is equipped to do numerous types of examinations in the field of glass. One of the most frequent types is the analysis of broken headlight lenses found at the scene of hit-and-run accidents. The examination of broken glass in other types of cases frequently produces information on the direction of a blow or bullet. For example, it may become necessary to determine whether a pane of glass was struck from the inside of an automobile or from the outside. A study of the optical properties and density of tiny glass particles found in the clothing of a suspect can show they are the same as glass from a broken window or other source of glass

at a crime scene.

Hairs and Fibers

A small piece of hair or a few strands of fiber can prove valuable in a case. For example, a thread from a jacket or shirt snagged in a screen may be the link needed to implicate a suspect in a burglary, or a hair found on a suspected car in a hit-and-run case may contribute greatly to connecting it with the crime. It is not possible to positively identify a hair as coming from any one individual, but if the characteristics are identical, the case may be strengthened. An examiner can tell from a piece of hair if it is naturally curly or has been curled artificially, whether or not it is dyed, and if it is of animal or human origin. If animal, the animal family can be determined.

Mineral Analyses

Small amounts of soil from a suspect's trousers, shoes, or other items of clothing, or from fingernail scarpings may prove to be identical with soil found at a crime scene. Dirt knocked from the fender of a hit-and-run automobile at the scene may later be identified with soil still adhering to the car. Marked differences are found in the composition of soil samples taken from spots as close together as a few yards. Even dust specimens on window sills in the same neighborhood have been found to be different. Burglars who break through a wall to gain entrance to a building usually will pick up in their clothing various fragments of building material which can be identified with known samples from the crime scene. Safecrackers often work in the insulating material from the safe's walls, and traces of it may remain in their clothing for days. In the specialized field of safe insulation, the Laboratory has set up a reference file which is most helpful.

Metal Examinations

Pieces of metal found at crime scenes may have major significance in the solution of a case. Bits of wire, parts of tools, automobile parts, and other metal fragments sometimes can be traced and frequently identified with items of similar material in the possession of a suspect.

Number Restoration

Serial numbers frequently are obliterated on weapons and machines. FBI experts conduct

tests which usually result in the restoration of these numbers. The restored numbers are frequently of value in tracing and establishing the identity of stolen property.

Paint Comparisons

Comparison of paint particles has been extremely helpful in hit-and-run, burglary, and other types of cases. Tiny chips of paint found at the scene of an accident can be analyzed by FBI technicians and compared with specimens from a suspect's car. If no car is suspected, the paint can be analyzed and it is possible to suggest the type of car involved by referring to the FBI Laboratory's National Automotive Paint File. This file contains specimens of paint used by various automobile manufacturers.

Photography in Crime

The camera is indispensable in recording criminal data. The FBI Laboratory is equipped to handle special problems relating to photography in crime detection. Its experts can detect fraud in pictures, identify a camera as having been used to expose particular film, and conduct other examinations involving the photographic processes.

Powder Patterns

By developing the pattern of powder residues around a bullet entrance wound, FBI technicians are able to obtain much information of value in connection with close-range shootings when distance is an important factor to determine.

Shoe Prints and Tire Treads

Photographs, lifts, and reproductions in plaster or other compounds of shoe and tire impressions can be identified with a suspect's shoes or the tires of his automobile. The FBI Laboratory maintains shoe and tire print reference files. Questioned shoe and tire impressions can be checked against these files to determine the trade name of heels and soles on shoes and the trade name and size of tires.

Tooth Impressions

Edible materials such as fruits, cheese, candy, etc., left at the scene of a crime may contain tooth impressions. These can be preserved by the Laboratory for future comparison with dental impressions of a suspect's teeth.

Toolmarks

Every tool has individual characteristics and each generally will leave distinctive markings when used which can be identified in the Laboratory. It is possible to identify chisels, pliers, pinch bars, hammers, wrenches, axes, and many other tools by comparing objects with which they may have come in forcible contact, with test marks made by the suspected instrument. Frequently, fragments of paint, safe insulation, or other substances may adhere to tools which can be valuable evidence in establishing their use in a particular crime. Tool examinations cover a broad field but are especially applicable in burglary cases.

Handling and Transmittal of Evidence

The FBI Laboratory cannot conduct examinations for private individuals, and any evidence pertaining to a crime must be submitted through a law enforcement agency. In order for evidence to be admissible in court, it must be handled very carefully and properly identified. Contamination by spoilage or contact with foreign material should be avoided. Persons handling evidence should be thoroughly familiar with its characteristics, and, while identification marks are desirable on some material, they are not on others. Documents, for example, submitted for fingerprint examination should be identified by attaching a slip of paper. The best place to mark bullets is on the base, and empty cartridge cases are properly identified on the inside. Containers should be marked adequately and tags affixed securely to large objects. Each item of evidence should be handled and packaged for shipment so that it will reach the Laboratory in its original state.

A letter in duplicate, addressed to the Director, Federal Bureau of Investigation, Washington, D. C., attention FBI Laboratory, should accompany small packages of evidence. Bulky objects should be shipped separately, but a copy of the letter should be included in the package. The body of the letter should contain the names of victims and suspects and the type of crime. All evidence should be described in detail and pertinent facts which may be helpful in making an examination should be set forth. The type of examination desired should be specified.

The Identification Division

Unquestionably, the science of fingerprinting is the greatest advancement ever made in the field of personal identification. Identical twins may fool many people, including their parents, but they will not confuse the fingerprint examiner, for while they may look alike in every respect, their fingerprints will be different.

Realizing the tremendous value of fingerprint identification and the need for a central clearinghouse of fingerprint data, the FBI established the Identification Division in 1924. The Division started with 25 employees and 810,188 fingerprint cards which were obtained from the criminal records at Leavenworth Penitentiary and the files of the International Association of Chiefs of Police.

In April, 1974, the total number of prints on file passed the 159,300,000 mark. Over 71,000,000 of the prints are in the criminal files, the remainder in the civil files. More than 60,100,000 persons have fingerprints on file. Fingerprint cards are received at a daily average of over 24,000 from more than 7,300 contributors representing nearly every law enforcement agency in the country.

The FBI is the central repository for fingerprint identification information; however, the cards and information contained thereon remain the property of the contributing agency and no changes in the records can be made without that agency's permission. Data from the identification records are furnished to law enforcement and governmental agencies at the Federal, state, and local levels for official use only.

As of May 1, 1974, there were over 121,500 wanted notices for fugitives from justice outstanding in the Identification Division's criminal files. The Division identifies an average of over 3,000 fugitives each month, thus proving its great value in the fight against crime. Many dangerous criminals might avoid forever having to answer for their crimes if it were not for the Identification Division and the cooperation it receives from other law enforcement agencies.

The Pittsburgh, Pennsylvania, Police Department in March, 1938, placed a wanted notice with the Identification Division for a woman charged with a murder committed in October, 1932. Two decades later, a set of prints was submitted by the Akron, Ohio, Police Department on a woman who had been arrested in a gambling raid. Her prints were classified by a fingerprint examiner and the subsequent search resulted in a positive identification with the record on the woman wanted in Pittsburgh. Her fingerprint record showed a prior murder conviction. Police in Pittsburgh and Akron were notified.

But all the work of this Division is not restricted to criminal matters. Many amnesia victims have regained their identities, scores of missing persons have been located, and a number of disaster victims have been identified through fingerprints. A typical missing person case involved a man who had never seen his father. After searching for 15 years and learning only that his father had been discharged from the Navy in 1928, the son requested assistance from the FBI. A search of Identification Division records revealed fingerprints of the father taken in connection with Government employment, the most recent of which contained an address in Seattle, Washington, which enabled the son to locate his heretofore unknown parent. An amnesia victim in New Orleans was identified from fingerprints taken when he was only 10 years old.

Following are some of the services rendered without charge by the FBI Identification Division:

Disaster Squad

The FBI Disaster Squad was formed in 1940 to assist in the Identification of victims of various disasters such as plane crashes, storms, explosions, and the like throughout the United States. Its members are especially trained to handle the many problems of personal identification by fingerprints under the most trying conditions. The services of this squad are available to any law enforcement agency or transportation company. Establishing the identity of disaster victims is a most important phase of law enforcement work, and fingerprints often are the only means of determining this beyond any doubt.

Footprints

In very rare cases persons without hands are arrested. A file on footprints is maintained in the Identification Division on such individuals.

General Appearance File

In connection with the Latent Fingerprint Section there is maintained a general appearance file of confidence game operators and jewel and fur thieves which contains descriptive data and photographs of over 1,200 individuals specializing in these crimes. Searches in this file will be made upon request of police agencies. In furnishing data on a suspect, the agency should make sure that a complete description is supplied. Photographs and other material on individuals who may be identical with those being sought will be furnished to the interested departments.

Latent Fingerprints

The Latent Fingerprint Section handles articles of evidence submitted by law enforcement agencies for the development of latent impressions. In addition, photographs, negatives, and lifts of latents are scrutinized for prints of value for identification purposes. Photographs of the prints of value are always prepared for the FBI's files and are available for comparison for an indefinite period. Should the law enforcement agency desire additional comparisons it need only advise the FBI Identification Division, attention Latent Fingerprint Section, and either name or submit the prints of the new suspect. It is not necessary to resubmit the evidence. When necessary, a fingerprint expert will testify in local court as to his findings. Should a department have any special problems involving the development or preservation of fingerprints at a crime scene, the experts are available for suggestions.

Literature

The FBI Identification Division has available for distribution to law enforcement agencies literature concerning the taking of inked prints, the problems of taking inked prints of deceased individuals, the classification of footprints, and the developing, photographing, and lifting of latent impressions.

Missing Person Program

As a humanitarian service, missing person notices are posted in the Identification Division files. If an individual has been missing less than seven years such notices are posted at the request of relatives of a missing person, law enforcement and governmental agencies, and charitable organizations acting on behalf of interested relatives. Notices are posted both by fingerprint card and by name alone if fingerprints are not available. The full name, exact date and place of birth, and physical description of missing persons should be forwarded along with the fingerprints if available. Upon receipt of pertinent information concerning the location of the missing person, the interested party is advised immediately.

Personal Identification

During the years, many persons have voluntarily submitted their fingerprints to the Identification Division for possible use in the case of an emergency. These cards are not filed with the criminal fingerprints but are maintained separately. Such prints should be taken on the standard fingerprint form entitled "Personal Identification."

Supplies

Supplies of fingerprint cards, self-addressed franked envelopes, and identification forms will be forwarded free of charge upon request of any law enforcement agency. The following types of cards and forms are available: Criminal, Applicant, Personal Identification, Death Sheet, Disposition Sheet, and Wanted Notice forms.

Unknown Dead

The fingerprint files have proved very helpful in the identification of unknown deceased individuals. In many of the cases the local department has had no clue at all as to the person's identity. In cases of advanced decomposition when the taking of inked fingerprints is impossible, identification can sometimes be effected from clear photographs of the ridge patterns or from direct comparison of the fingers with prior prints.

Wanted Persons

Each year thousands of badly wanted persons are located from information furnished local officers as a result of searches in the Identification Division files. Individuals entered in NCIC wanted persons file with FBI numbers (or later modified to include an FBI number) are automatically posted in the subject's fingerprint record and when the EW record is "cleared" or "cancelled," the wanted notice in the Identification Division is automatically removed. When the subject's FBI number is unknown, utilize Form I-12 indicating the complete name, description, arrest number or a copy of the subject's fingerprints. The originating agency identifiers (ORI) has the capability of requesting a copy of a person's criminal history record by including the acronym SIR or by "xing" appropriate block on Form I-12. Interested agencies are notified on the whereabouts of the wanted individuals by NCIC Law Enforcement Teletype System or collect telegram.

Handling of Fingerprint Cards

In order for the FBI Identification Division to provide efficient service to all law enforcement agencies, the inked prints must be clear and distinct, and the name and descriptive data must be indicated completely and legibly on the fingerprint card. Standard FBI fingerprint cards bearing the preprinted originating agency identifiers (ORI) number, name, city, and state of the particular agency and other forms are furnished free of charge. All contributors are urged to use these cards and forms.

A tendency to hold fingerprint cards until several have accumulated has been noted on the part of some agencies. This should not be done since the arrested person may be a fugitive from another department, and any delay may result in his release before the agency wanting him can be notified.

If any agency knows that an arrested person is an employee of the U. S. Government, it is requested that this fact be recorded on the back of the fingerprint card in the appropriate block. The name of the employing department or agency, as well as the position held, should be set forth.

Photographs are an important adjunct to the fingerprint identification services rendered by the

FBI. Wherever possible, photographs should be securely pasted to fingerprint cards at the time of their submission to the Identification Division. Since they may become detached, photographs submitted in this manner or at a later date should contain on the reverse side the name of the subject, together with his FBI number, arrest number, and name of submitting agency for identification purposes.

Training

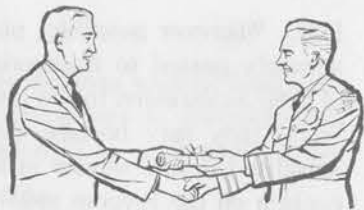


In conjunction with its law enforcement responsibilities, the FBI realizes that one of its major commitments is to provide high-quality training not only for its own Agents, but also to make such training available to law enforcement officers throughout the Nation. The FBI, therefore, has a corps of experienced Special Agent instructors assigned to each Bureau field office, as well as at the FBI Academy, who are highly qualified in many aspects of law enforcement.

These instructors, in addition to training new FBI Agents, are available on request to conduct training programs for other agencies, including local police departments, at no cost to the agency. This Field Training Program offers instruction in such areas as firearms, defensive tactics, crime scene searches, fingerprinting, photography, conducting interviews, collecting and preserving evidence, and report writing. Instructors are also available to lecture on such topics as police management, legal matters, mob and riot control, and police-community relations.

One of the most exciting developments in recent years, in the FBI's training program was the opening of the new FBI Academy on the Quantico Marine Base at Quantico, Virginia, in May, 1972. Facilities at the new Academy provide a completely self-sufficient complex for housing, feeding, training, and accommodating up to 720 student police officers or FBI Agents at the same time.

FBI National Academy



Established in 1935, the FBI National Academy is often called "The West Point of Law Enforcement." Candidates for the National Academy are career police officers from the United States and some foreign nations, who exhibit both leadership and management qualities.

The FBI selects those who will attend from officers nominated by the heads of their respective agencies. At FBI expense, officers who attend the 11-week National Academy sessions live at the new Academy and receive instruction in a wide range of subjects.

The Academy provides quality training to supervisory and administrative personnel in law enforcement agencies throughout the free world. The training program is supplemented by advanced courses in specialized fields of study.

The Academy's ultimate goal is to stimulate the officer's continued educational and professional development so he can understand more fully his role today, and actively and intelligently participate in the shaping of his role for tomorrow.

One of the foremost features of the National Academy program is its affiliation with the University of Virginia's School of Continuing Education. Through this cooperative venture, law enforcement officers attending the FBI National Academy 11-week program can earn up to 16 undergraduate semester credit hours from the University for satisfactorily completing courses in the Behavioral Sciences, Education and Communication Arts, Forensic Science, Law, and Management Science. Graduate credit courses are offered to qualified students in the Behavioral Science, Management, and Education areas.

Law enforcement arts courses which consist of firearms, defensive tactics, and physical training, are part of the program, along with timely issues in law enforcement.

Faculty members of various schools of the University are working with specially trained Special Agents of the FBI, who possess current

advanced degrees in pertinent disciplines, in an effort to merge the strengths of both institutions and enhance the educational opportunities, as well as the professional development of the officers.

Specialized Programs

In addition to the National Academy Program, a wide variety of courses of varying lengths are offered to meet particular law enforcement training needs. Specialized programs have been offered for Training Administrators, Instructors, Police Community Relations Specialists, Laboratory Managers, Legal Advisors, Photographers, and Fingerprint Technicians.

As additional needs are identified, new curricula will be developed, tested and offered to help keep America's law enforcement prepared to fulfill its vital function in a dynamic era of our history.

National Symposia

The FBI Academy has been the site for several National Symposia covering a diversity of contemporary problems.

Publications

The FBI maintains an extensive supply of booklets, pamphlets, other publications, and reprints of articles relating to various topics pertaining to law enforcement. These are available to any police officer who wishes to learn more about his chosen profession and to prepare himself for advancement. Copies of these items can be obtained from any FBI field office or by writing to the Director, Federal Bureau of Investigation, Washington, D. C.

Among the most important FBI publications for law enforcement officers is the "FBI Law Enforcement Bulletin," a monthly journal which contains timely articles on all phases of police work. Another publication of great interest to the general public as well as police officers is the "Uniform Crime Reports" bulletin. This contains a compilation of statistical data regarding the crime problem. Material for this bulletin is supplied by most police departments throughout the country.

JURISDICTION



The FBI's jurisdiction includes a wide range of responsibilities in the criminal, civil, and security fields. It is by no means, however, the only investigative agency of the United States Government. Among the other Federal agencies, and some of the matters within their jurisdiction, are:

Bureau of Customs - Smuggling and customs violations.

Civil Service Commission - Violations of Civil Service laws.

Drug Enforcement Administration - Narcotics violations.

Food and Drug Administration - Food and Drug Act violations.

Immigration and Naturalization Service - Illegal entry into the United States and related matters.

Internal Revenue Service - Income and other Federal tax matters and liquor law violations.

Postal Inspectors - Violations of various postal laws and mail frauds.

Secret Service - Counterfeiting, forging of Government checks, and the protection of the President and his immediate family.

United States Armed Forces Investigative Units - Enforcement of criminal, security, and intelligence obligations of all branches of the Armed Forces.

Following is a brief description of some of the matters within the FBI's jurisdiction. Anyone having information which may assist the FBI in its investigations should furnish it immediately to the nearest FBI office.

Act for the Protection of Foreign Officials and Official Guests of the United States

The FBI has been given jurisdiction under this Act to investigate the crimes of murder, kid-

napping and assault against officials and official guests in the U. S., and of damage to foreign government property. This jurisdiction, held concurrently with local authorities, is exercised by the FBI for the U. S. Government when the crimes would adversely affect or interfere with the conduct of U. S. foreign affairs.

Admiralty Matters

Admiralty suits against the Government arise out of Government ownership or operation of vessels. The FBI investigates claims to develop information to assist in the Government's defense.

Anti-Racketeering

It is unlawful to affect interstate or foreign commerce by acts of robbery or extortion through the use of force, violence, or fear. The FBI has jurisdiction to investigate such violations.

Antitrust

Investigations of monopolies and alleged combinations and agreements in restraint of interstate or foreign commerce.

Assaulting or Killing a Federal Officer

The assaulting or killing of any one of a specified group of Federal officers while engaged in their regular duties or as a result of their regular duties.

Assaulting the President of the United States

While the U. S. Secret Service has investigative jurisdiction insofar as protection of the President and threats against the President are concerned, the FBI investigates the actual assault, kidnaping, or killing of the President or the Vice President. Conspiracy to kill, kidnap, or assault the President or Vice President are also violations of Federal Law within the FBI's investigative jurisdiction.

Atomic Energy Act

The FBI has exclusive investigative jurisdiction over all criminal violations of the Atomic Energy Act. These include the illegally acquiring or disclosing of restricted data or conspiring or attempting to do either, with intent to injure the U. S. or secure an advantage to any foreign nation, or with reason to believe that either might result. Also included are violations of the licensing provisions relating to special nuclear material, source material, and by-product material.

Automobile Information Disclosure Act

The manufacturer and importer of new automobiles must attach a price label to each such automobile prior to delivery to a dealer. Failure to attach such a label, or to properly endorse the label, or the willful unauthorized removal or alteration of the label constitutes a Federal violation investigated by the FBI.

Bank Robbery and Embezzlement

The robbery or burglary of, or larceny from, any member bank of the Federal Reserve System, a bank insured by the Federal Deposit Insurance Corporation, a bank organized or operated under laws of the United States, a Federal Savings and Loan Association, an institution insured by the Federal Savings and Loan Insurance Corporation, or a Federally insured Credit Union is an offense within the FBI's jurisdiction. The embezzlement or misapplication of funds by an officer or employee and the false entry in the books or records of one of the above are also violations. Additionally false statements made on loan applications by customers of the above institutions may also constitute violations.

Bankruptcy

Federal statutes contain numerous regulations designed to prevent frauds in connection with bankruptcy proceedings. Violations are investigated by Special Agents of the FBI.

Bribery

It is a violation for any person to offer or give a bribe to an employee or agent of the United States—as well as for such employee or agent to solicit or accept a bribe—in an effort to influence his official action.

Civil Rights

Depriving a person of Federally secured

rights and privileges granted by the Constitution and the laws of the United States is a violation within the jurisdiction of the FBI.

Civil Rights Acts of 1960, 1964, and 1968

These Acts include the obstruction of Federal court orders, the retention of Federal election records, and discrimination in public accommodations, public facilities and public education, employment, and housing.

Crimes on the High Seas

Numerous offenses committed on American vessels on bodies of water outside the jurisdiction of any particular state are within the investigative jurisdiction of the FBI.

Crimes on Indian and Government Reservations

Numerous aggravated offenses which occur on Indian and Government reservations are within the scope of the FBI's jurisdiction.

Desertion from the Armed Forces

Upon the request of the respective branches of the Armed Forces in Washington, D. C., the FBI will assist in locating deserters.

Destruction of Aircraft or Motor Vehicles

Willful destruction or attempt to destroy an aircraft or passenger-carrying motor vehicle engaged in interstate or foreign commerce is a violation of Federal statutes. It is also a violation to make a false report that an attempt will be made to destroy an aircraft, motor vehicle, train or marine vessel in interstate or foreign commerce.

Destruction of Interstate Property

Willful destruction or attempts to destroy cargo moving in interstate or foreign commerce in possession of a common or contract carrier are Federal violations under the investigative jurisdiction of the FBI.

Election Laws

The purchasing or selling of votes, as well as the conspiring to deprive a person of his right to vote or to have his vote counted as cast, in an election involving candidates for Federal office is a violation within the FBI's jurisdiction. Additionally, intimidation by force or threat of force in connection with any election is a violation.

Escape and Rescue

It is an offense within the FBI's jurisdiction for a person in lawful Federal custody to escape or attempt to escape. Likewise, it is unlawful for anyone to aid, assist or rescue or to voluntarily or negligently allow such a person to escape.

Espionage

Generally speaking, espionage consists of the illegally obtaining or disclosing information affecting the national security of the United States either for the benefit of a foreign power or to the detriment of this country.

Extortion

Use of the mails to convey a threat to kidnap or injure or demand ransom or reward for the release of a kidnaped person is a violation within the investigative jurisdiction of the FBI. A threat to injure property coupled with an intent to extort is a violation. Interstate communication by means other than mail containing such threats or demands also is a violation.

Extortionate Credit Transactions

Aimed at one of the major sources of illicit income available to the organized underworld, this statute prohibits hoodlum loan sharks from lending money at exorbitant rates of interest and then using violence or threats of violence to collect on their usurious transactions.

Falsely Claiming Citizenship

The false representation by a person that he is a United States citizen.

Federal Housing Administration Matters

The FBI has primary jurisdiction for the investigation of allegations of possible violations of the Federal criminal statutes arising in connection with the operations of the Federal Housing Administration.

Federal Tort Claims

The FBI will conduct investigations to assist the Government in its defense of tort suits.

Fraud Against the Government

The presentation of false or fictitious claims against the Government and the misrepresentation or concealment of facts concerning matters within the jurisdiction of the Government are violations over which the FBI has jurisdiction.

Illegal Wearing of Uniform

Unauthorized wearing of an official uniform of the Armed Forces of the United States or parts thereof is a violation of a Federal statute under the FBI's jurisdiction. The act also covers the unauthorized wearing of decorations or insignia and their unauthorized manufacture and sale.

Impersonation

Persons who falsely represent themselves as employees of the United States Government and act as such—as well as persons who, within the United States, fraudulently impersonate foreign officials duly accredited to the United States—violate laws within the FBI's jurisdiction.

Interception of Communications

It is a Federal violation to divulge or use for one's own benefit any information intercepted from a radio, telephone, or telegraph message unless the person transmitting such messages authorizes its divulgence or use.

Interference with Government Communications

Matters involving malicious destruction or interference with telephone, radio, or other means of communication owned or controlled by the U. S. Government, including those used for military or civil defense functions of the Government, are investigated by the FBI.

Internal Security

Dating from 1939, specific Presidential directives have instructed the FBI to collect information on internal security matters furnished by local, state, and Federal agencies and citizens and to sift and coordinate all such information for indications of subversive activities covered by Federal statutes.

Interstate Transportation of Fireworks

It is unlawful for anyone, other than in the course of continuous interstate transportation, to transport fireworks into a state or handle them for such transportation, or attempt to do so knowing that such fireworks are to be delivered, sold or otherwise dealt with in a manner or for a use prohibited by the laws of such state specifically forbidding or regulating the use of fireworks. The act does not apply to the transportation or delivery of fireworks into any state or territory for agricultural purposes. Violations of this act are investigated by the FBI.

Interstate Transportation of Gambling Devices

The interstate transportation of gambling devices is a violation of Federal law investigated by the FBI. This statute also requires dealers or manufacturers of gambling devices to register and file monthly reports with the Attorney General.

Interstate Transportation of Lottery Tickets

It is unlawful to bring into the United States or deposit with any express company or other common carriers in interstate or foreign commerce any lottery ticket, lottery advertisement, or list of prizes. The statute also prohibits the carrying of such items in interstate or foreign commerce and receiving them with knowledge that they have moved through interstate or foreign commerce.

Interstate Transportation of Obscene Matter

The FBI has jurisdiction over the interstate transportation of obscene matter by any means except those involving transmission through the mails which are handled by postal inspectors.

Interstate Transportation of Persons for Fraud and Fraud by Wire

Transporting persons interstate in furtherance of a scheme to obtain money or property valued at \$5,000 or more by false or fraudulent pretenses and the sending of communications in interstate or foreign commerce by wire, radio, or television with intent to defraud are violations over which the FBI has jurisdiction.

Interstate Transportation of Stolen Cattle, Motor Vehicle, or Aircraft

The transportation in interstate or foreign commerce of any stolen cattle, motor vehicle, or aircraft, knowing same to have been stolen, is a Federal violation. Receiving, concealing, storing, bartering, selling, or disposing of any such items, with knowledge that they have been stolen, also is a Federal crime.

Interstate Transportation of Stolen Property

The interstate transportation of stolen property valued at \$5,000 or more with knowledge that the property was stolen is a Federal offense. This act also covers the interstate transportation of counterfeit, falsely made, altered or forged securities or state tax stamps with the intention

to defraud. Another section prohibits the interstate transportation of dies, plates or tools to be used in forging or altering securities or to be used in preparing counterfeit securities. The statute, which is under the FBI's jurisdiction, also covers "receivers."

Interstate Transportation of Unsafe Refrigerators

It is unlawful for any person to introduce into interstate commerce any household refrigerator manufactured on or after October 30, 1958, unless it is equipped with a device enabling its door to be opened from the inside which conforms to certain standards issued by the Secretary of Commerce. These violations are investigated by the FBI.

Interstate Travel or Transportation in Aid of Racketeering Enterprises

Federal law prohibits travel or the use of any facility including the mail in interstate or foreign commerce with intent to (a) distribute the proceeds of certain unlawful activities, (b) commit a crime of violence to further those unlawful activities, or (c) otherwise promote or aid in those unlawful activities.

Interstate Transmission of Wagering Information

Federal law prohibits persons engaged in the business of betting from using wire communication facilities for the interstate transmission of bets or wagers or information assisting in the placing of bets or wagers on any sporting event or contest.

Interstate Transportation of Wagering Paraphernalia

Knowingly carrying or sending in interstate commerce any record, paraphernalia, ticket, token, slip or paper, writing or other device to be used in bookmaking, wagering pools regarding sporting events or numbers, policy or bolita games is prohibited by Federal law.

Involuntary Servitude and Slavery

The holding of a person in a state of compulsory service against his will for any reason except as punishment for a crime of which he has been convicted is a violation of Federal law investigated by the FBI.

Kickback Racket Act

It is unlawful to cause any person employed

on public works directly or indirectly financed by Federal funds to give up any part of his compensation as a result of force, intimidation, or threats.

Kidnaping

It is unlawful to abduct a person, transport him across a state line and detain him for ransom, reward, or otherwise. Without regard to any interstate transportation and detention of the victim, it is a Federal violation to abduct a foreign official or official guest of the United States; or to commit an abduction in conjunction with an act of aircraft piracy.

Labor-Management Laws

The FBI investigates violations of certain criminal provisions of the Labor-Management Relations Act of 1947, and the Labor-Management Reporting and Disclosure Act of 1959. Not all matters made criminal by these Acts are within the FBI's jurisdiction, some violations being investigated by other Federal agencies.

Organized Crime Control Act of 1970

Designed to supplement the laws giving the FBI jurisdiction in interstate gambling matters, this statute is aimed at major intrastate gambling operations; hoodlum infiltration of legitimate business; and corruption on the part of certain local, state, and county officials. It also provides for the impaneling of special grand juries, establishes an immunity provision to compel testimony and the production of records, and makes it possible for the Government to grant its witnesses greater protection.

Overthrow or Destruction of the Government

Activity designed to overthrow any government in the United States by force or violence is a violation of a Federal statute within the FBI's investigative jurisdiction.

Piracy of Aircraft and Other Crimes Aboard Aircraft

Federal law provides the death penalty or imprisonment for not less than twenty years for piracy of aircraft. Assault, intimidation or interference with aircraft personnel are also Federal violations together with the commission of various crimes such as murder, assault, rape and robbery aboard aircraft in flight. The carrying of a concealed deadly or dangerous weapon

aboard an aircraft is prohibited as is the false reporting of any of the above provisions.

Police Killings

By Presidential Directive dated June 3, 1971, the FBI will, upon the written request of a local chief of police or duly constituted head of the local agency, actively participate in the investigation of a police killing.

Red Cross Act

False representations of connection with the Red Cross organization for the purpose of soliciting, collecting, or receiving any money or material are violations of a Federal statute under the FBI's jurisdiction. The unauthorized use of the Red Cross emblem also is covered in the statute.

Registration Act

Agents of foreign principals engaged in propaganda and related activities are required to register with the Attorney General and abide not only by the statute, but also by any regulations promulgated by the Attorney General under the act.

Registration of Persons Trained in Espionage

Anyone who has knowledge of or has received instructions or assignment in the espionage, counterespionage, or sabotage services or tactics of a government of a foreign country or of a foreign political party is, with certain exceptions, required to register with the Attorney General.

Sabotage

The sabotage statutes cover generally the willful destruction or attempted destruction of national-defense materials, premises or utilities, and the willful making of any such material in a defective manner.

Sedition

Sedition is intentional interference with the loyalty, morale or discipline of members of the Armed Services of the United States by anyone who advises, counsels, or urges insubordination, disloyalty, or refusal of duty by any member of the Armed Services, or distributes any written or printed material for this purpose. During wartime, it also is sedition to make or convey false reports with intent to interfere with the normal operations of the Armed Services of the United

States or to promote the success of our enemies, or to interfere with the enlistment or recruitment services of the United States. Violations are investigated by the FBI.

Selective Service Act

Violations such as failure or refusal to register, failure to keep the local draft board advised of changes of address or status, failure to report for physical examination or induction, and failure to carry certificates of registration and notices of classification are within the FBI's investigative jurisdiction.

Stowaways on Vessels or Aircraft

The FBI has jurisdiction over matters pertaining to stowing away on vessels or aircraft entering or leaving the United States or on any scheduled air lines flying interstate.

Switchblade Knife Act

It is a violation to manufacture or introduce or transport in interstate commerce any switchblade knife. It is also a violation to manufacture, sell, or possess any switchblade knife within the special maritime and territorial jurisdiction of the United States Government.

Terrorist Matters

Acts of terrorism for various causes throughout the world in recent years have brought death, injury, or destruction to persons and property. The FBI investigates any of those acts including hijacking, kidnaping, bombing, and assaults planned or committed against targets in the United States.

Theft from Interstate Shipment

The theft or embezzlement of any goods or chattels from a shipment moving in interstate or foreign commerce, or the receipt or possession of any such stolen article with knowledge of its stolen character is a violation within the FBI's investigative jurisdiction. The breaking of a seal or lock of any aircraft, wagon, railroad car, motor truck, vessel or other vehicle containing an interstate shipment with intent to commit larceny therein is a specific violation as is the entering of any such conveyance with intent to commit larceny therein.

Theft of Government Property

Theft, embezzlement or robbery of Government property is a violation of Federal law, as is the receipt of such property with knowledge that it was stolen. The illegal possession of Government property also is a violation.

Train Wrecking

Willfully derailing, disabling, or wrecking any train--or part thereof--which is in interstate or foreign commerce, or attempts to commit such acts are Federal violations within the FBI's jurisdiction.

Treason

Any person owing allegiance to the United States who either levies war against the United States or helps her enemies, giving them aid or comfort, commits treason. Failure to report knowledge of an act of treason is punishable under the misprision of treason statute. All such cases are investigated by the FBI.

Unlawful Flight to Avoid Prosecution, Confinement, or Giving Testimony

The interstate flight of a person to avoid prosecution, custody or confinement after conviction for an offense punishable by death or which is a felony, is a Federal offense within the investigative jurisdiction of the FBI. The Federal statute also covers interstate flight of persons to avoid giving testimony in any felony proceedings. As a matter of practice, fugitives apprehended are usually released to local authorities for extradition and prosecution or confinement.

Veterans Administration Matters

Violations of Federal criminal statutes arising in connection with the administration of various veterans benefits acts will be investigated by the FBI.

White Slave Traffic Act

The interstate transportation of a female for prostitution, debauchery, or other immoral purposes.

FBI (Revised 10-74)

How to Reach the FBI

The FBI's field offices are located in major cities throughout the United States and in San Juan, Puerto Rico. In addition to these field offices, the FBI maintains resident agencies in smaller cities and towns in all parts of the country.

The front page of telephone directories shows the telephone number of the nearest FBI field office. All FBI offices are open 24 hours a day, including Saturdays, Sundays, and holidays.

Additional information concerning matters in this booklet can be obtained from any of the FBI field offices or by addressing a letter to:

Federal Bureau of Investigation
United States Department of Justice
Washington, D. C. 20535



FISI Academy
Quantico, VA 22135

Dear Carolen,

I have intended to write long before this but travel has precluded my doing so. Fact is I called you one day in late September enroute to S.D. but you were out.

Wanted you to know that while I am retiring 12/30 I will be lecturing extensively next year (only one year) and thought you might be interested to know this. You spoke in April of inviting me to your next years meeting and thought it best to get my oar in the water. Certainly if your plans for a program don't incorporate sex just disregard my imposition.

Should this be of interest let me leave with you my address at home as well as my telephone number. I hope we may see each other again however surely will understand if this does not come to fruition.

Sincerely
Frank

Will be here 2 more weeks

FRANK A. SASS JR
18505 OAK HILL ST.
TRIANGLE VA 22172
703-221-1207

F. A. SASS
UNITED STATES DEPARTMENT OF JUSTICE

FEDERAL BUREAU OF INVESTIGATION

FBI ACADEMY
QUANTICO, VA 22135

OFFICIAL BUSINESS

PENALTY FOR PRIVATE USE, \$300

POSTAGE AND FEES PAID
FEDERAL BUREAU OF INVESTIGATION



SGT CAROLEN BAILEY
ST. PAUL POLICE DEPT
101 EAST 10th ST.
ST. PAUL, MINNESOTA 55101

Carolyn Bailey



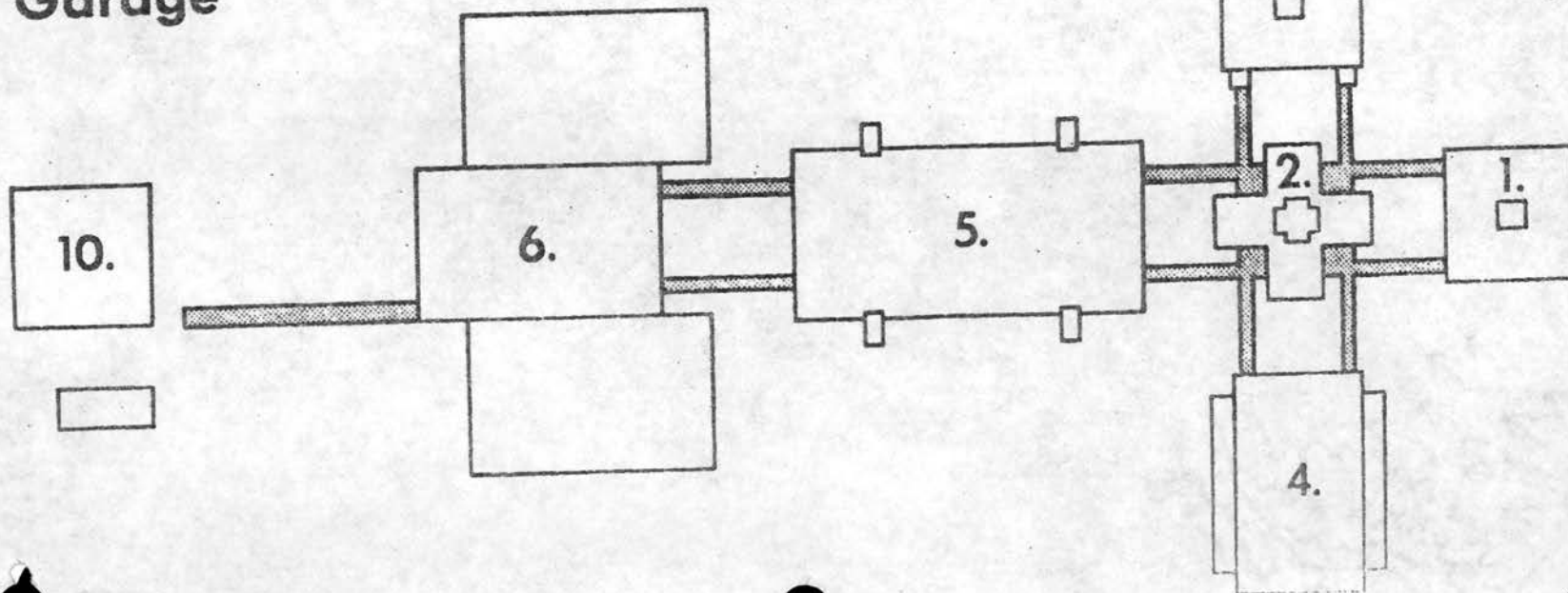
WOMEN IN POLICING Seminar

MARCH 29, - APRIL 2, 1976

**FBI ACADEMY
Quantico, Virginia**

FBI ACADEMY

1. Administration
2. Student Services
3. Library
4. Auditorium and Lecture Hall
5. Classrooms and Offices
6. Central Plant - Crime Scene Training
- Physical Training
7. Dormitories
8. Dormitories
9. Indoor Ranges - Kitchen - Dining
10. Garage



Academy #
640-6131 (Area 703)

Bill Wells
Cpt. 2459

CURRICULUM
WOMEN IN POLICING SEMINAR
MARCH 29 - APRIL 2, 1976
FBI ACADEMY

March 28, Sunday

6:00 p.m.	Bus departs, 9th & Pennsylvania Ave., WDC, for FBI Academy, Quantico	Training Division
7:00 p.m.	Room assignments at FBI Academy	Training Division

March 29, Monday

8:00 a.m. - 11:30 a.m. Classroom 305	Introduction, Tour of Academy & Discussion of Seminar Objectives	Mr. Shanahan FBI Academy Staff
11:30 a.m. - 12:30 p.m.	Conflict in Organizations	Mr. Watson <i>PAUL</i> FBI Academy Staff
12:30 p.m. - 1:30 p.m.	Lunch	
1:30 p.m. - 5:00 p.m.	Workshop: Transactional Analysis & Acceptance of Women as Police Officers	George D. Olivet NYC Police Dept.
5:00 p.m. - 6:15 p.m.	Attitude Adjustment Period	Staff Dining Room

March 30, Tuesday

8: ³ 00 a.m. - 12:30 p.m.	A contemporary analysis of legal issues as they pertain to the future of women in policing	Mr. Monroe FBI Academy Staff
12:30 p.m. - 1:30 p.m.	Lunch	
1:30 p.m. - 5:00 p.m.	Workshop: "T-Group" discussions of related topics	Mr. Wells FBI Academy Staff

March 31, Wednesday

8: ³ 00 a.m. - 11:30 a.m.	Women in Policing	
	The Personnel Directors' Perspective	Insp. Richard Caretti Detroit Police Dept.
11:30 a.m. - 12:30 p.m.	Survey of Women in Policing	Catherine Milton American Bar Assoc.
12:30 p.m. - 1:30 p.m.	Lunch	
1:30 p.m. - 5:00 p.m.	Women in Policing The Patrol Administrator's Perspective	Assistant Chief Anthony V. Bouza NYC Police Dept.

April 1, Thursday

8: ³ 00 a.m. - 10:30 a.m.	Women on Patrol	Lieutenant Felicia Shpritzer, NYPD
10:30 a.m. - 11:30 a.m.	Training and Placement of Female Recruits as a Group	Major Bernard G. Stanalonis, Pennsylvania State Police
11:30 a.m. - 12:30 p.m.	The Training of Women	Mr. Tully FBI Academy Staff
12:30 p.m. - 1:30 p.m.	Lunch	
1:30 p.m. - 3:00 p.m.	EEOC and the Employment of Women	Mr. David L. Rose Chief Employment Section, Civil Rights Division U. S. Department of Justice
3:00 p.m. - 5:00 p.m.	A Female Supervisor of Women on Patrol	Lieutenant Joyce F. Leland, MPD, WDC & Ms. Peggy Triplett, National Institute of Law Enforcement, WDC. <i>Lead</i>

April 2, Friday

8: ³ 00 a.m. - 10:30 a.m.	Assessment Center as a Tool for Selection of Qualified Personnel	Mr. Quigley FBI Academy Staff
10:30 a.m. - 12:00 noon	Summation & Critique of Seminar	Mr. Wells FBI Academy Staff
12:00 noon - 1:00 p.m.	Lunch	
1:00 p.m.	Bus Departs for National Airport and Washington, D. C.	

*12 women
20 men*

SPECIALIZED LAW ENFORCEMENT TRAINING
WOMEN IN POLICING SEMINAR
FBI ACADEMY, QUANTICO, VIRGINIA
MARCH 29 - APRIL 2, 1976

BAILEY, Carolen	Sergeant Police Department St. Paul, Minnesota
BASTING, Alvin J.	Captain Police Department Wauwatosa, Wisconsin
CARTER, E. Ruth	Captain Police Department Philadelphia, Pennsylvania
CORBIN, Gale Paul	Sergeant Missouri Highway Patrol Jefferson City, Missouri
CORYELL, Walter T.	Lieutenant Baltimore County Police Department Towson, Maryland
COSTANTINO, Saverio	Deputy Chief Police Department Jersey City, New Jersey
COWAN, Alexandria	Patrol Sergeant Sacramento County Sheriff Sacramento, California
DUGAS, Maryann	Sergeant Los Angeles County Sheriff Los Angeles, California
FARRAR, Donald E.	Captain DeKalb County Police Department Decatur, Georgia
GAINES, John A.	Captain Police Department Houston, Texas
GARDNER, Barbara	Administrative Assistant Police Department Chula Vista, California

GREEN, Marty R.	Detective Jefferson County Police Department Louisville, Kentucky
HOLSCLAW, Lendel H.	Captain Police Department Arlington, Virginia
HUDSON, Phillip R.	Chief Police Department Madeira, Ohio
JONES, Mary Jacquelyn	Sergeant Police Department Orlando, Florida
KERSTEIN, Alan	Sergeant Police Department Los Angeles, California
KINCHEN, Robert E., Jr.	Captain Police Department Baton Rouge, Louisiana
LAUN, Urania M.	Lieutenant Police Department Louisville, Kentucky
LILLEY, Joseph Clifton	Captain Police Department Portsmouth, Virginia
MC CULLOUGH, Lee	Lieutenant Las Vegas Metropolitan Police Department Las Vegas, Nevada
MC DONNELL, Joseph	Sergeant Las Vegas Metropolitan Police Department Las Vegas, Nevada
MARR, Cecil	Deputy City Attorney Los Angeles, California
MELANCON, H. L. "Pete"	Captain - Education and Training Commander Louisiana State Police Baton Rouge, Louisiana

NEWMAN, Lois H.	Sergeant Police Department Nassau County, New York
O'DONNELL, Dennis	Sergeant Police Department Syracuse, New York
PEARSON, Madeline	Sergeant Dade County, Public Safety Department Miami, Florida
POWELL, William P.	Sergeant Police Department Santa Barbara, California
SADLER, Winifred P.	Detective Sergeant Police Department West Palm Beach, Florida
SCHWARZ, Marilyn	Officer Suffolk County Police Suffolk County, New York
SCOUMPERDIS, Kris H.	Lieutenant Police Department Portland, Oregon
SECHOKA, Kenneth	Captain Police Department Penn Hills, Pennsylvania
SEGEAR, Robert	Officer Police Department Cranford, New Jersey
SGOBBA, Michael	Assistant Chief Police Department San Diego, California
SHAW, Bruce	Captain Police Department Oklahoma City, Oklahoma
SHPRITZER, Felicia	Lieutenant Police Department New York, New York

SIMON, Robert E.

Major
Police Department
Pueblo, Colorado

STANALONIS, Bernard G.

Major
Pennsylvania State Police
Harrisburg, Pennsylvania

STURGILL, Ron

Chief
Police Department
Blue Ash, Ohio

THACKER, Emily

Sergeant
Police Department
Atlanta, Georgia

WEIRMAN, Charles L.

Captain
Michigan State Police
Lansing, Michigan

WILLIAMS, Audrey A.

Officer
Metropolitan Police Department
Washington, D. C.

WILSON, James A.

Captain
Alameda County Sheriff
Department
Alameda, California

Women
in
Policing

The following article, by John Straton, Ph.D.,
Los Angeles County Sheriff's Office, entitled
"The Law Enforcement Family: Programs For
Spouses," appeared in the March, 1976, issue
of the FBI Law Enforcement Bulletin.

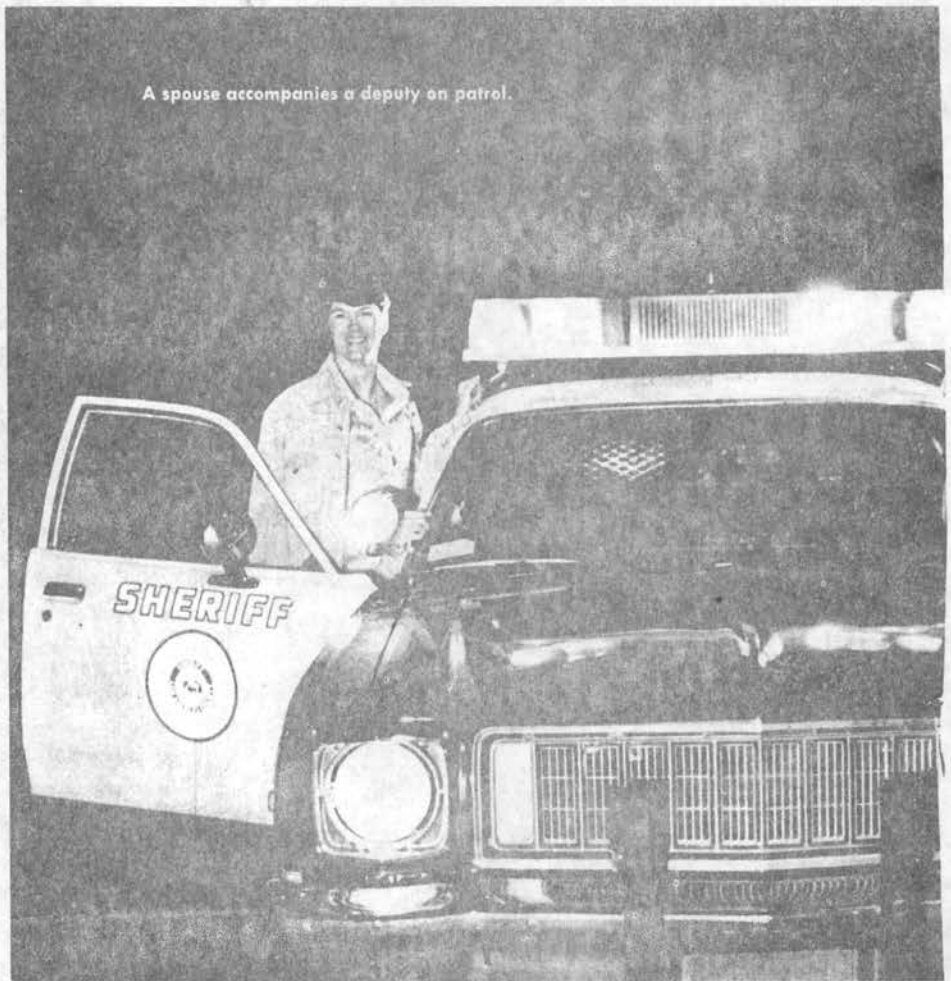
The Law Enforcement PROGRAMS FOR S

By
JOHN STRATTON, Ph. D.
Department Psychologist
Los Angeles County Sheriff's
Department
Los Angeles, Calif.

The importance of the spouse and family is beginning to be recognized as a significant contributing factor to successful law enforcement careers. Still, many spouses feel isolated and neglected by law enforcement agencies, and often are angry at the organization and at their spouses because of their failure to recognize the special difficulties created by marriage into the law enforcement family.

Law enforcement marriages, as a group, have one of the highest divorce rates in the country. While there is a general trend in society toward less stable marriages, law enforcement marriages have stresses inherent in them which can create specialized difficulties that don't exist in other marriages. Unless the couple can develop some special means of coping, have better than average communication and understanding, and work together on their problems, their marriage probably will not be successful and rewarding to both parties. These special stresses and strains extend to the children as well, and all of these factors must be kept in mind when

A spouse accompanies a deputy on patrol.



ent Family: POUSES

dealing with the family relationships in law enforcement.

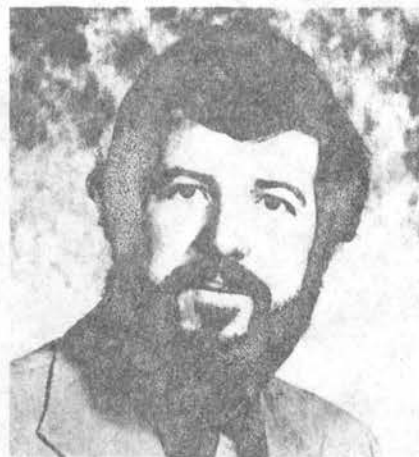
Los Angeles County Sheriff Peter J. Pitchess, being very aware of the additional stresses which his staff and their families undergo, has, as a result, developed some special programs to focus on these areas. Two of the programs especially created for spouses are described herein.

Spouses Training Program

The Spouses Training Program consists of eight classes which meet once a week. The spouses are given an overall look at the operations within the department and the duties their law enforcement spouses will be performing. It is believed that such a program increases understanding and awareness; further, it provides actual participation in some of the activities that their spouses will be performing throughout their careers in law enforcement. The program interjects a personal touch as it allows spouses an opportunity to integrate names with people because of the personal interaction with the sheriff, undersheriff, and other top-level administrators, who have consistently made themselves available for these classes.

An important aspect is the honest, open exchange between the instructors and the participants. There is no attempt to glorify the job; the realities, problems, and concerns are all open for discussion and suggestions.

All spouses of new cadets entering the training academy and any spouses who married into the department during the current year are invited to attend. Since this is a new program, any spouse whose marriage partner is already a member of the department is allowed to attend.



Mr. Stratton

The program is offered 6 weeks after the cadets enter the academy and is held in the same physical facilities, allowing spouses an opportunity to receive some of the tone of the training experience, as well as to meet the instructors.

The overall design of the program has been divided into the following eight sessions as outlined in figure 1.

First Session

Designed to provide an initial orientation to the sheriff's department, this first night presents procedures and policies of the department, including functions of the training academy and the purpose of the program involving the spouses.

The sheriff or the undersheriff welcomes the spouses, emphasizing the importance the family has in law enforcement and the need for understanding, communication, and awareness that both spouses must have to make the career in law enforcement a success for both marital partners.

The sheriff gives such basic information about the department as it is the fifth largest law enforcement agency in the country and has the largest



custody division, processing approximately 1,000 prisoners per day and over 300,000 prisoners per year. The wide variety of job opportunities within the divisions is spotlighted: there are 570 different job classifications available, including positions such as helicopter pilots, bailiffs, bus drivers, detectives, jailers, juvenile detectives, patrol deputies, and vice officers.

The daily procedures cadets perform at the academy, including physical training, classroom instruction, patrol, and testing procedures, are explained in detail, and the spouses are given a tour of the academy as part of the first session's agenda. This helps orient the spouse to the daily routine which goes on in the academy. These procedures are often an abrupt change from the daily routine in the past, which affect not only the individual cadet but the spouse and family as well, and understanding the process aids in the adjustments which have to take place.

Time has been set aside this first evening for an open question and answer period where the spouses are allowed to ask any questions they wish from the sheriff or undersheriff, the captain of the training academy, the department psychologist, and the academy training staff.

Second Session

This class goes into depth regarding the eight divisions within the department with thorough explanations of the operations, functions, facilities, and locations within each division. The general organizational structure and various command levels are also explained.

The special programs developed by the department are also presented. Such programs as student and the law, comprehensive rape investigation, antiburglary, deaf awareness, and law enforcement explorers, and how these programs are of service to



Spouses receive instruction at the firing range.

the community, are explained.

After a thorough explanation of the custody division, its function and facilities, and the problems confronting the deputies working custody by the chief of that division, the spouses are then given a comprehensive tour of a custodial facility for men and one for women.

These tours enable the spouses to have firsthand knowledge of the working conditions and facilities that may be a part of their spouses' future careers.

Third Session

This session is devoted to the role of law enforcement in the criminal justice system, as well as the entire court process and the personnel involved in the system. It begins with the crime report, the arrest, and the

booking process, including such details as advisement of *Miranda* rights, search and seizure issues, warrants, and lineups.

A breakdown of the court process is provided. Information is given about the role the individual law enforcement officer must provide, including such aspects as providing information to the district attorney, aiding and comforting witnesses, and the testifying process itself, with some of the accompanying frustrations. Covered in this session are the reasons for continuances and what requires the tremendous amounts of overtime. Also discussed are the frustrations arising when the individual officer feels that a good case against the defendant has been established, but for any number of reasons and difficulties within the criminal justice system, the case is dismissed.

SPOUSES TRAINING PROGRAM FORMAT

<i>Topics covered</i>	<i>Lecturers</i>
Session 1-- Orientation to sheriff's department. Organizational structure and functions. Sheriff's department training procedures.	Sheriff or undersheriff. Captain of training academy. Department psychologist. Academy staff.
Session 2-- Various functions within department divisions. Special department programs. Tour of custody division.	Chief of custody division.
Session 3-- Law enforcement's role in the criminal justice system. Tour of sheriff's communications center.	Sergeant from training academy.
Session 4-- Marital and occupational pressures. Resources available to department employees and spouses.	Department psychologist. Spouses of deputies for over 5 years.
Session 5-- Investigative techniques, gathering of evidence, ballistics. Sheriff's comprehensive rape program. Methods of self-defense.	Criminalist. Female deputy from training academy.
Session 6-- Personal and home firearms safety. Use of the firing range.	Range staff.
Session 7-- Patrol ride-along.	Patrol deputies.
Session 8-- Review, summary, and graduation.	Assistant sheriffs. Captain of training academy. Department psychologist.

Figure 1

In addition to the above presentation, the spouses are given a tour and explanation of the sheriff's communications center. The communications center is designed to serve the dual purpose of a central dispatching point for all sheriff's radio vehicles and a communications center in the event of disaster or regional emergency. This facility, one of the most remarkable of its kind, is built to U.S. Government specifications for disaster/emergency installations and can withstand any type of disaster except a direct hit with an atomic weapon. In the event of a power failure, the center's dual generators can provide enough electricity for ap-

proximately 2 weeks to sustain life support systems for its occupants and to drive the electrical equipment necessary for emergency broadcasting on 32 separate frequencies, simultaneously, if necessary.

The spouses are also conducted through the emergency operations center, housed in the same facility. This center is activated during regional emergencies to direct the flow of public and private resources and emergency services for the protection of life and property. The emergency operations center, operated at the direction of the sheriff, was established and is maintained in constant readiness for the benefit of all citizens of Los Angeles County.

Fourth Session

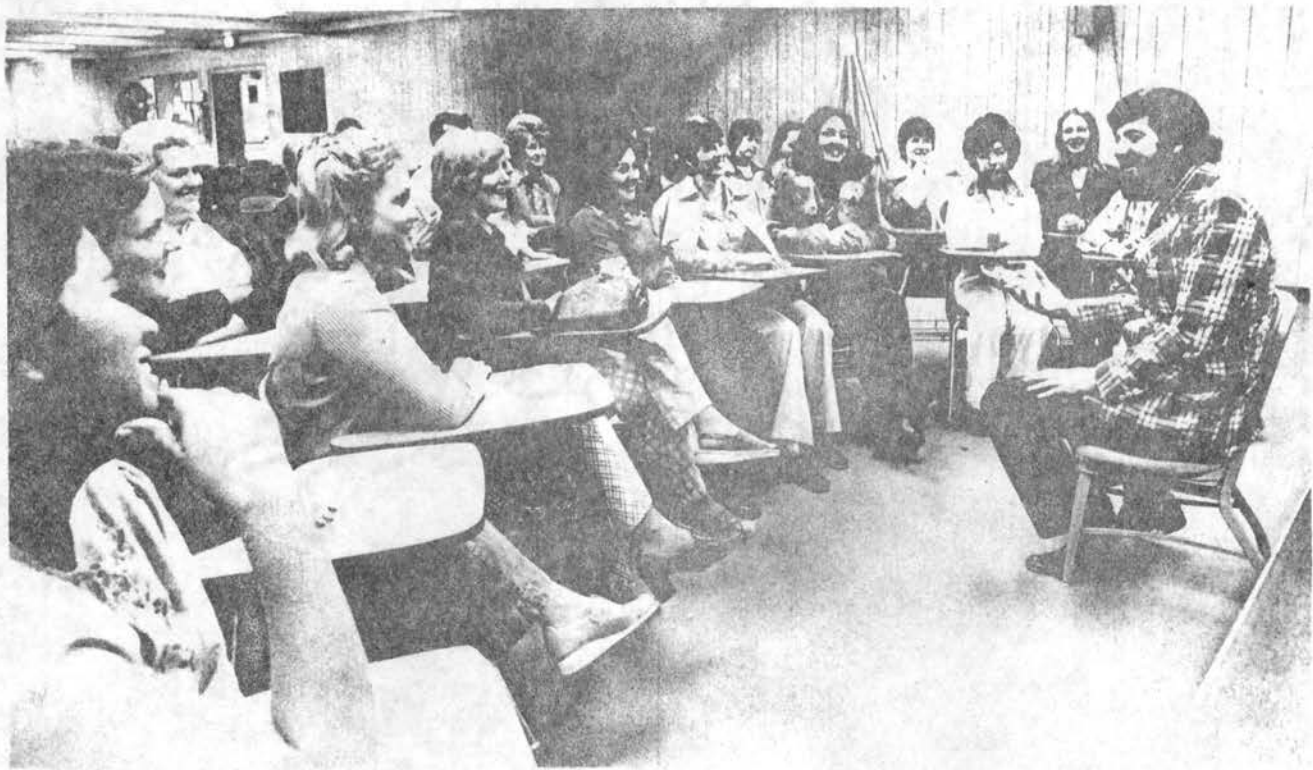
This session is conducted by the department psychologist, who points out the basic problems that will be encountered in law enforcement marriages. Such stresses as irregular working hours, changing shifts, being on call, carrying a gun, and potential of danger are all presented, along with the resulting interpersonal frustrations and difficulties in communication that many couples experience. Emphasis is placed on the responsibility each marriage partner has in making the relationship a viable one which is responsive to the needs of both partners.

Causes for and solutions to various problems that may occur in some law enforcement marriages, such as excessive drinking, finances, and time demands, are also examined thoroughly.

Methods and suggestions to improve communication, including ways for the partners to share equally and openly to facilitate the relationship, are provided.

After the presentation on stress, the spouses of cadets are divided into groups which include wives whose husbands have been deputies for many years. In these groups, they discuss some of the difficulties and stresses they have experienced, as well as ways they have utilized to combat these difficulties and methods they have developed to improve their communication with their spouses.

Services which are available to department employees and their spouses, such as the department psychologist's office, which offers confidential counseling for all employees, their spouses, and their families and provides assistance when special problems and difficulties arise, are outlined. Also presented is the role of the health and welfare bureau of the department, which provides assistance to employees and their families because of



Basic problems encountered in law enforcement marriages and solutions, as well as methods to improve communications, are among the subjects discussed by the department psychologist with spouses.

on-duty injuries or other emergencies, helping and assisting with various technical aspects the individual or family may encounter.

Fifth Session

The first portion of this evening is devoted to criminalistics, with a criminalist presenting and demonstrating not only techniques used in gathering evidence, but explaining the importance and function of evidence. Topics such as the chain of custody, how evidence is protected, and the importance of gathering physical evidence are covered.

There is a slide presentation at this session wherein the spouses are exposed to the process of fingerprinting, matching fingerprints, ballistics, and microscopic examination. There is also an explanation of properly gathered evidence, as opposed to improperly gathered evidence which may be

responsible for destroying the entire case.

Time during the session is devoted to a more indepth discussion of the aspects of rape investigation and prevention. Various statistics about rape, such as those indicating that it is probably the least reported and punished of all crimes, are mentioned. A film of a properly handled rape investigation by sheriff's deputies is shown. Since rape is such a personal crime, the deputies must use special techniques in handling these cases, and these techniques are explained in detail to the spouses.

The last portion of this session is devoted to methods of self-defense. Techniques to be utilized in combating physical assault are demonstrated, and prevention methods, such as always locking doors, checking back seats of cars, and being extra alert to the surrounding environment and what potentially could occur, are suggested.

Sixth Session

Since law enforcement officers are required to carry firearms throughout their careers, this session is devoted entirely to the proper use of firearms. Various aspects of home safety, where to keep a gun, and becoming familiar with the weapon so that the spouse is not uncomfortable with the gun, are involved. Proper understanding of firearms is extremely important as it is something that will have to be dealt with the entire time the marital partner is a member of law enforcement.

After the presentation on firearms safety and proper use of the weapon, the spouses are instructed in the various aspects of using the weapon, how to sight, line up the target, load the gun, empty expended shells, and use the safety, culminating in how to fire the weapon. After this, the spouses are taken to the firing range where they go through the same procedures their

spouses went through the first time they were at the range. As qualification at the range is an ongoing requirement of all deputies throughout their careers, the spouses go through the same procedures and are given

"... the spouses are taken to the firing range where they go through the same procedures their spouses went through the first time they were at the range."

their shooting scores. Approximately one-third of the spouses have been able to qualify on their first attempt at the range.

Seventh Session

This week the spouses are assigned to various patrol stations within the department. They spend the evening riding in a patrol car as an observer for the work shift. The spouse spends the time with the patrol deputies seeing and experiencing the various func-

tions that occur in a squad car. They go on all calls with the patrol deputies and are present when arrests occur and during the booking process. They may end up at a hit-and-run scene, at a burglary, or at any other occurrences which may happen on that particular shift. As with all of the other sessions, the spouses are presented with a realistic view of what may happen during the deputies' careers. No attempt is made to keep them from seeing exactly what happens on a routine night, or on what may not be such a routine night, in an actual patrol car.

Eighth Session

This is the final night and attempts are made to bring all of the unanswered areas together. In addition to having a review of the entire program, the two assistant sheriffs, the captain of the training academy, and the department psychologist are available to respond to concerns and questions the spouses may have.

This also gives the spouses an opportunity to share their experiences gained while on patrol, as well as some of the feelings and new insights gained throughout the 8 weeks.

The session culminates in a graduation ceremony for the spouses, and they receive a certificate for completion of the program.

Annual Seminar

The concern for spouses of law enforcement personnel within the sheriff's department extends beyond the Spouses Training Program. Sheriff Pitchess initiated an all-day workshop for the wives of all law enforcement personnel in the southern California area 2 years ago. It is an annual program which is open to wives of the department, as well as wives of law enforcement personnel from other police agencies, and has had participants from 21 agencies.

This seminar emphasizes the importance of the wife and family in the life of a law enforcement officer. It

Spouses are conducted on a tour of the sheriff's communications center.



Sheriff Peter J. Pitchess receiving a plaque of appreciation from Spouses Training Class No. 1.



provides an opportunity for the women to express their concerns, ideas, and ways they can improve their relationships. Because of space limitations, this workshop is limited to 200 women, with many requests for participation being turned down.

After introductory remarks by the sheriff wherein he emphasizes the importance of the wife in law enforcement, a presentation is made about the pressures and problems inherent in law enforcement marriages and suggestions for improving such relationships. The next item on the agenda is a division of the women into groups of 15 or 20. Each group has a psychologist leader who helps facilitate discussion about the problems that the wives have experienced, solutions which have worked for them, and in general, methods to use in making the

relationships between husband and wife more fulfilling.

Each woman is a member of two groups; one which is held in the morning and one in the afternoon. At the conclusion of the afternoon group, each psychologist addresses the audience as a whole, summarizing their individual experiences with their groups and making suggestions to improve marital communication.

Responses to both programs have been extremely favorable. The spouses attending the 8-week training program have been very enthusiastic about the knowledge they have gained, and their actual experiences have enabled them to understand and empathize with their spouses in their new career. Many cadets whose spouses have attended the program have approached the staff to express how helpful they feel the program has been not only for their spouses but for them and their marital relationship. Spouses also state that they have been made to feel the importance of their role in law enforcement and how they

now feel more identified with the department. In addition, the instructors have been very enthused about teaching the course as they see the excitement and eagerness to learn on the part of the spouses.

Responses to the all-day workshop dealing with the role of the wife in law enforcement have also been very favorable as evidenced by the increased requests for participation each year and also the numerous favorable responses from the participants. The women experience a deeper sense of themselves and their part in a law enforcement marriage.

Summary

The purpose of both of these programs as stated by Sheriff Pitchess is to "reinforce the role of the family in law enforcement, lessen the pressures and stresses experienced by both of the marital partners, and facilitate stronger and more meaningful relationships between the law enforcement couple." ®

WOMEN
IN
POLICING

The following article, by Gary D. Osborn, which appeared in the January, 1976, issue of THE POLICE CHIEF, is reprinted with permission of the IACP.

PHYSICAL AGILITY TESTING

Validating Physical Agility Tests

BY GARY D. OSBORN



LIEUTENANT GARY D. OSBORN administers the Pre-Employment Section of the Los Angeles County Sheriff's Department Personnel Bureau, 211 West Temple Street, Los Angeles, California 90013. He has been with the Sheriff's Department for 15 years and has worked in the Personnel Bureau the last two years. He was on the advisory commission to the Selection Consulting Center appointed by P.O.S.T. to update selection standards for California Peace Officers. He obtained his B.S. degree in police administration from California State University at Los Angeles and his master of public administration from the University of Southern California.

A NEW PHYSICAL AGILITY TEST has been implemented by Sheriff Peter J. Pitchess for the Los Angeles County Sheriff's Department. Nearly one year of research was done on the content validity study preceding the establishment of the test criteria.

Since the courts have imposed upon employers the responsibility of establishing that selection standards used to disqualify applicants are a bona fide occupational qualification (B.F.O.Q.), law enforcement agencies have seen many of their selection requirements invalidated. Minimum height requirements and physical agility tests have borne the brunt of these invalidations. The methodology used to establish the validity of the Los Angeles Sheriff Department's new test answers the B.F.O.Q. question and can be duplicated by other law enforcement officials to establish a physical agility test which will be job related to their particular department.

The methodology design encompasses three phases: (1) questionnaire design, application, cross validation, and evaluation; (2) design and construction of the physical agility test site; and (3) establishment of time parameters through testing.

PHASE I

Questionnaire design, application, and cross validation: The first step was to design a questionnaire which would establish three criteria: (1) what physical agility skills deputies working patrol participate in; (2) which skills are used more than others; and (3) the characteristics of each skill. The final questionnaire covered twelve areas: balancing, carrying, climbing, crawling, dragging, hitting or kicking, jumping, lifting, pulling, pushing, running, and wrestling. The questionnaire was a twelve-page document which not only asked if the deputy did or did not utilize the skill but also established the characteristics of the skill, such as reason for the activity, distances, number of turns, obstacles surmounted, composition of the obstacles, weights, etc.

The questionnaire was administered to a sample population of 200 deputies actually working in radio cars (no

custody, detective, or desk personnel were used). The sample population covered all 15 sheriff's area stations and all three shifts. The number participating from each station was based on that station's percentage of deputies of the total patrol population. The same applied for shift coverage.

A supervisor from each station was instructed on the application of the questionnaire. Each deputy completing the questionnaire was required to fill out one twelve-page questionnaire for each shift worked for ten consecutive shifts. The deputy was instructed to fill out the questionnaire as soon as he could after the skill was used. One hundred fifty-two deputies out of the 200 in the original population completed all ten questionnaires. Results were predicted on these 1,520 questionnaires completed during the test period.

To insure that the questionnaire responses were valid, a participant observer from each station was selected to make observations in the field by riding with a sample population of deputies and recording on the questionnaire any physical agility skills he saw being used. The observation population was not the same sample population as the questionnaire population. It was reasoned that although the number of participants from each population differed, a profile graph of the responses should be similar (see Figure 1). Interviews were made by reviewing deputies' daily logs and reports and then interviewing the deputies as to the use of any skill used, as a second validation procedure. Again, this sample population was not included in the questionnaire or observation phases. All questionnaires were filled out, and observations and interviews made for a period of ten consecutive working shifts from July 1, 1974, to July 16, 1974.

As noted in Figure 1, the observations made established that the questionnaire responses were not skewed.

The questionnaire established that all twelve skills were utilized. The ranking of these skills from the most often used to the least often used was: climbing, running, jumping, lifting, balancing, pulling, pushing, carrying, wrestling, crawling, dragging, and hitting or kicking.

- There were 267 climbing incidents reported. The most common obstacle climbed was a six-foot concrete wall or a ten-foot, chain-link fence. Most climbing was necessary during the investigation of a crime.

- Two hundred thirteen running incidents were reported containing from 0 to 2 turns. The distance most often run was between thirty and eighty feet. Most running was necessary for the apprehension or control of a suspect.

- One hundred forty-nine jumping incidents took place. The distance most often jumped was between three and seven feet; the direction was down and was necessary for the investigation of a crime.

- Lifting was next with 124 responses. The most common weight was 175 pounds or more, and the most common object lifted was a person.

- Balancing incidents amounted to 84 responses with a distance between nine and twenty-seven feet. The most common object balanced on was a concrete wall and was necessary during the investigation of a crime.

- Pulling accounted for 73 responses over a distance between three and fifteen feet. The most common weight was 175 pounds or more. The most common object pulled was a person for their apprehension or control.

- Pushing, with 66 responses was most often done on a car over a distance of three to fifteen feet.

- Carrying received 51 responses. The object carried was undifferentiated over a distance of nine to twenty-one feet. The most common weight was 25 to 75 pounds.

- Wrestling received 50 responses. The most common opponent was an adult male between 150 and 175 pounds.

- Crawling was next with 27 responses, over a distance of three to nine feet through some type of obstacle and was necessary for the investigation of a crime.

- Dragging with 24 responses consisted most usually of dragging a person weighing 175 pounds or more for a distance of nine to twenty-one feet for purposes of apprehension or control.

- Hitting or kicking was last with 22 responses. Hitting of a person for their apprehension or control was the most frequently cited response.

During the evaluation phase, it was decided not to include the material on wrestling and hitting and kicking as no test could be designed which would reasonably test this skill without posing a danger to the applicant or the person evaluating the skill. Also, the possibility of the responses being skewed was considered due to the sample population's fear that investigations might arise from their responses or adverse publicity.

Four of the skills were incorporated: lifting, pulling, dragging, and carrying. Lifting, pulling, and dragging involved the transportation of a person weighing 175 pounds over a distance of three to twenty-one feet. Carrying involved the transportation of an undifferentiated object over the same distance but weighing only 25 to 75 pounds, and it was reasoned that if the applicant could transport a 175-pound person, the 25 to

75 pounds would not pose a significant test.

The jumping skill was attached to the balancing skill by simply elevating the balance beam to a height of four feet, then requiring the applicant to jump down off the obstacle.

Six basic skills remained: (1) six-foot wall climb, (2) run, (3) body transport, (4) balance test, (5) vehicle push, and (6) crawling test.

One last change was instituted regarding the running. Although testing established a distance of 30 to 80 feet, it was reasoned that applicants would be qualified or disqualified on the difference of a 1/10th of a second at that distance. Therefore, the more traditional one-quarter-mile run was used as a more reasonable time over which to measure the candidates' ability. Also, candidates are tested under optimum conditions, i.e., wearing gym clothes and tennis shoes, whereas the deputies tested in the field wore uniforms and seven and one-half pounds of equipment.

PHASE II

Design and construction of the physical agility test site: A major criticism of candidates taking physical agility tests and courts evaluating these tests is that the testing devices bear little resemblance to actual conditions encountered in actual practice. In the design of this test site, the philosophy was adopted to construct the tests to resemble, as closely as possible, conditions in the field. The result was the construction of a six-foot wall made out of concrete cinder bricks with a ten-foot approach. (Officers in the field are most often confronted with a much shorter approach to fences they must surmount.)

Running is done on a standard 1/4 mile oval track of decomposed granite.

For the body transport test, a human simulator built by Sierra Engineering, a manufacturer of human simulators for crash tests, was purchased. The inert human body poses difficulties which cannot be duplicated by rigid mannequins, sandbags, or weighted objects pulled by ropes. To actually use a human being is not appropriate due to possible injuries. The human simulator has fully articulated appendages which, when loosened, come as close to duplicating the inert body as is humanly possible. The appendages on the simulator weigh the same as they would on an actual human being. That is an arm weighs what an arm should weigh, a leg, etc. The simulator was constructed to meet the national norm for a male adult which is 5' 7" tall weighing 165 pounds (ten pounds less than our research indicated).

The balance test was constructed with a 15-foot beam, 5 1/2 inches wide,

suspended between two cinder brick supports, four feet off the ground.

The push test utilizes a standard radio car which is out of gear, pushed ten feet over a flat, level, paved surface.

The crawl test was constructed with a 30 inch x 30 inch window opening raised four feet off the ground, and below that a 30 inch x 24 inch opening at ground level to simulate a crawl hole under a house.

To further develop the reality of the test site, each applicant receives, well in advance of the test date, a complete description of each test including a situation statement which relates the skill being tested to a field situation that was developed from the research. For example, the situation set up for the wall climb is: "You have just discovered a burglary in progress and the suspect has fled climbing over the backyard fence in an attempt to evade arrest. Problem: Scale the fence as quickly as possible . . ." Little doubt is left in the applicant's mind what is being tested for.

PHASE III

Establishment of time parameters through testing: Following completion on construction of the test site, 242 persons were recruited to test so that reasonable times could be arrived at for each skill. The test population was balanced for race, sex, and age. One hundred fifty-three civilians and 89 deputies participated in the time testing. The times established for each event were as follows: six-foot wall climb, 9.0 seconds; 440-yard run, 1:40 minutes; body transport 8.0 seconds; balance beam, 7.0 seconds; vehicle push, 15.0 seconds; crawl way, 7.0 seconds.

Tests conducted on the sample population indicate that, regardless of time, between 2 percent and 3 percent of the males are unable to climb the wall, while 69 percent to 73 percent of females are unable to do so. At 1:40 minutes for the 440-yard run, 4 percent to 5 percent of males are over the time limit, and 73 percent to 88 percent of the females are over. Some 54 percent to 62 percent of the females are unable to complete the body transport in 9.0 seconds, while 0 percent to 2 percent of the males fail. The balance beam and crawl way do not present a significant problem for either sex within the times provided. The vehicle push is the only other significant obstacle with 64 percent to 75 percent of the females and 6 percent to 7 percent of the males unable to complete the test in the 15.0-second time limit.

Realizing that the tests have a disparate effect on female applicants was why extreme care was taken to validate the necessity for these tasks. This is also why the times have been established

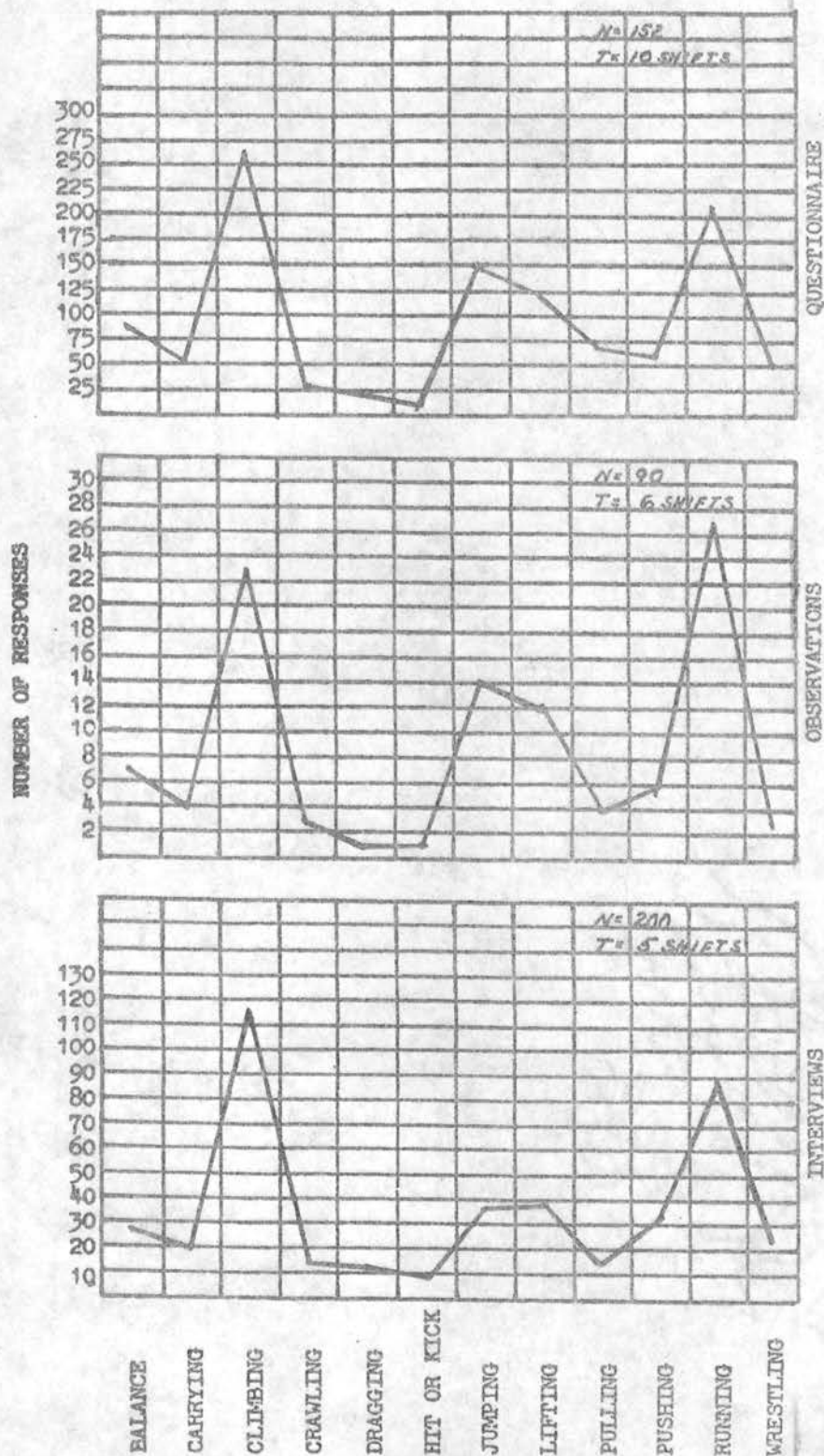
which permit the highest number of female applicants to be successful, yet provide for selecting applicants who can be trained to perform the tasks in a reasonable amount of time.

During the initial testing of applicants, 30 seconds will be allowed for each event (except the 440-yard run which will remain at 1:40 seconds), and

their times will be measured against the test population. This will aid in further establishing the fairness of the time parameters.

The large data base used in the field research and the sound research design should give all of law enforcement a valuable tool in this complex area of validation. ★

FIGURE 1



3-29-76

Dealing with Conflict

Paul Watson, FBI

1. Inevitable
2. Conflict within organizations should not be suppressed.
3. When conflict does arise it many times produces inappropriate reactions. Consequently we may fail to look for the causes of conflict; should examine processes - way we do things, not who is wrong.
4. Conflict usually involves some testing of the power structure (to have it resolved from intervention from above; should attempt to resolve at same level).
5. Intragroup within a group conflict may arise when a group faces a novel problem or task. Can take measures to prevent some disruption.
6. A major effect of intergroup between groups conflict is to certain point to heightened morale within each group. Competition can reach unhealthy proportions where groups operate independently and do not cooperate.
7. Conflict does not have to be a win-lose struggle between persons or groups with differing views.

Reaction to conflict:

1. avoidance
2. deadlock
3. victory - defeat
4. compromise
5. integration (of viewpoints)

Synergy - sum is greater than any part.

Alternative to conflict is problem solving.

8. Conflict may be regarded as achieving unity.

9. Conflict, if managed properly, can be a sign of a healthy organization.
Climate must allow discussion.

10. Change and conflict are interrelated.

3-29-76

Transactional Analysis &
Acceptance of Women as Police Officers

George D. Clinton, NYC Police

"I'm OK, you're OK" - Thomas Harris

3 egos: (Eric Berne)

- Taught (P) Parent Taught Concept - dictates Ethics of life.
Over yrs, has solidified into values + habits.
- Thought (A) Adult-Thought Concept - dictates Reason.
ability to figure things out; estimate probability + make decisions.
- Felt (C) Child-Felt Concept - dictates Creativity
Spontaneity - Emotional Expression
Typified by joy or anger, excitement or moodiness.

Need for human touching - "strokes"
Lack of physical strokes creates anti-social
behavior (resulting in phys. discipline).

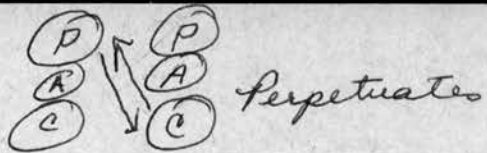
Transformed into need of ^{social} recognition in adults.

A significant other human who provides
this need does not have to be a parent.

Through body language + non-verbal communication
there are transactions going on (where both
people profit).

T-analysis is studying what's going on.

- (P) ("Professional Parent" doesn't laugh anymore)
- moralize, lecture, lay down the law,
the parent is dominating behavior, "I know more
than you!"
- (A) Examines things in rational + realistic manner.
- Calm + reasonable. "Would it help to get more information?"
- (C) Reacts angrily, joyfully or moodily. "Poor me."



Many a marriage is built on this parent-child relationship (can never be intimacy or communication)

As soon as one person becomes rational (A), the relationship is over. A cross-transaction is trouble. The domineering boss (P) is in danger constantly of conflict.

Those who condemn women in law enforcement are (P)!
 "They've never done it before!"

"Free up your adult to look at things rather than old tape recording P is playing."

"They should get married & have children!" "Heil Hitler!"

(Accept people for what they are)

* "I'm OK, You're OK" (Adult) Objective emotional state
 Calm, collected, heads up.

"I'm OK, You're not OK" (Parent) - Subjective emotional state
 Critical, demanding, finger-pointing, lips pursed, folded arms.

"I'm not OK, you're not OK" (Parent/child) - Subjective Emotional
 Sulky, moody, Excited, spontaneous.

"I'm not OK, You're ^{not} OK" (Child) - Subjective Emotional State
 Sulky, moody, slumped

Pigmalion effect - expectations = results.

Don't expect much from women & will be self-fulfilling.

Sex is usually in the child state.

You have to release the tension (some have no release).
 If you don't have a "scream-box", get into TA & leave (P) out.

T.A. applies to police system and problems.
you can do something about the over-^{loaded} parent.
The Adult is a pivotal position for all 3.
Do whatever gives you the best pay-off;
the Adult is usually the most effective.
Just under the facade can be incredible
sensitivity.

Let's support each other. Give credit.

No intimacy in games (cross-conflict).

(P) = "That's the way we've always done it."

P + C are emotionally draining. Try A
& you'll have more strength at the end
of the day.

The P authoritarian is in police work.
TA takes control. A has empathy & sympathy
for other human beings.

In classroom, shn love A state & because
teacher is not P, there are fewer problems.

When chn disobey, ask what should do now or
consider reasonable solution before screaming.

Critical vs Nurturing parent = faulting vs. protecting
Cops are suckers for the nurturing parent role.

"Must guarantee the right of our sister officers
to be there, & if we don't, we have no right
to expect justice in this world."

Dream occupation (ex.) - "Get out of here" (how does
the woman officer feel?). Refuse the opportunity.

Secret is adaptability.

"Homosexuality = loss of control, + police work
may be too tempting for control.
Responsibility to set standards."

Try to hook the adult in the P or C.

Child learns he doesn't have to respond
from the Child state reacting to P.

We have forced the females in to the C role,
so they react that way.

3-30-76

Legal Issues

Larry Monroe, FBI (lower library)

Title VIII - 1972

House Bill 166 - Bella Absad - homosexual protection

1. What makes a good cop?

Must be able to sustain boredom + monotony
but respond to crisis.

2. Degree of administrative commitment to affirmative action. A lot of questions are unanswerable + depends on adm.

Natl. Advisory Comm. on Criminal Justice:
"Affirmative action should be taken to achieve a proportion of minority group employees in an agency that is an approximate proportion of their numbers in the population."

dilemma - vs. professionalism (rec. for b.a., etc).

3. How do you recruit minorities vs. upgrading the force? (not exclusive issue)

Don't change the standard to recruit unless standard is invalid (ex. height).

4. Changing or elimination of a standard does not on its face equal legally or professional validation lowering of the standard.

I. Title VIII (Civil Rights Act of 1964)

Only applied in private sector (until '72)
Gave plaintiff a right to institute a class suit
action. Prohibits quotas.

Specifically prohibited any discrimination
based on race, religion, ethnic origin & sex.

Myast vs. Motorola (1964) - test not job-related.
Specifically permits testing as long as there
is no intent to discriminate.

EEOC - Equal Employment Opportunity Commission
enforces Title VII. 1966. Guidelines, not regulations.

Intent is no longer the issue; we are
interested in the consequences of hiring
procedures. Is professional testing job-related?

Griggs vs. Duke Power Company (1971)

Court gave EEOC guidelines great deference.

Albermarle vs. Moody (1975)

" "

✓ Testing measures must be demonstrably a
reasonable measure of job performance.
Measure must have a substantial proven
business purpose.

If a disproportionate amount of minority
fail a testing measurement, the responsibility
is on the hiring agency to show a
substantial proven business purpose.

An evaluation system is a test and
must prove it is related.

1. Quality is not a defense - it's too nebulous.
You may also not argue client preference.

Diag v Airlines

As long as individual can provide the
basic service, that's all that matters.

3. Lack of bad faith is not good enough. You have to show consequences.

Davis v Washington -

job relatedness is not okay if you predict performance

4. Cost is no defense (new uniforms for women, lockers, etc.).

Equal Employment Opportunity Act of 1972 (moved Title VII into public sector)

Can still file under 14th Amendment, Section 1983 suit in equity

✓ Title VII does not limit equitable remedies (quotas) - to make right the past inequities, but able through 14th.

De Fuenis v. Odegard - 1973

reverse discrimination - Supreme Ct. refused to consider.

Kirkland v. N.Y. State Bd. of Corrections -

Court said may utilize quotas only until you correct a deficiency.

Test must show grievous harm and once test is validated, that's it.

Franks vs Bowman - those protected groups must have seniority rights if they can show there has been past discrimination. Fictional seniority.

Merit system v. affirmative action (Title VII)

Sex Discrimination (14th Amendment)

1. Reed v. Reed: ¹⁹⁷¹ male preference to administer estates violates equal protection clause.
2. Frontiero v. Richardson: military family allowance.
3. Cleveland Bd of Ed. v. La Fleur: mandatory leave is unconstitutional (maternity).
4. Geduldig v. Aiello: exclusion of pregnancy not violation. Maternity not paid leaves.
5. Wetzell v. Liberty Mutual: pregnancy should be included under coverage with other kinds of disability (under appeal).

C. Cleveland height requirement was ~~never~~ allowed by Fed. Court under 14th amendment. (mistake - s.b. Title VII).

Smith v. Troyan - footnote 3. Should have argued Title VII.

Michigan State Police v. Gibson (W) selective certification. Minorities are put to top of list. (no ruling yet)

Maryland State Police argued against 1870 Negro when Negroes are in Baltimore.

Schaeffer v. Detroit - 1 to 1 hiring requirement (but not hiring).

* If disproportionate # protected group failing, you must validate a relationship between selection standard and performance standard. Administrative climate is necessary for good evaluation, and you need good professional helps (tests are not infinitely transportable + cannot be based on reputation not locally). Must accept the results of validation.

Types of Validation:

- 1. Content - doing the job.
Fort Worth Assessment Center
Kansas City for promotion
- 2. Construct - subjective (IQ test, ex.)
- 3. Criteria Related
predictive variables, performance
variables = performance correlation
in test.

Crucial question is "What is successful performance?"

Zia v. Bido - criteria issue.

Validation Paradigm

- 1. Concurrent validation - test incumbents
(need bell curve). Problem with
not enough minorities on job to test.
- 2. Predictable validation - can be dangerous.

C.O.B. Syndrome

Albermarle v. Moody (1775)

Job analysis must be based on the
initial position (patrol officer), not
based on job progression structures.

O'Neil v. Commonwealth

Davis v. Washington

No longer can test score predict the
performance in recruit training.
There must be a relationship between
the training score and field performance.



Employer Defense:

Even after validate, there are still problems. Employer must answer "Does there exist a reasonable non-discriminatory alternative?"

ex. Training for agility prior to test.

Complainant must then show that alternatives without discrimination would also serve employer's interest in efficient & trustworthy workmanship. Such showing is evidence that employer was using its tests merely as a pretext for discrimination.

Title 28—Judicial Administration
CHAPTER I—DEPARTMENT OF JUSTICE
PART 42—NONDISCRIMINATION: EQUAL
OPPORTUNITY: POLICIES AND PROCE-
DURES

Subpart E—Equal Employment
Opportunity Guidelines

On March 9, 1973, the Law Enforcement Assistance Administration of the Department of Justice (LEAA), promulgated equal employment opportunity guidelines (28 CFR 42.301, et seq., Subpart E). The second paragraph of those guidelines reads as follows:

In accordance with the spirit of the public policy set forth in 5 U.S.C. 553, interested persons may submit written comments, suggestions, data or arguments to the Administrator, Law Enforcement Assistance Administration, U.S. Department of Justice, Washington, D.C. 20530, Attention: Office of Civil Rights Compliance, within 45 days of the publication of the guidelines contained in this part. Material thus submitted will be evaluated and acted upon in the same manner as if this document were a proposal. Until such time as further changes are made, however, Part 42, Subpart E as set forth herein shall remain in effect, thus permitting the public business to proceed more expeditiously.

In accordance with the preceding paragraph, written comments, suggestions, data or arguments, have been received by the Administrator of the Law Enforcement Assistance Administration. Material submitted has been evaluated and changes deemed by LEAA to be appropriate have been incorporated into revised equal employment opportunity guidelines, the text of which follows.

By virtue of the authority vested in it by 5 U.S.C. 301, and section 501 of the Omnibus Crime Control and Safe Streets Act of 1968, Pub. L. 90-351, 82 Stat. 197, as amended, the Law Enforcement Assistance Administration hereby issues Title 28, Chapter I, Subpart E of Part 42 of the Code of Federal Regulations. In that the material contained herein is a matter relating to the grant program of the Law Enforcement Assistance Administration, the relevant provisions of the Administrative Procedure Act (5 U.S.C. 553) requiring notice of proposed rulemaking, opportunity for public participation, and delay in effective date are inapplicable.

Subpart E—Equal Employment Opportunity
Guidelines

Sec.	
42.301	Purpose.
42.302	Application.
42.303	Evaluation of employment opportunities.
42.304	Written Equal Employment Opportunity Program.
42.305	Recordkeeping and certification.
42.306	Guidelines.
42.307	Obligations of recipients.
42.308	Noncompliance.

AUTHORITY: 5 U.S.C. sec. 501 of the Omnibus Crime Control and Safe Streets Act of 1968, Pub. L. 90-351, 82 Stat. 197, as amended.

Subpart E—Equal Employment
Opportunity Guidelines

§ 42.301 Purpose.

(a) The experience of the Law Enforcement Assistance Administration in implementing its responsibilities under the Omnibus Crime Control and Safe Streets Act of 1968, as amended, (Pub. L. 90-351, 82 Stat. 197; Pub. L. 91-644, 84 Stat. 1881) has demonstrated that the full and equal participation of women and minority individuals in employment opportunities in the criminal justice system is a necessary component to the Safe Streets Act's program to reduce crime and delinquency in the United States.

(b) Pursuant to the authority of the Safe Streets Act and the equal employment opportunity regulations of the LEAA relating to LEAA assisted programs and activities (28 CFR 42.201, et seq., Subpart D), the following Equal Employment Opportunity Guidelines are established.

§ 42.302 Application.

(a) As used in these guidelines "Recipient" means any state, political subdivision of any state, combination of such states or subdivisions, or any department, agency or instrumentality of any of the foregoing receiving Federal financial assistance from LEAA, directly or through another recipient, or with respect to whom an assurance of civil rights compliance given as a condition of the earlier receipt of assistance is still in effect.

(b) The obligation of a recipient to formulate, implement, and maintain an equal employment opportunity program, in accordance with this Subpart, extends to state and local police agencies, correctional agencies, criminal court systems, probation and parole agencies, and similar agencies responsible for the reduction and control of crime and delinquency.

(c) Assignments of compliance responsibility for Title VI of the Civil Rights Act of 1964 have been made by the Department of Justice to the Department of Health, Education, and Welfare, covering educational institutions and general hospital or medical facilities. Similarly, the Department of Labor, in pursuance of its authority under Executive Orders 11246 and 11375, has assigned responsibility for monitoring equal employment opportunity under government contracts with medical and educational institutions, and non-profit organizations, to the Department of Health, Education, and Welfare. Accordingly, monitoring responsibility in compliance matters in agencies of the kind mentioned in this paragraph rests with the Department of Health, Education, and Welfare, and agencies of this kind are exempt from the provisions of this subpart, and are not responsible for the development of equal employment opportunity programs in accordance herewith.

(d) Each recipient of LEAA assistance within the criminal justice system which has 50 or more employees and which has received grants or subgrants of \$25,-

000 or more pursuant to and since the enactment of the Safe Streets Act of 1968, as amended, and which has a service population with a minority representation of 3 percent or more, is required to formulate, implement and maintain an Equal Employment Opportunity Program relating to employment practices affecting minority persons and women within 120 days after either the promulgation of these amended guidelines, or the initial application for assistance is approved, whichever is sooner. Where a recipient has 50 or more employees, and has received grants or subgrants of \$25,000 or more, and has a service population with a minority representation of less than 3 percent, such recipient is required to formulate, implement, and maintain an equal employment opportunity program relating to employment practices affecting women. For a definition of "employment practices" within the meaning of this paragraph, see § 42.202(b).

(e) "Minority persons" shall include persons who are Negro, Oriental, American-Indian, or Spanish-surnamed Americans. "Spanish-surnamed Americans" means those of Latin American, Cuban, Mexican, Puerto Rican or Spanish origin. In Alaska, Eskimos and Aleuts should be included as "American Indians."

(f) For the purpose of these guidelines, the relevant "service population" shall be determined as follows:

(1) For adult and juvenile correctional institutions, facilities and programs (including probation and parole programs), the "service population" shall be the inmate or client population served by the institution, facility, or program during the preceding fiscal year.

(2) For all other recipient agencies (e.g., police and courts), the "service population" shall be the State population for state agencies, the county population for county agencies, and the municipal population for municipal agencies.

(g) "Fiscal year" means the twelve calendar months beginning July 1, and ending June 30, of the following calendar year. A fiscal year is designated by the calendar year in which it ends.

§ 42.303 Evaluation of employment opportunities.

(a) A necessary prerequisite to the development and implementation of a satisfactory Equal Employment Opportunity Program is the identification and analysis of any problem areas inherent in the utilization or participation of minorities and women in all of the recipient's employment phases (e.g., recruitment, selection, and promotion) and the evaluation of employment opportunities for minorities and women.

(b) In many cases an effective Equal Employment Opportunity Program may only be accomplished where the program is coordinated by the recipient agency with the cognizant Civil Service Commission or similar agency responsible by law, in whole or in part, for the recruitment

and selection of entrance candidates and selection of candidates for promotion.

(c) In making the evaluation of employment opportunities, the recipient shall conduct such analysis separately for minorities and women. However, all racial and ethnic data collected to perform an evaluation pursuant to the requirements of this section should be cross classified by sex to ascertain the extent to which minority women or minority men may be underutilized. The evaluation should include but not necessarily be limited to, the following factors:

(1) An analysis of present representation of women and minority persons in all job categories;

(2) An analysis of all recruitment and employment selection procedures for the preceding fiscal year, including such things as position descriptions, application forms, recruitment methods and sources, interview procedures, test administration and test validity, educational prerequisites, referral procedures and final selection methods, to insure that equal employment opportunity is being afforded in all job categories;

(3) An analysis of seniority practices and provisions, upgrading and promotion procedures, transfer procedures (lateral or vertical), and formal and informal training programs during the preceding fiscal year, in order to insure that equal employment opportunity is being afforded;

(4) A reasonable assessment to determine whether minority employment is inhibited by external factors such as the lack of access to suitable housing in the geographical area served by a certain facility or the lack of suitable transportation (public or private) to the workplace.

§ 42.304 Written Equal Employment Opportunity Program.

Each recipient's Equal Employment Opportunity Program shall be in writing and shall include:

(a) A job classification table or chart which clearly indicates for each job classification or assignment the number of employees within each respective job category classified by race, sex and national origin (include for example Spanish-surnamed, Oriental, and American Indian). Also, principal duties and rates of pay should be clearly indicated for each job classification. Where auxiliary duties are assigned or more than one rate of pay applies because of length of time in the job or other factors, a special notation should be made. Where the recipient operates more than one shift or assigns employees within each shift to varying locations, as in law enforcement agencies, the number by race, sex and national origin on each shift and in each location should be identified. When relevant, the recipient should indicate the racial/ethnic mix of the geographic area of assignments by the inclusion of minority population and percentage statistics.

(b) The number of disciplinary actions taken against employees by race, sex,

and national origin within the preceding fiscal year, the number and types of sanctions imposed (suspension indefinitely, suspension for a term, loss of pay, written reprimand, oral reprimand, other) against individuals by race, sex, and national origin.

(c) The number of individuals by race, sex and national origin (if available) applying for employment within the preceding fiscal year and the number by race, sex and national origin (if available) of those applicants who were offered employment and those who were actually hired. If such data is unavailable, the recipient should institute a system for the collection of such data.

(d) The number of employees in each job category by race, sex, and national origin who made application for promotion or transfer within the preceding fiscal year and the number in each job category by race, sex, and national origin who were promoted or transferred.

(e) The number of employees by race, sex, and national origin who were terminated within the preceding fiscal year, identifying by race, sex, and national origin which were voluntary and involuntary terminations.

(f) Available community and area labor characteristics within the relevant geographical area including total population, workforce and existing unemployment by race, sex, and national origin. Such data may be obtained from the Bureau of Labor Statistics, Washington, D.C., state and local employment services, or other reliable sources. Recipients should identify the sources of the data used.

(g) A detailed narrative statement setting forth the recipient's existing employment policies and practices as defined in § 42.202(b). Thus, for example, where testing is used in the employment selection process, it is not sufficient for the recipient to simply note the fact. The recipient should identify the test, describe the procedures followed in administering and scoring the test, state what weight is given to test scores, how a cut-off score is established and whether the test has been validated to predict or measure job performance and, if so, a detailed description of the validation study. Similarly detailed responses are required with respect to other employment policies, procedures, and practices used by the applicant.

(1) The statement should include the recipient's detailed analysis of existing employment policies, procedures, and practices as they relate to employment of minorities and women, (see § 42.303) and, where improvements are necessary, the statement should set forth in detail the specific steps the recipient will take for the achievement of full and equal employment opportunity. For example, The Equal Employment Opportunity Commission, in carrying out its responsibilities in ensuring compliance with Title VII has published Guidelines on Employee Selection Procedures (29 CFR

Part 1607) which, among other things, proscribes the use of employee selection practices, procedures and devices (such as tests, minimum educational levels, oral interviews and the like) which have not been shown by the user thereof to be related to job performance and where the use of such an unvalidated selection device tends to disqualify a disproportionate number of minority individuals or women for employment. The EEOC Guidelines set out appropriate procedures to assist in establishing and maintaining equal employment opportunities. Recipients of LEAA assistance using selection procedures which are not in conformity with the EEOC Guidelines shall set forth the specific areas of nonconformity, the reasons which may explain any such nonconformity, and, if necessary, the steps the recipient agency will take to correct any existing deficiency.

(2) The recipient should also set forth a program for recruitment of minority persons based on an informed judgment of what is necessary to attract minority applications including, but not necessarily limited to, dissemination of posters, use of advertising media patronized by minorities, minority group contacts and community relations programs. As appropriate, recipients may wish to refer to recruitment techniques suggested in Revised Order No. 4 of the Office of Federal Contract Compliance, U.S. Department of Labor, found at 41 CFR 60-2.24(e).

(h) Plan for dissemination of the applicant's Equal Employment Opportunity Program to all personnel, applicants and the general public. As appropriate, recipients may wish to refer to the recommendations for dissemination of policy suggested in Revised Order No. 4 of the Office of Federal Contract Compliance, U.S. Department of Labor, found at 41 CFR 60-2.21.

(i) Designation of specified personnel to implement and maintain adherence to the Equal Employment Opportunity Program and a description of their specific responsibilities suggested in Revised Order No. 4 of the Office of Federal Contract Compliance, U.S. Department of Labor, found at 41 CFR 60-2.22.

§ 42.305 Record keeping and certification.

The Equal Employment Opportunity Program and all records used in its preparation shall be kept on file and retained by each recipient covered by these guidelines for subsequent audit or review by responsible personnel of the cognizant state planning agency or the LEAA. Prior to the authorization to fund new or continuing programs under the Omnibus Crime Control and Safe Streets Act of 1968, the recipient shall file a certificate with the cognizant state planning agency or LEAA regional office stating that the equal employment opportunity program is on file with the recipient. The form of the certification shall be as follows:

I, _____ (person filing the application) certify that the _____ (criminal justice agency) has formulated an equal employment opportunity program in accordance with 28 CFR 42.301, et seq., Subpart E, and that it is on file in the Office of _____ (name), _____ (address), _____ (title), for review or audit by officials of the cognizant state planning agency or the Law Enforcement Assistance Administration, as required by relevant laws and regulations.

The criminal justice agency created by the Governor to implement the Safe Streets Act within each state shall certify that it requires, as a condition of the receipt of block grant funds, that recipients from it have executed an Equal Employment Opportunity Program in accordance with this subpart, or that, in conformity with the terms and conditions of this regulation no equal employment opportunity programs are required to be filed by that jurisdiction.

§ 42.306 Guidelines.

(a) Recipient agencies are expected to conduct a continuing program of self-evaluation to ascertain whether any of their recruitment, employee selection or promotional policies (or lack thereof) directly or indirectly have the effect of denying equal employment opportunities to minority individuals and women.

(b) Post award compliance reviews of recipient agencies will be scheduled by LEAA, giving priority to any recipient agencies which have a significant disparity between the percentage of minority persons in the service population and the percentage of minority employees in the agency. Equal employment program modification may be suggested by LEAA whenever identifiable referral or selection procedures and policies suggest to LEAA the appropriateness of improved selection procedures and policies. Accordingly, any recipient agencies falling within this category are encouraged to develop recruitment, hiring or promotional guidelines under their equal employment opportunity program which will correct, in a timely manner, any identifiable employment impediments which may have contributed to the existing disparities.

(c) A significant disparity between minority representation in the service population and the minority representation in the agency workforce may be deemed to exist if the percentage of a minority group in the employment of the agency is not at least seventy (70) percent of the percentage of that minority in the service population.

§ 42.307 Obligations of recipients.

The obligation of those recipients subject to these Guidelines for the maintenance of an Equal Employment Opportunity Program shall continue for the period during which the LEAA assistance is extended to a recipient or for the period during which a comprehensive law enforcement plan filed pursuant to the Safe Streets Act is in effect within the State, whichever is longer, unless the

assurances of compliance, filed by a recipient in accordance with § 42.204(a)(2), specify a different period.

§ 42.308 Noncompliance.

Failure to implement and maintain an Equal Employment Opportunity Program as required by these Guidelines shall subject recipients of LEAA assistance to the sanctions prescribed by the Safe Streets Act and the equal employment opportunity regulations of the Department of Justice. (See 42 U.S.C. 3757 and § 42.206).

Effective date.—This Guideline shall become effective on August 31, 1973.

Dated August 24, 1973.

DONALD E. SANTARELLI,
Administrator, Law Enforcement
Assistance Administration.

[FR Doc. 73-18555 Filed 8-30-73; 8:45 am]

any form in the war in Vietnam. His sincerity is not questioned. His application for a discharge, however, was denied because his religious training and beliefs lead him to oppose only a particular war¹² which according to his conscience was unjust.

For the reasons I have stated in my dissent in the *Gillette* case decided this day, I would reverse the judgment.



Willie S. GRIGGS et al., Petitioners,

v.

DUKE POWER COMPANY.

No. 124.

Argued Dec. 14, 1970.

Decided March 8, 1971.

Class action by Negro employees against employer alleging that employment practices violated Civil Rights Act. The United States District Court for the Middle District of North Carolina, at Greensboro, 292 F.Supp. 243, dismissed complaint, and plaintiffs appealed. The Court of Appeals, 420 F.2d 1225, affirmed in part, reversed in part, and remanded, holding that in absence of a discriminatory purpose, requirement of high school education or passing of a standardized general intelligence test as a condition of employment in or trans-

12. "For those middle-aged people who find themselves baffled by the current, widespread resistance to the draft, a Stanford University student has provided a useful parallel.

"Addressing a hearing of the Senate Armed Service Committee * * *, Peter Knutson said that 'If, during the course of the Second World War, America had entered on the side of Hitler's Germany, would you have allowed yourself to be drafted? Would you have blindly said my country right or wrong?'

"That is about as well as the anti-draft cause has ever been stated. * * *

91 S.Ct.—54

fer to jobs was permitted by the Civil Rights Act, and rejecting claim that because such requirements operated to render ineligible a markedly disproportionate number of Negroes, they were unlawful under the Act, unless shown to be job-related. Certiorari was granted. The Supreme Court, Mr. Chief Justice Burger, held that employer was prohibited by provisions of Act pertaining to employment opportunities from requiring a high school education or passing of a standardized general intelligence test as a condition of employment in or transfer to jobs, where neither standard was shown to be significantly related to successful job performance, both requirements operated to disqualify Negroes at a substantially higher rate than white applicants, and jobs in question formerly had been filled only by white employees as part of a long-standing practice of giving preference to whites.

Reversed.

Mr. Justice Brennan took no part in consideration or decision of case.

1. Civil Rights ⇄

Objective of Congress in enacting provisions of Civil Rights Act pertaining to employment opportunities was to achieve equality of employment opportunities and remove barriers that operated in the past to favor an identifiable group of white employees over other employees. Civil Rights Act of 1964, §§ 701 et seq., 703(a) (2), (h), 42 U.S.C.A. §§ 2000e et seq., 2000e-2 (a) (2), (h).

"It may seem far-fetched to suppose that America ever would have fought on the side of Hitler, but that too is beside the point. If today's World War II veteran will try to imagine what he might have done had he been drafted under those circumstances, he will be able to understand some part of the dilemma that the Vietnam war has imposed on this generation of draftees. It has been a real dilemma breeding powerful frustrations, and its residues will long outlast the war."—L. H.—Lewiston (Ida.) Tribune.

2. Civil Rights ⇨1

Under provisions of Civil Rights Act pertaining to employment opportunities, practices, procedures, or tests neutral on their face, and even neutral in terms of intent, cannot be maintained if they operate to "freeze" the status quo of prior discriminatory employment practices. Civil Rights Act of 1964, §§ 701 et seq., 703(a) (2), (h), 42 U.S.C.A. §§ 2000e et seq., 2000e-2(a) (2), (h).

3. Civil Rights ⇨2

Congress did not intend by provisions of Civil Rights Act pertaining to employment opportunities to guarantee a job to every person regardless of qualifications; the Act does not command that any person be hired simply because he was formerly subject of discrimination, or because he is a member of a minority group; discriminatory preference for any group, minority or majority, is precisely and only what Congress has proscribed; what is required by Congress is removal of artificial, arbitrary, and unnecessary barriers to employment when barriers operate invidiously to discriminate on basis of race or other impermissible classification. Civil Rights Act of 1964, §§ 701 et seq., 703(a) (2), (h), 42 U.S.C.A. §§ 2000e et seq., 2000e-2(a) (2), (h).

4. Civil Rights ⇨1

Provisions of Civil Rights Act pertaining to employment opportunities proscribe not only overt discrimination but also practices that are fair in form, but discriminatory in operation. Civil Rights Act of 1964, §§ 701 et seq., 703(a) (2), (h), 42 U.S.C.A. §§ 2000e et seq., 2000e-2(a) (2), (h).

5. Civil Rights ⇨1

If an employment practice which operates to exclude Negroes cannot be shown to be related to job performance, the practice is prohibited by provisions of Civil Rights Act pertaining to employment opportunities. Civil Rights Act of 1964, §§ 701 et seq., 703(a) (2), (h), 42 U.S.C.A. §§ 2000e et seq., 2000e-2(a) (2), (h).

6. Civil Rights ⇨1

Good intent or absence of discriminatory intent does not redeem employment procedures or testing mechanisms that operate as "built-in headwinds" for minority groups and are unrelated to measuring job capability. Civil Rights Act of 1964, §§ 701 et seq., 703(a) (2), (h), 42 U.S.C.A. §§ 2000e et seq., 2000e-2(a) (2), (h).

7. Statutes ⇨219

Administrative interpretation of Civil Rights Act by enforcing agency is entitled to great deference. Civil Rights Act of 1964, §§ 701 et seq., 703(a) (2), (h), 42 U.S.C.A. §§ 2000e et seq., 2000e-2(a) (2), (h).

8. Civil Rights ⇨2

Equal Employment Opportunity Commission's construction of section of Civil Rights Act authorizing use of any professionally developed ability test that is not designed, intended, or used to discriminate because of race to require that employment tests be job-related comports with congressional intent. Civil Rights Act of 1964, § 703(h), 42 U.S.C.A. § 2000e-2(h).

9. Civil Rights ⇨1

Employer was prohibited, by provisions of Civil Rights Act pertaining to employment opportunities, from requiring a high school education or passing of a standardized general intelligence test as a condition of employment in or transfer to jobs, where neither standard was shown to be significantly related to successful job performance, both requirements operated to disqualify Negroes at a substantially higher rate than white applicants, and the jobs in question formerly had been filled only by white employees as part of a long-standing practice of giving preference to whites. Civil Rights Act of 1964, §§ 701 et seq., 703(a) (2), (h), 42 U.S.C.A. §§ 2000e et seq., 2000e-2(a) (2), (h).

Jack Greenberg, New York City, for petitioners.

George W. Ferguson, Jr., for respondent.

Lawrence M. Cohen for the Chamber of Commerce of the United States, as amicus curiae.

Mr. Chief Justice BURGER delivered the opinion of the Court.

We granted the writ in this case to resolve the question whether an employer is prohibited by the Civil Rights Act of 1964, Title VII, from requiring a high school education or passing of a standardized general intelligence test as a condition of employment in or transfer to jobs when (a) neither standard is shown to be significantly related to successful job performance, (b) both requirements operate to disqualify Negroes at a substantially higher rate than white applicants, and (c) the jobs in question formerly had been filled only by white employees as part of a longstanding practice of giving preference to whites.¹

Congress provided, in Title VII of the Civil Rights Act of 1964, for class actions for enforcement of provisions of the Act and this proceeding was brought by a group of incumbent Negro employees against Duke Power Company. All the petitioners are employed at the Company's Dan River Steam Station, a power generating facility located at Draper, North Carolina. At the time this action was instituted, the Company had 95 employees at the Dan River Station, 14 of whom were Negroes; 13 of these are petitioners here.

1. The Act provides:

"Sec. 703(a) It shall be an unlawful employment practice for an employer—

"(2) to limit, segregate, or classify his employees in any way which would deprive or tend to deprive any individual of employment opportunities or otherwise adversely affect his status as an employee, because of such individual's race, color, religion, sex, or national origin.

"(h) Notwithstanding any other provision of this title, it shall not be an unlawful employment practice for an employer * * * to give and to act upon

The District Court found that prior to July 2, 1965, the effective date of the Civil Rights Act of 1964, the Company openly discriminated on the basis of race in the hiring and assigning of employees at its Dan River plant. The plant was organized into five operating departments: (1) Labor, (2) Coal Handling, (3) Operations, (4) Maintenance, and (5) Laboratory and Test. Negroes were employed only in the Labor Department where the highest paying jobs paid less than the lowest paying jobs in the other four "operating" departments in which only whites were employed.² Promotions were normally made within each department on the basis of job seniority. Transferees into a department usually began in the lowest position.

In 1955 the Company instituted a policy of requiring a high school education for initial assignment to any department except Labor, and for transfer from the Coal Handling to any "inside" department (Operations, Maintenance, or Laboratory). When the Company abandoned its policy of restricting Negroes to the Labor Department in 1965, completion of high school also was made a prerequisite to transfer from Labor to any other department. From the time the high school requirement was instituted to the time of trial, however, white employees hired before the time of the high school education requirement continued to perform satisfactorily and achieve promotions in the "operating"

the results of any professionally developed ability test provided that such test, its administration or action upon the results is not designed, intended, or used to discriminate because of race, color, religion, sex or national origin. * * *

2. A Negro was first assigned to a job in an operating department in August 1966, five months after charges had been filed with the Equal Employment Opportunity Commission. The employee, a high school graduate who had begun in the Labor Department in 1953, was promoted to a job in the Coal Handling Department.

departments. Findings on this score are not challenged.

The Company added a further requirement for new employees on July 2, 1965, the date on which Title VII became effective. To qualify for placement in any but the Labor Department it became necessary to register satisfactory scores on two professionally prepared aptitude tests, as well as to have a high school education. Completion of high school alone continued to render employees eligible for transfer to the four desirable departments from which Negroes had been excluded if the incumbent had been employed prior to the time of the new requirement. In September 1965 the Company began to permit incumbent employees who lacked a high school education to qualify for transfer from Labor or Coal Handling to an "inside" job by passing two tests—the Wonderlic Personnel Test, which purports to measure general intelligence, and the Bennett Mechanical Aptitude Test. Neither was directed or intended to measure the ability to learn to perform a particular job or category of jobs. The requisite scores used for both initial hiring and transfer approximated the national median for high school graduates.³

The District Court had found that while the Company previously followed a policy of overt racial discrimination in a period prior to the Act, such conduct had ceased. The District Court also concluded that Title VII was intended to be prospective only and, consequently,

3. The test standards are thus more stringent than the high school requirement, since they would screen out approximately half of all high school graduates.

4. The Court of Appeals ruled that Negroes employed in the Labor Department at a time when there was no high school or test requirement for entrance into the higher paying departments could not now be made subject to those requirements, since whites hired contemporaneously into those departments were never subject to them. The Court of Appeals also required that the seniority rights of those Negroes be measured on a plantwide, rather than a departmental, basis. How-

ever, the impact of prior inequities was beyond the reach of corrective action authorized by the Act.

The Court of Appeals was confronted with a question of first impression, as are we, concerning the meaning of Title VII. After careful analysis a majority of that court concluded that a subjective test of the employer's intent should govern, particularly in a close case, and that in this case there was no showing of a discriminatory purpose in the adoption of the diploma and test requirements. On this basis, the Court of Appeals concluded there was no violation of the Act.

The Court of Appeals reversed the District Court in part, rejecting the holding that residual discrimination arising from prior employment practices was insulated from remedial action.⁴ The Court of Appeals noted, however, that the District Court was correct in its conclusion that there was no finding of a racial purpose of invidious intent in the adoption of the high school diploma requirement or general intelligence test and that these standards had been applied fairly to whites and Negroes alike. It held that, in the absence of a discriminatory purpose, use of such requirements was permitted by the Act. In so doing, the Court of Appeals rejected the claim that because these two requirements operated to render ineligible a markedly disproportionate number of Negroes, they were unlawful under Title VII unless shown to be job-related.⁵ We

ever, the Court of Appeals denied relief to the Negro employees without a high school education or its equivalent who were hired into the Labor Department after institution of the educational requirement.

5. One member of that court disagreed with this aspect of the decision, maintaining, as do the petitioners in this Court, that Title VII prohibits the use of employment criteria which operate in a racially exclusionary fashion and do not measure skills or abilities necessary to performance of the jobs for which those criteria are used.

granted the writ on these claims. 399 U.S. 926, 90 S.Ct. 2238, 26 L.Ed.2d 791.

[1, 2] The objective of Congress in the enactment of Title VII is plain from the language of the statute. It was to achieve equality of employment opportunities and remove barriers that have operated in the past to favor an identifiable group of white employees over other employees. Under the Act, practices, procedures, or tests neutral on their face, and even neutral in terms of intent, cannot be maintained if they operate to "freeze" the status quo of prior discriminatory employment practices.

[3] The Court of Appeals' opinion, and the partial dissent, agreed that, on the record in the present case, "whites fare far better on the Company's alternative requirements" than Negroes.⁶ This consequence would appear to be directly traceable to race. Basic intelligence must have the means of articulation to manifest itself fairly in a testing process. Because they are Negroes, petitioners have long received inferior education in segregated schools and this Court expressly recognized these differences in *Gaston County v. United States*, 395 U.S. 285, 89 S.Ct. 1720, 23 L.Ed.2d 309 (1969). There, because of the inferior education received by Negroes in North Carolina, this Court barred the institution of a literacy test for voter registration on the ground that the test would abridge the right to vote indirectly on account of race. Congress did not intend by Title VII, however, to guarantee a job to every person regardless of qualifications. In short, the Act does not command that any person be hired simply because he was formerly the subject of discrimination, or because

he is a member of a minority group. Discriminatory preference for any group, minority or majority, is precisely and only what Congress has proscribed. What is required by Congress is the removal of artificial, arbitrary, and unnecessary barriers to employment when the barriers operate invidiously to discriminate on the basis of racial or other impermissible classification.

[4, 5] Congress has now provided that tests or criteria for employment or promotion may not provide equality of opportunity only in the sense of the fabled offer of milk to the stork and the fox. On the contrary, Congress has now required that the posture and condition of the job seeker be taken into account. It has—to resort again to the fable—provided that the vessel in which the milk is proffered be one all seekers can use. The Act proscribes not only overt discrimination but also practices that are fair in form, but discriminatory in operation. The touchstone is business necessity. If an employment practice which operates to exclude Negroes cannot be shown to be related to job performance, the practice is prohibited.

On the record before us, neither the high school completion requirement nor the general intelligence test is shown to bear a demonstrable relationship to successful performance of the jobs for which it was used. Both were adopted, as the Court of Appeals noted, without meaningful study of their relationship to job-performance ability. Rather, a vice president of the Company testified, the requirements were instituted on the Company's judgment that they generally would improve the overall quality of the work force.

6. In North Carolina, 1960 census statistics show that, while 34% of white males had completed high school, only 12% of Negro males had done so. U. S. Bureau of the Census, U. S. Census of Population: 1960, Vol. 1, Part 35, Table 47.

Similarly, with respect to standardized tests, the EEOC in one case found that use of a battery of tests, including the

Wonderlic and Bennett tests used by the Company in the instant case, resulted in 58% of whites passing the tests, as compared with only 6% of the blacks. Decision of EEOC, CCH Empl. Prac. Guide, ¶ 17,304.53 (Dec. 2, 1966). See also Decision of EEOC 70-552, CCH Empl. Prac. Guide, ¶ 6139 (Feb. 19, 1970).

The evidence, however, shows that employees who have not completed high school or taken the tests have continued to perform satisfactorily and make progress in departments for which the high school and test criteria are now used.⁷ The promotion record of present employees who would not be able to meet the new criteria thus suggests the possibility that the requirements may not be needed even for the limited purpose of preserving the avowed policy of advancement within the Company. In the context of this case, it is unnecessary to reach the question whether testing requirements that take into account capability for the next succeeding position or related future promotion might be utilized upon a showing that such long range requirements fulfill a genuine business need. In the present case the Company has made no such showing.

[6] The Court of Appeals held that the Company had adopted the diploma and test requirements without any "intention to discriminate against Negro employees." We do not suggest that either the District Court or the Court of Appeals erred in examining the employer's intent; but good intent or absence of discriminatory intent does not redeem employment procedures or testing mechanisms that operate as "built-in headwinds" for minority groups and are unrelated to measuring job capability.

The Company's lack of discriminatory intent is suggested by special efforts to help the undereducated employees

through Company financing of two-thirds the cost of tuition for high school training. But Congress directed the thrust of the Act to the *consequences* of employment practices, not simply the motivation. More than that, Congress has placed on the employer the burden of showing that any given requirement must have a manifest relationship to the employment in question.

The facts of this case demonstrate the inadequacy of broad and general testing devices as well as the infirmity of using diplomas or degrees as fixed measures of capability. History is filled with examples of men and women who rendered highly effective performance without the conventional badges of accomplishment in terms of certificates, diplomas, or degrees. Diplomas and tests are useful servants, but Congress had mandated the common-sense proposition that they are not to become masters of reality.

The Company contends that its general intelligence tests are specifically permitted by § 703(h) of the Act.⁸ That section authorizes the use of "any professionally developed ability test" that is not "designed, intended, or used to discriminate because of race * * *." (Emphasis added.)

[7] The Equal Employment Opportunity Commission, having enforcement responsibility, has issued guidelines interpreting § 703(h) to permit only the use of job-related tests.⁹ The adminis-

7. For example, between July 2, 1965, and November 14, 1966, the percentage of white employees who were promoted but who were not high school graduates was nearly identical to the percentage of non-graduates in the entire white work force.

8. Section 703(h) applies only to tests. It has no applicability to the high school diploma requirement.

9. EEOC Guidelines on Employment Testing Procedures, issued August 24, 1966, provide:

"The Commission accordingly interprets 'professionally developed ability test' to

mean a test which fairly measures the knowledge or skills required by the particular job or class of jobs which the applicant seeks, or which fairly affords the employer a chance to measure the applicant's ability to perform a particular job or class of jobs. The fact that a test was prepared by an individual or organization claiming expertise in test preparation does not, without more, justify its use within the meaning of Title VII."

The EEOC position has been elaborated in the new Guidelines on Employee Selection Procedures, 35 Fed.Reg. 12333

trative interpretation of the Act by the enforcing agency is entitled to great deference. See, e. g., *United States v. City of Chicago*, 400 U.S. 8, 91 S.Ct. 18, 27 L.Ed.2d 9 (1970); *Udall v. Tallman*, 380 U.S. 1, 85 S.Ct. 792, 13 L.Ed.2d 616 (1965); *Power Reactor Development Co. v. Electricians*, 367 U.S. 396, 81 S.Ct. 1529, 6 L.Ed.2d 924 (1961). Since the Act and its legislative history support the Commission's construction, this affords good reason to treat the Guidelines as expressing the will of Congress.

Section 703(h) was not contained in the House version of the Civil Rights Act but was added in the Senate during extended debate. For a period, debate revolved around claims that the bill as proposed would prohibit all testing and force employers to hire unqualified persons simply because they were part of a group formerly subject to job discrimination.¹⁰ Proponents of Title VII sought throughout the debate to assure

the critics that the Act would have no effect on job-related tests. Senators Case of New Jersey and Clark of Pennsylvania, comanagers of the bill on the Senate floor, issued a memorandum explaining that the proposed Title VII "expressly protects the employer's right to insist that any prospective applicant, Negro or white, *must meet the applicable job qualifications*. Indeed, the very purpose of Title VII is to promote hiring on the basis of job qualifications, rather than on the basis of race or color." (Emphasis added.) 110 Cong.Rec. 7247.¹¹ Despite these assurances, Senator Tower of Texas introduced an amendment authorizing "professionally developed ability tests." Proponents of Title VII opposed the amendment because, as written, it would permit an employer to give any test, "whether it was a good test or not, so long as it was professionally designed. Discrimination could actually exist under the

(August 1, 1970). These Guidelines demand that employers using tests, have available "data demonstrating that the test is predictive of or significantly correlated with important elements of work behavior comprising or relevant to the job or jobs for which Guidelines are being evaluated." *Id.*, at § 1607.4(c).

10. The congressional discussion was prompted by the decision of a hearing examiner for the Illinois Fair Employment Commission in *Myart v. Motorola Co.* (The decision is reprinted at 110 Cong.Rec. 5662 (1964).) That case suggested that standardized tests on which whites performed better than Negroes could never be used. The decision was taken to mean that such tests could never be justified even if the needs of the business required them. A number of Senators feared that Title VII might produce a similar result. See remarks of Senators Ervin, 110 Cong.Rec. 5614-5616; Smathers, *id.*, at 5999-6000; Holland, *id.*, at 7012-7013; Hill, *id.*, at 8447; Tower, *id.*, at 9024; Talmadge, *id.*, at 9025-9026; Fulbright, *id.*, at 9599-9600; and Ellender, *ibid.*

11. The Court of Appeals majority, in finding no requirement in Title VII that employment tests be job-related, relied in part on a quotation from an earlier

Clark-Case interpretative memorandum addressed to the question of the constitutionality of Title VII. The Senators said in that memorandum:

"There is no requirement in Title VII that employers abandon bona fide qualification tests where, because of differences in background and education, members of some groups are able to perform better on these tests than members of other groups. An employer may set his qualifications as high as he likes, he may test to determine which applicants have these qualifications, and he may hire, assign, and promote on the basis of test performance." 110 Cong.Rec. 7213.

However, nothing there stated conflicts with the later memorandum dealing specifically with the debate over employer testing, 110 Cong.Rec. 7247 (quoted from in the text above), in which Senators Clark and Case explained that tests which measure "applicable job qualifications" are permissible under Title VII. In the earlier memorandum Clark and Case assured the Senate that employers were not to be prohibited from using tests that determine *qualifications*. Certainly a reasonable interpretation of what the Senators meant, in light of the subsequent memorandum directed specifically at employer testing, was that nothing in the Act prevents employers from requiring that applicants be fit for the job.

guise of compliance with the statute." Remarks of Senator Case, 110 Cong.Rec. 13504.

[8] The amendment was defeated and two days later Senator Tower offered a substitute amendment which was adopted verbatim and is now the testing provision of § 703(h). Speaking for the supporters of Title VII, Senator Humphrey, who had vigorously opposed the first amendment, endorsed the substitute amendment, stating: "Senators on both sides of the aisle who were deeply interested in Title VII have examined the text of this amendment and have found it to be in accord with the intent and purpose of that title." 110 Cong. Rec. 13724. The amendment was then adopted.¹² From the sum of the legislative history relevant in this case, the conclusion is inescapable that the EEOC's construction of § 703(h) to require that employment tests be job-related comports with congressional intent.

[9] Nothing in the Act precludes the use of testing or measuring procedures; obviously they are useful. What Congress has forbidden is giving these devices and mechanisms controlling force unless they are demonstrably a reasonable measure of job performance. Congress has not commanded that the less qualified be preferred over the better qualified simply because of minority origins. Far from disparaging job qualifications as such, Congress has made such qualifications the controlling factor, so that race, religion, nationality, and sex become irrelevant. What Congress has commanded is that any tests used must measure the person for the job and not the person in the abstract.

12. Senator Tower's original amendment provided in part that a test would be permissible "if * * * in the case of any individual who is an employee of such employer, such test is designed to determine or predict whether such individual is suitable or trainable with respect to his employment in the particular business or enterprise involved * * *." 110 Cong.Rec. 13492. This language in-

The judgment of the Court of Appeals is, as to that portion of the judgment appealed from, reversed.

Mr. Justice BRENNAN took no part in the consideration or decision of this case.



Ruben ASKEW et al., Appellants,

v.

Robert H. HARGRAVE et al.

No. 573.

Argued Feb. 23 and 24, 1971.

Decided March 8, 1971.

Class action challenging constitutionality of Florida Millage Rollback Law. The United States District Court for the Middle District of Florida, 313 F.Supp. 944, dismissed the action and the Court of Appeals, 413 F.2d 320, remanded with directions to convene three-judge court. After remand, the three-judge District Court entered summary judgment declaring law unconstitutional and enjoined withholding of state funds from local school districts, and the Supreme Court noted probable jurisdiction. The Supreme Court held that where, subsequent to filing of action in federal District Court challenging Florida Millage Rollback Law as effecting invidious discrimination in violation of equal protection clause of Fourteenth Amendment, action was filed in state court attacking Rollback Law primarily on state law grounds, as violative of Florida Constitution, and state law claims, if sustained, would obviate necessity of determining Fourteenth Amendment ques-

icates that Senator Tower's aim was simply to make certain that job-related tests would be permitted. The opposition to the amendment was based on its loose wording which the proponents of Title VII feared would be susceptible to misinterpretation. The final amendment, which was acceptable to all sides, could hardly have required less of a job relation than the first.

3-31-74

Women in Policing

Insp. Richard Caretti
Detroit P.D.

✓ The option of delay in hiring women results in loss of administrative control through court rulings. Far better to do the "right thing" under your own control. (our dept. highly vulnerable)

I. Legal Issues

A. Plaintiffs use 2 approaches:

1. Equal Protection Clause 14th Amendment
2. Title VII Civil Rts Act 1964 (E.E.O.A.) most effective
Plaintiff simply has to show that there is disparity on protected class, and burden of proof of validity in selection is on the defendant.

B. Plaintiff's Burden.

LEAA requires that 70% of the total percentage in population must be the % composition of that protected class on any dept. over 50 receiving \$25,000+. Heavy enforcement is expected (Chicago). Fear of losing funding is motivating cities.

C. Suspect Classifications ("Protected Class")

1. Race 2. Color 3. Sex 4. Religion 5. National Origin

D. Defense

1. Best is validated procedures in every facet of selection. Must demonstrate job-related criteria. Rational Basis.
2. Compelling State Interest. Superficial justification can be used if there is no adverse impact (ex. height requirement with blacks + whites with same average height).

L.A. - only 8% of their officers were under 5'8" but that 8% were involved in over 50% of assaults (^{street confrontations} Napoleonic complex).

Based on above, two different height requirements can be justified for male-female, (Dist. office EEOC, Chicago concurs).

- Some disagreement in feeling that law protects individuals as well as groups or classes. No tests have been made in court.

400 women in Detroit, but anytime a woman does anything wrong, everyone hears about it.

C. Important Cases

1. *Griggs v. Duke Power*
2. *NAACP v. Allen* (Ala. Patrol - 25% m/f minority)
3. *North State LCOA v City of Charlotte* (50% hired)
- * 4. *Schaefer v. Hannan* (Detroit)
5. *F.O.P. v. City of Dayton*

Tests must measure person for the job, not the abstract.

Consent degrees are much better than court, which is unpredictable.

Detroit treated women as separate entity working exclusively on juveniles, sex, women. All suit had to demonstrate was pop. was 52% women, 37% available to work, + in Detroit P.D. was 10% female. The P.D. had to then prove validity and no discrimination.

June, 1974 - Court said no separate tests, process women expeditiously, hire on a 1 for 1 basis, intensive campaign to disseminate info. + recruit (already had too many applicants), unique assignment.

Detroit:

* Promotional exams - women integrated in test poorly, but court said to promote regardless of their position on the list. ✓

Chicago - order of 16% women to be hired.

Job Performance rating:

- 1. Service ratings
- 2. Behavioral - critical incidents on street
- 3. Objective criteria (arrests, tags, etc.)

Everybody satisfied that knew who was the successful officers.

Prediction on basis of total group is not as accurate as sub-group basis.

Final series of 18 tests were considered valid. Measurement only dealt with the street patrol officer.

10th gr. functioning level appeared adequate. Above this made no appreciable difference.

Little success & very questionable in attempts to validate height requirement (ex. San Diego, SACP).

Agility is being studied at present in L.A. but likely will lose in court ("never remember climbing a wall").

Do changing standards mean lowering? Standards are only meaningful if they relate to the job.

- F. Remedies ordered in job discrimination cases
1. Affirmative recruitment (energetic, aggressive)
 2. Written tests
 3. Background screening
 4. Seniority system for promotion.
 5. Assignments

must be prepared to validate all of above.

Development of Selection Model:

- A. Written examination
- B. Oral Interview
- C. Veterans Preference
- D. Residency

Armed services restrict women to 2% which precludes veterans preference.

Basic elements of the selection process:

- A. Prescreening
- B. Written exam
- C. Medical exam incl. agility
- D. Background investigation
- E. Psychiatric evaluation
- F. Polygraph
- G. Oral Board

No consistency in depts. application of above.

Most progressive approach to agility is currently in LA + will be court challenged.

Written exam:

1. Traditional approach
 - a) culturally biased tests
 - b) testing abilities that are not related to job performance
2. court decisions
3. IQ Syndrome.

Background Investigations:

1. residence history
2. education
3. arrest record
4. traffic record
5. employment record
6. financial status
7. social status ("moral turpitude")
8. personal characteristics
(societies, clubs, groups, hobbies, alcohol, drugs, etc.)
9. military record
10. neighborhood check for references.

Cohen, N.Y., found no relationship between performance and poor credit rating.

Experience has revealed no significant fall-out on above for women.

Establishment of Standards:

1. Vision
2. Education - H.S. diploma upheld.
3. Draft classification
 - a) failed written test
 - b) physical problems
4. Operator's license
5. Residency
6. Traffic record
7. Juvenile arrest record
8. Military record
9. Arrest record
10. Financial problems
11. Employment record
12. Membership or affiliation with revolutionary organizations
13. Agility test
14. Social background
 - a) Criminal activity of other members of immediate family.

Majority of agencies are eliminating height requirement, and it is unlikely to be sustained anywhere. Most extensive attempt at justification is by Michigan State Police.

Detroit expects to be sustained on their increased educational requirements as ascend ranks. (30 credits for sgt., 2 yr. lt., BA for above).

* Must carefully monitor movement through system and watch for disparate fall-out; then be prepared to validate continued use.

Psychiatric Evaluation:

1. Screening Instrument
 - a) CMO
 - b) MMPI
 - c) CPI
2. Psychiatric Interview

Generally do not see female drop-out unless management is interfering.

Polygraph used variably (none, required for all or selectively). Smaller depts. use more often. Kalamazoo study.

Oral Interview:

1. To evaluate candidate + assign score. (manner, voice, character, judgment, etc.)
2. Fail-pass basis
3. Personnel staffing oral Bd.

Detroit ordered to discontinue oral because of disparity on Mts.

Promotional model:

- A. Written exam
- B. Performance evaluation
- C. Oral interview (weakness freq.)
- D. College credit
- E. Seniority
- F. Veteran's preference.

All Detroit women were college grads and expected them to score well on integrated list but they placed very poorly. Heavy fall-out in low range even on second test.

1st Conclusion is that women not studying, etc., but on last test women came through well, so now conclude women were now prepared to compete (st. decision, etc.).

* "Repeating any questions in exams is deplorable and decidedly unfair to women who have not competed in exams before." ✓

Survey of Women in Policing

Catherine Milton

Am. Bar Assoc.

Patrol was the primary issue because that's where the jobs were.

Washington, DC experiment. - Conclusion was that there was no reason why women cannot work on patrol.

Women tended to make fewer arrests and tags - controversial.

Men received more citizen complaints.

Male maintained negative attitudes from initiation until completion, but younger and black males were more favorable (suggesting bias).

Any dept. should have a monitor to anticipate and deal with problems.

3-31-74 Patrol Administrator's Perspective

Chief Anthony Bouza
NYC

"feminism" - fulfillment. Everyone is entitled to the same opportunities at the same responsibilities and effort. The right to develop and to grow.

Jobs may be restricted to one sex because of 1) authenticity (actress) 2) ^{community standards} moral reasons (restroom attendant). Sex must be a bonafide qualification (BFOQ)

The real issue is what is police work. 80% service, not crime.

"There's the question of bra and hair as if we are dealing with the same. Women are physiologically different from men; let us acknowledge the differences and use them!"

There is the need to analyze the job, and then to fill the need rather than concern about ridiculous stereotypes.

To send a woman out among men without support is undermining the project.

"Kick the god damn rock over, and let's see what's underneath."

Do not tolerate generalized prejudice ("I won't patrol with a woman").

Treat our colleagues as adults, and 98% will respond accordingly.

"Women patrol officers have been accepted in the Bronx by male officers."

"As long as they're not having sex on my time, it's none of my concern."
(EX. NY Times + reinstated)

The adoption of a sexually neutral term ("police officer") is important.

"A life unexamined is not worth living" - Socrates

Introspection - ability to develop truth about yourself is most important.

Height requirements are nonsense and do discriminate.

Are we measuring the strength + agility needed for the job? Doubt it.

26,000 officers, 750 women

Calculated risks must be taken all the time. There will always be failures.

Prefer mediation rather than domination in conflicts. Of course there will be mistakes.

"I think you can do it. Go out to the world and prove that you can."
Self-fulfilling prophecy.

NY Firearm regulations severely limit the officer's discretion in shooting. All shootings are examined.

* "Tell the truth. If the city loses, the people have won and justice has been served."

"I believe in persuasion, and yet in every major decision, I have imposed my will. Why? Conservatism. It forces us to impose our will due to resistance to change."

("the last gasp")

"If you're backed up against the wall and all else has failed, use God. If that doesn't work, try patriotism, and as a last resort, accuse 'em of being a sodomist," all are indefensible.

"Enough is enough. Women on patrol has been studied to death, and it works. I wouldn't spend 5¢ to research further."

To implement a new policy, they must be bombarded with materials, etc. so they unmistakably understand the commitment.

Hair is worn "off the collar".

LEA guidelines re. women were suppressed. Simply say no discrimination.

We should never choose our police officers on physical domination. The officer is not & should not be the toughest person in the neighborhood.

Women instructors in training recommended. Defines precisely what should and should not be used in all aspects of women officers.

Recommendations:

no height requirements
no inquiry in to sexual experience
selection showing disparity must be validated.
avoid absolute V.P. + minimize effects.

4-1-76

Women on Patrol

Lt. Felicia Shpritzu, N.Y.P.D.

1971 - 12 volunteer women assigned to patrol in 3 precincts.

Training + Placement of Female Recruits

Major Bernard Stanalovic, Penn. State Police

1971 - hired women on same basis as men.

152 class, 15 females (14 completed)
6 mos. in-house training (women felt no exceptions should be in training)

1973 - eliminated height requirement

Strength + Agility Test: (female)

Chin-up - 1 (Natl. average is 1/2)

push-up - 4

sit-up - 12

Vertical jump - 10"

Triple jump - 12

(failure of 2 disqualified)

2 sets of standards negate job relatedness.

Females rated much higher in I.Q. and education, but their standing in cadette class was not high.

* Hair not longer than collar.
Exact uniform as men except hat.
(wave style used). 2 standards for sexes.

1973 - extensive study revealed commanders were very over-protective of women, which women resented.

25 females, \$3,900 officers

Females did not like haircuts.

4-1-76

EEOC + Employment of Women

David Rose, U.S. Dept. of Justice

Philadelphia ruling sets quotas + opening basic jobs.

No validity study which justifies height and weight requirement has been shown.

If seniority in length of service is used in promotions, it is likely consistent with the law (+ not discriminatory).

Most depts. have eliminated patrol experience as a requirement for promotional exams. Opportunity for patrol experience should be available for those who did not have this.

Agility is another major area of litigation. Validate through content-validity model.

EEOC does not seek out complaints and is 3 1/2 yrs. behind. Have responsibility to process under Title VII. Have prevailed in all court action.

Depts. are targeted on basis of size, % employed, available population, etc. Negotiations are attempted prior to filing.

Consent decree - practices shown to discriminate are eliminated, hiring goals are sought, etc. Numerical relief has been granted recently in Detroit and Philadelphia. Back pay has also been granted.

* Retroactive seniority has also been granted to those who have been discriminated against.

Women constitute 36-41% of workforce.

Long term goals ^{in quotas, etc.} pre. women are reluctant because interest by women is unknown in seeking the job. (Women have not prev. participated)

Relevant labor market is standard (area where residency required or SMSA).

LCAA has a preference for ^{judicial} traditional resolution. If LCAA finds cause, they "must" issue proceedings to withhold funding.

Impounding of revenue sharing funds has only resulted in Chicago, which resulted from court order initiated by an individual plaintiff. EEOC does not initiate such actions but has recommended resolutions. Non-compliance to order can initiate action.

LCAA has authority to delay new grants but not existing.

EEOC targets and becomes involved with groups + larger cases rather than an individual.

Educational requirements have not been generally challenged. Reluctant to challenge ed. promotional requirements if opportunity to obtain ed. has been offered + available thru dept.

Female Supervisor of Women on Patrol

St. Joyce Leland, Wash. D.C. P.D.:

Initial problem supervising women (who had B.A.'s) was authority. They felt they could discuss + decide decisions.

Re. men, problem of identification. Males felt she was different from male lieutenants.

Women trained and regimented for patrol presented no discipline problems. Women respond better to supervision from men and find accepting criticism more difficult than men. Women tend to cry with supervisors (not on the cry).

Men have higher injury level, although women more often placed on light duty.

Men tend to display + use guns more.

Peggy Triplet, LEAA:

336 women on DC in 1973

no hair regulations in Baltimore County

Specially tailored clothes for women (esp. trousers)
(not merely adjustments to male)

357 weapon too heavy for women
K38 an alternative (ex. Pueblo, Colo.)

Lenn Hills, Pa. - grant to study agility test.

Established a mean from within department.

6 ft wall - biggest obstacle

6 tests: 200# bag

stretch 100 ft.

identify objects at 20 ft. (guns, knife)

run 1/4 mile in 95 sec. (for stamina)

over & through 6 ft high window in 20 sec.

30 sec to squeeze trigger (must be over 50)